

# INDIANA COMMISSION *for* HIGHER EDUCATION

## AGENDA

June 11, 2015

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INDIANA COMMISSION *for*  
HIGHER EDUCATION

**JUNE COMMISSION MEETING  
AGENDA**

**Wednesday, June 10, 2015**

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**STUDENT SUCCESS & COMPLETION COMMITTEE MEETING**

2:30 P.M. – 3:30 P.M.

Clarion Hotel and Conference Center  
2480 Jonathan Moore Pike  
Columbus, IN 47201

**CAMPUS TOUR**

4:00 P.M. – 6:15 P.M.

Tour of the IUPUC campus and the city of Columbus  
*Bus Departs from Clarion Hotel at 3:50 P.M.*

**RECEPTION**

6:15 P.M. – 7:00 P.M.

Cummins Inc. Headquarters  
500 Jackson Street  
Columbus, IN 47201

**DINNER**

7:00 P.M. – 8:30 P.M.

Cummins Inc. Headquarters  
500 Jackson Street  
Columbus, IN 47201

*Bus Returns to Clarion Hotel at 8:30 P.M.*

**HOTEL ACCOMMODATIONS**

Clarion Hotel and Conference Center  
2480 Jonathan Moore Pike  
Columbus, IN 47201

Thursday, June 11, 2015

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**COMMISSION MEETING**

Indiana-University-Purdue University Columbus  
4601 Central Avenue  
Columbus, IN 47203

**COMMISSION MEMBER BREAKFAST**

8:00 A.M. – 9:00 A.M.  
Indiana-University-Purdue University Columbus  
IUPUC Campus Center  
Room CC 176

*Breakfast Guests*

*Dr. Beth Sharer, IUPUC Nursing Division Head  
Dr. Vicky Johnson-Poynter, Chief Nursing Officer, Schneck Medical Center*

**STAFF BREAKFAST**

8:00 A.M. – 9:00 A.M.  
Indiana-University-Purdue University Columbus  
IUPUC Campus Center  
Room CC 170

**WORKING SESSION**

9:00 A.M. – 11:30 A.M.  
Indiana-University-Purdue University Columbus  
IUPUC Campus Center  
Room CC 176

**CALL IN INFORMATION:**

Dial: **812-856-7060** | PIN: **237226#**  
For video conferencing via Skype or Microsoft Lync:  
[237226@vc.iu.edu](mailto:237226@vc.iu.edu)

**WiFi INFORMATION:**

attwifi

**WORKING SESSION TOPICS**

- 2015-2017 Indiana/Ohio Reciprocity Agreement
- IU Engineering Degree Proposal
- HLC Policy Change and Impact on Dual Credit
- Committee Report Outs

**COMMISSION MEMBER LUNCH**

11:45 A.M. – 12:45 P.M.

Indiana-University-Purdue University Columbus  
Room CC 176

*Lunch Guest*

*Dr. Beth Sharer, IUPUC Nursing Division Head*

**COMMISSION STAFF LUNCH**

11:45 A.M. – 12:45 P.M.

Indiana-University-Purdue University Columbus  
Room CC 170

**COMMISSION MEETING**

1:00 P.M. – 3:00 P.M.

Indiana-University-Purdue University Columbus  
Columbus Learning Center | Room 1000  
*(adjacent building)*

**CALL IN INFORMATION:**

Dial: **812-856-7060** | PIN: **237226#**

For video conferencing via Skype or Microsoft Lync:

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**WiFi INFORMATION:**

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**I. Call to Order – 1:00 P.M. (Eastern)**  
**Roll Call of Members and Determination of Quorum**  
**Chair’s Remarks**  
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**V. Old Business  
New Business**

**VI. Adjournment**

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The next meeting of the Commission will be on **August 13, 2015, in Hammond, Indiana.**

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, May 14, 2015**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Vincennes University – Jasper, Center for Technology, Innovation & Manufacturing, Room 226/227, 961 College Avenue, Jasper, IN 47546 with Chairman Dennis Bland presiding.

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

*Members Present:* Gerald Bepko, Dennis Bland, John Conant, Sarah Correll, Susana Duarte De Suarez, Lisa Hershman, Chris LaMothe, Chris Murphy, Dan Peterson, John Popp, and Caren Whitehouse.

*Members Absent:* Jon Costas, Allan Hubbard, Jud Fisher

**CHAIR'S REPORT**

Mr. Bland began his remarks by stating that, on behalf of the Commission, he would like to thank President Dick Helton for his hospitality at yesterday's events and for hosting our meeting today. He took a moment to express his condolences in memory of Hannah Wilson, a student from Indiana University, and encouraged the Commission to always be conscious of our responsibility for our students.

Mr. Bland reminded the Commission that its annual H. Kent Weldon Conference for Higher Education was held on Tuesday, April 14<sup>th</sup> in Indianapolis, focusing on *Connecting College and Careers*. The event was attended by over 240 higher education partners including faculty, students, university representatives, policymakers and employers. The conference focused on the integration of career experience into postsecondary degree programs, serving as a networking opportunity between educators and employers with partners in their region and economic sector. The Lieutenant Governor Sue Ellspermann provided welcoming remarks that articulated the importance of career experiences and internships before and during higher education experiences. The keynote by Carol D'Amico with USA Funds demonstrated how career experience in college enhances direction and purpose after graduation. Attendees participated in one of two parallel sessions following the keynote to hear firsthand from college presidents and employers who have successfully implemented these partnerships. After these sessions, attendees participated in a networking lunch and an interactive reflection during which they were matched with others from their sector and region. I had the pleasure of providing closing remarks for this event. I would like to thank our speakers, our event organizers and those who attended for making the event a success and challenging us to think differently about the connections between college and careers.

As my final comment, I want to appreciate how, even after several years, there always seems to be mindfulness about the reason and motivation behind that conference and the namesake behind the event. Once again it was a great reminder about Kent Weldon and his influence on higher education in the State of Indiana. Mr. Bland said that he is grateful that there is an opportunity to perpetuate his legacy at that conference.

### **COMMISSIONER'S REPORT**

Commissioner Lubbers began her report stating that last Saturday, Chairman Dennis Bland, was the commencement speaker for Marian University. As usual, his thoughtful perspective inspired those in the audience, several of whom mentioned it to me over the weekend. I received a copy of his speech, and want to share one paragraph with you as we begin today's meeting.

Ms. Lubbers quoted Mr. Bland's speech, "Morality speaks of people having a fundamental awareness of conscience, making certain distinctions around this awareness, and then utilizing sound behavioral choices around those distinctions. Those who value morality assess situations, employ a standard to make discriminating distinctions in those situations, then make decisions which conform conduct to what they deem is sound and beneficial. Some examples of these distinctions are: good/bad; right/wrong; helpful/hurtful; and love/hate. Morals are a compass of conscience, a homing device of the head and heart which leads us away from harmful conduct and toward health and winsome choices. With this compass, we not only see and appreciate distinctions around diametrically opposed positions, but are inspired to actually do what is right and good."

His words speak eloquently of the challenge all of us – not just college graduates – face in living a life of higher purpose. In this season of commencement addresses, I thought it was fitting to share some of Dennis' words with his colleagues on the Commission and those in the audience.

I hope you've noticed in the weekly news clips distribution the attention that has been given to our Career Ready Campaign. This has provided an opportunity for us to work with all our partners – K-12, colleges and universities, Department of Workforce Development, employers and policymakers – to promote the value of work based learning. Our Kick-off on April 20<sup>th</sup> with Lt. Governor ElSpermann focused on the alignment between education and employment. This campaign runs through the end of July but marks the beginning of our efforts as we also highlight career preparation in our updated strategic plan.

I would also like to highlight a milestone that was recognized in our working session: all of our public college and university campuses have signed on to participate in the voluntary agreement that makes it easier for students to take online courses with the assurance that they meet standards of quality. Likewise, the agreement, known as the State Authorization Reciprocity Agreement (SARA) creates a more efficient and effective process for schools and states and ensures greater consumer protection. Indiana was the first state to join SARA and with a total of 45 public, private and for-profit colleges participating in the agreement is leading the nation in this regard, also.

## CONSIDERATION OF THE MINUTES OF THE MARCH, 2015 COMMISSION MEETING

**R-15-03.1 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the March, 2015 regular meeting (Motion – Murphy, second – Whitehouse, unanimously approved)

## II. PUBLIC SQUARE

### A. Competency Based Education: *What it is and what it is not*

Mr. Bland began the Public Square stating that as the Commission engages in discussions related to competency that will guide the development of the 2015 Strategic Plan, it will have the opportunity to hear from our partners from Public Agenda as a three-part series.

The first of these sessions is with Alison Kadlec, Ph.D., Senior Vice President & Director of Higher Education & Workforce Programs. Alison leads the design and implementation of Public Agenda's higher education and workforce development research and stakeholder engagement work. She and her team have worked with dozens of colleges and universities across the country to support the capacity of institutional leaders and faculty at every level to effectively engage members of their communities as constructive partners in the hard work of change on behalf of student success.

Mr. Bland also mentioned that last year the Commission passed a resolution in support of competency in higher education. These discussions will help provide a path for the specific steps necessary to further the work called for in that resolution.

Ms. Alison Kadlec began her presentation by stating that Public Agenda does not advocate for Competency-Based Education (CBE) and that the mission-driven organization is to improve the quality and accelerate the pace of problem solving around complex and divisive issues. Because there is no shortage of complex and divisive issues in higher education and workforce, we have a large body of work in that. In that role, work around CBE happens at multiple levels. They are the project management and infrastructure for the CBE Network, in which Purdue University is the first Indiana member. It is a network of field-leading institutions that are building and launching high quality, full degree sequences that are competency-based. The network is funded by Lumina Foundation and is designed for the institutions leading the edge of CBE to collaborate on common challenges of building high quality programs and to accelerate projects through collaboration across institutional boundaries. She said that there is an explosion of interest around CBE in the country, with only 20 institutions in 2012 and a year later over 250 institutions that say they are working seriously in CBE. It's extremely important to find out what it is these institutions are doing because there are a host of dangers around anything that may seem like a sort of fad. There is an accompanying twelve month project funded by the Melinda Gates Foundation to research and understand what is happening in that broader landscape including what are the patterns and practices and the emerging standards of practice and quality. Partners in that work

include the Association of American Colleges and Universities, The American Council on Education, EDUCAUSE among others. In addition, Public Agenda is also working with the United States Department of Education on experimental sites for CBE which are experiments to allow CBE to distribute Title IV Financial Aid to students in programs that are not necessarily course-based, credit-based programs but are untethered from the credit hour. There are policy and regulatory issues around CBE and practice issues around the design of quality programs, and then there is the broader field that we're trying to understand so these are the levels at which we're working.

Ms. Kadlec said there are many unknowns despite the explosion of interest in CBE and despite the fact that there are a number of institutions that have been working for decades on related models. Modern, CBE is a very new enterprise and it is not yet known whether or not the conditions under which these models are sustainable, scalable and can be truly high quality for learners from all backgrounds.

Ms. Kadlec discussed what the problems CBE is trying to solve. She said that the credit hour was invented to solve an administrative issue and was never intended to serve as a proxy for student learning. This is the fundamental background piece of information that is important context for the emergence of competency-based (CB) models. She said that students are graduating with degrees having taken 60 to 120 credit hours but what that actually means in terms of student learning is unknown.

She said that two thirds of provosts and chief academic officers say that grade inflation is a serious problem. The majority of employers are complaining about the quality of graduates being produced. 70% of college graduates are unable to perform basic tasks such as accurately comparing the content of two opposing editorials. Colleges and universities supplement the credit hour with grades as a way to connect time and learning but it's not working. For many institutions that are seeking to experiment with CBE, they are viewing the growing movement to restructure academic delivery in a way that allows students to make progress based on what they learn and are able to do rather than the amount of time spent sitting in a classroom as a potential corrective to many of the problems that traditional higher education is facing.

She discussed the potential benefits of CBE. One benefit is improved educational quality because the focus is on demonstrations of student learning and mastery. Another benefit is accelerated completion for some, but it is not known the extent to which CB models produce acceleration for students. Because CBE allows for the recognition of pre-existing knowledge and skills and would theoretically allow students to move at a faster pace. There is the potential for cost savings if we improve educational quality and create pathways for students to move at their own pace. Two thirds of students take courses at multiple institutions and two thirds are taught by non-tenure track faculty. This is where CBE and the issue of transferability of credits dovetail into a constellation of a shared set of challenges.

She said that currently there is no single model that has proven superior. There are models that are evolving on the fly as they try to navigate the current policy

environment. If they do not work it should not be because of special business interests or a host of barriers to effective, collaborative problem solving.

She described what CBE is not and said she would then describe what CBE is. It is not window dressing and putting new words on old ways of doing things. It is not narrow job training; cheaper and faster; testing to a degree; a harbinger of quality erosion; only online; only for adults or a passing fad. CBE is not the same as Prior Learning Assessment (PLA). PLA is a tool to help award credit for knowledge gained prior to entering a program and can be built into a CBE program. CBE is a pedagogical and curricular approach to academic design and delivery.

She discussed what CBE is. It is about a fundamental shift in teaching and learning that measures individual learning rather than seat time. It is a pedagogical and curricular approach that makes learning and its validation transparent to students, institutions and employers. It is one choice for learners that are not well served by traditional models. It is not designed to replace traditional models of higher education but is designed as a choice for learners. It is a potential driver of quality improvement in traditional higher education.

Terms that get tossed around a great deal are competency, proficiency and mastery. Competencies are created to define sets of knowledge, skills, concepts and mindsets that learners need to know and be able to do. Learners must demonstrate their proficiency in a competency, multiple demonstrations of proficiency and integration of learning lead to mastery. Students' progress is based on their ability to demonstrate mastery of a comprehensive set of skills, knowledge, behaviors and mindsets at multiple times in multiple ways.

There are universal design principles emerging for quality CBE. Teaching and learning is student centered. Curriculum is planned with competencies in mind. Competencies are explicitly designed, developed and able to be demonstrated. Assessments evaluate student demonstrations of competencies. Faculty and stakeholders are invested and engaged. Staff roles and structures are flexible.

In response to Ms. Lubbers' question asking how do you know where the student is when you begin so that you know how to design an individualized, student centered system, Ms. Kadlec said that different models do this in different ways. She highlighted a CBE program in Tennessee that uses a behavioral assessment for every student that examines their skills, capacity and knowledge and helps to assess where the gaps are. After the students have completed the eight hour behavioral assessment, they can leave with up to 15 or 20 credits. All CBE programs have to map back to the credit hour because of current federal regulation. Every program has some mechanism for determining at the outset where students are and find out where the gaps are. This is where PLA is potentially a powerful tool for CB programs.

Ms. Kadlec discussed high quality assessment with CBE programs. She stated that high quality assessment is valid and transparent. It must assess the competencies and level of mastery they are designed to address. They are transparent not just to those who designed them, but to students. High quality assessments provide

ongoing, real-time feedback to students. It allows for multiple demonstrations of proficiency. It is an authentic assessment that reflects the application of skills, knowledge and mindsets in real life settings. The extent to which an assessment is able to measure proficiency and application in real life settings makes assessments much more rich, reliable and valid. Ms. Kadlec said that these are the areas that could have the greatest impact on traditional higher education.

Dr. Conant's commented that CBE appears to be the same as higher education as he has experienced it for the past 34 years, the only difference being that instead of using the term competency-based, the terms pedagogy and curriculum development were used. In response to Dr. Conant's comments that he is uncertain what CBE is adding or changing, Ms. Kadlec said that for many of these programs and the purpose of the federal experimentation with Title IV is to move away from mapping to the credit hour.

Dr. Conant stated that as a professor and faculty member, none of his students receive anything from just "seat time" and that they design curriculum and assessments in traditional higher education to do all that CBE is described to do. A student doesn't receive a grade, A, B or C, unless they have demonstrated that they have an understanding of the material.

In response to Dr. Conant's comment that they use learning objectives instead of competencies and what the difference is, Ms. Kadlec said that research shows that there is a 60% increase in grade inflation over the last 40 years. Dr. Conant said that grade inflation is a problem and that it should be dealt with but he doesn't see how the assessment, administration and incentives of CBE will have any fewer problems than the assessment, administration and incentives of a student credit hour.

Ms. Kadlec said that there is greater potential for transparency to which Dr. Conant responded that if a curriculum designer says my learning objectives aren't transparent enough, then that is something that needs work. Ms. Kadlec said that as a former faculty member, she understands what he is saying and that nobody thinks that students get credit for seat time. She continued to say that what students are actually able to know and do in the workplace today is staggeringly different from what we think students are learning and that is a problem that CBE is trying to address. Dr. Conant stated that is something over the last decade that there are additional staff dedicated to helping design curriculum, assessments and pedagogy to do all that CBE would do. Ms. Kadlec agreed that today most faculty members are comfortable with the idea of not being an isolated enterprise and that one must collaborate and draw on the knowledge of people in instructional design, technology and predictive analytics. She said that another way to look at this is that the tremendous effort that traditional academics have put in over the last ten years is creating the basis for CBE models that are trying to emerge and untether from being tied to the credit hour. She said that the work that traditional higher education has paved the way for something that might also be reflected back and add some richness to what you are already doing.

Mr. LaMothe stated that one of the things he keeps hearing out in the business world is that there is a growing number of end users of the products coming out of our higher education system that are not satisfied with the quality of the product. All of these kids are passing their courses as they go through the system and coming out with degrees, but then when they come into the workforce there seems to be a gap between what the end user is looking for and expecting from someone graduating from higher education and what reality is. In response to Mr. LaMothe's question as to whether the end user is considered under the CBE approach in the development of the competencies and assessments so that the growing gap can be bridged, Ms. Kadlec said yes, the CB programs that are the most robust have subject matter experts and have strong working relationships with employers on the design of program level outcomes that they map back into this so that everything from the curriculum to how you transcript the knowledge so there isn't that gap. She stated that it is one thing to say, my student learned this, instead of saying these are the five ways in which they demonstrated mastery of these concepts and applied them in settings like your settings.

Ms. Lubbers said that what comes to her mind is when employers started holding up a high school diploma around 20 years ago and saying this diploma doesn't mean anything to me anymore as people graduate high school and they are not coming to me prepared. That drove the whole standards and assessment movement in K-12, and some would say eventually over-testing. Higher education stands to be in the same position when people start holding up a college degree and saying, this doesn't mean anything to me. Whether or not in some places it is being done correctly, there is still this sense that the value of higher education is under question and there has to be some way for us to validate in a richer way what people know. We will never be able to completely standardize it but there needs to be a better, more comprehensive way to have some indication of what students know. Maybe there are various ways to do it but it would be short-sighted for those of us in higher education to not have this very tough discussion right now.

Ms. Kadlec responded that Ms. Lubbers raised a very important point, that standardization isn't going to happen, but the best chance we have is genuinely requiring and making transparent not just what students were exposed to and what others say they learned, but what they are actually able to do and apply that knowledge in settings.

Mr. Murphy said that a lot of businesses have been forced to do that themselves because we don't get anything from a grade. He said people come out of college without writing or basic math skills so businesses must test them. It is true that some people have tough grading or ways of determining whether someone truly understands or masters a particular discipline, but for most they are not and certainly not common across institutions. He said that he is not sure if this addresses that commonality among institutions, but if it does it is getting back to standardized testing. He said they use standardized testing in business because they can look at two people asked to do the same writing assignment and determine which of them is capable.

Ms. Duarte De Suarez stated that as an employer you go out with a certainty that hiring someone with a college degree is prepared not just to do the job you are hiring them for, but to take it further and create something new. Not only are those basic skills lacking but she's also seeing a tremendous lack of analytical skills and the ability to synthesize information. She said that is the very purpose of higher education to prepare them and give them the tools to learn on the job and move it forward.

Ms. Kadlec said that there is a danger in the language of CBE and she would get away from the use of the word competency because as a former faculty member, her job was not to make people competent. Her job was to help them become thinkers who could have greater agency in their own lives and be successful. It is about integrating and applying knowledge in novel settings.

Dr. Conant said that if we take a macro or long-term view, we are now admitting 45% of our high school graduates to college instead of 22%. He said that when he started teaching his class size was 18 and it is now 50-60 and those are some of the reasons behind the results businesses are getting. He said he doesn't have the time for his students in the way that he did when his class size was smaller.

Ms. Kadlec responded that Dr. Conant makes a critical point and said that it is another reason to take CBE seriously and ask the most important questions about CBE, which are about quality and not about speed.

### **III. BUSINESS ITEMS**

#### **A. Career Ready Campaign**

Mr. Bearce presented this item.

Mr. Peterson commended everyone's work on this. He said it is obvious if you look at the geographic areas that are working on these issues that it is getting attention around the state. He knows from the work that he has been doing that he knows how challenging it is in rural parts of the state to have enough companies that have the wherewithal and capability to provide that opportunity and engagement with their school system and higher education partners. There is both a challenge in supply in organizations to be involved in that, and also on the demand side, many students do not know about these opportunities. That boils back to their home life and the counselors in the schools who are quite often overworked and focused on social issues and not on the career counseling piece. Indiana Youth Institute and their professional counseling meetings are another key partner to work together with in this.

Mr. Bearce responded that they hear this from both sides that educators don't know where to start in terms of contacting employers and vice versa. He said that they work through various channels to survey both of those groups to determine where the interest lies. He said the biggest challenge to date has been identifying willing employers. We know those employers are out there but not all have made the connection how this is in their best interest as much as it is the students'.

**B. Non-Binding Tuition and Mandatory Fee Targets for 2015-16 and 2016-17**

Mr. Popp stated that the Budget and Productivity Committee (BPC) is in agreement to keep tuition in line. The recommendation is to either keep it flat or no more than the cost of living, which is approximately 1.6% per year. He proposed amending the resolution following the example set by President Daniels at Purdue University to keep tuition flat. Mr. Popp sees potential and opportunities to try to find areas of efficiency. He recommends to amend the resolution to state that tuition should be flat or not increase more than the cost of living for the first year, but for the second year, to keep it flat and give the universities a year to look at efficiencies. It would be making a statement and Indiana could be the standard bearer in trying to stem the inflation increase.

Mr. Bland asked for any feedback or discussion.

Dr. Conant stated that his only concern is that this might unintendedly give an advantage to those institutions who have raised tuition the most and perhaps unfairly treat those who have actually done their best to hold down costs.

Mr. Murphy commented that this is an ominous sort of bill and deals with a broad set of institutions across the state and feels we need to make sure we have enough room that each institution with their governing boards make the choices that they have to make to be successful in achieving their mission giving a strong signal that we want people to be more efficient and effective to continue to try to hold down the costs of higher education. Mr. Murphy thinks that the original recommendation and motion does that and believes it is good that the Commission wants to see stronger efforts in this area and we want to continue to shine a bright light in places where there may be cost savings to achieve more efficiency and more effectiveness.

Mr. Peterson stated that there is no question that we would all love to see every institution do what Purdue University has done, not just in Indiana but across the country. That is a hope and aspiration but he believes strongly that the trustees and leadership of all of our institutions are well aware of the challenges around costs and the pressures on our State and citizens and are working hard. The level of student debt is not a hidden phenomenon and agrees with the notion to set a hard line in the sand. However, he thinks that the Commission's role and the research done by the staff to put forth a logical and more conservative recommendation using a higher level consumer price index. He thinks it is a balanced approach that sends the right tone but that also gives the institution boundaries to work within knowing they are juggling a lot of issues. It gives them some certainty over what is going to happen over the extended biennium. He is in support of the motion that came forward as it stood.

Mr. Popp said that he thinks his amendment is doable. He will vote against it but it will prove that the Commission is a deliberative body and do not always agree.

**R-15-03.2 RESOLVED:** That the Commission for Higher Education approves the recommendation of non-binding tuition and mandatory fee increase targets for each of Indiana’s public postsecondary institutions for 2015-15 and 2016-17 consistent with this agenda item. (Motion – Murphy, second – Correll, approved by majority)

**C. Capital Projects for Full Discussion**

**1. Purdue University West Lafayette Innovation Design Center – Student Projects Facility**

Mr. Green presented this item. Mr. Hawkins gave the staff recommendation.

Mr. LaMothe requested clarification as to whether this was a new building or renovation to an existing structure and Mr. Green clarified that it will be a new building on land purchased by Purdue University for \$1.5 million in 2006.

In response to Mr. Murphy’s question asking how space is assigned when a multidisciplinary building like this is constructed, Mr. Green stated that academic units may consider space theirs but Purdue manages all space centrally. In this case, we would be assigning that space to Colleges of Engineering and Technology to co-manage for their student projects and is dedicated for student activities in Engineering and Technology.

**R-15-03.3 RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Purdue University West Lafayette Innovation Design Center- Student Projects Facility (Motion – Murphy, second – LaMothe, unanimously approved)

**2. Purdue University West Lafayette Centennial Mall Sitescape and Utility Tunnel Repair**

Mr. Green presented this item. Mr. Hawkins gave the staff recommendation.

**R-15-03.4 RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

Mr. Peterson commented that on behalf of the Budget and Productivity Committee, we reviewed and approved this project and since then I was at a meeting and nearly got run over by a delivery truck. From a safety standpoint I can vouch for it personally.

- Purdue University West Lafayette Centennial Mall Sitescape and Utility Tunnel Repair (Motion – Duarte De Suarez, second – Whitehouse, unanimously approved)

**D. Academic Degree Programs for Expedited Action**

1. Associate of Applied Science in Precision Agriculture Equipment Technology
2. Master of Science in Genetic Counseling to be offered by Indiana State University
3. Master of Science in Education in Educational Leadership to be offered by Indiana University South Bend
4. Bachelor of Science in Health Sciences to be offered by Indiana University South Bend
5. Bachelor of Arts in Law in Liberal Arts to be offered by Indiana University Purdue University

**R-15-03.5 RESOLVED:** That the Commission for Higher Education approves by consent the following academic degree programs, in accordance with the background information provided in this agenda item:

- Associate of Applied Science in Precision Agriculture Equipment Technology
  - Technical Certificate in Agriculture Equipment Service Technician
  - Technical Certificate in Precision Agriculture Specialist
  - Technical Certificate in Precision Agriculture Technician
- Master of Science in Genetic Counseling to be offered by Indiana State University
- Master of Science in Education in Educational Leadership to be offered by Indiana University South Bend
- Bachelor of Science in Health Sciences to be offered by Indiana University South Bend
- Bachelor of Arts in Law in Liberal Arts to be offered by Indiana University Purdue University (Motion – Peterson, second – Correll, unanimously approved)

**IV. INFORMATION ITEMS**

- A. Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action
- C. Capital Projects Awaiting Action
- D. Media Coverage

**V. NEW BUSINESS**

There was none.

**VI. OLD BUSINESS**

There was none.

**VII. ADJOURNMENT**

The meeting was adjourned at 2:57 P.M.

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Dennis Bland, Chair

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Susana Duarte De Suarez, Secretary

**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 11, 2015

**PUBLIC SQUARE**

**Models for Competency-Based Degree Programs**

**Background**

As the Commission engages in discussions related to competency that will guide the development of the 2015 Strategic Plan, it will have the opportunity to hear from our partners from Public Agenda as a three-part series. The second of these sessions is with Stephanie Krauss, Senior Fellow at the Forum for Youth Investment.

The Forum for Youth Investment was founded in 1998 by Karen Pittman and Merita Irby, two of the country's top leaders on youth issues and youth policy. The Forum's diverse staff includes researchers, educators, policy analysts, youth work practitioners, business professionals, advocates and communications specialists.

**Supporting Documents**

(1) Stephanie Fellow Bio



## Stephanie Krauss

Senior Fellow

The Forum for Youth Investment

Stephanie dedicates her life to helping disconnected young people succeed. After all, she did.

Stephanie was a high school dropout. Today, she consults, researches, speaks and writes about child well-being, youth readiness and competency-based education. She serves as co-director of *The Readiness Project*, which offers tools and guides to sharpen cross-system, cross-sector discussions of the abilities young people need, and the practices and resources adults need to make readiness a reality for all.



Stephanie knows what it takes, first-hand. One of the youngest-ever recruits to *Teach For America*, Stephanie began her career as a fifth grade teacher at age 18, serving a predominantly Latino migrant community in Phoenix, Ariz. She spent her summers training teachers in rural and slum communities in East Africa; at the same time, she earned a master's degree in education from Arizona State University.

Eventually, Stephanie grew frustrated by the many challenges affecting her students beyond her classroom walls. She left teaching to pursue a graduate degree in social work from the Brown School of Social Work at Washington University St. Louis. While there, she founded Shearwater Education Foundation, overseeing the design and establishment of its competency-based charter high school for overage and under-credited youth.

As president and chief executive officer, Stephanie successfully pushed for state policy changes, and cultivated local and national partnerships, to support competency-based education models and flexible learning opportunities for vulnerable youth (such as those in foster care and facing homelessness). Stephanie joined the Forum as a senior fellow in 2014.

Stephanie enjoys swimming, and walking or biking on her town's outdoor trails. She and her husband, Evan, have two boys.



## COMMISSION FOR HIGHER EDUCATION

Thursday, June 11, 2015

### BUSINESS ITEM A:

### Bachelor of Science in Transdisciplinary Studies to be offered by Purdue University West Lafayette

#### Staff Recommendation

That the Commission for Higher Education approve the Bachelor of Science in Transdisciplinary Studies to be offered by Purdue University West Lafayette, in accordance with the background discussion in this agenda item and the program description.

#### Background

If approved, the proposed B.S. in Transdisciplinary Studies will be Indiana's first fully-developed competency-based degree program in the public sector. The program will be offered through the Polytechnic Institute, which is the new name for what was formally the College of Technology.

The curriculum of the B.S. in Transdisciplinary Studies is built around eight primary competencies, each of which has 3-8 sub-competencies, totaling 42 sub-competencies in all. The primary competencies, along with the number of sub-competencies associated with each primary competency (indicated in parenthesis), are listed below:

- Design Thinking (7)
- Systems Thinking (7)
- Effective Communication (6)
- Envision and Execute Independently (3)
- Social Interaction and Teamwork (8)
- Ethical Reasoning (3)
- Innovation and Creativity (5)
- Application of Disciplinary Knowledge (3)

As students move through the program, they demonstrate mastery of the sub-competencies at one of the following three, progressively deeper, levels: developing, emerging, and proficient. While all students will be required to demonstrate the "emerging" level of mastery for all sub-competencies, students will need to demonstrate mastery at the "proficient" level only for those sub-competencies deemed essential to the development of the primary competency or emphasized within an individual student's plan of study. Working with a faculty mentor, each student develops a plan of study that plots out

the particular set of sub-competencies, along with the level of mastery needed in each case, needed to achieve the student's particular academic and professional goals and to earn their degree.

A primary competency or a sub-competency mastered at a particular level of mastery will result in the student earning a badge. For example, under the primary competency "Design Thinking," a student progressing through all three levels of mastery (developing, emerging, proficient) for the sub-competency "Problem Framing" will earn three performance badges, whereas a student progressing through two levels of mastery (developing, emerging) for the sub-competency "Idea Fluency" will earn two performance badges. A student who achieves a particular combination of performance badges in the primary competency "Design Thinking" will earn a primary badge in that competency.

Another notable feature of the program is that mastery of the primary competencies and the sub-competencies is demonstrated by linking the badges to actual student work or learning artifacts (papers, designs, data analyses, videos, internship or coop products, etc.), which reside in the student's e-portfolio. A student's e-portfolio is updated and reviewed each semester through seminar and design lab courses; it is also formally evaluated four times during the program by a committee, which includes the faculty mentor, a disciplinary mentor, and at least one other member.

The degree architecture, also to be reflected in each student's plan of study, is organized around four stages, during which students practice and deepen their proficiency in key cross-cutting skills: exploration, formation, deep emersion, and future plans. The last stage (future plans) emphasizes that learning is life long and that each student should have a plan of learning when they leave.

The five cross-cutting skills to be honed during the program are: Unstructured Problem Solving, Information Literacy, Teamwork and Collaboration, Empathy and Ethical Problem-Solving, and Global Citizenship. The proposal refers to these as "some of the most important skills needed in the thinking economy."

Each student's plan of study will identify one or more technology disciplines and at least one humanities discipline, which will be emphasized during the student's stay at Purdue. Seminars, to be held each semester, will explore the

intersection between human cultures (humanities and behavioral and social science) and technology.

The University will seek accreditation of the program by ABET. Since the program is competency based, it will be possible for students to complete the program in less than four years of study, although it is also possible that some students might take longer than four years to master their required competencies.

**Supporting Document**

Program Description – B.S. in Transdisciplinary Studies in Technology to be offered by Purdue University West Lafayette at West Lafayette



## **B.S. in Transdisciplinary Studies in Technology to be offered by Purdue University at West Lafayette**

### **Executive Summary**

We propose a Bachelor of Science in Transdisciplinary Studies in Technology offered by the College of Technology at Purdue University in the West Lafayette campus. It is aligned with the Purdue 2013 strategic direction in undergraduate education: accessibility, affordability, and student success. This degree is a faculty-driven initiative with broad support including the President and Board of Trustees who approved this as one of the ten *Purdue Moves* initiatives, and offices involved in the logistics (registrar, bursar, financial aid, enrollment management, IT, etc.), collaborating in making this degree happen. The degree has three distinguishing characteristics all focused on the student:

1. Its architecture supports the student in exploring and identifying a contemporary issue around which they design their learning plan combining technology with other fields of study.
2. It has a self-paced component allowing the students to learn as fast as they can without barriers and as slow as they need. This is done through a competency-based approach being implemented at Purdue with support from all administrative offices.
3. It is focused on educational attainment ensuring that students graduate when they can demonstrate expertise in a set of key competencies. The competency-based approach is also the vehicle for this aspect.

The student must demonstrate expertise in eight broadly defined primary competencies in order to graduate. Each of the eight primary competencies is comprised of several performance level sub-competencies. Performance level competencies are those that map most directly to Purdue Core Foundational and Embedded outcomes, which then map to traditional course learning outcomes. Disciplinary departments help define performance level competencies and their faculty will have full control in assessing and granting them.

A new mechanism, called an electronic portfolio (ePortfolio) is instantiated for each student enrolled in the Transdisciplinary Studies program. The ePortfolio is a digital repository used by the student to attach artifacts that demonstrate their level of expertise in the eight primary competencies. The ePortfolio is attached to their academic record when the degree is awarded. A team consisting of personnel from the College of Technology, Admissions, Enrollment Management, and IT is working together to manage ePortfolios and other logistical elements required to operationalize the program.

The proposed degree will be offered when approved to start in the Fall of 2015. The principles and approaches of the degree are being piloted in the 2014-2015 academic year with students from different majors, primarily from the College of Technology.

**B.S. in Transdisciplinary Studies in Technology to be offered by Purdue University at West Lafayette**

**Program Description**

**1. Characteristics of the Program**

- a) Campus(es) Offering Program: Purdue University West Lafayette
- b) Scope of Delivery (Specific Sites or Statewide): Purdue University West Lafayette
- c) Mode of Delivery (Classroom, Blended, or Online): Classroom and Blended
- d) Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): This program is Competency-based, where competencies can be demonstrated as a result of Co-ops, Internships, and other forms of Practica.
- e) Academic Unit(s) Offering Program: Purdue University College of Technology through the Purdue Polytechnic Institute

**2. Rationale for the Program**

- a. Institutional Rationale (Alignment with Institutional Mission and Strengths)
  - Why is the institution proposing this program? And how is it consistent with the mission of the institution?

The proposed bachelor degree in transdisciplinary studies in technology is characterized by the fact that it is student-customized, student-paced, and defined by learning attainment:

1. The fact that it is transdisciplinary enables the student to work closely with their faculty mentor to create a personalized plan of study centered around their explored interests.
2. The fact that it relies on a competency-based component allows the student to learn as fast as they are able to with no barriers, and as deliberately as they need to.
3. The fact that it is competency-based shifts the focus from credit hours and grades to demonstrated expertise of competencies.

These features are fully aligned with the Purdue's institutional focus on accessibility, affordability, and student success.

- How does this program fit into the institution's strategic and/or academic plan?

The proposed degree is the first creation of the Purdue Polytechnic Institute, one of the Purdue strategic initiatives approved by the President and the Board of Trustees in July 2013.

- How does this program build upon the strengths of the institution?

The proposed degree builds on Purdue's focus on STEM education (ranked 3<sup>rd</sup> nationally), and the College of Technology's historical focus on undergraduate education. A significant percentage of the College of Technology faculty members have their terminal degree in engineering education.

One of the strengths of the College of Technology is its focus on project-based learning. This degree program extends that idea by incorporating a higher level of integration among technical and scientific disciplines. Moreover, the learning experiences currently being piloted incorporate a high level of

integration between STEM and Humanities disciplines to emphasize social and cultural contexts that naturally occur when encountering real-world problems. This high level of STEM and Humanities integration is intentional, and repeated throughout the program in order to develop a well-rounded, empathetic, and adaptable life-long learner.

The student must demonstrate expertise in eight broadly defined primary competencies in order to graduate. Each of the eight competencies is further divided into performance level competencies (see Appendix 10). Performance level competencies are those that map most directly to Purdue Core Foundational and Embedded outcomes [9], which then map to traditional course learning outcomes. Each semester students, in consultation with their faculty mentor, declare a set of performance level competencies they are targeting in order to progress toward their expertise in the eight primary competencies. They enroll in courses and other forms of learning (co-op, internships, etc.) to provide scaffolding to support the demonstration of their declared competencies. Courses and competencies co-exist and are coordinated, but they are not tightly coupled.

A key component that helps decouple course grades from demonstrated competency is the electronic portfolio (ePortfolio). Students develop and update their personal ePortfolio over the lifetime of their undergraduate study as a means to provide evidence of expertise in the eight primary competencies. The ePortfolio is reviewed each semester by faculty experts where progress is assessed and tracked. Strategies for continued progress and remediation are continually developed and executed. It is the ePortfolio that provides the evidence of expertise in the eight primary competencies, and it is this mechanism that the student meets the degree requirements of the program, independent of courses taken. The eight primary competencies are:

- Design Thinking
- Systems Thinking
- Effective Communication
- Envision and Execute Independently
- Social Interaction and Teamwork
- Ethical Reasoning
- Innovation and Creativity
- Application of Disciplinary Knowledge

b. State Rationale

- How does this program address state priorities as reflected in *Reaching Higher, Achieving More*?

The Purdue Polytechnic Institute is consistent with the goals set forth by the Indiana Commission for Higher Education in 2012 [1]. It is motivated by the desire to adapt to the changing needs of employers [2] and the changing demographics of the students [3]. As recommended in [1], the proposed degree promotes research-based instructional practices informed by cognitive load theory [36], mastery learning theory [37-40], and more recent research in transliteracy and transdisciplinarity [41-43], and learner-centered paradigms [44]. Some of the work we advocate is originating in the Purdue College of Education. We continue to work with and support faculty in the College of Education to help us develop and execute the research being conducted as a part of this initiative. Our evaluation and assessment

activities are also comprehensive, as evidenced by our continued observations and surveys of faculty and students during our pilot to help provide feedback to improve the program.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

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

The Transdisciplinary Studies in Technology degree is designed specifically to address the needs of the present economy and the economy of the future. Surveys of employers repeatedly emphasize the needs for graduates who are technically competent and also well prepared for the “thinking economy” (or, in the words of Dan Pink [4], the “conceptual economy”). In their report *Dancing with Robots* [6], Levy and Murnane identify unstructured problem solving and information literacy as the two skills trending in the jobs of today and the future.

The American Colleges and Universities and Hart Research Associates began conducting surveys of employers in 2005. In their 2013 report titled *It Takes More than a Major: Employer Priorities for College Learning and Student Success* [2], the key findings were that more than 90% of employers agree on the following points:

- Innovation is essential (93%).
- Cross-cutting capacities (complex problem solving, communication, and critical thinking) are more important than the candidate’s undergraduate major (93%).
- Ethical judgment and integrity, intercultural skills, and the capacity for continued new learning are important (90%).
- All graduates should have both specific skills and broad knowledge, and all graduates should have broad knowledge in the liberal arts (80%).

In addition, the employers surveyed strongly supported:

- Educational practices where students are involved in active, collaborative activities.
- Demonstration of the ability to apply knowledge rather than the simple acquisition of knowledge.
- The use of portfolios to demonstrate what the candidate can do or has done.

In his book the *Global Achievement Gap*, Tony Wagner [5] interviews a large number of employers and CEO’s and asks them about the key skills they are looking for in an employee. He synthesized the result in seven skills<sup>1</sup>:

- Critical Thinking and Problem Solving
- Collaboration across networks and leading by influence
- Agility and Adaptability
- Initiative and Entrepreneurship
- Effective Oral and Written Communication

<sup>1</sup> <http://www.tonywagner.com/7-survival-skills>

- Accessing and Analyzing Information
- Curiosity and Imagination.

The key findings described above illustrate the views of representative samples of all employers, nationwide, spanning many industries. The transdisciplinary studies in technology degree program will provide a new degree option that focuses on and extends these findings. Students graduating with a degree in transdisciplinary studies will possess the knowledge and skills to view technical disciplines in more holistic and enterprising ways. For example, viewing a Computer and Information Technology major as acquiring jobs such as computer systems administrators, network administrators, or database analysts, one can locate projections of narrowly focused categories of job growth from 2010-2020 in Indiana<sup>2</sup> and nationwide. A graduate in transdisciplinary studies will be equipped to contribute to the technical and cultural enterprise of “computing”, integrating concepts of computation, data analysis, and networking, along with historical, cultural and economic components required to address the complexities of the next generation of real world computing problems. This idea can be extrapolated to each of the Technology disciplines, such as Aviation, Building Construction, Computer Graphics, etc.

To achieve this, students in transdisciplinary studies integrate focus areas of skill in technology with focus areas outside the college. This combination encourages students to develop both cross-cutting technical skills and a broader understanding of aspects of social context—historic, literary, economic, etc. The projects required in the program ask the students to explore the use of their developing skills within the context studied. This degree ensures that the students are deliberately educated in long-lasting skills that will prepare them for life.

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?

Because the Purdue Polytechnic Institute is focused on balancing technical knowledge and cross-cutting skills, graduates will be prepared for the job market and for graduate studies. Graduate school demands students, and industry covets, employees who are autonomous, intrinsically motivated, and curious; they are risk takers and lifelong learners; they are able to collaborate with others and to communicate well; and they are comfortable and proficient when faced with complex problems with no unique simple answer. These are precisely the skills our students develop and demonstrate competency in before they graduate.

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?

Based on the data available from the Indiana Department of Workforce Development,<sup>2</sup> and correlated with analysis from the Purdue Center for Career Opportunities, all areas covered by the College of Technology (Aviation Technology, Building Construction Management, Computer and Information

<sup>2</sup> [http://hoosierdata.in.gov/docs/hwhd/hwhd2011\\_2013.pdf](http://hoosierdata.in.gov/docs/hwhd/hwhd2011_2013.pdf)

Technology, Computer Graphics Technology, Engineering Technology, and Technology Leadership & Innovation), and thus the Purdue Polytechnic Institute, are areas of high demand by the Indiana economy. This is also confirmed by the reports published by the United States Department of Labor Statistics.<sup>3</sup>

Table 1 articulates the demand for Technology graduates, correlating a small sample of job titles to College of Technology Major and Standard Occupational Classification Code. The table also illustrates the US Department of Labor Statistics predictions for growth.

**Table 1: Job Demand By Title and Technology Major**

<b>Job Title</b>	<b>SOC Code</b>	<b>2012-2022 Growth (%)</b>	<b>COT Major</b>
Computer Systems Analyst	15-1121	25.00	Computer & Info Tech/Electrical Eng. Tech./Computer Graphics Tech.
Network and Computer Systems Administrators	15-1142	12.00	Computer & Info Tech/Elect. Eng. Tech.
Cost Estimator	13-1051	26.00	Building Construction Management
Manufacturing Engineer	17-2112	6.32	Manufacturing Eng. Tech.
Project Coordinator	47-1011	10.93	Tech. Leadership & Innovation
Construction Engineer	17-2051	24.68	Building Construction Management
CAD Designer	27-1025	19.46	Mechanical Eng. Tech.
Web Developer	15-1134	20.00	Computer Graphics Tech.
Graphic Designer	27-1024	7.00	Computer Graphics Tech.
Construction Support Specialist	47-4011	12.00	Building Construction Management

iv. National, State, or Regional Studies

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

The U.S. Bureau of Labor Statistics' Occupational Outlook Handbook notes the 2012 median pay for hundreds of occupation groups. Table 2 shows the median salaries for those occupations described in Table 1.

**Table 2: Median Salaries**

<b>Job Title</b>	<b>SOC Code</b>	<b>2012 Median Salary (\$)</b>	<b>COT Major</b>
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<sup>3</sup> <http://www.bls.gov/ooh/computer-and-information-technology/home.htm>

Computer Systems Analyst	15-1121	79,680	Computer & Info Tech/Electrical Eng. Tech./Computer Graphics Tech.
Network and Computer Systems Administrators	15-1142	72,560	Computer & Info Tech/Elect. Eng. Tech.
Cost Estimator	13-1051	58,860	Building Construction Management
Manufacturing Engineer	17-2112	78,860	Manufacturing Eng. Tech.
Project Coordinator	47-1011	59,301	Tech. Leadership & Innovation
Construction Engineer	17-2051	79,340	Building Construction Management
CAD Designer	27-1025	47,600	Mechanical Eng. Tech.
Web Developer	15-1134	62,500	Computer Graphics Tech.
Graphic Designer	27-1024	44,150	Computer Graphics Tech.
Construction Support Specialist	47-4011	53,450	Building Construction Management

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.

The proposed degree program were created as a response to data and evidence regarding what graduates need to succeed and flourish in their careers, since they will almost certainly hold several different jobs throughout their lifetimes. Since students must demonstrate depth in at least one of the areas within the College of Technology (Aviation Technology, Building Construction Management, Computer and Information Technology, Computer Graphics Technology, Engineering Technology, and Technology Leadership & Innovation), it is likely that their careers will begin with a job typically sought by Technology students, as illustrated in Tables 1 and 2. Their breadth of demonstrated competencies is necessary to enable more professional mobility and success.

vi. Letters of Support

- Summarize, by source, the letters received in support of the program.

We received letters of support from employers, educational researchers and academics, and parents:

- Louis Bucciarelli, Massachusetts Institute of Technology
- John H. Dickey, Hill-Rom Holdings, Inc.
- David Drew, Claremont Graduate University
- Jennifer Griggs, parent of current student
- Carlos Heeren, Universidad de Ingeniería & Tecnología
- Rob Martello, Olin College of Engineering
- John McDonald, CloudOne
- Ray Price, Karen Hyman, and Geoffrey Herman, Illinois Foundry for Innovation in Engineering Education (iFoundry)
- James Spohrer, IBM

- Jonathan D. Stolk, Olin College of Engineering
- Dorothy Teegarden, Professor and Associate Dean for Research and Graduate Programs, Department of Nutrition Science, Purdue College of Health and Human Sciences, Parent
- Linda Vanasupa, California Polytechnic State University
- Tony Wagner, Harvard Innovation Lab
- Woodie Flowers, Massachusetts Institute of Technology

Their research and experience collectively echo the need for this new degree program. The following are only a few of the many statements of support for this program. Their full letters are in Appendix 5.

“By completing a number of courses that incorporate design, discussion, project, and many other interdisciplinary activities, students will blend technology and the humanities in an authentic manner,” Rob Martello of Olin College said. “This approach will have several benefits for students, who will not only find themselves ready to tackle real-world challenges that refuse to adhere to disciplinary lines, but will also enjoy the benefits of higher intrinsic motivation such as deeper learning, greater retention of knowledge and skills, and increased creativity and critical thinking.”

Dr. Dorothy Teegarden, parent of one of our students, commented on her son’s learning: “Robin has learned the theory and mechanics of oral presentations as well as the development of arguments, and the creation of videos in one project. Rather than progressing to yet another oral presentation that may be mediocre, the presentation will be both mentor- and peer-reviewed and reworked until it is excellent in all aspects that the mentor team is working to teach. Just like writing, the best writing is neither fast, nor does it happen in one draft. We learn by seeing the mistakes and improving on them. Understanding and being engaged in review, practice and reworking are all important in future employment situations, including the academy or in industry.”

“This degree is well matched to industry’s need for T-shaped graduates with deep problem-solving and reasoning skills as well as broad communications and adaptive skills,” wrote James Spohrer, from IBM.

“The competency-based learning construct sets the tone for lifelong learning and a stronger curiosity and risk-taking attitude,” said John H. Dickey from Hill-Rom. “These are qualities we all want in our employees. I really look forward to hiring graduates from this program.”

“The constant challenge with technology education [is that] you must learn forward, not past,” said John McDonald from Cloud One. “The Purdue Polytechnic is *exactly* what is needed for all of us who lead high-tech businesses in Indiana.”

### **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)?

The number of dedicated faculty will begin at four the first year and will be ramped up as the size of the program reaches maturity in 2020. At that time, 9 (FTE) faculty will be dedicated to this program. They

will be supported by four staff members (administrative assistant, recruiter, advisor, and communication). Currently 12 faculty (4 FTE) are involved with the design and implementation of the educational research agenda, competency development, curriculum design and development, and program evaluation. Each faculty is participating on a part-time basis at a level of 0.33 FTE on average. Support for these faculty members is in the form of one administrative assistant and part-time allocations of centralized staff within the College of Technology.

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.

The pilot offering of the program is currently housed in Discovery Park (Hall for Discovery and Learning Research). The College of Technology is currently renovating learning spaces and laboratories in the basement of Knoy Hall of Technology, with an expected completion in the fall 2015. It is anticipated that these learning spaces and/or those currently utilized in Discovery Park will be sufficient for the program.

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.

By nature of this degree, this program relies heavily on laboratory equipment and supplies to provide the students with a maker environment. Initial investment from the Purdue Moves initiative has provided sufficient funds for needed equipment.

b. Support

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

The Purdue Polytechnic Institute and its proposed program are a new initiative fully funded in the College of Technology by the President's Office.

Additional funding is being sought from foundations. Projected enrollments show this program to be self-sustained by 2020 with 250 students. New-to-campus student fees will be sufficient to offset projected costs.

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

The Purdue Moves initiative has provided the means to support the reallocation of resources.

- What programs, if any, have been eliminated or downsized in order to provide resources for this program?

No programs have been eliminated or downsized to provide resources for this program.

ii. Special Fees above Baseline Tuition

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

No special fees are required to support this program.

#### 4. Similar and Related Programs

##### a. List of Programs and Degrees Conferred

##### i. Similar Programs at Other Institutions

The competency-based aspect of the proposed degree will serve a traditional student population (vs. adult education) in a campus setting (vs. strictly online). The competency-based approach is motivated by the same desire to increase access and affordability and serve students based on their needs, abilities, and aspirations. In this respect Western Governors University (WGU) served as a role model for us. They shared many lessons learned in terms of implementing competencies. For example, some of our new learning experiences used in our pilot program contain performance level competencies that map to Purdue core courses. The decision to use a uniform grain size for performance level competencies and make each competency approximate an average one credit hour was based on insights and advice we received from WGU.

Sarah Lawrence College and Alverno College have served as exemplars in our decisions to create a smaller set of primary competencies (abilities) and the mechanisms and tools used (the ePortfolio) to assess and evaluate students, faculty, and the program.

##### ii. Related Programs at the Proposing Institution

- 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.

The proposed degree will be offered by the Polytechnic Learning Innovation Institute in the College of Technology. A large percentage of the disciplinary-specific learning will take place in the College. This degree will exist in symbiosis with our traditional degrees in Aviation Technology, Building Construction Management, Computer Information Technology, Computer Graphics Technology, Electrical Engineering Technology, Manufacturing Engineering Technology, Mechanical Engineering Technology, and Technology, Leadership and Innovation.

##### b. List of Similar Programs Outside Indiana

- 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:

The pedagogy and educational approaches of the proposed degree builds on similarly motivated programs, including the following:

- *Olin College of Engineering*. Olin College, which started 12 years ago, is a flagship of innovation in engineering education. We have consulted with faculty from Olin (Stolk, Martello, and Sommerville). Also, several of our faculty participated in the Olin Summer Workshop (Kilaz and Shaurette) and visited the Olin campus (Alter, Huston, Herrick, and Mili). Letters of support from Olin College are included.
- *University of Illinois Urbana Champaign's iFoundry program*. This is not a degree but an educational program run within the College of Engineering at UIUC. We have extensively consulted with Dave Goldberg, co-founder of the iFoundry and visited and consulted with iFoundry faculty and students. A letter of support from three faculty of iFoundry is included.
- *University of California San Luis Obispo's SUSTAIN program*. The SUSTAIN program, like iFoundry, is a first-year experience that runs across all majors in the Engineering College and has been funded by the National Science Foundation. We have visited the SUSTAIN program and met with the PI on the grant (Linda Vanasupa), faculty participants, and students. A letter of support for our degree from Professor Vanasupa is included.

c. Articulation of Associate/Baccalaureate Programs

All existing articulation agreements by the College of Technology and Purdue University will be honored.

d. Collaboration with Similar or Related Programs on Other Campuses

There may be opportunities in the future to collaborate with IUPUI or other programs developing competency-based programs.

## 5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

The B.S. in Transdisciplinary Studies in Technology degree requires the demonstration of proficiency in each of 8 primary competencies:

- Design Thinking
- Systems Thinking
- Effective Communication
- Envision and Execute Independently
- Social Interaction and Teamwork
- Ethical Reasoning
- Innovation and Creativity
- Application of Disciplinary Knowledge

Each of the eight primary competencies contains several performance level competencies. The performance level competencies map more directly to the Purdue University foundational and embedded outcomes found in [9]. Moreover, performance level competencies map to “developing,” “emerging,” and “proficient” rubric language found in [9]. A more complete description of the

architecture is found in the section called “Description of Non-Course Requirements,” beginning on page 16, and in Appendix 10. Students can use traditional courses to acquire the knowledge and skills to demonstrate the competencies and can complete the degree in eight full-time semesters with no less than 120 credit hours of traditional course work. They can also complete the degree in less time by earning competencies and credit hours at a faster pace.

Additional characteristics and explanations:

- Competency-based education decouples the competency attained from the students’ courses and other forms of learning, such as internships, co-ops, and undergraduate research. This introduces new degrees of freedom and modifies the accountability and assessment but does not eliminate either. As they plan their curriculum, students plan for competencies they need to attain, then choose the courses they will take to help them attain them.
- The “Seminar” and “Design Lab” courses are new. Currently we are using generic course numbers with unique suffixes. Permanent course numbers will be established when the degree proposal is approved. Their descriptions are given following the plan of study shown on page 14 (Table 3). All other courses are currently offered.
- Students can acquire the knowledge and skill required to demonstrate their competencies through:
  - Courses specifically designed for this degree.
  - Any course available at Purdue.
  - Other forms of learning, including but not limited to co-ops, internships, and undergraduate research.
  - Any additional competency they chose to demonstrate.
- Performance level competencies are classified as developing, emerging, and proficient. This is consistent with the Purdue University Senate’s language in their definition of foundational and embedded outcomes [9]. Most performance level competencies supported by introductory (100 level) courses are typically classified at the developing level. Courses at the 200-300 would often support the emerging level, while advanced courses (300-400 level) generally support competencies at the proficient level.
- Students demonstrate their progress in attaining proficiency in the 8 primary competencies by way of their individual ePortfolio, which contains artifacts (papers, designs, data analyses, videos, internship and/or coop artifacts, etc.) that are reviewed by experts (faculty). The ePortfolio is reviewed continually in seminar and design lab courses each semester, and is formally evaluated 4 times throughout a student’s time in the program by a committee of faculty including the faculty mentor, a disciplinary mentor, and at least one other member. The timing of these evaluations will be decided by the student and mentor, allowing each student to work at his or her own pace. An ePortfolio that demonstrates proficiency in all 8 of the primary competencies is required for graduation. See page 16 for a more detailed description of the process.
- Changing plans of study into and out of the program: Students may invoke a Change of Degree Option (CODO). A student switching out of the program is no different from any other student transferring out of their current degree program. Students switching in will need to develop a portfolio during their first semester. We are currently developing an assessment mechanism to quickly determine the competency level of an incoming student prior to entry into the program.
- Acceleration: The ePortfolio serves as the repository for students to demonstrate their proficiency of competencies. This is independent of traditional course work. We are working with departments within the College of Technology and others outside the College to enlist

“experts” who will evaluate and confer disciplinary knowledge contained in the ePortfolio independent of course work. This collaboration is necessary to allow for the administration of directed credit. Examples of how students might obtain competency outside of course work might include co-ops, internships, or undergraduate research. Therefore, a student that can demonstrate competency proficiency ahead of the traditional 8-semester pace could also be awarded directed course credit and thereby graduate sooner.

- Infrastructure support: We are working with the Purdue infrastructure taskforce to develop the mechanisms to attach the ePortfolio evaluated to confer graduation, and its review documentation, to the student’s academic record. We are working to develop the infrastructure mechanisms to allow the student to accelerate through the degree program.

This plan of study will meet the university core foundational outcomes to meet Indiana’s Statewide Transfer General Education Core Curriculum, as students enroll in traditional courses from the Undergraduate Curriculum Council (UCC) Approved Course List. Table 3 illustrates an example plan of study. In this example, the student selects approved UCC courses (denoted with an acronym followed by (UCC)) to fulfill university core requirements.

**Table 3: Example Plan of Study<sup>1</sup>**

<b>Semester 1</b>	<b>Cr</b>	<b>Semester 2</b>	<b>Cr</b>
TECH 19901 Seminar <sup>2</sup>	2	TECH 19901 Seminar <sup>2</sup>	2
TECH 19902 Design Lab <sup>2</sup>	3	TECH 19902 Design Lab <sup>2</sup>	3
100-level Selective Technology	3	100-200 level Humanities (UCC) <sup>3,4</sup>	3
100-200 level OC (UCC) <sup>3,4</sup>	3	100 level WC (UCC) <sup>3</sup>	4
100-200 level Math QR (UCC) <sup>3,4</sup>	4	100-200 level Science (UCC) <sup>3,4</sup>	4
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>16</b>

<b>Semester 3<sup>5</sup></b>	<b>Cr</b>	<b>Semester 4</b>	<b>Cr</b>
TECH 29901 Seminar <sup>2</sup>	2	TECH 29901 Seminar <sup>2</sup>	2
TECH 29902 Design Lab <sup>2</sup>	3	TECH 29902 Design Lab <sup>2</sup>	3
100-200 level Disciplinary Knowledge <sup>4</sup>	3	200 level Disciplinary Knowledge <sup>3</sup>	3
200 level STS (UCC) <sup>3,4</sup>	3	200-300 level Science Elective (UCC) <sup>3,4</sup>	3
100-200 level BSS (UCC) <sup>3,4</sup>	3	200-300 level Humanities (UCC) <sup>3,4</sup>	3
		100-200 level IL (UCC) <sup>3,4</sup>	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>17</b>

<b>Semester 5</b>	<b>Cr</b>	<b>Semester 6</b>	<b>Cr</b>
TECH 39901 Seminar <sup>2</sup>	3	TECH 39901 Seminar <sup>2</sup>	3
TECH 39902 Design Lab <sup>2</sup>	3	TECH 39902 Design Lab <sup>2</sup>	3
100-300 Advanced MATH/STAT	3	300 level Disciplinary Knowledge <sup>4</sup>	3
200-300 level Disciplinary Knowledge <sup>4</sup>	3	300 level Disciplinary Knowledge <sup>4</sup>	3
200-300 level Disciplinary Knowledge <sup>4</sup>	3	300 level OC or WC (UCC) <sup>3,4</sup>	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

<b>Semester 7</b>	<b>Cr</b>	<b>Semester 8</b>	<b>Cr</b>
TECH 49901 Seminar <sup>2</sup>	2	TECH 49901 Seminar <sup>2</sup>	2

TECH 49902 Design Lab <sup>2</sup>	3	TECH 49902 Design Lab <sup>2</sup>	3
300-400 level Disciplinary Knowledge <sup>4</sup>	3	300-400 level Disciplinary Knowledge <sup>4</sup>	3
300-400 level Disciplinary Knowledge <sup>4</sup>	3	400 level Disciplinary Knowledge <sup>4</sup>	3
300-400 level Disciplinary Knowledge <sup>4</sup>	3	400 level Disciplinary Knowledge <sup>4</sup>	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>14</b>

### Plan of Study Annotations

1. Non-course degree requirement: ePortfolio demonstrating expertise in eight broad competencies. The ePortfolio is attached to the academic record upon graduation.
2. These are courses specifically designed for this degree. Their descriptions follow.
3. Any courses from the Undergraduate Curriculum Council (UCC) Approved Course List to satisfy the appropriate foundational core requirement. Acronyms are as follows:
  - BSS – Behavioral/Social Sciences
  - HUM - Humanities
  - IL – Information Literacy
  - OC – Oral Communication
  - QR – Quantitative Reasoning
  - STS – Science, Technology and Society
  - WC – Written Communication

It is preferred that students take one course from physical sciences and one from life sciences.

4. Any course for which the student meets the prerequisites and meets their personal and professional goals as determined by the student in consultation with their faculty mentor.
5. By the end of the Semester 3, students identify their mission and, with the help of their faculty mentor, develop a detailed plan of learning. At this time, they identify one or more technology disciplines and at least one humanities discipline. For example, Computing (CIT, CGT or ECET), Engineering Technology (ECET, MET or MFET), Built environment (BCM), Aviation (AT), or Technology Leadership and Innovation (TLI), and a non-technology area such as history, philosophy, communications, etc.

### Description of New Courses

#### Seminars:

The seminar courses will be taught by a rotating group of faculty from across disciplinary backgrounds, and will focus on engagement with a range of topics that allow them to explore the intersection between human cultures (humanities and behavioral and social science) and technology. While exploring these topical areas, students will work independently and in groups to develop and demonstrate competencies including Effective Communication, Innovation and Creativity, and Envision and Execute Independently (See Appendix 10, section 6).

This course will also cover four out of five of Purdue’s required Foundational Learning Outcomes (Written Communication, Information Literacy, Oral Communication, and Human Cultures) as well as covering part or all of the three required embedded learning outcomes: Communication, Ways of Thinking, and Interpersonal Skills and Intercultural Knowledge.

Students will take 2 credits of Seminar each semester, except for year 3. In year 3, all students are required to enroll with 3 credits each semester. This is done to help ensure that the student's ePortfolio (see non-course requirements) is on track for successful demonstration of the 8 primary competencies and for the seminar faculty and the student's mentor to help guide the student for their immersion into specific disciplines based on the student's academic and professional goals.

### **Design Labs:**

The design lab is a studio course which will allow students to develop technical and team skills while engaging in complex, "ill-structured" problems. Students will be mentored by faculty members through use of modeling, critique, and just-in-time instruction. As students progress from the first year to later years, projects will increase in complexity. More senior-level students will have the opportunity to mentor junior-level students. This course will allow students to develop and demonstrate competencies including Design Thinking, Systems Thinking, Social Interaction and Teamwork, Innovation and Creativity, and Application of Disciplinary Knowledge (see Appendix 10, section 6).

Design Lab will also cover Purdue embedded learning outcomes including Creative Thinking, Critical Thinking, Integrative Knowledge, Quantitative Reasoning, and Leadership and Teamwork.

Students will take 3 credits of Design Lab each semester. This is also done to help ensure that the student's ePortfolio (see non-course requirements) is on track for successful demonstration of the 8 primary competencies and for the design lab faculty and the student's mentor to help guide the student for their immersion into specific disciplines based on the student's academic and professional goals.

### **Description of Non-Course Requirements**

#### **ePortfolio:**

A central requirement for the degree program is the development of an electronic portfolio (ePortfolio). The primary component of the ePortfolio are links to a set of badges (built on the Mozilla Open Badge framework), representing a student's proficiency in each of eight primary competencies: Design Thinking, Systems Thinking, Effective Communication, Envision & Work Independently, Social Interaction & Teamwork, Ethical Reasoning, Innovation and Creativity, and Disciplinary Knowledge (described in Appendix 10, section 6).

Each primary competency is built out of a number of performance level sub-competencies. In order to be recognized as achieving the primary competency, students will need to demonstrate achievement of the associated sub-competencies at up to three levels: developing, emerging, and proficient. The structure of competencies, sub-competencies, and levels will be reflected in a set of badges, as shown in Figure 1.

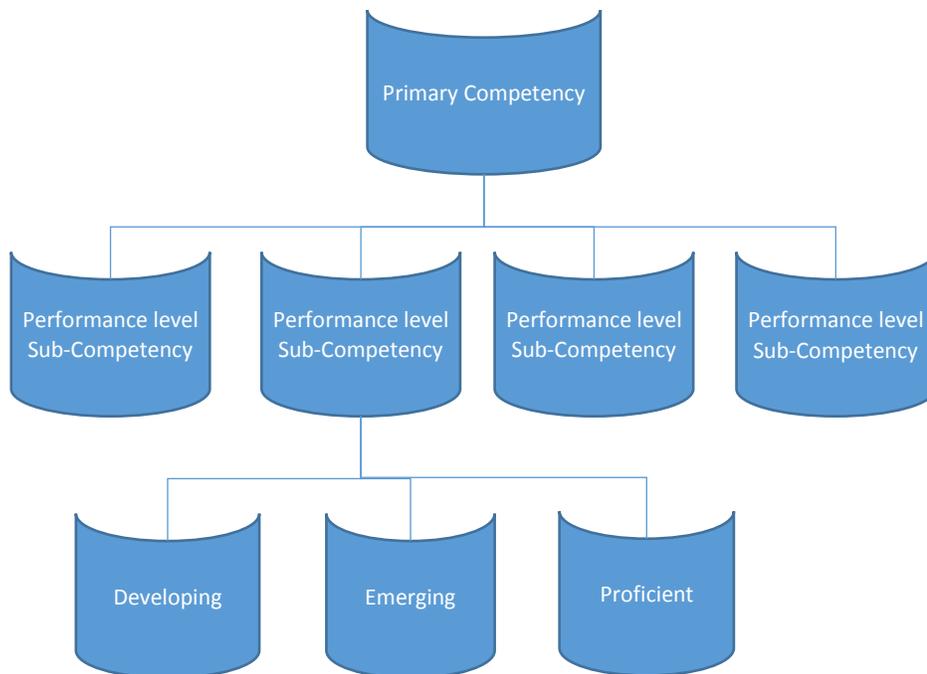
However, students are not required to reach the proficiency level in all sub-competencies. By working with a faculty mentor, students will plot out the competencies required to meet their academic and professional goals. All students will need to demonstrate the emerging level for all sub-competencies, and the proficient level for those that are essential to the development of the primary competency, or emphasized within this individual's personalized plan.

For example, achievement of the "Design Thinking" primary competency (see Appendix 10, section 6.1) has occurred when:

1. All performance level competencies have been completed at the "developing" level.
2. Problem Framing, Idea Fluency, Options Assessment, Managed Design, and one (1) of the remaining 3 competencies have been completed at the "emerging" level.
3. Three (3) of Problem Framing, Idea Fluency, Options Assessment, and Managed Design have been completed at the "proficient" level.

This is a total of 15 performance badges, and 1 primary badge.

The schema is similar for the remaining primary competencies. Once students have reached an acceptable level of all sub-competencies, the badge for the primary competency will be awarded. All 8 primary competency badges are required for graduation.



**Figure 1: Competency Hierarchy of Badges**

Students may pursue competencies through the Seminar and Design Lab courses, courses offered from the Purdue University catalog, and other forms of self-learning such as engagement in self-study, participating in a MOOC, or pursuing an internship. Students must demonstrate competency at each level through the production of artifacts, which will be attached to the badges.

One project may be used to meet multiple competencies; for example, while going through the design process within the Design Lab course, a student may create design documents, which will be submitted as evidence for an emerging Written Communication badge. They will document their use of the design process, which will be used to demonstrate emerging competence in several Design competencies. Along the way, students will gain familiarity with a number of technical tools from several domains, and acquire developing or emerging competencies in Disciplinary Knowledge, say in computer technology. Finally, they will make a final presentation, which may be used to demonstrate emerging competency in Oral Communication skills.

These skills will be at the developing or emergent level when students are early in the program. Students will continue to progress until reaching proficiency, through the spiral model used in our course and degree design. Students may choose to focus more on different skills at different points in their studies.

Students will be mentored by faculty in planning their program of study and pursuit of competencies over time, receive feedback on artifacts submitted for badges, and receive badges once adequate evidence has been provided for each competency. Our first year pilot taught us that students require this mentorship to understand how to demonstrate competencies and provide adequate evidence, to plan what areas they need to pursue to meet their academic and professional goals, and to manage their time. The development of the ePortfolio will be an integral part of this mentorship. In addition to linking to badges, the ePortfolio will also contain reflective narratives and other evidence that presents the student as a whole person and shows reflection on the learning process. This evidence could include items such as a resume, materials from one or more comprehensive projects pursued by the student (perhaps displaying a skill level beyond what is required to show proficiency in the badge system), or evidence of relevant extracurricular activities.

The ePortfolio will be evaluated 4 times during a student's time in the program by a committee of faculty including the faculty mentor, a disciplinary mentor, and at least one other member. The timing of these evaluation will be decided by the student and mentor, allowing each student to work at his or her own pace. The student will receive formative feedback at each evaluation. In order to pass the final evaluation, the student must demonstrate proficiency for each of the primary competencies, as well as demonstrating through the ePortfolio as a whole that the student's personal goals have been met. Infrastructure currently exists to "connect" these formal evaluation results to the student's academic record. We are working with the Purdue IT infrastructure Task Force to automate this process.

One benefit of using a purposeful ePortfolio of badges is that students will reflect as they go through the degree program, rather than taking a course and perhaps rarely, if ever thinking about it again. Our use of 3 developmental levels is based on Purdue's adaptation of the AAC&U model, requiring 3 levels of competency development. This also helps students truly master skills, by exercising them multiple times and become more sophisticated and reflective each time. For example, instead of having only one writing or oral communication class during Freshman year which is disconnected from other activities, we will infuse writing and oral communication throughout their college experience, making them better able to perform on the job when they graduate. Having to actually incorporate this experience in an ePortfolio will require students to reflect and be more aware of the value of new skills and knowledge, and therefore more likely to retain them and apply them in other areas.

The portfolio will also be valuable on the job search, as employers will be able to view actual work done by students, as well as the Purdue-certified badges that guarantee students have indeed shown

proficiency in each of the primary competencies – something that is not always clear in a traditional transcript (If a student has earned an A in a class, what was actually covered in that class? If a student has earned a C in a particular class, what portions of the class did the student do well at and in what areas may he or she be deficient?). Students will be able to highlight significant projects in topics they are passionate about and discuss their role in team efforts, allowing potential employers to get an idea of how they will be able to work independently and on a team in the work place. Whether employers view this as part of initial application review, or the student discusses it in an interview, the portfolio will set our students ahead in being able to demonstrate their value.

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.

The proposed degree is competency-based, supported by traditional courses and other forms of learning, including but limited to co-ops, internships, and undergraduate research. This proposed degree does not require less than 120 credit hours. However, the demonstration of mastery of eight primary competencies is required for graduation, independent from the number of credit hours earned.

c. Program Competencies or Learning Outcomes

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

See section 5 above and Appendix 10.

d. Assessment

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

Given that this is a competency-based degree, all assessments are direct assessments of the competencies. Each competency is defined in terms of a name, level (developing through proficient), a description, and challenges. The challenges are mechanisms by which the students attempt to demonstrate the competency. Each competency also has a set of faculty members who are qualified to assess the challenge and decide whether the student has achieved the competency.

Discipline-specific competencies are defined in collaboration with the respective department and are typically assessed by faculty of that department.

e. Licensure and Certification

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

- State License:
- National Professional Certifications (including the bodies issuing the certification):

- Third-Party Industry Certifications (including the bodies issuing the certification):
- f. Placement of Graduates
- Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.

This degree was designed to respond to employers' sentiments such as those synthesized in [6], notably the following statements from the summary of that report:

"Employers recognize capacities that cut across majors as critical to a candidate's potential for career success, and they view these skills as more important than a student's choice of undergraduate major. Nearly all those surveyed (93%) agree, 'a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major.'"

Also, "employers think that more college graduates have the skills and preparation needed for entry-level positions than for advancement."

In this respect, this degree is focusing on preparing students differently for the same industries and the same jobs as our existing traditional degrees. We will continue to focus on graduating technology professionals, but we will also focus on ensuring that they have broad perspective and preparation so that they are as comfortable making decisions in the boardroom as they are in the boiler room.

- 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.

Students in this program would be prepared for graduate studies in Technology just as other Technology graduates.

g. Accreditation

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

This proposed degree is being submitted for accreditation by the Higher Learning Commission. ABET accreditation will be sought with the first graduating class of this degree. Most of the degrees granted by the College of Technology are accredited by the ABET.

- Reason for seeking accreditation.

## 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.

**Table 4: Enrollment Projections, B.S. in Transdisciplinary Studies in Technology**

**Projected Headcount and FTE Enrollments and Degrees Conferred**

January 2015

Institution/Location: Purdue University at West Lafayette

Program: Transdisciplinary Studies in Technology

	Year 1	Year 2	Year 3	Year 4	Year 5
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	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Enrollment Projections (Headcount)</b>					
Full-Time	40	80	150	250	250
Part-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	40	80	150	250	250
<b>Enrollment Projections (FTE)</b>					
Full-Time	40	80	150	250	250
Part-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	40	80	150	250	250
Degrees Conferred Projections	0	0	50	100	100

CHE Code: 12-XX  
Campus Code: XXXX  
County: XXXX  
Degree Level: XXX  
CIP Code: Federal – 000000; State - 000000

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**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 11, 2015

**BUSINESS ITEM B:**

**Academic Degree Programs for Expedited Action**

**Staff Recommendation**

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

- Bachelor of Science in Game Design to be offered by Indiana University Bloomington
- Bachelor of Arts in Media to be offered by Indiana University Bloomington
- Master of Science in Informatics to be offered by Indiana University Purdue University Indianapolis (IU)
- Bachelor of Science in Unmanned Systems to be offered by Indiana State University

**Background**

The Academic Affairs and Quality Committee (AA&Q) reviewed this program at its May 26, 2015 meeting and concluded that the proposed B.S. in Game Design to be offered by Indiana University Bloomington, B.A. in Media to be offered by Indiana University Bloomington, M.S. in Informatics to be offered by Indiana University Purdue University, and the B.S. in Unmanned Systems to be offered by Indiana State University could be placed on the June 11, 2015 agenda for action by the Commission as expedited action items.

**Supporting Document**

Academic Degree Programs for Expedited Action, June 11, 2015.



**Academic Degree Programs for Expedited Action**  
**June 11, 2015**

**CHE 15-05 Bachelor of Science in Game Design to be offered by Indiana University Bloomington**

Proposal received on March 3, 2015

CIP Code: 50.0411

Fifth Year Projected Enrollment: Headcount (all programs) – 100, FTEs – 100

Fifth Year Projected Degrees Conferred (all programs): 25

The proposed program, whose curriculum is closely aligned with the proposed B.A. in Media, will prepare students for employment under the broader heading of computer systems design. More specifically, graduates of the program will be prepared to design games that will present gamers with an engineered social space that combines technical know-how with imaginative storytelling to achieve aesthetic and intellectual impact. The B.S. curriculum consists of 120 semester hours of coursework, and the University has developed an articulation agreement with Ivy Tech.

**CHE 15-06 Bachelor of Arts in Media offered by Indiana University Bloomington**

Proposal received on March 3, 2015

CIP Code: 09.0102

Fifth Year Projected Enrollment: Headcount – 1,880, FTEs – 1,880

Fifth Year Projected Degrees Conferred: 470

The proposed program is interdisciplinary in its approach to the study of Media, which derives from and reflects the University's reorganization of related academic units; more specifically, integrating the Department of Telecommunications, the Department of Communication and Culture, and the School of Journalism into The Media School within the College of Arts and Sciences. The new integrated curriculum will remove real and perceived barriers to adequate progress toward a degree by streamlining requirements and by reducing barriers to students' exploration of the variety of platforms and methodologies in media in all its forms. The B.A. curriculum, which consists of 120 semester hours of coursework, conforms to the standards of the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). The University has developed an articulation agreement with Ivy Tech for this program.

**CHE 15-08 Master of Science in Informatics offered by Indiana University Purdue University Indianapolis**

Proposal received on March 3, 2015

CIP Code: 11.0104

Fifth Year Projected Enrollment: Headcount – 25, FTEs – 25

Fifth Year Projected Degrees Conferred: 25

The proposed program has been developed as a result of conversation with other academic discipline faculty on campus (e.g. Business and Finance, Physical Education and Tourism Management, Philanthropy, Liberal Arts) who expressed interest in a multidisciplinary approach to Informatics. The M.S. in Informatics will expand the career opportunities of undergraduates and degree holders in non-technical disciplines by enabling them to apply Information Technology skills to their own field or to transition into IT fields. It is anticipated that a number of five-year B.S./M.S. pathways will result from authorization of the proposed program. At this point, the M.S. curriculum will include four specializations: Data Science, Biomedical Informatics, Knowledge and Information Management, and User Experience Design (UXD).

**CHE 15-09 Bachelor of Science in Unmanned Systems offered by Indiana State University**

Proposal received on March 9, 2015

CIP Code: 49.0101

Fifth Year Projected Enrollment: Headcount – 80, FTEs – 75

Fifth Year Projected Degrees Conferred: 40

The interest in unmanned systems has grown tremendously in recent years. The capabilities in unmanned systems (mobile robotics) provide new methods to address problems such as disaster response, crisis management, crop yield improvement, construction, and generally repetitive, dirty, or dangerous missions. Many industries – ranging from entertainment and journalism to insurance and logistics – see the use of unmanned systems as a competitive advantage. Indiana State also offers a B.S. in Professional Aviation Flight Technology, which in FY2014 enrolled 107 headcount or 97 FTE students, and a B.S. in Aviation Management, which enrolled 174 headcount or 151 FTE students that same year.

The program proposal reproduces a number of letters of support for the proposed program, including one from the Indiana Department of Homeland Security and the Indiana Office of Defense Development. The B.S. curriculum consists of 120 semester hours of coursework. Because of the unique nature of the program, at this point no articulation agreement has been developed with Ivy Tech Community College or Vincennes University.

**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 11, 2015

**BUSINESS ITEM C-1:**

**Indiana University - Construction of the School of Informatics and Computing on the Bloomington Campus**

**Staff Recommendation**

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: Indiana University - Construction of the School of Informatics and Computing on the Bloomington Campus

**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 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.

The Trustees of Indiana University respectfully request authorization to proceed with the construction of a new 125,000 square foot facility for the School of Informatics and Computing on the Bloomington campus. This new building will be located on Woodlawn Avenue. The Indiana University master plan calls for Woodlawn Avenue to become a corridor linking the central campus to its northern edge at the Indiana State Road 45/46 bypass. The new Informatics and Computing Building will be the first IU facility constructed along the planned Woodlawn Corridor.

**Supporting Document**

Indiana University - Construction of the School of Informatics and Computing



## Indiana University - Construction of the School of Informatics and Computing

### STAFF ANALYSIS

**Summary and impact on educational attainment:** This project will construct a new 125,000-square foot facility for the School of Informatics and Computing on the IU Bloomington campus. This facility will expand the School's capacity for teaching and research as its programs continue to be among the fastest-growing at Indiana University. The project will bring together many facets of the School - including programs in Computer Science, Informatics, and Library Sciences - in a collaborative environment. Spaces will include an innovation center, a series of team work rooms, meeting spaces, classrooms, faculty offices, and a large lecture hall. Indiana University does not consider any of the buildings or structures affected by this project to be historically significant. Indiana University considered several possible solutions for this critical need for additional academic space. The University decided this option best met the needs of the program and its relationship to the students, faculty, and campus. The buildings currently located at the site of the new Informatics and Computing Building will be demolished as renovation was determined to be cost-prohibitive and would not meet the needs of the program. The new building will be located on Woodlawn Avenue. The IUB Master Plan calls for Woodlawn Avenue to become a corridor linking the central campus to its northern edge at the Indiana State Road 45/46 Bypass. The new building would bring together students and faculty in a cohesive facility to better enable a culture of innovation, collaboration, and entrepreneurship while allowing for the continued growth of the School to serve today's tech-driven society. The School of Informatics and Computing is housed in several buildings across campus as well as leased space, and these current teaching and research facilities are stretched beyond their limits.

**Comparable Projects:** The School of Informatics and Computing is estimated to cost \$318 per gsf. The IUB Cyberinfrastructure Building was estimated at \$310/gsf. The IUB Global and International Studies Building was estimated at \$282/gsf.

**Funding:** The total cost for the project is estimated at \$39.8 million. The funding will consist of School of Informatics and Computing funds derived from research funds including indirect costs, gifts (both restricted and unrestricted), and general fund efficiencies. The current fund balances is \$8 million. This fund will cover all additional operating costs.

**Additional Notes:** The new School of Informatics and Computing building could potentially house part of or all of the proposed engineering program. This staff note was included in correspondence with IU related to the questions regarding the building's review. *"To be very clear, the review of this building is holistic and the possible approval of the building in no way predicates the approval or disapproval by the Commission for the proposed engineering program. The Commission is reviewing this project as it does not include state funds and thus the Commission must review within 90 days or remain silent, in which case IU would proceed directly to the State Budget Committee. Communication with you (IU) combined with the Commission not having a meeting in July has resulted in the project being on the June schedule."*





April 24, 2015

OFFICE OF THE  
PRESIDENT

The Honorable Michael R. Pence  
Governor, State of Indiana  
206 State House  
Indianapolis, Indiana 46204

RE: New School of Informatics and Computing Building  
Indiana University Bloomington  
A-1-15-1-21

Dear Governor Pence:

The Trustees of Indiana University and I respectfully request authorization to proceed with the construction a new 125,000-square foot facility for the School of Informatics and Computing on the Bloomington campus. This project is estimated to cost \$39,800,000 and will be funded through School of Informatics and Computing funds, Research funds, and gifts.

This facility will expand the School's capacity for teaching and research as its programs continue to be among the fastest-growing at Indiana University. The project will bring together many facets of the School - including programs in Computer Science, Informatics, and Library Sciences - in a collaborative environment. Spaces will include an innovation center, a series of team work rooms, meeting spaces, classrooms, faculty offices, and a large lecture hall.

Your early approval of this request will allow us to proceed on schedule with this project.

Yours sincerely,

A handwritten signature in cursive script that reads "Michael McRobbie".

Michael A. McRobbie  
President

Bryan Hall 200  
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Bloomington, Indiana  
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Submitted though the Indiana Commission for Higher Education and the State Budget Agency.

cc: Indiana Commission for Higher Education  
State Budget Agency

The Honorable Michael R. Pence  
April 24, 2015  
Page 2

RE: New School of Informatics and Computing Building  
Indiana University Bloomington  
A-1-15-1-21

cc: Senator Luke Kenley  
Representative Tim Brown  
Senator Karen Tallian  
Representative Terry Goodin  
Mr. Brian Bailey  
Senator Ryan Mishler  
Representative Sheila Klinker  
Senator John Broden  
Representative Robert Cherry  
Ms. Teresa Lubbers  
Mr. Chad Timmerman  
Mr. Matt Hawkins

bc: L. K. Robel  
T. A. Morrison  
J. R. Grew  
J. M. Hagen  
J. M. Lewis  
J. M. Linder  
M. F. McCourt  
J. A. Simmons  
P. J. Sullivan  
D. S. Lukes

xc: M. C. Bartlett  
J. R. Bauters  
M. R. Bucklin  
K. S. Correll  
T. H. Ellis  
B. A. Feickert  
S. A. Fleener  
T. J. Griffith  
J. H. Hewetson  
B. I. Hoffman  
S. Kapperman  
R. M. Lewis  
R. H. Richardson  
J. A. Stines  
B. S. Wells

<u>Institution:</u>	Indiana University	<u>Budget Agency Project No:</u>	A-1-15-1-21
<u>Campus:</u>	Bloomington	<u>Institutional Priority:</u>	
<u>Previously Approved by General Assembly:</u>	No	<u>Previously Recommended by CHE:</u>	
<u>Part of the Long-Term Capital Plan:</u>	Yes		

20128383

**Project Summary Description**

This project will construct a new 125,000-square foot facility for the School of Informatics and Computing on the IU Bloomington campus. This facility will expand the School's capacity for teaching and research as its programs continue to be among the fastest-growing at Indiana University. The project will bring together many facets of the School - including programs in Computer Science, Informatics, and Library Sciences - in a collaborative environment. Spaces will include an innovation center, a series of team work rooms, meeting spaces, classrooms, faculty offices, and a large lecture hall.

**Summary of the Impact on the Educational Attainment of Students at the Institution**

The School of Informatics and Computing is housed in several buildings across campus as well as leased space, and these current teaching and research facilities are stretched beyond their limits. The new building would bring together students and faculty in a cohesive facility to better enable a culture of innovation, collaboration, and entrepreneurship while allowing for the continued growth of the School to serve today's tech-driven society.

<u>Project Size:</u>	125,000	GSF	81,250	ASF	65%	ASF/GSF
<u>Net Change in Overall Campus Space:</u>			125,000	GSF	81,250	ASF

<u>Total Project Cost:</u>	\$39,800,000	<u>Cost per ASF/GSF:</u>	\$318	GSF
			\$490	ASF
<u>Funding Source(s):</u>	\$13,000,000	School of Informatics and Computing Funds		
	\$17,800,000	Research Funds		
	\$9,000,000	Gifts		
<u>Estimated Annual Debt Payment:</u>	\$0			
<u>Are All Funds for the Project Secured?</u>	Yes			
<u>Estimated Annual Change Cost of Building Operations Based on the Project:</u>		\$843,622		
<u>Estimated Annual Repair and Rehabilitation Investment:</u>		\$0		

<u>Institution:</u>	Indiana University	<u>Budget Agency Project No:</u>	A-1-15-1-21
<u>Campus:</u>	Bloomington	<u>Institutional Priority:</u>	

20128383

**Description of Project**

This project will construct a new 125,000-square foot facility for the School of Informatics and Computing on the IU Bloomington campus. This facility will expand the School’s capacity for teaching and research as its programs continue to be among the fastest-growing at Indiana University. The project will bring together many facets of the School - including programs in Computer Science, Informatics, and Library Sciences - in a collaborative environment. Spaces will include an innovation center, a series of team work rooms, meeting spaces, classrooms, faculty offices, and a large lecture hall.

Relationship to Other Capital Improvement Projects: This project does not have a direct impact on any other capital improvement projects.

Historical Significance: Indiana University does not consider any of the buildings or structures affected by this project to be historically significant.

Alternatives Considered: Indiana University considered several possible solutions for this critical need for additional academic space. The University decided this option best met the needs of the program and its relationship to the students, faculty, and campus. The buildings currently located at the site of the new Informatics and Computing Building (Morgan, Greene, Brown, Monroe, 901 E. Cottage Grove Ave) will be demolished as renovation was determined to be cost-prohibitive and would not meet the needs of the program.

Relationship to Long-Term capital plan for Indiana University: The new building will be located on Woodlawn Avenue. The IUB Master Plan calls for Woodlawn Avenue to become a corridor linking the central campus to its northern edge at the Indiana State Road 45/46 Bypass. The new Informatics and Computing Building will be the first IU facility constructed along the planned Woodlawn Corridor. This project also is included in the University's 10-year plan.

**Need and Purpose of the Project**

The School of Informatics and Computing is housed in several buildings across campus as well as leased space, and these current teaching and research facilities are stretched beyond their limits. The new building would bring together students and faculty in a cohesive facility to better enable a culture of innovation, collaboration, and entrepreneurship while allowing for the continued growth of the School to serve today's tech-driven society.

**Space Utilization**

This project will reduce existing academic, administrative, and residential space resulting from the demolition of the existing buildings on the site, but the new facility will add academic and administrative space.

**Comparable Projects**

The IUB Cyberinfrastructure Building was estimated at \$310/gsf  
The IUB Global and International Studies Building was estimated at \$282/gsf

**Background Materials**

Bloomington (20128383) Budget Agency Project No: A-1-15-1-21 Institutional Priority:	Current Space in Use (a)	Space Under Construction (b)	Space Planned & Funded	Subtotal Current and Future Space	Space to be Terminated (c)	New Space in Capital Request (d)	Net Future Space
<b>A. Overall Space in ASE</b>							
Classroom (110 & 115)	400,417	0	0	400,417	0	8,990	409,407
Class Lab (210, 215, 220, 225, 230, 235)	449,011	0	0	449,011	(12,650)	13,850	450,211
Non-class Lab (250 & 255)	549,422	53,010	0	602,432	(246)	0	602,186
Office Facilities (300)	1,829,022	20,428	0	1,849,450	(2,601)	39,920	1,886,769
Study Facilities (400)	580,762	1,800	0	582,562	(133)	1,840	584,269
Special Use Facilities (500)	369,375	0	0	369,375	(1,287)	0	368,088
General Use Facilities (600)	479,291	4,145	0	483,436	(1,418)	4,300	486,318
Support Facilities (700)	286,312	33,912	0	320,224	0	600	320,824
Health Care Facilities (800)	23,719	0	0	23,719	0	0	23,719
Resident Facilities (900)	54,734	0	0	54,734	0	0	54,734
Unclassified (000)	202,040	13,468	0	215,508	0	11,750	227,258
<b>B. Other Facilities (List major categories)</b>							
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
<b>TOTAL SPACE</b>	<b>5,224,105</b>	<b>126,763</b>	<b>0</b>	<b>5,350,868</b>	<b>(18,335)</b>	<b>81,250</b>	<b>5,413,783</b>

Notes: a) IUB acad/admin campus totals

b) Global International Studies Bldg (using 2008 state approval sf amounts)

c) Includes acad/admin space within Brown, Greene, Morgan and Monroe Halls, and 901 E Cottage Grove Ave. In addition to the acad/admin space, 20,467 of residential space within these buildings will be demolished

d) Unclassified (000) is shell space for fourth floor

Institution: **Indiana University**

Budget Agency Project No: **A-1-15-1-21**

Campus: **Bloomington**

Institutional Priority:

20128383

**Anticipated Construction Schedule**

	Month	Year
Bid Date:	November	2015
Start Construction	January	2016
Occupancy (End Date)	December	2017

**Estimated Construction Cost for Project**

	Cost Basis <sup>(1)</sup>	Escalation Factors <sup>(2)</sup>	Estimated Project
<b>Planning Costs</b>			
a. Engineering	\$0	\$0	\$0
b. Architectural	\$2,388,000	\$0	\$2,388,000
c. Consulting	\$0	\$0	\$0
<b>Construction</b>			
a. Structure	\$17,512,000	\$0	\$17,512,000
b. Mechanical (HVAC, plumbing, etc.)	\$8,756,000	\$0	\$8,756,000
c. Electrical	\$5,970,000	\$0	\$5,970,000
<b>Movable Equipment</b>	\$1,990,000	\$0	\$1,990,000
<b>Fixed Equipment</b>	\$0	\$0	\$0
<b>Site Development/Land Acquisition</b>	\$1,194,000	\$0	\$1,194,000
<b>Other</b> Please List - Contingency, Admin & Legal Fees	\$1,990,000	\$0	\$1,990,000
<b>Total Estimated Project Cost</b>	<b>\$39,800,000</b>	<b>\$0</b>	<b>\$39,800,000</b>

<sup>(1)</sup> Based on current cost prevailing as of (month/year).

**Apr-2015**

<sup>(2)</sup> Explanation for estimate escalation factors (below).

Institution:	Indiana University	Budget Agency Project No:	A-1-15-1-21
Campus:	Bloomington	Institutional Priority:	

20128383

**Annual Operating Cost/Savings<sup>(1)</sup>**

GROSS SQUARE FOOTAGE OF AREA AFFECTED BY PROJECT: 125,000

	Cost per GSF	Total Operating Cost	Personnel Services	Supplies and Expenses
1. <u>Operations</u>	\$0.000	\$0	\$0	\$0
2. <u>Maintenance</u>	\$3.452	\$431,443	\$0	\$0
3. <u>Fuel</u>	\$0.000	\$0	\$0	\$0
4. <u>Utilities</u>	\$3.297	\$412,179	\$0	\$0
5. <u>Other</u>	\$0.000	\$0	\$0	\$0
<b>Total Estimated Operational</b>	<b>\$6.749</b>	<b>\$843,622</b>	<b>\$0</b>	<b>\$0</b>

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

<sup>(1)</sup> Based on figures from "Individual Capital Project Description" schedule.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 11, 2015

**BUSINESS ITEM C-2:**

**Indiana University – Wells Quad Renovation**

**Staff Recommendation**

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: Indiana University - Wells Quad Renovation

**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 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.

The Trustees of Indiana University respectfully request authorization to proceed with the renovation of Wells Quad on the Bloomington campus. This project renovates and repurposes two buildings in Wells Quad (Goodbody Hall and Memorial Hall) from academic space to student housing. Both facilities were constructed as residence halls, and this project will return these buildings to their original intended use. Additionally, the University's Bicentennial Strategic Plan calls for renovation and upgrading of all student residences on the Bloomington campus. Completion of this project will move the University closer to achieving that objective.

**Supporting Document**

Indiana University - Wells Quad Renovation



## Indiana University - Wells Quad Renovation

### STAFF ANALYSIS

**Summary and impact on educational attainment:** This project renovates and repurposes two buildings in Wells Quad (Goodbody Hall and Memorial Hall) on the Bloomington campus from academic space to student housing. Current academic spaces in both buildings will be converted to student rooms and related support areas with a total of 182 beds, and a 200-seat dining hall will be created at Morrison Hall. Mechanical systems renovations will include the installation of central air conditioning. Fire protection systems will be upgraded. Access needs will be addressed with the addition of accessible entrances and student rooms as well as elevators. Restrooms and plumbing will be updated along with windows and roofs. Electrical and telecommunication systems upgrades will serve the high-demand needs of student residences. Both facilities were constructed as residence halls, and this project will return these buildings to their original intended use. Memorial and Goodbody retain much of their original systems which are in need of total replacement to meet current standards.

**Comparable Projects:** The Wells Quad renovation is expected to cost \$292 per gsf. The IUB Franklin Hall Academic Core Renovation was estimated at \$152/gsf. The increased expense per gsf relates to the extensive heating ventilation and air conditioning work and more intensive plumbing installation due to shower and restroom needs. The dining hall component is also far more expensive.

**Funding:** IU expects to fund the construction of the project with debt financing in the form of auxiliary revenue bonds under IC section 21-35-3, which would be repaid from revenues generated from Residential Programs and Services on the Bloomington campus. The principal amount of such borrowing would not exceed the sum of (i) \$30,000,000 for costs of construction, renovation, equipment and other related project components and, (ii) any amounts required to fund a debt service fund, interest rate swap agreements, credit facilities or bond insurance premiums, (iii) costs of issuing the debt, capitalized costs and such other expenses as may be ordinary and necessary or incidental to such financing, and (iv) underwriters' and original issue discount within the limits prescribed by law.

**Additional Notes:** Funding is predominately from room and board. The relatively low asf as compared to gsf is due to the generation of the building (1930) when space was not as efficient. The increased operating costs of the building are due to the installation of air conditioning and the 24 hour nature of the facility. This building will not appear in the repair and rehabilitation formula in the 2017-2019 biennium.





April 24, 2015

The Honorable Michael R. Pence  
Governor, State of Indiana  
206 State House  
Indianapolis, Indiana 46204

OFFICE OF THE  
PRESIDENT

RE: Wells Quad Renovation  
Indiana University Bloomington  
A-1-15-2-07

Dear Governor Pence:

The Trustees of Indiana University and I respectfully request authorization to proceed with the renovation of two buildings in Wells Quad located on the Bloomington campus. This project is estimated to cost \$30,000,000 and will be funded through Residential Programs and Services funds.

The university expects to fund the construction of the project with debt financing in the form of auxiliary revenue bonds under IC section 21-35-3, which would be repaid from revenues generated from Residential Programs and Services on the Bloomington campus. The principal amount of such borrowing would not exceed the sum of (i) \$30,000,000 for costs of construction, renovation, equipment and other related project components and, (ii) any amounts required to fund a debt service fund, interest rate swap agreements, credit facilities or bond insurance premiums, (iii) costs of issuing the debt, capitalized costs and such other expenses as may be ordinary and necessary or incidental to such financing, and (iv) underwriters' and original issue discount within the limits prescribed by law.

This project renovates and repurposes two buildings in Wells Quad (Goodbody Hall and Memorial Hall) from academic space to student housing. Both facilities were constructed as residence halls, and this project will return these buildings to their original intended use. Additionally, the University's Bicentennial Strategic Plan calls for renovation and upgrading of all student residences on the Bloomington campus. Completion of this project will move the University closer to achieving that objective.

Current academic spaces in both buildings will be converted to student rooms and related support areas with a total of 182 beds, and a 200-seat dining hall will be created at Morrison Hall. Mechanical systems renovations will include the installation of central air conditioning. Fire protection systems will be upgraded. Access needs will be addressed with the addition of accessible entrances and student rooms as well as elevators. Restrooms and plumbing will be updated along with windows and roofs. Electrical and telecommunication systems upgrades will serve the high-demand needs of student residences.

Your early approval of this request will allow us to proceed on schedule with this project.

Yours sincerely,

A handwritten signature in black ink that reads "Michael McRobbie".

Michael A. McRobbie  
President

Bryan Hall 200  
107 S. Indiana Avenue  
Bloomington, Indiana  
47405-7000  
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Fax: 317-274-5098

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www.iu.edu/~pres

Submitted through the Indiana Commission for Higher Education and the State Budget Agency.

The Honorable Michael R. Pence  
April 24, 2015  
Page 2

RE: Wells Quad Renovation  
Indiana University Bloomington  
A-1-15-2-07

cc: Indiana Commission for Higher Education  
State Budget Agency

Senator Luke Kenley  
Representative Tim Brown  
Senator Karen Tallian  
Representative Terry Goodin  
Mr. Brian Bailey  
Senator Ryan Mishler  
Representative Sheila Klinker  
Senator John Broden  
Representative Robert Cherry  
Ms. Teresa Lubbers  
Mr. Chad Timmerman  
Mr. Matt Hawkins

bc: L. K. Robel  
T. A. Morrison  
J. R. Grew  
J. M. Hagen  
J. M. Lewis  
J. M. Linder  
M. F. McCourt  
J. A. Simmons  
P. J. Sullivan  
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xc: M. C. Bartlett  
J. R. Bauters  
M. R. Bucklin  
K. S. Correll  
T. H. Ellis  
B. A. Feickert  
S. A. Fleener  
T. J. Griffith  
J. H. Hewetson  
B. I. Hoffman  
S. Kapperman  
R. M. Lewis  
C. A. Payne  
J. A. Stines  
B. S. Wells

<u>Institution:</u>	Indiana University	<u>Budget Agency Project No:</u>	A-1-15-2-07
<u>Campus:</u>	Bloomington	<u>Institutional Priority:</u>	
<u>Previously Approved by General Assembly:</u>	No	<u>Previously Recommended by CHE:</u>	
<u>Part of the Long-Term Capital Plan:</u>	Yes		

20151411

**Project Summary Description**

This project renovates and repurposes two buildings in Wells Quad (Goodbody Hall and Memorial Hall) from academic space to student housing. Current academic spaces in both buildings will be converted to student rooms and related support areas with a total of 182 beds, and a 200-seat dining hall will be created at Morrison Hall. Mechanical systems renovations will include the installation of central air conditioning. Fire protection systems will be upgraded. Access needs will be addressed with the addition of accessible entrances and student rooms as well as elevators. Restrooms and plumbing will be updated along with windows and roofs. Electrical and telecommunication systems upgrades will serve the high-demand needs of student residences.

**Summary of the Impact on the Educational Attainment of Students at the Institution**

Memorial Hall was built in 1924 and Goodbody Hall in 1936. Both facilities were constructed as residence halls, and this project will return these buildings to their original intended use. As a result of this renovation, students will be able to live closer to the historic Old Crescent which is being revitalized as primarily academic space.

These renovations are consistent with the master plan developed by the Department of Residential Programs and Services. This plan has been developed to keep facilities in proper operating condition, to foster retention/recruitment of students, and to provide students with an appropriate living area/environment serving the academic mission of Indiana University at Bloomington. Renovation and upgrading of all student residences at IUB also is part of the University's Bicentennial Strategic Plan, and this project is included in the University's 10-year plan as well.

<u>Project Size:</u>	102,851	GSF	63,322	ASF	62%	ASF/GSF
<u>Net Change in Overall Campus Space:</u>			0	GSF	0	ASF

<u>Total Project Cost:</u>	\$30,000,000	<u>Cost per ASF/GSF:</u>	\$292	GSF
			\$474	ASF
<u>Funding Source(s):</u>	\$30,000,000	Auxiliary Revenue Bonds (IC 21-35-3) repaid with Residential Programs and Services Funds		
<u>Estimated Annual Debt Payment:</u>	\$2,291,345			
<u>Are All Funds for the Project Secured?</u>	No	Pending Sale of Bonds		
<u>Estimated Annual Change Cost of Building Operations Based on the Project:</u>	\$17,298			
<u>Estimated Annual Repair and Rehabilitation Investment:</u>	\$0			

<u>Institution:</u>	Indiana University	<u>Budget Agency Project No:</u>	A-1-15-2-07
<u>Campus:</u> 20151411	Bloomington	<u>Institutional Priority:</u>	

**Description of Project**

This project renovates and repurposes two buildings in Wells Quad (Goodbody Hall and Memorial Hall) from academic space to student housing. Current academic spaces in both buildings will be converted to student rooms and related support areas with a total of 182 beds, and a 200-seat dining hall will be created at Morrison Hall. Mechanical systems renovations will include the installation of central air conditioning. Fire protection systems will be upgraded. Access needs will be addressed with the addition of accessible entrances and student rooms as well as elevators. Restrooms and plumbing will be updated along with windows and roofs. Electrical and telecommunication systems upgrades will serve the high-demand needs of student residences.

Relationship to Other Capital Improvement Projects: This project was made possible by moves associated with the construction of the Global and International Studies Building.

Historical Significance: Memorial Hall was built in 1924 and Goodbody Hall in 1936. These buildings are prominent architectural structures in the historic core of campus. Additionally, Memorial Hall was the first women's dorm constructed on campus, and also served as barracks for the Army Specialized Training Program during World War II.

Alternatives Considered: Renovation of the existing structure was found to be the most responsible option in lieu of all new construction at the site.

Relationship to Long-Term capital plan for Indiana University: These renovations are consistent with the master plan developed by the Department of Residential Programs and Services, the University's Bicentennial Strategic Plan, and the University's 10-year plan.

**Need and Purpose of the Project**

Both facilities were constructed as residence halls, and this project will return these buildings to their original intended use. Memorial and Goodbody retain much of their original systems which are in need of total replacement to meet current standards.

Objectives of the master plan developed by the Department of Residential Programs and Services are to keep facilities in proper operating condition, foster retention/recruitment of students, and provide students with an appropriate living area/environment serving the academic mission of Indiana University at Bloomington. This project will increase the availability of newly-renovated student rooms close to the heart of campus, and contribute to efforts currently underway to revitalize the Old Crescent by increasing student and academic activity in the campus core.

**Space Utilization**

This project will return these buildings to their original intended use by converting academic and administrative space back into student housing and related support areas.

**Comparable Projects**

The IUB Franklin Hall Academic Core Renovation was estimated at \$152/gsf.

**Background Materials**

Bloomington (20151411) Budget Agency Project No: A-1-15-2-07 Institutional Priority:	Current Space in Use (a)	Space Under Construction (b)	Space Planned & Funded	Subtotal Current and Future Space	Space to be Terminated	New Space in Capital Request (d)	Net Future Space
<b>A. Overall Space in ASF</b>							
Classroom (110 & 115)	3,954	0	0	3,954	0	0	3,954
Class Lab (210, 215, 220, 225, 230, 235)	4,911	0	0	4,911	0	0	4,911
Non-class Lab (250 & 255)	257	0	0	257	0	0	257
Office Facilities (300)	43,529	0	0	43,529	0	0	43,529
Study Facilities (400)	4,149	0	0	4,149	0	0	4,149
Special Use Facilities (500)	0	0	0	0	0	0	0
General Use Facilities (600)	536	0	0	536	0	0	536
Support Facilities (700)	3,916	0	0	3,916	0	0	3,916
Health Care Facilities (800)	0	0	0	0	0	0	0
Resident Facilities (900)	0	0	0	0	0	0	0
Unclassified (000)	2,070	0	0	2,070	0	0	2,070
<b>B. Other Facilities (List major categories)</b>							
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
<b>TOTAL SPACE</b>	<b>63,322</b>	<b>0</b>	<b>0</b>	<b>63,322</b>	<b>0</b>	<b>0</b>	<b>63,322</b>

Notes: represents current use of BL109 Goodbody Hall and BL141 Memorial Hall, and 4,388 asf in BL139 Morrison Hall

Institution: **Indiana University**

Budget Agency Project No: **A-1-15-2-07**

Campus: **Bloomington**

Institutional Priority:

20151411

**Anticipated Construction Schedule**

	Month	Year
Bid Date:		2016
Start Construction		2016
Occupancy (End Date)		2018

**Estimated Construction Cost for Project**

	Cost Basis <sup>(1)</sup>	Escalation Factors <sup>(2)</sup>	Estimated Project
<b>Planning Costs</b>			
a. Engineering	\$0	\$0	\$0
b. Architectural	\$2,400,000	\$0	\$2,400,000
c. Consulting	\$0	\$0	\$0
<b>Construction</b>			
a. Structure	\$11,400,000	\$0	\$11,400,000
b. Mechanical (HVAC, plumbing, etc.)	\$7,200,000	\$0	\$7,200,000
c. Electrical	\$3,900,000	\$0	\$3,900,000
<b>Movable Equipment</b>	\$1,500,000	\$0	\$1,500,000
<b>Fixed Equipment</b>	\$1,800,000	\$0	\$1,800,000
<b>Site Development/Land Acquisition</b>	\$0	\$0	\$0
<b>Other</b> Please List - Contingency, Admin & Legal Fees	\$1,800,000	\$0	\$1,800,000
<b>Total Estimated Project Cost</b>	<b>\$30,000,000</b>	<b>\$0</b>	<b>\$30,000,000</b>

<sup>(1)</sup> Based on current cost prevailing as of (month/year).

**Apr-2015**

<sup>(2)</sup> Explanation for estimate escalation factors (below).

Institution:	Indiana University	Budget Agency Project No:	A-1-15-2-07
Campus:	Bloomington	Institutional Priority:	

20151411

**Annual Operating Cost/Savings<sup>(1)</sup>**

GROSS SQUARE FOOTAGE OF AREA AFFECTED BY PROJECT: 96,100

	Cost per GSF	Total Operating Cost	Personnel Services	Supplies and Expenses
1. <u>Operations</u>	\$0.000	\$0	\$0	\$0
2. <u>Maintenance</u>	\$0.000	\$0	\$0	\$0
3. <u>Fuel</u>	\$0.000	\$0	\$0	\$0
4. <u>Utilities</u>	\$0.180	\$17,298	\$0	\$0
5. <u>Other</u>	\$0.000	\$0	\$0	\$0
<b>Total Estimated Operational</b>	<b>\$0.180</b>	<b>\$17,298</b>	<b>\$0</b>	<b>\$0</b>

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

<sup>(1)</sup> Based on figures from "Individual Capital Project Description" schedule.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 11, 2015

**BUSINESS ITEM D:**

**Capital Projects for Expedited Action**

**Staff Recommendation**

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

- Indiana University Bloomington - Indiana Memorial Union Biddle Hotel Guest Rooms Renovation
- Purdue University West Lafayette - Agricultural and Life Sciences Building
- Vincennes University - Center for Science, Engineering and Mathematics.

**Background**

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

**Supporting Document**

Capital Project for Expedited Action, June 11, 2015



**Capital Projects for Expedited Action**  
**June 11, 2015**

**B-1-13-1-02R Purdue University West Lafayette - Agricultural and Life Sciences Building- \$60,000,000**

The Commission included Purdue University's Center for Science, Engineering and Mathematics in its budget recommendations to the Governor and General Assembly. Both the Governor and General Assembly approved this project with different funding methods. The total project cost is \$60 million, comprised of \$35 million in debt service funded by the General Assembly, \$10 million in gifts, \$10 million in capital reserves, and \$5 million in capital planning reserves. The Agricultural and Life Sciences Building will be a state-of-the-art facility that will consolidate Animal Sciences students, faculty and staff into a unified complex that will facilitate synergies in learning, outreach, and discovery in a collaborative environment. It will address research, extension and education in animal and life sciences. The project will construct modern research and teaching space serving the Department of Animal Sciences and provide researchers with an environment for scientific preeminence and a world class teaching facility. A major focus of Purdue's long term Capital Plan is to co-locate Life Sciences education and research into the Life and Health Sciences Park on Purdue's South Academic Campus. Replacement of Animal Sciences program space in Lilly Hall (LILY) is a prerequisite to demolishing the south wing of this structure and eliminating its deferred R&R liability (\$19.9M) as part of a balanced capital approach. The replacement of Animal Sciences space in Poultry Science (POUL), Poultry Science Annex (POAN), and Smith Hall (SMTH) will move Purdue closer to decommissioning outdated facilities, as part of the 10-Year Capital Plan. Although renovation of existing space is a preferred approach for meeting the space needs of academic departments, there is no single facility that could accommodate the Animal Sciences program. The University investigated renovating Lilly Hall to continue to house a part of the program but found that it did not lend itself to state-of-the-art renovations and the long-term cost was prohibitive. The Agricultural and Life Sciences Building will be the first step in a three-phase project to consolidate the Animal Sciences program into a cohesive complex. Animal Sciences is currently scattered across six buildings, not including the farms. The new facility will consolidate departmental space now located in four of those buildings: LILY, SMTH, the POUL and POAN. In future phases, Animal Sciences Teaching Lab (ASTL) and the Life Sciences Animal Facility (LSA) will be removed and replaced as part of the future consolidated complex.

**A-1-15-2-20 Indiana Memorial Union Biddle Hotel Guest Rooms Renovation**

The proposed Indiana Memorial Union project will renovate 189 guest rooms in the Indiana Memorial Union Biddle Hotel on the Bloomington campus. All rooms will be renovated including paint, ceilings, carpet, and new finishes, but spaces will not be reconfigured other than accommodating new infrastructure components and accessibility requirements. Electrical, lighting, plumbing, mechanical, and telecommunications infrastructure upgrades will be included. New furnishings will be installed and a section of the roof will be replaced. The Indiana Memorial Union is one of the most recognizable and high-traffic buildings on campus. The hotel provides on-campus lodging for potential and current students and their families, university guests and donors, alumni, conference attendees, and many others. As a result, maintaining a high standard of quality is critical to the overall perception of the University, both for first-time and return visitors. Renovations are needed to improve the overall guest experience and the long-term infrastructure of the hotel. This project is estimated to cost \$8,000,000 and will be funded through Indiana Memorial Union Renovation funds.

**E-1-13-1-04 Vincennes University's Center for Science, Engineering and Mathematics - \$20,000,000**

The Commission included Vincennes University's Center for Science, Engineering and Mathematics in its budget recommendations to the Governor and General Assembly. Both the Governor and General Assembly approved this project with fee replacement at a bonding level of \$20 million. The total project cost is \$25 million, with the remaining \$5 million coming from corporate, foundation and community contributions as well as institutional reserves. The new 80,000 square foot facility will offer state-of-the-art instructional spaces for disciplines in science, technology, engineering and mathematics. The Center for Science, Engineering and Mathematics will help Vincennes University to: 1) promote and encourage collaboration among Indiana's K-12, higher education and STEM industries; 2) serve as Indiana's premier STEM transfer institution; 3) increase awareness about the career benefits of STEM occupations (particularly among underrepresented groups); 4) promote Indiana's long-term economic growth and global competitiveness by ensuring the state's STEM industries have a highly trained workforce; and 5) ensure Indiana remains a life science leader by providing a skilled pipeline of STEM technologists now and in the future.

**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 11, 2015

**BUSINESS ITEM E:**

**2015-2017 Indiana/Ohio Reciprocity Agreement**

**Staff Recommendation**

That the Commission for Higher Education approve the Tuition Reciprocity Agreement Between Indiana and Ohio Agencies and Institutions 2015-2017.

**Background**

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

In 2004-2005, Indiana and Ohio entered into a limited agreement to provide reciprocal tuition for residents of specified counties who attend specified postsecondary institutions.

In the past the reciprocity agreement between Indiana and Ohio has not achieved enrollment or fiscal parity. Many more Ohio students took advantage of reduced tuition in Indiana. However, in the last few years the disparity has narrowed significantly but still remains a concern.

The current agreement will be amended through this Memorandum of Understanding to include the following major changes:

- Change the name of the University of Cincinnati Raymond Walters College to the University of Cincinnati Blue Ash College
- Add the following Ohio counties: Allen, Auglaize, Defiance, Fulton, Henry, Paulding, Putnam, and Williams
- Add the following Indiana counties: DeKalb, Noble, Stuben

**Supporting Document**

Tuition Reciprocity Agreement Between Indiana and Ohio Agencies and Institutions 2015-2017



**TUITION RECIPROCITY AGREEMENT BETWEEN  
INDIANA AND OHIO AGENCIES AND INSTITUTIONS  
2015-2017**

Central State University  
Cincinnati State Technical & Community College  
Clark State Community College  
Edison Community College  
Miami University Hamilton  
Miami University Middletown  
Owens Community College  
Rhodes State College  
Sinclair Community College  
Sinclair Community College Warren County Campus  
University of Cincinnati  
University of Cincinnati Clermont College  
University of Cincinnati Blue Ash College  
Wright State University Main Campus  
Wright State University Lake Campus  
and  
Ball State University  
Indiana University East  
Indiana University Purdue University Fort Wayne  
Purdue University College of Technology at Richmond

This Tuition Reciprocity Agreement is entered into between (i) the Chancellor of the Ohio Board of Regents and Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Blue Ash College, Wright State University Main Campus, and Wright State University Lake Campus, pursuant to the provisions of Section 3333.17 of the Ohio Revised Code (the “Ohio Parties”); and (ii) the Indiana Commission for Higher Education and Ball State University, Indiana University East, Indiana University Purdue University Fort Wayne, and Purdue University College of Technology at Richmond (the “Indiana Parties,” and with the Ohio Parties, collectively the “Parties”), in compliance with rules and procedures of such Indiana Parties.

## **I. PURPOSE**

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

## **II. TERMS**

### 1. Duration and Termination

The Agreement shall be effective from July 1, 2015 through June 30, 2017 and may be renewed prior to June 30, 2017 by mutual consent of all of the Parties. Any such renewal of this Agreement shall be for a term of two years commencing no sooner than July 1, 2017 and expiring no later than June 30, 2019 in order to allow such renewal term to coincide with the biennial budget of the State of Ohio.

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

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

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

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

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

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

## 2. Indiana Residents' Eligibility for Ohio Programs

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

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

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

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

1. Nursing programs

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

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

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

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

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

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

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

1. Nursing programs.
2. Pharmacy programs

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

1. Nursing programs.
2. Pharmacy programs.

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

1. Nursing programs.
2. Pharmacy programs.

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

### 3. Ohio Residents' Eligibility for Indiana Programs

The participating Indiana institutions agree to accept at Indiana resident tuition rates, any resident of Allen, Auglaize, Butler, Darke, Defiance, Fulton, Henry, Mercer, Paulding, Preble, Putnam, Shelby, Van Wert, and Williams Counties of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific course or program in which admission is sought) at Ball State University, Indiana University East, Indiana University Purdue University Fort Wayne, and Purdue University College of Technology at Richmond in the courses or programs not specifically excluded from this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

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

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

### 4. New Program Eligibility

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

### 5. Resident Status

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

College, Wright State University Main Campus, and Wright State University Lake Campus.

- b. During the period of this Agreement, the Indiana Commission for Higher Education will consider residents of Allen, Auglaize, Butler, Darke, Defiance, Fulton, Henry, Mercer, Paulding, Preble, Putnam, Shelby, Van Wert, and Williams Counties of Ohio who attend Ball State University, Indiana University East, Indiana University Purdue University Fort Wayne, and Purdue University College of Technology at Richmond under this Agreement as qualifying for Indiana resident tuition rates. When determining appropriations for higher education institutions participating in this agreement, funding for the purposes of enrollment growth will be capped at the following levels for Ohio Reciprocity Students:
- Ball State University: 509 Headcount/507 FTE
  - Indiana University-East: 335 Headcount/236 FTE

#### 6. Continued Eligibility

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

#### 7. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Blue Ash College, Wright State University Main Campus, and Wright State University Lake Campus and Ball State University, Indiana University East, Indiana University Purdue University Fort Wayne, and Purdue University College of Technology at Richmond by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner

required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

8. Annual Report

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

**III. CHANCELLOR OF THE OHIO BOARD OF REGENTS APPROVAL**

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

**IV. INDIANA COMMISSION FOR HIGHER EDUCATION APPROVAL**

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

**V. COUNTERPARTS; ENTIRE AGREEMENT**

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

This Agreement contains the entire understanding of the Parties with respect to the subject matter of this Agreement and supersedes all prior agreements and understandings among the Parties with respect thereto.

**TUITION RECIPROCITY AGREEMENT**

**SIGNATURE PAGE**

**STATE AGENCIES**

**Indiana**

Teresa Lubbers, Commissioner  
Indiana Commission for Higher Education

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Ohio**

John Carey, Chancellor  
Ohio Board of Regents

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**TUITION RECIPROCITY AGREEMENT**

**SIGNATURE PAGE**

**INDIANA INSTITUTIONS**

Paul W. Ferguson, President  
Ball State University

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Michael McRobbie, President  
Indiana University

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Mitchell E. Daniels, Jr., President  
Purdue University

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**TUITION RECIPROCITY AGREEMENT**

**SIGNATURE PAGE**

**OHIO INSTITUTIONS**

Cynthia Jackson-Hammond, President  
Central State University

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

O'dell M. Owens, President  
Cincinnati State Technical & Community College

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Jo Alice Blondin, President  
Clark State Community College

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Cristobal Valdez, President  
Edison Community College

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

David Charles Hodge, President  
Miami University

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Mike Bower, President  
Owens Community College

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Debra L. McCurdy, President  
Rhodes State College

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Steven Lee Johnson, President  
Sinclair Community College

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Santa J. Ono, President  
University of Cincinnati

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

David R. Hopkins, President  
Wright State University

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

June 3, 2015



**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 11, 2015

**BUSINESS ITEM F:**

**Commission for Higher Education Fiscal Year 2016  
Spending Plan**

**Staff Recommendation**

That the Commission for Higher Education approve by consent the Commission for Higher Education Fiscal Year 2016 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 and approved this spending plan on May 29th, 2015. Staff requests authorization to work with State Budget Agency to implement necessary management reserves and other budget policies for Fiscal Year 2016.

**Supporting Document**

Previously distributed.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 11, 2015

**BUSINESS ITEM G:**

**Updated Regional Campus Policy and IPFW Policy**

**Staff Recommendation**

That the Commission for Higher Education approve the two updated policies in accordance with the supporting background information.

**Background**

HEA 1001-2015 (the state budget bill) contained language requiring the Commission to alter its policy as it relates to IPFW. Namely, it must remove IPFW from its existing regional campus policy, designate it as a multi-system metropolitan university, and adopt prescribed policies related to research, housing and academic offerings. The updated regional campus policy is unchanged in policy content, but simply removes references to IPFW. The IPFW policy is largely verbatim from the budget bill language.

**Supporting Document**

To be distributed.



**COMMISSION FOR HIGHER EDUCATION**  
Thursday, June 11, 2015

**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 Bloomington	Bachelor of Science in Game Design	3/3/2015	On the CHE agenda for action
02	Indiana University Bloomington	Bachelor of Arts in Media	3/3/2015	On the CHE agenda for action
03	Indiana University Purdue University Indianapolis (IU)	Master of Science in Informatics	3/3/2015	On the CHE agenda for action
04	Indiana State University	Bachelor of Science in Unmanned Systems	3/9/2015	On the CHE agenda for action
05	Purdue University West Lafayette	Master of Science in Environmental and Ecological Engineering Ph.D. in Environmental and Ecological Engineering	4/13/2015	Under CHE review
06	Purdue University West Lafayette	Bachelor of Science in Transdisciplinary Studies	4/17/2015	On the CHE agenda for action
07	Indiana University Bloomington	Bachelor of Science in Engineering Ph.D. in Engineering	4/17/2015	Under CHE review
08	University of Southern Indiana	Master of Science in Sport Management	4/20/2015	Under CHE review

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
10	Ball State University	Bachelor of Art and Bachelor of Science in Business Analytics	5/6/2015	Under CHE review
11	Ball State University	Master of Science in Quantitative Psychology	5/6/2015	Under CHE review
12	Indiana University Purdue University (PWL)	PhD in Chemistry and Chemical Biology	5/18/2015	Under CHE review
13	Indiana University Purdue University (PWL)	PhD in Biology	5/18/2015	Under CHE review

**COMMISSION FOR HIGHER EDUCATION**  
 Thursday, June 11, 2015

**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	Indiana University Southeast	Graduate Certificate in Program Leadership and Development	5/26/2015	Adding a new certificate
02	Indiana University Southeast	Certificate in English Creative Writing	5/26/2015	Adding a new certificate
03	Indiana University Kokomo	Bachelor of Fine Arts in New Media, Art and Technology	5/26/2015	Changing the name of a current certificate/degree program
04	Indiana State University	Master of Science in Career and Technical Education	5/26/2015	Adding distance education to an existing program
05	Ball State University	Graduate Certificate in Elementary Math Teach Leadership	5/26/2015	Adding distance education to an existing program
06	Ball State University	Master of Art and Master of Science in Mathematics	5/26/2015	Changing the name of an existing program and adding distance education
07	Ball State University	Graduate Certificate in Foundational Mathematics Teaching in the Community College	5/26/2015	Adding a new certificate
08	Ball State University	Graduate Certificate in Middle School Mathematics Education	5/26/2015	Adding a new certificate
09	Ball State University	Infant-Toddler Certificate	5/26/2015	Adding a certificate to an existing program



**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 11, 2015

**INFORMATION ITEM C: Capital Projects Awaiting Action**

**I. NEW CONSTRUCTION**

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

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

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

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

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is \$30,000,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

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

B-2-09-1-10 Purdue University Calumet  
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)  
Project Cost: \$2,400,000  
Submitted to the Commission on August 21, 2008

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

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

**II. REPAIR AND REHABILITATION**

None.

**III. LEASES**

None.

## COMMISSION FOR HIGHER EDUCATION

Thursday, June 11, 2015

### **INFORMATION ITEM D: Capital Projects on Which Staff Have Acted**

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

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

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

#### **I. NEW CONSTRUCTION**

#### **II. LEASES**

#### **III. LAND ACQUISITION**

B-2-15-3-19

##### **Purdue University Calumet**

Dowling Park

Project Cost: \$3,500,000

The Purdue University Board of Trustees respectfully requests to proceed with the purchase of a 15+ acre portion of Dowling Park from the City of Hammond. This park is located 1.25 miles east of the Purdue University Calumet Campus. The portion of Dowling Park to be purchased features an outdoor sports complex utilized by Purdue Calumet athletic programs. The Calumet campus has no outdoor facilities for athletic or intramural programs and is landlocked. The Athletics Department currently offers 210 student athletes the opportunity to participate in twelve sports. Home games for field sports are hosted at facilities rented from nearby high schools. The fenced Dowling Park outdoor sports complex includes all-weather synthetic fields for baseball, softball and soccer, each designed specifically for collegiate competition in addition to tennis courts, spectator seating, a concession stand, restrooms and a service building. The City of Hammond is offering the specified portion of the park property and all improvements for \$3,500,000 and limited consideration for use of the park over a 20-year period. This purchase will be funded from the Capital Planning Reserve.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 11, 2015

**INFORMATION ITEM E:**

**Media Coverage**

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



**The Brazil Times**  
**Indiana Achieves Milestone for Online College Learning**  
**May 7, 2015**

The Indiana Commission for Higher Education (ICHE) today announced that all campuses of the state's public colleges and universities have signed on to participate in a voluntary agreement that makes it easier for students in Indiana and nationwide to take online courses offered by colleges based outside their home states. A total of 34 Indiana public, private and for-profit colleges participate in the agreement--more than any other state in the nation.

The agreement, called the State Authorization Reciprocity Agreement or SARA, was established in 2014 with the help of a grant from Lumina Foundation. The agreement creates a more efficient and effective authorization process for distance and online programs for member states and participating colleges. It also ensures greater consumer protection for students by requiring online education providers to meet standards of quality. Indiana was the first state to join SARA.

"Indiana understands that if we hope to meet our goal for 60 percent of Hoosier adults to have a quality degree or credential by 2025, online learning must be supported as a way to help us achieve it," Indiana Commissioner for Higher Education Teresa Lubbers said. "Our state's early membership in SARA and our public colleges' swiftness to participate reflect Indiana's commitment to improving access to quality online courses and reducing the red tape that makes it difficult for colleges to offer their programs to our students."

Once SARA-participating colleges are authorized to provide these programs in their home states, they are approved to offer distance education for students in all states that are also SARA members. All of Indiana's public institutions, more than half of the state's private colleges and two for-profit institutions currently operate under SARA.

Prior to SARA, all colleges had to coordinate with as many as 54 separate states and territories, some of which had multiple regulatory agencies and processes, to gain authorization for their distance and online programs. This process was inefficient, costly and ineffective when it came to giving students access to quality distance learning programs.

"Indiana has been in the vanguard of the reciprocity movement since before SARA was conceived," Jennifer Parks, Director of the Midwestern State Authorization Reciprocity Agreement, said. "From the beginning of my work with the project, ICHE has been an energetic partner and thought leader, piloting processes and policies that would later become part of SARA across the nation. The country owes much to the vision at ICHE that has helped SARA become so rapidly successful."

Since its creation in January 2014, 21 states have joined the State Authorization Reciprocity Agreement, with 253 total colleges participating nationwide. Nationally, the number of students taking online college courses is growing. Between 2002 and 2012, the number of students enrolled in at least one online course increased by an average of 16 percentage points each year. In Fall 2012, more than 108,000 Indiana college students--24 percent of all students enrolled in public, private and for-profit institutions--took at least one online course. Of these, the vast majority (85 percent) were enrolled in public colleges. For more information about the State Authorization Reciprocity Agreement, visit [nc-sara.org](http://nc-sara.org).

**Indiana Public Media**  
**IU President Proposes 2-Year Tuition Freeze**  
**Gretchen Frazee**  
**May 20, 2015**

Indiana University President Michael McRobbie is calling for a two-year tuition freeze for in-state students attending the university's Bloomington campus.

"These tuition recommendations reinforce our commitment to student affordability while allowing us to advance a positive agenda for IU's future that is consistent with the needs of the state," McRobbie said in a statement.

IU Bloomington offers students the lowest average net cost of attendance among Big Ten schools, with an in-state tuition of \$10,387.

Tuition for out-of-state students would increase 1.5 percent in each of the next two years under the proposal.

Tuition at IUPUI and the university's five other regional campuses would increase 1.65 percent per year.

Graduate school tuition will increase at varied rates depending on the school. They will average about 2 percent per year for in-state students and 3 percent for out-of-state students.

MaryFrances McCourt, IU Chief Financial Officer, says student affordability has been a top focus for many years.

"It's a delicate balance of how do we fund the strategic plan that we want to implement but how do we keep tuition as affordable as we can for our students," McCourt says.

IU Bloomington tuition freeze and minimal hikes at other campuses are possible because the university is receiving more state funding.

That increase, McCourt says, is in part because of the university has scored well on performance funding metrics, such as graduation and on-time completion rates, that the Indiana Commission for Higher Education measures.

Teresa Lubbers, Indiana Commissioner for Higher Education, says McRobbie's proposal is in line with the recommendations the commission made last week. She says she is also pleased the school will begin looking at banded tuition for all regional campuses.

IU Bloomington already implemented banded tuition, so students pay a flat tuition rate instead of paying per course.

"That's especially important as we're trying to push on-time completion as a state as a way to save money and time," Lubbers said. "Banded tuition will be very important."

The IU Board of Trustees will hear public comments on the recommendation at their June 3 meeting in Indianapolis.

IU's announcement comes one week after the Purdue Board of Trustees voted to extend their tuition freeze through the upcoming academic year. Students who entered the university in fall of 2012 will complete a four-year period without any tuition increase, the first class to do so since the early 1970s.

**Indianapolis Business Journal**  
**Ivy Tech Offers Tuition Freeze if Students Stay Enrolled**  
**J.K. Wall**  
**May 21, 2015**

Ivy Tech Community College will hold tuition steady for full-time students and for part-time students that never take a semester off, the school announced Thursday.

Ivy Tech is trying to keep more students continuously enrolled because its enrollment has fallen 25 percent in the past three years and because students that stay enrolled are more likely to finish their studies. Fewer than 30 percent of Ivy Tech students complete a certificate or associate's degree program in six years.

State legislators [declined to approve funding](#) for Ivy Tech building projects this year due to concerns about its declining enrollment and low completion rates.

"This is an incentive model for both our non-traditional, part-time students along with those full-time students on a two-year track to graduation," said Ivy Tech President Tom Snyder said in a written statement. "We know students who are continuously enrolled are more likely to complete a credential."  
"

About two-thirds of Ivy Tech's 91,000 students take fewer than 12 credit hours per semester. To qualify for the tuition freeze, those part-time students must take at least six credits hours in the fall and spring semesters, as well as at least three credit hours in the summer semester.

Full-time students must take more than 30 credit hours in each academic year to qualify for the tuition freeze.

Ivy Tech's announcement follows plans by [Purdue University](#) and [Indiana University's Bloomington campus](#) to hold tuition steady for the next academic year.

Teresa Lubbers, Indiana's Commissioner for Higher Education, said "Ivy Tech should be commended for taking this important step in the right direction that also supports our statewide goal for 60 percent of Hoosiers to have a quality degree or credential by 2025."

**Indiana Public Media**  
**Lackluster Ivy Tech Data Prompts Statehouse Funding Freeze**  
**Payne Horning**  
**May 29, 2015**

The Indiana General Assembly allocated nearly \$2 billion for the state's colleges in the recently passed budget – including money for new building projects. The only institution that didn't receive funding for one of those projects is Ivy Tech Community College.

Sen. Luke Kenley, R-Noblesville, was one of the architects of that \$31 billion budget Gov. Mike Pence signed into law. As he was reviewing requests from the state's colleges for more than \$761 million in capital projects, there was a phone call.

It came from the Bill and Melinda Gates Foundation, which in recent years has invested millions of dollars to boost community college graduation rates.

"They gave me a courtesy call before the end of the session to say that Ivy Tech, if not the lowest in the country, is near the bottom," Kenley says. "That also gave me pause."

According to the Indiana Commission for Higher Education, less than one-third of Ivy Tech students complete a degree within six years. Kenley says even more alarming is its declining enrollment: down 25 percent in the last three years. That's the worst downturn in the state.

In response, lawmakers denied funding requests for two new buildings in Evansville and Muncie. Currently, Ivy Tech operates more than 80 campus buildings.

"How many facilities do you need?" Kenley asks. "We have just had so many facilities added on, and we have pretty well blanketed the state now."

He says the state needs to take a "time out" on Ivy Tech projects. But after 10 years of waiting, administrators at Ivy Tech's Muncie campus say their time has come.

### **Despite Concerns, Campuses Say They're In Need**

"When you compare this space from an education-learning environment, from a presentation standpoint, from a quality of learning space – the Cowan Road campus is in dramatic, almost desperate need of repair," says Andy Bowne, chancellor for Ivy Tech's East Central and Richmond regions.

Part of that region includes the Muncie campus whose \$25 million request lawmakers denied. The funds would have gone toward renovating the campus' nearly 40-year-old buildings and constructing a new technology lab.

The existing technology lab at the Cowan Road campus is cramped with new and old robotics. Here, students learn how to operate manual and computer-controlled manufacturing equipment.

The school is about to spend \$1.2 million to buy updated machines, but Bowne says that's the minimum they needed. He says the proposed 20,000-square foot technology lab could offer Ivy Tech students the ability to simulate a real factory.

"It's not just about the equipment that they run or the equipment that they program, it's how you link it together, how you plan out from a production flow standpoint."

Claire Berger, dean of the Ivy Tech Engineering Technology program in Muncie, says the current space isn't conducive to replicating the manufacturing industry.

"Right now, all of the technology programs are kind of spread out between maybe three buildings and if we had a tech center, we could really do integration like I want," Berger says. "Now it's by piecemeal."

### **Showing Lawmakers It's Worth The Money**

The Indiana Commission for Higher Education recommended to the Indiana General Assembly funding for seven capital projects, including the Cowan Road campus.

But the East Central region has struggled in recent years with completion. The number of graduates fell by nearly 300 from 2014 to 2015.

Still, the college has taken several new approaches to reverse that trend.

Students can now take both remedial courses in math and English and required classes at the same time. They have also created academic completion plans, college introductory courses and an advising system that includes student performance monitoring.

Bowne says these changes have put East Central campuses at the top of Ivy Tech's regions for student retention.

Statewide, Ivy Tech is aiming to boost its completion numbers with a new tuition freeze. Starting this fall, students who enroll continuously from term to term or those with 30 or more hours over the next two semesters will be eligible.

"I think this is part of the evolution and development of the community college system in our state," says Teresa Lubbers, the Indiana Commissioner for Higher Education.

She will lead an effort to help Ivy Tech revitalize its poor enrollment and completion rates.

In addition to denying Ivy Tech funding for new buildings, the state's budget authorized the Commission for Higher Education to restructure or eliminate programs with low graduation rates.

Some warn, though, that relying too heavily on graduation rates as a success metric can be problematic.

"Graduation rates are only one marker to indicate success and for community colleges, especially because we have so many programs and services that put people on the path to success that can't be

measured nearly by graduation rates,” said Martha Parham, a spokeswoman for the American Association of Community Colleges.

While Parham said she can’t speak specifically to Ivy Tech’s case, many colleges across the country offer courses, such as English as a second language or computer technology classes, that students take to enhance their careers rather than earn a degree.

“If you only look at graduation rates, you’re dismissing all of those other types of successes,” she said.

The Commission for Higher Education’s review promises to be comprehensive, although graduation rates will be a key factor to determine the state’s recommendations for Ivy Tech.

“I think the most important thing we can do right now is really dig deep on our data and then from that figure out where our gaps in performance and where our success points are and then build strategies to really improve the success of Ivy Tech,” Lubbers said.

Funding for the Muncie site and other Ivy Tech locations isn’t gone for good. Kenley says, pending the outcome of improvement efforts and the Commission for Higher Education’s review, those dollars could be available in the future.

**Northwest Indiana Times**  
**Guest Commentary: Strengthen Indiana’s Commitment to College Affordability**  
**Commissioner Teresa Lubbers**  
**May 30, 2015**

The Indiana Commission for Higher Education understands that if we want more Hoosiers to invest their time and money in a college degree, students must be able to afford college without going into overwhelming debt. That’s why we passed recommendations for Indiana public colleges to freeze their tuition and fees to current levels or adjust tuition by no more than the rate of inflation (or 1.65 percent per year).

At a time when a college credential has never been more critical for upward mobility and career success, it has also never been more expensive. Over the past two decades, tuition and fees at most Indiana’s public colleges have increased about 200 percent. Two-thirds of Hoosiers who graduate from four-year colleges hold an average debt of almost \$27,000. For two-year college graduates, the average debt is more than \$17,000.

The encouraging news is that Indiana’s colleges and policymakers are taking proactive steps to control college costs. We are already seeing the positive effects: The average tuition increase for all Indiana public colleges last year was the lowest in more than 25 years.

Purdue University West Lafayette recently announced that it will freeze tuition for the fourth consecutive year, and Indiana University is freezing tuition for students at its Bloomington campus for the next two years. In the near future, students at IU’s regional campuses will also benefit from a new

policy that will allow students to take 15 credits or more while paying the same amount of money each semester they would typically pay for taking only 12 credits. This policy is referred to as “banded tuition,” and it will allow more students to graduate on time.

Ball State University, IU Bloomington, Purdue University West Lafayette and Indiana State University already have these “banded tuition” policies in place. We hope more campuses embrace this student-friendly approach that also encourages on-time completion for traditional and at-risk students alike.

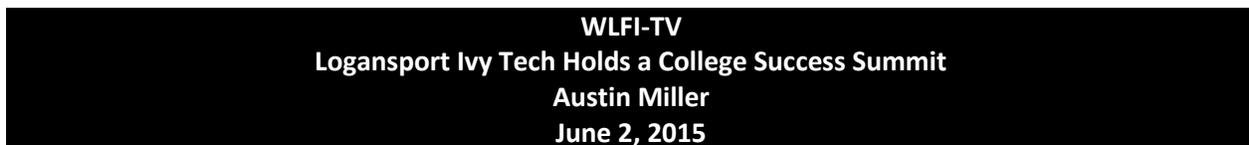
Understanding that the most affordable degree is an on-time degree, state lawmakers also are responding by sustaining support for performance-based funding that rewards public colleges for producing more graduates overall and more on-time graduates.

Additionally, Indiana’s legislators this year passed a new “truth in lending” law requiring colleges to give students an annual update on their individual loan debt. The “truth in lending” law was inspired by the success of a similar program at IU that decreased student debt loads by more than \$30 million in the first year alone. Giving students basic information about their debt, such as their projected monthly payment and how long it will take them to repay, can encourage them to make smarter choices that increase their return on investment for a college degree.

These are commendable steps by our state leaders and colleges to rein in college costs, but we cannot afford to stop there. Without more bold action on the part of policymakers and colleges, we risk pricing many Hoosiers out of higher education altogether. For families who cannot afford to pay for college outright but make too much to qualify for financial aid — most middle-class Hoosiers — debt is the only option.

More Indiana colleges must step up to the call for more affordable degrees and greater transparency, and state leaders must remain committed to supporting these efforts. With a student-focused mindset, we can give more Hoosiers and communities the opportunities that come with a college degree.

We can’t afford to do anything less.



A Cass County coalition is looking for ways to increase the number of local people with some form of post-secondary education.

Nearly 70 people met at the Logansport campus of Ivy Tech Community College Tuesday for the Cass County College Success SUMMIT. The goal of the event is to find better ways for people to acquire the right education and certifications for available careers.

Indiana Commissioner for Higher Education Teresa Lubbers also attended. She said educators and employers need to work together to promote post-secondary education.

“Aligning what employers need and want with the preparations that students have is I think a real challenge, so that we’re talking to each other about those things. That’s why these coalitions are so important,” said Lubbers.

In 2012, 56 percent of high school students enrolled in college the following fall. Coalition members would like to see that number rise to 75 percent by 2018.

**The Statehouse File, NUVO**  
**New Law: State Aims to Bring Students Back to College**  
**Jess Seabolt**  
**June 2, 2015**

State officials are seeking to get degrees in the hands of more Hoosiers – in part by encouraging those who quit college to return.

The Indiana Commission for Higher Education is launching a project called Return and Complete, which requires the state’s public colleges and universities to reach out to adults who have some college experience but no degree. The General Assembly authorized the program in the budget approved this spring.

Stephanie Wilson, the commission’s communications director, said “you’d be surprised” at the number of Hoosier adults who could be impacted by the project.

Nearly 737,000 Hoosiers have some college credit but have not finished a degree. Urging more of those students to back to school will help the commission move toward a larger goal of having 50 percent of adults with some sort of degree by 2025.

Return and Complete calls for colleges to report data about the issue to the commission, which will examine what policies are already in place for adult Hoosiers to come back to college and what kind of obstacles, including finances, prevented them from completing their degree.

The new state law also allows colleges to offer financial aid or discounts to Return and Complete students.

Pamela Horne, the associate vice provost for enrollment management and dean of admissions at Purdue University, said the institution is already coming up with strategies to get the word out.

“Our tentative plan is to reach out to non-completes in our geographic area, ensuring these adults know about Span Plan and our Veterans Success Center and provide links to financial aid information, re-entry info, and transfer pathways and admission criteria,” Horne said.

Purdue’s Span Plan – Span Adult Student Services – is a program that provides support services to adult, non-traditional undergraduate students. The university defines an adult non-traditional student as someone who took a two-year break from school, is married or in a domestic partnership, is a parent or is active duty or a U.S. military veteran.

Wilson said that starting November 2016, and every year after, colleges must report annually the number of Return and Complete Hoosiers they reached out to as well as the number of those who came back and earned a degree.

The tentative goal is for 200,000 of Hoosier adults to get degrees under the program by 2020.

Wilson said that the project is "helping these adults figure out how to even get started."

**The Pharos-Tribune  
Leaders Convene to Discuss Higher Education  
Ben Middelkamp  
June 2, 2015**

State and local leaders say every person needs education after high school.

Teresa Lubbers, Indiana commissioner for higher education, met with Cass County College Success Coalition members and concerned citizens Tuesday, June 2, to discuss the need and importance of post-secondary education in the county.

Indiana ranks No. 40 in the nation in education attainment, Lubbers said. She said the commission partners with counties across the state to determine what leaders can accomplish to drive student success to a higher level, such as preparing students more for college in high school and furthering education past K-12 schooling.

"We understand that if this work is really going to change the culture of the state," she said, "it's going to change at the local community level."

Lubbers said state higher education doesn't only pertain to four-year college degrees. She said high school graduates need any form of post-secondary education, like certificates and training, in order to succeed in the workforce.

The commission for higher education has a goal that 60 percent of Indiana residents will further their education past high school, Lubbers said. About 34 percent currently do.

"Most of the jobs are going to require some sort of certificate or training or degree beyond high school," Lubbers said. "And that really is different than what it was in the past in this state."

However, she said the cost of continuing education is steep.

"People are really talking about value, and is college worth it," she said, "and part of that discussion has to do with yes, it's important because the jobs need it, but can you afford it and what's the return on investment?"

High school students should become aware of ways to save money for college, Lubbers said, and know how to pay tuition bills and understand debt. She also said if a student doesn't graduate from a four-year college on time, it could cost close to \$50,000 extra in costs.

Students in the 21st Century Scholar Program — students low-income homes who sign a pledge to go to college after high school — receive funds from the state for the cost of college, which can help in lessening costs.

Lubbers added that state schools recently have had the lowest increase in college tuition over the past 25 years.

And for adults who have some college experience but no degree, Lubbers said the commission has a program called Return and Compete, which provides incentives for adults to go back and finish school. She said the commission wants 200,000 people to use the program by the year 2020.

**The Statehouse File**  
**30 Laws in 30 Days: Student Loans**  
**Max Bomber**  
**June 3, 2015**

Students going back to college this fall will be greeted by more than just new classes and textbooks. They'll be getting more information about their student loans as well – all in the name of helping students make better decisions about their debt.

Under a law that takes effect July 1, colleges and universities will be required to provide students with specific information about their educational loans. The information will include:

- Loan totals: An estimate of the total amount of education loans the student has taken out.
- Total payoff amount: An estimate of the potential total amount the student will owe.
- Monthly repayment amounts: An estimate of the monthly repayment amounts that a “similarly situated borrower” might encounter, including principal and interest.
- Percent of borrowing limit reached: An estimate of how much more the student could borrow.

House Bill1042, authored by Rep. Casey Cox, R-Fort Wayne, is projected to have just a minor cost that universities can absorb but make a big difference for students' financial situations.

“I am still paying my student loans from law school,” Cox said.

He's not alone. Americans are saddled with some \$1.3 trillion in student loan debt. And Cox worries that student debt could be the cause of the nation's next financial disaster.

In Indiana, students are graduating from four-year institutions with an average debt of \$27,886. The state is 13th highest in the nation and tied with Illinois in the average loan debt for students.

The state law aims to help students make decisions that will keep those numbers down.

It's modeled after a similar program at Indiana University's Bloomington campus, where higher education officials say federal Stafford Loan disbursements have dropped 11 percent, or \$31 million, in the nine months since it was implemented.

“If students see the impact their loans will have, it may persuade them to make more payments,” said Stephanie Wilson, communications director for the Indiana Commission for Higher Education.

The commission plans to provide colleges with a template letter for students; however HB 1042 does not require the commission to draft or monitor the annual letters. Beginning next year, participation in the program will be part of the standard agreement that institutions sign to be eligible for state financial aid.

**The Herald Republican**  
**Summit Highlights Higher Education Opportunities**  
**Amy Oberlin**  
**June 4, 2015**

Two-thirds of Indiana jobs require education beyond high school.

In Steuben County, 28 percent of adults were holding a two- or four-year degrees in 2012, according to statistics provided by the Steuben Education and Training Coalition. The coalition hosted the Steuben County College Success Summit Wednesday at Witmer Clubhouse, facilitated by Indiana Commissioner for Higher Education Teresa Lubbers.

The panel included Krista Miller, chief executive officer of the YMCA of Steuben County, who explained Steuben County Promise, which started last year for children in kindergarten through third grade. Every student who opened a 529 college savings plan received \$25 from Parkview Health. Currently, the Metropolitan School District of Steuben County and Fremont Community Schools participate.

The program is geared “to get kids to start dreaming about their future at a younger age,” said Miller, “to give them hope and encouragement about the future.”

An expanded Steuben County Promise will be offered this fall with assistance from a \$25,000 Steuben County Community Foundation grant.

Jessica Christen, office manager at the Steuben County Economic Development Corp., talked about last October’s Made In Steuben Manufacturing Expo, hosted by the SCEDC and the Steuben County Industrial Guild. Around 250 high school students visited local factories and learned about the range of jobs available and skills needed. Another expo will be held this October. Lubbers said the concept is changing about working in manufacturing facilities. The jobs are more high-tech and require more skilled workers.

Higher education is more than a two- or four-year degree at a university. Schools such as Ivy Tech in Fort Wayne are a huge asset, said Lubbers, as are regional campuses such as Indiana University-Purdue University Fort Wayne that allow students to remain close to home and work while going through college. Many state colleges are freezing tuition hikes or keeping them at the rate of inflation, said Lubbers.

The Indiana Commission for Higher Education provides materials and outreach for high school students, including College Go week in the fall, when juniors and seniors are encouraged to visit colleges and learn about the variety of career opportunities. A January-through-March campaign is aimed at raising awareness of financial assistance, and Career Ready encourages internships or work-based experience.

The Steuben Education and Training Coalition started in 2013 with goals to increase the number of Steuben County high school graduates reaching for higher education, earning degrees and other professional certifications and the number of adults holding degrees. It is one of about 70 such organizations in the state. Some, like Steuben County, have chosen to focus on postsecondary opportunities.

It provides a network of partners in the community and the state, led by a steering team made up of Christen, Tyler Benner of Trine University, Sue Essman of the City of Angola, Breann Fink of the Steuben County Literacy Coalition, Jacqui Gentile of the Steuben County Community Foundation and Angola High School counselor Jack Vrana.

It has numerous member organizations, among a statewide coalition including more than 1,900 organizations. Information about joining the Steuben Education and Training Coalition is available at [learnmoreindiana.org/csc](http://learnmoreindiana.org/csc) or by calling 812-349-4142.

Support for successful students starts young, such as outreach by Cahoots Coffee Cafe in Angola. Barb Bryan, Cahoots' director, spoke about youth programs there, including mentoring, tutoring, Tell It Like It Is and moral recognition therapy for children who have been in trouble with the law. Support systems like Cahoots are needed now more than ever, said Bryan.

She quoted a study that showed that formerly a child had eight to 12 people in his or her life who they felt cared about them and supported them; now, that number is zero to one person. "As community members, we have a responsibility to our kids," said Bryan.

For families that financially qualify in the student's seventh- or eighth-grade year, the state of Indiana offers the 21st Century Scholar program, which covers college tuition. The program saw a \$93 million increase this year, said Lubbers.

About 100,000 Hoosier students are in the program, which is the second-largest pool of state financial aid. The state spends about \$100 million annually to fund the 21st Century Scholars. "The Legislature is very committed to it," said Lubbers. Indiana is first in the Midwest and seventh in the national in providing need-based higher education assistance.

The fourth panelist Wednesday was Brittany Beebe, an Angola High School graduate attending Ivy Tech through the 21st Century Scholar program.

"I will be the first one in my family to graduate with an associate's degree right out of high school," she said. She hopes to continue her schooling at Indiana University-Purdue University Fort Wayne to earn a bachelor's degree in nursing with the hopes of eventually being an oncology nurse.

**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 11, 2015

**INFORMATION ITEM E:**

**Calendar of Upcoming Meetings of the Commission**

**Background**

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

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

July 2015	<i>(No meeting)</i>
August 13, 2015	Purdue Calumet – Hammond
September 10, 2015	IU Kokomo – Kokomo
October 8, 2015	Ivy Tech – South Bend
November 2015	<i>(No meeting)</i>
December 10, 2015	Ivy Tech – Indianapolis

The following six-month schedule has been added:

January 2016	<i>(No meeting)</i>
February 11, 2016	IUPUI
March 10, 2016	Indianapolis - TBD
April 2016	<i>(Weldon Conference)</i>
May 12, 2016	Vincennes University
June 9, 2016	Indiana State University

