



REACHING HIGHER, ACHIEVING MORE



AGENDA

MATERIALS

March 12, 2015

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INDIANA COMMISSION
for
HIGHER EDUCATION



COMPLETION



PRODUCTIVITY



QUALITY

MARCH COMMISSION MEETING AGENDA

Thursday, March 12, 2015

HOTEL ACCOMMODATIONS

Courtyard Marriott
601 West Washington Street
Indianapolis, IN 46204

COMMISSION MEETING LOCATION

Ivy Tech Community College
Corporate College and Culinary Center
2820 N Meridian Street, Indianapolis, IN 46208

WORKING SESSION & BREAKFAST

9:00 A.M. – 11:30 A.M.
Corporate College and Culinary Center
Conference Center, Room 119/121

CALL IN INFORMATION:

(605) 475-4700

PARTICIPANT PIN: 230295#

WiFi INFORMATION:

IvyGuest

WORKING SESSION TOPICS

- Core 40 Diploma
- Teacher Prep Program Evaluation
- Strategic Planning
- Legislative Update
- Quality Indicators Dashboard Development
- Committee Report Outs

COMMISSION MEMBER LUNCH
11:45 A.M. – 1:00 P.M.
Corporate College and Culinary Center
Room 108

Lunch Guest
Tom Snyder
President

STAFF LUNCH
11:45 A.M. – 1:00 P.M.
Corporate College and Culinary Center
Conference Center, Room 119/121

COMMISSION MEETING
1:00 P.M. – 4:00 P.M.
Corporate College and Culinary Center
Conference Center, Room 118/120

CALL IN INFORMATION:
(605) 475-4700
PARTICIPANT PIN: 230295#

WiFi INFORMATION:
IvyGuest

- I. Call to Order – 1:00 P.M. (*Eastern time*)**
 - Roll Call of Members and Determination of Quorum**
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V. Old Business

New Business

VI. Adjournment

The next meeting of the Commission will be on **May 14, 2015, in Jasper, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, February 12, 2015

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University-Purdue University Indianapolis, Campus Center, 420 University Boulevard, Indianapolis, IN 46204 with Chairman Dennis Bland presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Sarah Correll, Jud Fisher, Lisa Hershman, Allan Hubbard, Chris Murphy, John Popp, and Caren Whitehouse.

Members Absent: Jon Costas, Susana Duarte de Suarez, Dan Peterson, Chris LaMothe

CHAIR'S REPORT

Chairman Bland began his remarks with an expression of thanks to Chancellor Bantz for hosting the Commission meeting. Mr. Bland thanked Mr. Bantz for all the insights regarding the latest changes and improvements at IUPUI which you shared during lunch and wished him continued success. Mr. Bland continued by stating that the Commission along with Commissioner Lubbers and the Indiana Commission for Higher Education have a commitment to working toward the advancement of the next strategic plan and said to look forward to information coming regarding our new strategic plan. He emphasized the Commission's desires and continued efforts to build public will around culture of academic readiness and trying to build a deep aspiration throughout the state of Indiana for academics and learning and college. He reminded everyone about the upcoming State of Higher Education which we look forward to Commissioner Lubbers' remarks on February 23, 2015 at the Statehouse. He stated that he wanted to put a focus on behavior and conduct on our campuses particularly as it pertains to sexual assault and abuse but also the issue of alcoholism and student behavior. Finally, Mr. Bland expressed thanks to all the different universities for all the wonderful efforts that we read about all the great successes that are taking place on all our respective campuses.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report discussing the 2015 legislative session. She said that during the month of January, we saw an understandable increase in work associated with the 2015 legislative session. The Governor's State of the State address on January 13th and subsequent budget presentation highlighted that education issues would be front and center during the session. While many of these issues are specifically related to K-12 schools, including the school funding formula, there are many issues related to college and career readiness that impact higher education. I presented your approved budget to the Ways and Means Committee on January 12th, along with presentations that were made by the colleges and universities. When the budget bill moves to the Senate we will offer a similar presentation.

As you may recall during the last session, a bill passed that required an examination of our high school diplomas, including the types of courses and diplomas offered. I want to bring you up to date on our progress. Superintendent Ritz and I co-chair the Core 40 Subcommittee and we have been meeting on a regular basis since last June. We are required to make recommendations to the State Board of Education by the fall but hope to have our recommendations finalized earlier than that. Since it's important that any changes in high school diplomas ensure college and career readiness, it will be important for our commission to review the recommendations – which we will do at our August Commission Meeting. Among considerations will be: New Math Pathways; consideration of one high school diploma with two

pathways toward proficiency; possible elimination of the general high school diploma; how to improve the value of high school transcript; and the ways to incorporate financial literacy, career and college preparation and work-based learning.

In late January, I was invited to address a convening of three New England states – Maine, New Hampshire and Vermont – to highlight Indiana’s state attainment goal and strategic plan. While each state’s culture and leadership differ, it’s clear that every state is working to increase the educational attainment of its citizens. The hard work of this Commission in developing and implementing a strategic plan – work that started in 2008 – gives us a unique advantage in building statewide buy-in for our efforts. The Indiana Career Council’s support of the 60% attainment goal in its strategic plan was helpful as well. We will be working with you in the coming weeks and months to update the plan that will guide our work going forward, with a special focus on ensuring that students are career ready.

Last week, I had the opportunity to travel with Steve Braun, the new Department of Workforce Development Director, to announce Hoosier Hot 50, the new list of the top high-wage/high demand jobs in the state. First introduced in 2006, the list is published every two years. Highlights of the list include: 18 new jobs in the Hoosier Hot 50 since its inception; nearly 90% of the careers listed require some type of postsecondary certificate of degree; all jobs require at least a high school diploma or equivalency and on-the-job training; the majority of the jobs are in STEM related fields; manufacturing and health care professions account for nearly half of the list.

Finally, I hope several of you will be able to attend the State of Higher Education Address that will take place on Monday, February 23rd at noon at the Capitol Building. Lunch, provided by Vincennes University, will follow.

CONSIDERATION OF THE MINUTES OF THE DECEMBER, 2014 COMMISSION MEETING

R-15-02.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the December, 2015 regular meeting (Motion – Whitehouse, second – Fisher, unanimously approved)

CONSIDERATION OF THE MINUTES OF THE JANUARY 16, 2015 EXECUTIVE COMMITTEE MEETING

R-15-02.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the January 16, 2015 Executive Committee meeting (Motion – Murphy, second – Fisher, unanimously approved)

II. PUBLIC SQUARE

A. Career Explorations and Preparation in K – 12

Mr. Bland began by expressing that this was the perfect timing for this Public Square given the great conversation in our working session today regarding all the efforts going toward creating more students prepared for college, excelling academically in high school so that they can go to college and persist and complete. Mr. Bland turned it over to Jason Bearce, Associate Commissioner for Strategic Communications and Student Success Initiatives, to lead the Public Square discussion.

Mr. Bearce said that we are getting ready to head into our strategic planning process for the next three years and one of the core elements of that plan is going to be around career readiness and success. This and next month, we want to spotlight educators and employers at the secondary and postsecondary level that are taking a leadership position and showing us what is possible in different contexts. Today we are fortunate to have two schools and their employer and student counterparts, a public school and a private school. Noblesville High School (NHS) has developed an internship program and Providence Cristo Rey High School

(PCRHS) has developed a corporate work study program (CWSP). He said that the principal from NHS, Mr. Bryant, did not set out to create an internship program but to see how the school could reimagine itself for the 21st century with greater relevance for students. He said that today we are here to see how we can help students make meaningful connections from the classroom, to interests, career aspirations and a successful career path. That may result in an internship, CWSP or something entirely different, but we want to make sure that we're exploring opportunities to make it possible for our students, in an intentional way, find their paths and ultimately complete a college credential and move successfully into the workforce. With that brief context, he turned to the panelists to introduce themselves and talk about their model and how it came to be.

The panelists are: Mr. Jeff Bryant, Principal of NHS, Susan Wiersema, Internship Coordinator with NHS, Sam Sigman, student and senior at NHS and intern with Helmer Scientific, Kenny Wilson representing the interning department at Helmer Scientific, Joe Heidt, President of PCRHS and Byron Cook Jr.

Mr. Bryant began by addressing what Mr. Bearce said regarding how the internship program began at NHS. The internship program is in its fourth semester at NHS and has grown during that time. He said they didn't start out to create an internship program, in 2012 they started revisioning what the high school experience needed to look like, the programming, the curriculum, instruction and overall experience of students. Throughout that discussion there was a focus on what the TransferIN application needed to look like at the high school level and the need to do more by creating opportunities to take what they're learning and apply that in different settings. NHS reached out for assistance in helping to prepare students as a first step in creating community partnerships. The Mayor of Noblesville, Mayor Ditslear, hosted CEO summits where many initial contacts were made. NHS presented what they wanted to do with the TransferIN application and preparing students for college and careers. They collected business cards and listened to what the corporations said they needed in employees and the workforce. NHS sent students out in a pilot program, 22 students and ten businesses, and within two years NHS has 175 students in 53 businesses and almost 30% of the graduates from NHS will participate in an internship program. Owners and CEOs of businesses are coming to NHS asking for students to be placed out in the field.

Ms. Wiersema overviewed the program stating that it's a non-paid internship for high school seniors. They must have a career pathway in mind and after Ms. Wiersema meets with them as juniors to discuss interests, they are registered for their senior internship. The students intern 15 hours over a two week period, every other day for three hours. She said that NHS wants the internship program to benefit both the students and businesses and feels that is being achieved based on the growth of the program.

Mr. Sigman began speaking about the typical day at his internship. Mr. Wilson gives him projects and a spreadsheet to track what he did each day, record a few positive thoughts, improvement ideas and a pro and a con about the assignment.

Mr. Wilson began by describing his role as a mentor for the NHS co-ops. He said that they are highly motivated, arrive on time to work, check emails as working adults do. They are not getting paid monetarily, but through high school credit and real world experiences. He said that he was a NHS graduate and current Purdue University student, yet to graduate, so this is very motivating for him.

Mr. Popp asked what department and projects Mr. Sigman is working on at Helmer Scientific. Mr. Wilson stated that Mr. Sigman is working in the engineering department on different projects, but his main project is the year-end project bringing instructions for equipment they manufacture up to date by converting pictures and two-dimensional sketches into a three-dimensional live model that can be utilized for marketing presentations.

Mr. Popp commented that this experience forces students to think about a career. Mr. Wilson agreed, stating that his internship is teaching him life skills, preparing him for college, learning how to write lab reports, test reports that will help with his college courses.

Mr. Heidt explained that the PCRHS is part of the Cristo Rey Network (CRN). The CRN commenced 20 years ago in Chicago with almost 30 schools across the country in 28 different cities. The design of the CWSP is an integral lynchpin to the curriculum. PCRHS students begin at the freshman level and earn 250 hours of professional internship experience. They are in class four days a week and at their Corporate Work Study (CWS) location one day a week. The design is to ensure that students have an opportunity to make connections between what they're learning in the classroom to that of what they're experiencing on a weekly basis in the CWS locations. PCRHS has 78 CWS partners across the city, and as a private school, they do invest directly in the cost of education of the students. As students get involved in the CWSP they are all on the Core 40 Academic Honors track or technical honors track. Since the first graduating class, all students have been accepted to college. College access is at 93% and persistence to degree is 75% based upon the spring conclusion of 2014. The CRN design is unique in that it serves an underserved population and is one of two schools that has a ceiling in terms of what the income level of a family can be and families provide 1-3% of the total tuition.

Mr. Cook introduced himself and said that he works at Vertellus Specialties. He clocks in every Monday at 8:15 AM and begins his daily worksheet that includes his objectives for the day. He described the variety of positions that he fills at Vertellus such as chemical laboratory, IT, engineering and administrative work. He works alongside chemists in the chemical laboratory conducting a variety of tests. In IT, he is working hands on with computers including the networking for the company. In engineering, he works alongside engineers and scans and files drawings from other plants. In administrative work, he learns basics such as filing and phone etiquette. He transferred to PCR looking for an opportunity and that there has been no better way for him to experience a career than to work hands on and in so many capacities with Vertellus. At the end of his day he completes his time schedule and checks off the completed objectives which teaches him time management and self-discipline. Next to the objectives he set out for the day, he records skills utilized such as persistence or team work. His experience at Vertellus has helped him develop skills for school, college, the workplace and life.

In response to Mr. Bearce's question, how has the variety of work at Vertellus help him decide what he wants to do after high school, Mr. Cook said it helped develop a career path and enhanced his mathematical and chemistry knowledge in school and is beginning to look more into chemical engineering. Mr. Heidt responded that Mr. Cook's experience is from just one semester, and if you consider that experience over eight semesters and one thousand hours then you have a true picture of the variety of educational experiences that integrate with academics. The breadth of career industries students can explore allows students to not only learn what their interests are, but what they thought they might be interested in but are not. Students will often return to the company but in a different capacity based on weekly feedback and semester evaluations. When the students are in school they are involved in academics as well as CWS training. In the CWS training, they are creating a career plan, college plan, resume, cover letter and engaged in interview skill set training and finally a reflection piece as it relates to the experience. PCR seniors are earning dual credit at Marion University, for example, for Business 260 as it coincides with their internship program.

Mr. Bearce asked about integrating career experiences into high school curricula and what can be expected of a 14 or 15 year old student being equipped to make those kinds of decisions? Mr. Heidt responded that as a freshman they find themselves walking into a company with peers three times their age and have not been acclimated to this type of program. It depends upon when you want them to overcome that initial experience of what is corporate America really like. PCR asks businesses in the first few days to invest as much time in with their

students to help them successfully understand the mission of the company and how it operates. Once students understand that program and their responsibilities, they can expect the employers to see a return on investment in October, but when you're only there one day a week and arrive in mid-August, the student is learning about the company and what the role will be. Maturity plays a role but believe that freshman have the capacity if prepared correctly and provided ongoing training.

Mr. Bearce asked what the unique challenges of having a high school aged student at the workplace are. Mr. Wilson responded that building confidence and communication skills are critical so they have a system in place that empowers all employees to submit forms or ideas they want to complete and forces all the co-ops to go speak to the director of engineering, a Human Resources representative, to the technical service department and question something needs to be done and interact with the employees. This forces them to interact with the employees and brings co-ops out of their comfort zones. Mr. Bryant added that he thinks students are somewhat surprised at how much independence and responsibility they are given and may not know the type of impact that might have in certain businesses. In the reflective journaling that the students complete, these experiences are documented about things they did not expect when the internship started.

In response to Mr. Bearce's question posed to the students regarding what they didn't know about the work environment going into this experience, Mr. Sigman said that one of the biggest things was that he learned what an actual job is. Mr. Wilson is an engineer, but what does that mean, what does he do, and it's a lot more than just designing and building. There are reports, paperwork, logistics and data you have to analyze. Mr. Sigman said he learned that having to communicate with people can be intimidating. He had timelines and deadlines to meet so he learned that there are responsibilities that you may not know of when you sign up for a job but you must abide by them. Mr. Cook responded that he learned how a plant functions with regard to the organization and administration of roles and where he fits in that group. He said that he also learned the importance of communication.

In response to Mr. Bearce's question about the employer engagement recruitment strategy and how it's driven, Ms. Wiersema said that she spends part of her time calling businesses and employees and finding out their needs and what kinds of students they want and the rest of her time she spends talking to students about their interests and strengths. She stated that her networking through the Chamber of Commerce meetings and through communication in the town of Noblesville, the program has grown rapidly.

In response to Mr. Bearce's question about whether a student's experience helps validate or redirect them to other fields, Ms. Wiersema said that the students complete an online class through where they read articles and write reflections. She gets information from the reflections that the majority of the students are validated in what they want to do. In cases where a student decides they aren't interested in pursuing a certain career, it often changes to something else within that field. Mr. Bryant said they are very interested to see what the data looks like regarding what field the student ultimately ends up in after they have attended college. Mr. Bryant would like to see if they continued the pathway they started in the internship program.

In response to Mr. Hubbard's question as to what percentage of students don't go on to college, Mr. Bryant said that about 82% of NHS go on to some sort of secondary education.

In response to Ms. Whitehouse's question about the logistics of how students get to and from their internships, Mr. Heidt said that PCR has a robust transportation program that includes five buses and 36 pickup points throughout the city to bring students to school and 20-25% of those students are back on those buses for the CWS sites. The entire student population takes advantage of this for CWSP.

In response to Mr. Popp's question regarding PCR and how many students go on to college, Mr. Heidt stated that 100% are accepted to college but college access is about 93%.

In response to Ms. Correll's question for NHS asking how they handle the logistics of transportation for their internship program, Ms. Wiersema said students drive themselves to their internship but they do not want that to be a limiting factor so they've organized carpools to transport students to their internships.

In response to Ms. Correll's question if these programs are scalable to a rural area or one that doesn't have as much industry going on, Mr. Bryant said yes and provided an example of Vex Hybrids in Atlanta, Indiana where an NHS student is commuting for an internship in a rural area. He said the transportation issue is more of a problem for schools in rural areas.

In response to Mr. Bearce's questions regarding changes observed at NHS since the program started, Mr. Bryant said that the program is relatively new and small changes have been made. He said NHS has gone through a revision of curriculum, instruction, assessments and the internship is one of those experiences that has changed NHS

In response to Mr. Bearce asking Mr. Wilson if he had noticed a change of having these students at his place of business, he said that this is the first semester Helmer Scientific has had high school students participate in their internship program. When he sees the youth come in, it motivates him and everyone throughout the company. It encourages them to consider going back to school as they see how smart these individuals coming into the building are. He said companies are looking for higher education and they are getting education in high school, graduating with associate degrees and could have their master's by 24 years old.

Ms. Hershman's expressed her desire to ask the students' parents what changes they've noticed in them. In response to her question how this had an impact on your school, approach and strategy, Mr. Heidt said that one thing they benefit from is being part of the PCRN as the common curriculum design is created by all of the administrators and teachers across the country with uniqueness to state standards. PCR has adjusted support roles embedded the training cut from preparation for the CWS into the school day. There is an hour where half the student body is at lunch and the other half is at CWS training. Another implementation is providing access for students to receive test preparation as it relates to being able to receive dual credit from Ivy Tech or help with preparing for the PSAT or SAT, also embedded in the time when they're not at lunch. At the end of the school day PCR is funding their teachers as tutors for 40 minutes dependent upon where assistance is needed. Half the teachers are working with the students in an area where many students are studying together, whereas the other half of the teachers are working with students in groups of five. They're with those tutors for 30 days at a time and it is continued if additional support is needed.

In response to Mr. Hubbard's question as to what percent of the 93% of students who go to college graduate, Mr. Heidt said that persistence to degree for PCR will be available in the data in June. But as of now, using National Clearinghouse data and a team that is tracking down students to stay engaged with them to see how they're performing, right now 75% of all students are still in college.

In response to Mr. Bland's question if the internship has had an impact on their academic success and progress, Mr. Cook said yes, since he is working alongside chemists his mathematical and chemistry skills have improved and has helped him to understand the lessons in class with greater ease and help other students. Mr. Sigman said that it has a great impact on his academics. He's learned to communicate better with peers in group environments and helping them in class. The risk analysis that he is required to complete involves critical thinking which has helped him think about different ways to approach problems and solutions from a different perspective.

In response to Mr. Bland's questions asking if there is any data showing correlation between internships and academic performance, Mr. Heidt said that the scores supervisors provide based on the objectives listed in the daily worksheets, a strong majority of the students are meeting or exceeding expectations. PCR can watch scores from advisors improve and track their grades improving. Students get more involved in what their career may be and recognize there is that bridge to education and their grades follow their success. Mr. Bryant added that he is interested in the data at the end of four years after these students graduate high school to see what their success rate is in college and careers. He said students gain in areas of critical thinking, communication, collaboration, creativity and confidence.

III. BUSINESS ITEMS

A. Reforming Student Financial Aid to Increase College Completion: Early Progress Resulting from Indiana House Enrolled Act 1348

Ms. Ancel presented this item.

In response to Mr. Hubbard's question seeking more of an explanation regarding banding at 60% and per credit at 30% and which schools have banded tuition, Ms. Ancel stated that the residential campuses, IU Bloomington, Purdue West Lafayette, Ball State and Indiana State University are taking more academic honors and other factors that play into those results.

Mr. Murphy made an observation that banded tuition is likely not the only factor influencing credit-taking results. Ms. Ancel responded to Mr. Murphy's comment that she agrees with his statement and where we see the banding helps is in looking at the response between the cohort that wasn't affected and the cohort that was. At the per credit hour institutions there is more improvement in that percent of students taking more credits. The numbers are showing that the disincentive is being neutralized by a financial incentive with HB 1348 and why we think we're seeing more movement at the per credit hour institutions.

B. 2015-2016 Frank O'Bannon Award

Ms. Ancel and Mr. Johnson, members of the Commission staff, presented this item and gave the staff recommendation for the 2015-2016 Frank O'Bannon Award.

Mr. Popp requested clarification on how the financial grid works. Mr. Johnson walked through how someone would determine their award based on the grid.

In response to Mr. Popp asking if behind these numbers on the grid is the qualification of the parent to determine EFC, Ms. Ancel said yes.

R-15-02.3 **RESOLVED:** That the Commission for Higher Education approves by consent the 2015-2016 Frank O'Bannon Award, in accordance with the background information provided in this agenda item:

- 2015-2016 Frank O'Bannon Award (Motion – Murphy, second – Hubbard, 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 2:53 PM

Dennis Bland, Chair

Susana Duarte De Suarez, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, March 12, 2015

PUBLIC SQUARE

Career Exploration and Preparation in College

Background

As the Commission engages in discussions related to career exploration and preparation in college, it will have the opportunity to hear presentations by Janet Boston, Executive Director for Indiana INTERNnet, Jennifer Blackmer, Director of Immersive Learning at Ball State University, Rajesh "Raj" Bellani, Ed.D, Dean of Experiential Learning and Career Planning for the Hubbard Center for Student Engagement at DePauw University, and Jason Blume, Executive Director of Innovation One at Trine University.

Supporting Documents

- (1) Janet Boston Bio
- (2) Jennifer Blackmer Bio
- (3) Rajesh "Raj" Bellani, Ed.D Bio
- (4) Jason Blume Bio

Janet Boston
Executive Director
Indiana INTERNnet

Janet Boston joined Indiana INTERNnet in February 2011. She is responsible for launching a statewide awareness campaign to inform Indiana businesses of the Indiana INTERNnet program and the many benefits of hiring an intern. Janet has a bachelor's degree in business from Indiana University and an MBA from Butler University. She brings extensive management, communications, marketing, planning, and fundraising skills to Indiana INTERNnet acquired through her private and non-profit sector management career. Prior to joining Indiana INTERNnet, Janet worked with FMC Corporation Link-Belt Chain Division, Steak 'n Shake Corporate Headquarters, The Children's Museum, and most recently with the Arts Council of Indianapolis as its director of marketing/director of regional services.



Jennifer Blackmer

Director of Immersive Learning
Ball State University

Jennifer Blackmer is a playwright based in the Midwest, and Associate Professor of Theatre and Director of Immersive Learning at Ball State University. Her plays have been seen in New York, Los Angeles, Minneapolis, Indianapolis, Berkeley and St. Louis, and include *Human Terrain* (The Lark, Mustard Seed Theatre, 5th Wall Theatre, IAMA Theatre Company), *Unraveled* (Theatre Unbound, Tennessee Repertory Theatre Ingram New Works Lab), *Alias Grace* (Illinois Shakespeare Festival) and *Delicate Particle Logic* (Indra's Net, The Playwrights' Center, CUNY Graduate Center, NYC). *Unraveled* was recently honored with second place in ATHE's Excellence in Playwriting Competition, and was also named one of the ten best productions in the Twin Cities in 2013 by *Lavender Magazine*. Her work has been a finalist for the David Charles Horn Prize for Emerging Playwrights (Yale Drama Competition), the Fratti-Newman Political Play Contest, the Firehouse Festival of New American Theatre, and The O'Neill National Playwrights' Conference. Jennifer has been a semi-finalist for both the Princess Grace Award and the Shakespeare's Sister Fellowship.



She is currently developing *Human Terrain* as a motion picture with B Powered Films in Los Angeles. Recent directing credits include the American premiere of *Lost: A Memoir* at Indiana Repertory Theatre, and numerous productions at Ball State University.

Dr. Rajesh N. Bellani

Dean of Experiential Learning and Career Planning
Hubbard Center Student Engagement
DePauw University

Dr. Rajesh N. Bellani brings over sixteen years' experience in the student affairs profession and has served as the dean of experiential learning and career planning for the Hubbard Center for Student Engagement at DePauw University since July 2012. Dr. Bellani came to DePauw from the Rhode Island Institute for Design (RISD), where he served as associate provost and dean of students and special assistant for international initiatives and initiated a college-wide advising system providing holistic academic, personal and social support. Prior to his work at RISD, he served Colgate University in a variety of positions, including dean of the sophomore year experience and associate dean of academic initiatives in the Office of the Provost.

Dean Bellani's role at DePauw focuses on the work of bringing together and strengthening the University's array of resources outside of the classroom that contribute to the overall DePauw educational experience, including international and off-campus study; preparation for graduate school and post-graduate fellowships; internships and career planning, preparation and placement.

Bellani earned a B.A. in Political Science from the State University of New York at Geneseo, an M.S. in college student personnel from Western Illinois University, and received an Ed.D. in Higher Education Management from the University of Pennsylvania.



Jason Blume

Executive Director - Innovation One
Trine University

Jason Blume is a Northeast Indiana native and a 2004 Mechanical Engineering graduate of Tri-State University. Following college, Jason worked in several technical and leadership roles with increasing responsibility in the areas of industrial, medical device, and automotive manufacturing. Most recently he was the Engineering and Area Operations Manager for Guardian Automotive in Ligonier, Indiana. Jason has an extensive knowledge of lean manufacturing principles and their application from his time within industry. Combining his industry knowledge and passion for Northeast Indiana, it was a natural fit for Jason to join Trine University as the Executive Director of Innovation One in August 2014. Jason looks forward to growing Innovation One and the local economy through experiential learning partnerships, regional business development, and career services opportunities for Trine University students.



Innovation One is housed in Trine's new Jim and Joan Bock Center for Innovation and Biomedical Engineering. This venture brings ideas to market by providing expertise and services to help promote economic growth in Northeast Indiana and the region. It offers a range of services that enables Trine University students from every area of study to get involved with real world projects. Among the services offered are engineering consulting, prototyping, research and development, testing and assessment, business plan development and market research. Innovation One additionally houses Trine University's Professional Development and Career Services Departments. The Professional Development Department tailors existing courses; as well as, customizing corporate training solutions for regional business partners. Career Services assists in finding staffing solutions for internships, cooperatives and full-time employment in all areas of study. For more information about Trine's Innovation One, visit Innovation1.org.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 12, 2015

BUSINESS ITEM A-1:

**Ball State University – Schmidt/Wilson Residence Hall
Renovation - \$40,100,000**

Staff Recommendation

That the Commission for Higher Education approve the following project: Ball State University Schmidt/Wilson Residence Hall Renovation.

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$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 Ball State University request approval to proceed with the renovation of the Schmidt/Wilson Residence Hall. The project will be funded from Housing & Dining Revenue Bonds.

Supporting Document

Ball State Schmidt/Wilson Renovation



VICE PRESIDENT FOR BUSINESS AFFAIRS
AND TREASURER

Muncie, Indiana 47306-0700
Phone: 765-285-1033

February 19, 2015

The Honorable Mike Pence
Governor, State of Indiana
State House 206
Indianapolis, IN 46204

Subject: Schmidt/Wilson Residence Hall Renovation
D-1-15-2-01

Dear Governor Pence:

On February 6, 2015, the Ball State University Board of Trustees approved the Schmidt/Wilson Residence Hall Renovation project. This action is subject to your approval after review by the Commission for Higher Education and the State Budget Agency.

The renovation of Botsford/Swinford Halls in Johnson Complex will be completed in Spring 2015. Renovation of the neighboring Schmidt/Wilson facility represents is the next step in Ball State's housing and dining replacement and renewal plan. The intent of the overall plan is to maintain total university student housing capacity at levels equal to the projected need for various housing types while providing new and updated housing facilities that are desired by students.

As mentioned, the Schmidt/Wilson project represents just the latest in a comprehensive plan that calls for the addition of new residence halls, upgrade and renewal of existing facilities, as well as the demolition of facilities deemed to be cost prohibitive to remodel. Two new residence halls have been constructed in the last eight years, with Park Hall opening in 2007 and Thomas J. Kinghorn Residence Hall opening in 2010. In addition, the DeHority Complex and Studebaker East Complex have been completely renovated in the last six years, and a newly renovated Botsford/Swinford Residence Hall will welcome students back to campus this fall.

I respectfully request your approval of this project in the amount of \$40,100,000, to be financed from the Issue of Housing & Dining System Revenue Bonds, the debt service for which will come from existing renewal and replacement funds. These funds are generated by residence hall and dining student charges and have been set aside for the express purpose of long-term capital repairs and renovations. The project authorization we are seeking includes the approval of Schmidt Associates of Indianapolis, Indiana as project architect. If you have any questions, please call me at 765-285-1033.

Sincerely,

BALL STATE UNIVERSITY

Bernard M. Hannon
Vice President for Business Affairs
and Treasurer

Enclosures

cc: Commission for Higher Education
State Budget Agency

**PROJECT SUMMARY AND DESCRIPTION
FOR: SCHMIDT/WILSON RESIDENCE HALL RENOVATION**

Institution:	<input type="text" value="Ball State University"/>	Budget Agency Project No.:	<input type="text" value="D-1-15-2-01"/>
Campus:	<input type="text" value="Muncie"/>	Institutional Priority:	<input type="text" value="1"/>
Previously approved by General Assembly:	<input type="text" value="No"/>	Previously recommended by CHE:	<input type="text" value="No"/>
Part of the Institution's Long-term Capital Plan:	<input type="text" value="Yes"/>		

Project Summary Description:

The University has been engaged over the last several years in a comprehensive renewal and replacement plan for its housing and dining facilities. Following the Spring 2015 completion of the renovation of Botsford/Swinford halls in the Johnson Complex, the University's plan calls for proceeding with renovation of the neighboring Schmidt/Wilson halls.

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

Living-learning communities have proven to be a very successful component of higher education. The renovated Schmidt/Wilson will become a living-learning community for the Theatre & Dance and Design & Technology programs in the College of Fine Arts. Accordingly, programmatic amenities in the renovation will include a small black box theatre, dance studio, design studio, and music room.

Project Size:	<input type="text" value="153,564"/> GSF	<input type="text" value="124,000"/> ASF	<input type="text" value="0.80748092"/> ASF/GSF
Net change in overall campus space:	<input type="text" value="42,481"/> GSF	<input type="text" value="34,303"/> ASF	

Total cost of the project (1):	<input type="text" value="\$ 40,100,000"/>	Cost per ASF/GSF:	<input type="text" value="\$ 261.13"/> GSF
			<input type="text" value="\$ 323.39"/> ASF

Funding Source(s) for project (2):	<input type="text" value="\$ 40,100,000"/>	Housing & Dining System Revenue Bonds under Bonding Authority Act of 1927
	<input type="text"/>	
	<input type="text"/>	

Estimated annual debt payment (4):	<input type="text" value="\$2,305,753"/>
---	--

Are all funds for the project secured:	<input type="text" value="Yes"/>	Project will be bond financed with debt service coming from Housing System
---	----------------------------------	--

Estimated annual change in cost of building operations based on the project:	<input type="text" value="\$ -"/>
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Estimated annual repair and rehabilitation investment (3):	<input type="text" value="\$ 601,500"/>
---	---

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

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
FOR: SCHMIDT/WILSON RESIDENCE HALL RENOVATION

Institution:	Ball State University	Budget Agency Project No.:	D-1-15-2-01
Campus:	Muncie	Institutional Priority:	1

Description of Project

The existing building exterior at Schmidt/Wilson will be replaced with a more energy-efficient masonry wall assembly, roof and windows. Lighting, plumbing, mechanical and electrical systems will be replaced throughout the building which will add air conditioning, energy efficient equipment and lighting as well as compatibility with the University's geothermal system. The interior renovations will include improved residential layouts such as bathrooms with more privacy, social and study lounges, kitchenettes, meeting rooms, and other student amenities. A single, secure entry point will be established and deficiencies in accessibility will be remedied.

A relatively small addition to the west end of the building will allow for a new stairwell and an increase in capacity by approximately 48 beds.

Need and Purpose of the Program

The University's commitment to providing students with modern residential accommodations on campus is advancing with the completion of the Botsford/Swinford renovation in Johnson Complex scheduled for completion in spring 2015 and occupancy in fall 2015. Upon its completion, Botsford/Swinford will provide a significant focal point for individuals entering the campus from the north. The next step in the phased implementation of the University's comprehensive housing and dining replacement and renewal plan is the renovation of the neighboring Schmidt/Wilson building within the Johnson Complex.

The eight-story Schmidt/Wilson building was opened in 1967. Schmidt/Wilson, in its current configuration, accommodates approximately 457 students, with student lounge space on the first and sixth floors. Currently, the passenger elevator only accesses the first and sixth floors and the stairs and elevator tower are outside the control of the hall desks. Mechanical, plumbing, and electrical systems and windows are original to the building and, along with insulation that does not meet today's standards, contribute to an inefficient building. There have been no significant renovations to the building since its original construction.

Space Utilization

Occupancy rates for Ball State University's residence halls averaged over 93% for Fall 2014. Rates have been at or above this level for several years and are expected to increase when outdated halls are taken out of stock. Capacity of Schmidt/Wilson will be increased by approximately 10% at a much lower cost than could be accomplished by stand-alone new construction.

Comparable Projects

The renovation of Schmidt/Wilson's sister building in Johnson Complex, Botsford/Swinford, is scheduled for completion in Spring 2015. Actual renovation costs for this facility, when adjusted for inflation and certain other changes in materials, are comparable with projected costs for the renovation of Schmidt/Wilson. According to cost per bed figures published by College Planning & Management in its 2014 College Housing Report, the renovation of Schmidt/Wilson is projected to cost over \$10,000 less per bed than comparable-sized projects in the United States.

Background Materials

Housing & Dining System Revenue Bonds will be issued to finance the project costs. These bonds will be issued under authority of the Acts of 1927. Debt service will be paid from Housing and Dining Renewal & Replacement Reserves.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR SCHMIDT/WILSON RESIDENCE HALL RENOVATION

(INSERT PROJECT TITLE AND SBA No.)	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	140,931			140,931			140,931
Class Lab (210,215,220,225,230,235)	372,038			372,038			372,038
Non-class Lab (250 & 255)	34,877			34,877			34,877
Office Facilities (300)	653,518			653,518			653,518
Study Facilities (400)	192,153			192,153			192,153
Special Use Facilities (500)	419,873			419,873			419,873
General Use Facilities (600)	312,618			312,618			312,618
Support Facilities (700)	110,469			110,469			110,469
Health Care Facilities (800)	7,249			7,249			7,249
Resident Facilities (900)	1,804,268			1,804,268	3,361	43,736	1,844,643
Unclassified (000)	146,901			146,901			146,901
Parking Garages	469,752			469,752			469,752
B. OTHER FACILITIES							
(Please list major categories)							
TOTAL SPACE	4,664,647			4,664,647	3,361	43,736	4,705,022

Notes:

- (1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects
- (2) Should include capital projects requested by the institution based on 2013-15 Capital Request Summary

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

CAPITAL PROJECT COST DETAILS
FOR: SCHMIDT/WILSON RESIDENCE HALL RENOVATION

Institution:	Ball State University	Budget Agency Project No.:	D-1-15-2-01
Campus:	Muncie	Institutional Priority:	1

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	May	2015
Start Construction	June	2015
Occupancy (End Date)	June	2017

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
Planning Costs			
a. Engineering			\$ -
b. Architectural	\$ 3,250,000		\$ 3,250,000
c. Consulting			\$ -
Construction			
a. Structure	\$ 16,850,000		\$ 16,850,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 11,121,000		\$ 11,121,000
c. Electrical	\$ 5,729,000		\$ 5,729,000
Movable Equipment	\$ 2,850,000		\$ 2,850,000
Fixed Equipment			\$ -
Site Development/Land Acquisition			\$ -
Other (Please list)	\$ 300,000		\$ 300,000
TOTAL ESTIMATED PROJECT COST	\$ 40,100,000	\$ -	\$ 40,100,000

(1) Cost Basis is based on current cost prevailing as of: (JANUARY 2015)

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

**CAPITAL PROJECT OPERATING COST DETAILS
FOR: SCHMIDT/WILSON RESIDENCE HALL RENOVATION**

Institution: Ball State University
Campus: Muncie

Budget Agency Project No.: D-1-15-2-01
Institutional Priority: 1

GSF OF AREA AFFECTED BY PROJECT 153,564

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	0 \$	-		
2. Maintenance	0 \$	-		
3. Fuel	0 \$	-		
4. Utilities	0 \$	-		
5. Other	0 \$	-		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	0 \$	-	\$ -	\$ -

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

Anticipated savings from new energy efficient building envelope and mechanical/electrical/plumbing systems are expected to offset operational costs for added square footage.

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

COMMISSION FOR HIGHER EDUCATION

Thursday, March 12, 2015

BUSINESS ITEM A-2:

**Purdue University West Lafayette – Flex Lab Facility
Project - \$54,000,000**

Staff Recommendation

That the Commission for Higher Education approve the following project: Purdue University Flex Lab Facility

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$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 Purdue University request approval to proceed with the financing and construction of the Flex Lab Facility project on the West Lafayette Campus. The project will construct a new multidisciplinary research facility designed to support the growth of the College of Engineering and to meet the ever changing research needs of the University. The estimated cost of this project is \$54,000,000, to be funded from Student Facilities System Revenue Bonds proceeds (\$38,000,000), Gift Funds (\$13,500,000) and University Funds – Central Reserves (\$2,500,000).

Supporting Document

Purdue University Flex Lab Facility

PURDUE

UNIVERSITY

Senior Vice President and Assistant Treasurer

February 12, 2015

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

Dear Governor Pence:

At its meeting on May 16, 2014, the Purdue University Board of Trustees approved the financing and construction of the project, "Flex Lab Facility" on the Purdue University West Lafayette Campus.

The project will construct a new multidisciplinary research facility designed to support the growth of the College of Engineering and to meet the ever changing research needs of the University. The facility will provide a transformative environment which encourages collaboration, team based research, learning, and engagement among peers with diverse research interests. Both wet and dry lab needs will be accommodated in this facility designed to address the needs of today's diverse research portfolio and to adapt to the changing needs of the future. Infrastructure will be built-out to accommodate future expansion of this facility on this site.

The estimated cost of this project is \$54,000,000, to be funded from Student Facilities System Revenue Bonds proceeds (\$38,000,000), Gift Funds (\$13,500,000) and University Funds – Central Reserves (\$2,500,000).

Subject to review by the Commission for Higher Education and recommendation by the State Budget Committee and the Budget Agency, we request your approval to proceed with this project. Attached are the completed forms which the Commission has prescribed for its review of such projects. We will be happy to answer any questions you or your staff may have or to provide any additional information you may wish.

Sincerely,



James S. Almond
Senior Vice President and Assistant Treasurer

/bjm

Attachments

- c: Matt Hawkins, Associate Commissioner and Chief Financial Officer
- Brian Bailey, State Budget Director
- Kendra Cooks, Comptroller
- Kevin Green, Assistant Director of Capital Planning

**PROJECT SUMMARY AND DESCRIPTION
FOR: FLEX LAB FACILITY**

Institution:	<input type="text" value="Purdue University"/>	Budget Agency Project No.:	<input type="text" value="B-1-15-1-04"/>
Campus:	<input type="text" value="West Lafayette"/>	Institutional Priority:	<input type="text" value="N/A"/>
Previously approved by General Assembly:	<input type="text" value="No"/>	Previously recommended by CHE:	<input type="text" value="No"/>
Part of the Institution's Long-term Capital Plan:	<input type="text" value="Yes"/>		

Project Summary Description:
 This project will construct a new multidisciplinary research facility designed to support the growth of the College of Engineering and to meet the ever changing research needs of the University. The facility will provide a transformative environment which encourages collaboration, team based research, learning, and engagement among peers with diverse research interests. Both wet and dry lab types will be accommodated in this facility designed to address the needs of today's diverse research portfolio and to adapt to the changing needs of the future. Infrastructure will be built-out to accommodate future expansion of this facility on this site.

Summary of the impact on the educational attainment of students at the institution:
 Purdue's College of Engineering is embarking on a period of remarkable growth. To accomplish this growth, it is necessary to dedicate core campus facilities to academia and migrate research programs currently located within that core to Discovery Park. A flexible laboratory building is needed to accommodate displaced research as well as to provide additional laboratory space and capabilities to accommodate expansion of the College. This new laboratory is crucial in the recruitment of high-quality faculty hires and high caliber students, will enhance Purdue's research capabilities, and will increase opportunities for undergraduate and graduate students by providing hands-on experiential learning which is essential in training the next generation of engineers and scientists. Furthermore, the multi-disciplinary and collaborative nature of this facility will provide a broader base of experience for students and faculty alike.

Project Size:	<input type="text" value="75,000"/> GSF	<input type="text" value="60,000"/> ASF	<input type="text" value="0.8"/> ASF/GSF
Net change in overall campus space:	<input type="text" value="18,841"/> GSF	<input type="text" value="20,734"/> ASF	

Total cost of the project (1):	<input type="text" value="\$ 54,000,000"/> *	Cost per ASF/GSF:	<input type="text" value="\$ 720.00"/> GSF
			<input type="text" value="\$ 900.00"/> ASF
Funding Source(s) for project (2):	<input type="text" value="\$ 38,000,000"/>	Student Facilities System Revenue Bonds proceeds under I.C.21-35-3-7	
	<input type="text" value="\$ 13,500,000"/>	Gift Funds, balance as of 12/31/14 is \$8.5M	
	<input type="text" value="\$ 2,500,000"/>	University Funds – Central Reserves (balance as of 2/5/2015- \$10,060,926.08, derived from F&A Recovery)	
Estimated annual debt payment (4):	<input type="text" value="\$3,201,500.76"/>		
Are all funds for the project secured:	<input type="text" value="No"/>		
Estimated annual change in cost of building operations based on the project:	<input type="text" value="\$ 445,557"/> **		
Estimated annual repair and rehabilitation investment (3):	<input type="text" value="\$ 720,000"/> ***		

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
 (2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
 (3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
 (4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
 - If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description
 * The project cost of \$54 M includes an estimated \$3M for utility infrastructure, \$550K cost of demolition of existing PVIL housing buildings.
 ** Does not include net reduction in operating cost due to terminated space.
 *** Does not include net reduction in R&R cost due to terminated space.

**PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
FOR: FLEX LAB FACILITY**

Institution:	Purdue University	Budget Agency Project No.:	B-1-15-1-04
Campus:	West Lafayette	Institutional Priority:	N/A

Description of Project

The new facility will expedite high impact translational research, providing both state of the art efficiency which encourages cross disciplinary collaboration, team based research, and engagement among peers with diverse research interests. Flexible, transparent, open wet and dry lab types will be accommodated in this facility designed to address the needs of today's diverse research portfolio and to adapt to the changing needs of the future. Infrastructure will be built-out to accommodate future expansion of this facility on this site.

Need and Purpose of the Program

Purdue's College of Engineering (CoE) is embarking on a period of remarkable growth. With the support of the Provost and Board of Trustees, we expect to increase the size of CoE faculty by as much as 30% over the next five years with staff levels increasing as well. Growth on this scale is an opportunity for transformational change. Hiring high-quality new faculty to accomplish this change requires additional research capacity. In addition, the University needs to dedicate the campus core to academia and relocate current research located in the core to Discovery Park which is in alignment with the University's Master Plan. Without sufficient research space, the goals of the expansion of the College of Engineering with a primary goal of enhancing the student experience will not be possible.

Space Utilization

To facilitate the 30% expansion of the College of Engineering, additional space is needed to accommodate both academic and research needs. Academic needs such as classrooms, teaching labs, and offices are planned to be accommodated in the core of campus while research needs will be accommodated in Discovery Park. This new flexible research facility constructed in Discovery Park will provide capacity for both the displacement of research capacity currently housed on campus as well as the additional needs generated through the growth in faculty and students.

Comparable Projects

The 28,603 SF Bindley Bioscience Center Addition was bid in 2012 at \$430 / GSF. The current construction budget includes demolition of existing building and utility infrastructure extension. If we exclude these extra costs, this will lower the cost per GSF to \$593/GSF. *(Calculations are based upon the construction cost only)*

Background Materials

Funding - \$38M Support and Research Facilities Revenue Bonds, \$13.5M Gifts, \$2.5M in University Funds - Central Reserves.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR Flex Lab Facility

B-1-15-1-04	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	289,188	70,596	-	359,784	-	-	359,784
Class Lab (210,215,220,225,230,235)	550,167	3,870	-	554,037	-	-	554,037
Non-class Lab (250 & 255)	1,509,930	1,519	-	1,511,449	-	51,000	1,562,449
Office Facilities (300)	2,148,669	33,511	-	2,182,180	-	9,000	2,191,180
Study Facilities (400)	381,159	41,985	-	423,144	-	-	423,144
Special Use Facilities (500)	1,153,699	9,845	-	1,163,544	-	-	1,163,544
General Use Facilities (600)	856,102	28,284	-	884,386	-	-	884,386
Support Facilities (700)	3,300,811	12,220	-	3,313,031	-	-	3,313,031
Health Care Facilities (800)	86,429	-	-	86,429	-	-	86,429
Resident Facilities (900)	2,328,395	127,462	-	2,455,857	-	-	2,416,591
Unclassified (000)	66,956	(38,581)	-	28,375	-	-	28,375
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	12,671,505	290,711	-	12,962,216	39,266	60,000	12,982,950

Notes:

- (1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects
- (2) Should include capital projects requested by the institution based on 2013-15 Capital Request Summary

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

Space under construction includes: Active Learning Center, Grissom Hall, Honors College and Residences, Softball Stadium

Space planned and funded includes:

Space to be terminated includes: Purdue Village Apts #134, 135, 136, 137, and 138

**CAPITAL PROJECT COST DETAILS
FOR: FLEX LAB FACILITY**

Institution:	Purdue University	Budget Agency Project No.:	B-1-15-1-04
Campus:	West Lafayette	Institutional Priority:	N/A

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	December	2015
Start Construction	January	2016
Occupancy (End Date)	August	2017

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
	(1)		
<u>Planning Costs</u>			
a. Engineering			\$ 2,300,000
b. Architectural			\$ 1,500,000
c. Consulting			\$ -
<u>Construction</u>			
a. Structure			\$ 48,000,000
b. Mechanical (HVAC, plumbing, etc.)			
c. Electrical			
<u>Movable Equipment</u>			\$ -
<u>Fixed Equipment</u>			
<u>Site Development/Land Acquisition</u>			\$ -
<u>Other (Contingencies, existing building demolitions, project management fees, insurance, printing)</u>			\$ 2,200,000
TOTAL ESTIMATED PROJECT COST	\$ -	\$ -	\$ 54,000,000

(1) Cost Basis is based on current cost prevailing as of: (INSERT MONTH AND YEAR)

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

**CAPITAL PROJECT OPERATING COST DETAILS
FOR: FLEX LAB FACILITY**

Institution: Purdue University
Campus: West Lafayette

Budget Agency Project No.: B-1-15-1-04
Institutional Priority: N/A

					GSF OF AREA AFFECTED BY PROJECT	75,000
ANNUAL OPERATING COST/SAVINGS (1)						
	Cost per GSF	Total Operating Cost	Personnel Services	Supplies and Expenses		
1. Operations	\$ 0.54	\$ 40,613	\$ 19,088	\$ 21,525		
2. Maintenance	\$ 2.81	\$ 210,480	\$ 210,480			
3. Fuel	\$ -	\$ -				
4. Utilities	\$ 2.59	\$ 194,464	\$ 194,464			
5. Other	\$ -	\$ -				
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$ 5.94	\$ 445,557	\$ 424,032	\$ 21,525		

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

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

COMMISSION FOR HIGHER EDUCATION

Thursday, March 12, 2015

BUSINESS ITEM B:

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:

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

Background Information on Capital Project on Which Staff Proposes Expedited Action, March 12, 2015

Background Information on Capital Projects on Which Staff Proposes Expedited Action
March 12, 2015

B-1-15-1-09 Purdue University – Zucrow High Pressure Research Lab Test Cells Construction and Control Center Renovation and Addition - \$8,200,000

The Trustees of Purdue University request authorization to proceed with the renovation and addition of Zucrow High Pressure Research Lab Test Cells Construction and Control Center. This project will construct a new building containing five test cells, a laser lab and associated preparation space for research. Also included is the renovation and expansion of the existing High Pressure Research Lab including control center, research offices and a new parking lot.

The project will be funded from Gift Funds (\$7,450,000) and Repair and Rehabilitation Funds derived from facility and administrative cost recovery (\$750,000).

G-0-11-2-04 University of Southern Indiana – Physical Activities Center (PAC) Renovation and Expansion Project - \$16,000,000

The Trustees of the University of Southern Indiana request the release of funds for the renovation of the Physical Activities Center (PAC). The 2013 General Assembly appropriated \$18M in cash to undertake three projects. This first two projects have been completed.

February 12, 2015

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

Dear Governor Pence:

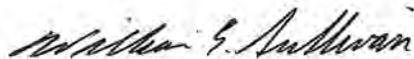
At its meeting on May 16, 2014, the Purdue University Board of Trustees approved the project, "Zucrow High Pressure Research Lab Test Cells Construction and Control Center Renovation and Addition" on the Purdue University West Lafayette Campus.

This project will construct a new building containing five test cells, a laser lab and associated preparation space for research. Also included is the renovation and expansion of the existing High Pressure Research Lab including control center, research offices and a new parking lot.

The estimated cost of this project is \$8,200,000, to be funded from Gift Funds (\$7,450,000) and Repair and Rehabilitation Funds derived from facility and administrative cost recovery (\$750,000).

Subject to review by the Commission for Higher Education and recommendation by the State Budget Committee and the Budget Agency, we request your approval to proceed with this project. Attached are the completed forms which the Commission has prescribed for its review of such projects. We will be happy to answer any questions you or your staff may have or to provide any additional information you may wish.

Sincerely,



W. E. Sullivan
Treasurer and Chief Financial Officer

/bjm

Attachments

c: Matt Hawkins, Associate Commissioner and Chief Financial Officer
Brian Bailey, State Budget Director
Kendra Cooks, Comptroller
Kevin Green, Assistant Director of Capital Planning

PROJECT SUMMARY AND DESCRIPTION
FOR: ZUCROW HIGH PRESSURE RESEARCH LAB TEST CELLS CONSTRUCTION AND
CONTROL CENTER RENOVATION AND ADDITION

Institution:	Purdue University	Budget Agency Project No.:	B-1-15-1-09
Campus:	West Lafayette	Institutional Priority:	N/A
Previously approved by General Assembly:	No	Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Summary Description:

The project will consist of a new 9600 GSF building containing five test cells, a laser lab and associated preparation space for research, and renovate and expand the existing High Pressure Research Laboratory (ZL3) to approximately 5000 GSF including control center, research offices and new parking lot.

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

The Maurice J. Zucrow Laboratories was founded in 1946 and has a rich heritage of research in aerospace propulsion, combustion, thermal sciences, two-phase flows, atomization and sprays, and other research areas. Over its 60+ year history, the lab has produced over 500 graduates that include several astronauts, Outstanding Engineering Alumni, DEAs and many leaders of industry and academe.

Project Size:	14,600 GSF	8,500 ASF	0.58 ASF/GSF
Net change in overall campus space:	14,600 GSF	8,500 ASF	

Total cost of the project (1):	\$ 8,200,000	Cost per ASF/GSF:	\$ 561.64 GSF
			\$ 964.71 ASF
Funding Source(s) for project (2):	\$ 7,450,000	- Gift Funds, balance is \$7,437,829 as of 1/31/2015	
	\$ 750,000	- Repair and Rehabilitation - ARRA Funds - F&A \$21,341,091 as of 1/31/2015	
Estimated annual debt payment (4):	\$ -		
Are all funds for the project secured:	No		
Estimated annual change in cost of building operations based on the project:	\$ 92,931		
Estimated annual repair and rehabilitation investment (3):	\$ 123,000		

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

**PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
FOR: ZUCROW HIGH PRESSURE RESEARCH LAB TEST CELLS CONSTRUCTION AND
CONTROL CENTER RENOVATION AND ADDITION**

Institution:	Purdue University	Budget Agency Project No.:	B-1-15-1-09
Campus:	West Lafayette	Institutional Priority:	N/A

Description of Project

The project will consist of a new 9600 GSF building containing five test cells, a laser lab and associated preparation space for research; and renovate and expand the existing High Pressure Research Lab (ZL3) to approximately 5000 GSF including control center, research offices and new parking lot.

Need and Purpose of the Program

Our team has been conducting high pressure combustion experiments for over a decade at the High Pressure Lab complex and has worked with virtually every government organization (several NASA centers, Sandia National Lab, AEDC, DARPA, AFOSR, ARO, NRO, Crane NSWC) and most large propulsion and prime contractor companies (Northrop Grumman, Pratt & Whitney, Aerojet, Rolls-Royce, Boeing Phantom Works, GE Aerospace, Lockheed Martin) in research totaling more than \$30M. Our Managing Director of Maurice Zucrow Laboratories (MZL) has been a participant in the Rocket Test Facilities Working Group (a group of government and industry representatives who operate rocket test facilities) and presently serves as President of this organization. Our faculty and staff have visited nearly every propulsion testing site in the U.S. and many of the major sites in Europe. We maintain strong relationships with some of the world's top laboratories such as the DLR labs in Lampoldshausen and Stuttgart, Germany. With this experience base, we have conceived a new building to house test cells that will function as one of the world's truly great laboratories.

Over the past 1.5 years, the Managing Director has been working with faculty and senior MZL students to conceive the design of the additional test cell space that is so desperately needed. The Managing Director has substantial expertise in facility development given prior experience at Arnold Engineering Development Center and Beal Aerospace where he developed large test facilities of similar function to the desired application.

Space Utilization

The MZL is located on a 25-acre campus directly adjacent to the Purdue University Airport. The area is comprised of eight buildings that make up the facility. The remote location and adjacency to the Purdue airport is ideal in that it provides a proper venue for high pressure combustion and fluid flow experiments. This factor is notable as many of Purdue's competitors do not have access to remote spaces as their universities may be surrounded by housing, high density classrooms, city residential areas and businesses.

Comparable Projects

Although this is a unique facility for Purdue the cost per GSF falls into range with what is expected.

Background Materials

N/A

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR Zucrow High Pressure Research Lab Test Cells Construction and Control Center Renovation and Addition

B-1-15-1-09	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	289,188	70,596	-	359,784	-	-	359,784
Class Lab (210,215,220,225,230,235)	550,167	3,870	-	554,037	-	-	554,037
Non-class Lab (250 & 255)	1,509,930	1,519	-	1,511,449	1,174	6,310	1,516,585
Office Facilities (300)	2,148,669	33,511	-	2,182,180	789	3,209	2,184,600
Study Facilities (400)	381,159	41,985	-	423,144	-	-	423,144
Special Use Facilities (500)	1,153,699	9,845	-	1,163,544	-	-	1,163,544
General Use Facilities (600)	856,102	28,284	-	884,386	-	-	884,386
Support Facilities (700)	3,300,811	12,220	-	3,313,031	-	1,181	3,314,212
Health Care Facilities (800)	86,429	-	-	86,429	-	-	86,429
Resident Facilities (900)	2,328,395	127,462	-	2,455,857	-	-	2,455,857
Unclassified (000)	66,956	(38,581)	-	28,375	-	-	28,375
B. OTHER FACILITIES (Please list major categories)	-	-	-	-	-	-	-
TOTAL SPACE	12,671,505	290,711	-	12,962,216	1,963	10,700	12,970,953

Notes:

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

(2) Should include capital projects requested by the institution based on 2013-15 Capital Request Summary

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

Space under construction includes: Active Learning Center, Grissom Hall, Honors College and Residences, Softball Stadium

Space planned and funded includes:

Space to be terminated includes: ZL3 Rooms 111, 111A, 114

CAPITAL PROJECT COST DETAILS
FOR: ZUCROW HIGH PRESSURE RESEARCH LAB TEST CELLS CONSTRUCTION AND
CONTROL CENTER RENOVATION AND ADDITION

Institution:	Purdue University	Budget Agency Project No.:	B-1-15-1-09
Campus:	West Lafayette	Institutional Priority:	N/A

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	Dec	2015
Start Construction	Jan	2016
Occupancy (End Date)	Feb	2017

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
<u>Planning Costs</u>			
a. Engineering	\$ 250,000		\$ 250,000
b. Architectural	\$ 250,000		\$ 250,000
c. Consulting	\$ 200,000		\$ 200,000
<u>Construction</u>			
a. Structure	\$ 2,200,000		\$ 2,200,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 1,900,000		\$ 1,900,000
c. Electrical	\$ 2,100,000		\$ 2,100,000
<u>Movable Equipment</u>	\$ 100,000		\$ 100,000
<u>Fixed Equipment</u>	\$ 100,000		\$ 100,000
<u>Site Development/Land Acquisition</u>	\$ 600,000		\$ 600,000
<u>Other - softcosts</u>	\$ 500,000		\$ 500,000
TOTAL ESTIMATED PROJECT COST	\$ 8,200,000	\$ -	\$ 8,200,000

(1) Cost Basis is based on current cost prevailing as of: (INSERT MONTH AND YEAR)

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

CAPITAL PROJECT OPERATING COST DETAILS
FOR: ZUCROW HIGH PRESSURE RESEARCH LAB TEST CELLS CONSTRUCTION AND
CONTROL CENTER RENOVATION AND ADDITION

Institution:	Purdue University	Budget Agency Project No.:	B-1-15-1-09
Campus:	West Lafayette	Institutional Priority:	N/A

GSF OF AREA AFFECTED BY PROJECT 14,600

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personnel Services	Supplies and Expenses
1. Operations	\$ 0.58	\$ 8,471	3,981	4,490
2. Maintenance	\$ 3.01	\$ 43,900	43,900	
3. Fuel	\$ -	\$ -		
4. Utilities	\$ 2.78	\$ 40,560	40,560	
5. Other	\$ -	\$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$ 6.37	\$ 92,931	\$ 88,441	\$ 4,490

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

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



February 13, 2015

The Honorable Mike Pence
Governor of the State of Indiana
State Capitol – Room 206
Indianapolis, IN 46204

RE: Project No. – G-0-11-2-04
Physical Activities Center (PAC) Renovation and Expansion Project

Dear Governor Pence:

The Board of Trustees of the University of Southern Indiana on November 6, 2014, approved a request to you, the State Budget Committee, and the Indiana Commission for Higher Education to approve the release of funds for the renovation of the Physical Activities Center (PAC). The 2013 Indiana General Assembly appropriated \$18 million in cash to undertake three projects. The first two projects have been completed and this request is for the release of funds for the final of the three projects. We are asking for the release of \$16 million for the renovation and expansion of the PAC.

The Physical Activities Center (PAC) was constructed in 1979. Several areas of the building need to be renovated and upgraded to better serve students. The areas include two classrooms, the large group exercise classroom, the weight training room, the sports medicine training room, the natatorium, locker rooms, the main lobbies and corridor, and faculty offices. The University plans to add 47,700 gross square feet to the PAC as part of this project. Expansion of the facility is needed for academic and support space for the Kinesiology and Sport Department and associated functions.

Attached is a copy of the authorizing resolution for the Renovation of the Physical Activities Center approved by the University's Board of Trustees on November 6. Also attached is a copy of the project summary submitted with the 2013-2015 Capital Improvement Budget Request.

We are happy to answer any questions you or your staff may have about this project. I want to thank you and members of the Indiana General Assembly for supporting this project. We respectfully request your favorable consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to read "Linda L.M. Bennett".

Linda L.M. Bennett, Ph.D.
President

Enclosure

c: Mr. Brian Bailey, State Budget Director
Ms. Teresa Lubbers, Commissioner for Indiana Commission for Higher Education

President's Office

SECTION II - FINANCIAL MATTERS

A. REPORT OF FINANCE/AUDIT COMMITTEE

The Finance/Audit Committee met prior to the Board meeting on November 6, 2014. Mr. Knight called on Committee Chair Harold Calloway for a report. Mr. Calloway reported the Committee reviewed the audited Financial Statements for fiscal year ending June 30, 2014, and reviewed construction change orders for the Teaching Theatre Project previously approved by Vice President Rozewski.

B. ANNUAL REPORT OF STUDENT FINANCIAL ASSISTANCE

Mr. Knight called on Vice President Rozewski, who introduced Director of Student Financial Assistance Mary Harper for a summary of the report in Exhibit II-A. Ms. Harper began by reporting the Student Financial Assistance office served 12,929 enrolled and prospective students in 2013-2014, and 8,008 students received a total of \$73.4 million in aid. She shared information about the sources of aid, including federal, state, institutional, USI Foundation, and USI Varsity Club. She reviewed changes in funding levels from 2012-2013 to 2013-2014, including a decrease in federal aid. She reported on changes in Pell Grants, Stafford Loans, and Indiana state aid programs.

Ms. Harper compared the national average undergraduate debt of 2014, which was \$29,400 to USI students average debt of \$23,646. She shared default rates for 2009, 2010, and 2011, and noted the USI student default rate is well below the state and national rates.

C. REPORT ON HEALTH INSURANCE RENEWAL

Mr. Knight called on Vice President Rozewski, who introduced Director of Human Resources Donna Evinger for a briefing on the health insurance renewal. Ms. Evinger reviewed the goals of the 2015 renewal, which were to achieve low to moderate health cost increases and continue to adapt to expected changes due to health care reform; review and optimize medical and dental plan design for improved future cost control while maintaining employee choice and competitive benefits; and to review and control medical administrative fees, especially Specific Stop Loss.

Ms. Evinger discussed key outcomes of the renewal, including negotiated Anthem fee reductions of over \$350,000 with more favorable terms; medical premium increase of 6.3 percent after negotiations plus plan design changes; monthly employee contributions for medical increase net of tax savings by just under 5 percent depending on the coverage tier; and monthly retiree contributions for medical increase by just over 6 percent for retirees.

Ms. Evinger reported on plan design and contribution changes for 2015 including:

- Increases in the maximum out-of-pocket limits for all plans, and deductible increases in the Anthem Buy-up PPO and the Anthem Core PPO plans;
- With health care reform, effective January 1, 2015, prescription drug copayments count toward annual maximum out-of-pocket expenses;
- Deductible increases align with peers

She reported the increased cost to the University in 2015 is \$613,706 including increases/decreases in premiums in employee medical, dental, life, and long-term disability insurance plans.

D. AUTHORIZATION FOR RENOVATION OF THE PHYSICAL ACTIVITIES CENTER (PAC)

Mr. Knight called on Vice President Rozewski, who reported the 2013 Indiana General Assembly appropriated \$18 million in cash to the University of Southern Indiana to undertake three projects: renovation of the Biology Department in the Science Center; renovation of selected areas of the Art Department in the Technology Center; and renovation of selected areas and possible expansion of the Physical Activities Center.

The Science Center and Technology Center Renovations were approved by the Trustees in November 2013. These two projects combined were budgeted at \$2 million. The Science Center is complete and the Technology Center Phase I of III is nearing completion.

The University would like to advance the Physical Activities Center project for authorization in order for architect selection to be completed in 2014 and construction to begin in late 2015.

Mr. Rozewski recommended approval of the following resolution.

WHEREAS, the 2013 Indiana General Assembly appropriated \$18 million in cash to the University of Southern Indiana to undertake three projects: renovation of the Biology Department in the lower level of the Science Center; renovation of selected areas for the Art Department in the Technology Center; and renovation of selected areas and possible expansion of the Physical Activities Center; and

WHEREAS, the University of Southern Indiana Board of Trustees previously approved the renovation of the Biology Department in the lower level of the Science Center and the renovation of selected areas for the Art Department in the Technology Center; and

WHEREAS, the University wishes to proceed with renovation and possible expansion of the Physical Activities Center; and

WHEREAS, the University proposes a project budget of \$16 million for the Physical Activities Center renovation and possible expansion; and

WHEREAS, approvals may be required between the regular meetings of the Board of Trustees;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees authorizes the Finance/Audit Committee to approve selection of the architect and engineering firms, and review design plans, cost estimates, and construction schedules for the project; to review construction bids; to award contracts or reject any or all construction bids for the project; and to report the progress of the project to the Board of Trustees;

FURTHER RESOLVED, that the president of the University is authorized to request the Indiana Commission for Higher Education, the Indiana State Budget Committee, and the governor of the State of Indiana to approve the Physical Activities Center project.

On a motion by Mr. Dunn, seconded by Mr. Davidson, the authorizing resolution for renovation of Physical Activities Center was approved.

E. UPDATE ON CURRENT CONSTRUCTION PROJECTS

Mr. Knight called on Vice President Rozewski, who introduced Director of Facilities Operations and Planning Jim Wolfe for a report on current construction projects. Exhibit 11-B is a summary of the cost and funding sources for each project.

Mr. Wolfe began his report by discussing projects that are currently under construction. Installation of exterior stone on the Teaching Theatre has resumed following the delivery of three loads of limestone. A couple additional loads of stone are needed to complete the exterior. The interior of the Theatre is approximately 98 percent complete and should be ready for occupancy in December 2014. The construction bid for The Griffin Center has been awarded. Before construction can begin, the campus internet supply line must be moved. The Theatre Support Building is nearly complete and will be ready for occupancy in late November 2014. The Technology Center Phase I is awaiting furniture delivery and set up. Renovation and improvement of Parking Lot C continues. The demolition is complete, sprinkler systems installed, and rock installation has begun. Lastly, the renovation project of the Science Center Suite for Disability Services is out for bid.

Mr. Wolfe concluded his report by referring the Trustees to a list of projects in design in Exhibit 11-B.

**PROJECT SUMMARY AND DESCRIPTION
FOR: CLASSROOM RENOVATION/EXPANSION**

Institution:	University of Southern Indiana	Budget Agency Project No.:	G-0-11-2-01
Campus:		Institutional Priority:	1
Previously approved by General Assembly:	<input type="checkbox"/> No	Previously recommended by CHE:	<input type="checkbox"/> No
Part of the Institution's Long-term Capital Plan:	<input type="checkbox"/> Yes		

Project Summary Description:
 The University of Southern Indiana requests \$18,000,000 in Special Repair and Rehabilitation funding for the renovation and/or expansion of three academic facilities. As campus buildings continue to age, there is increased need to renovate and rehabilitate the facilities. The three projects include: renovation and expansion of the Physical Activities Center to provide additional classroom and laboratory space for the Kinesiology and Sport Department and renovation of classrooms and laboratories in the Science Center and the Technology Center. The projects are needed to keep the facilities in good physical condition and to provide quality academic space for teaching and learning.

Summary of the impact on the educational attainment of students at the institution:
 The University has experienced tremendous growth during its 47-year history. Funding for repair and renovation of three of the oldest facilities is requested. The Physical Activities Center, Science Center, and Technology Center serve thousands of students each year. Core academic programming is offered in each of these facilities. The planned renovation and/or expansion will insure the facilities remain in good physical condition.

Project Size:	<input type="text" value="147,022"/> GSF	<input type="text" value="115,038"/> ASF	<input type="text" value="0.78"/> ASF/GSF
Net change in overall campus space:	<input type="text" value="47,700"/> GSF	<input type="text" value="31,000"/> ASF	

Total cost of the project (1):	<input type="text" value="\$ 18,000,000"/>	Cost per ASF/GSF:	<input type="text" value="122.43"/> GSF
			<input type="text" value="156.47"/> ASF
Funding Source(s) for project (2):	<input type="text" value="\$ 18,000,000"/>	- State Appropriation-Special R&R Funding	
		Bonding Authority (Acts of 1965)	
Estimated annual debt payment (4):	<input type="text" value="\$ 1,541,163"/>		
Are all funds for the project secured:	<input type="text"/>		
Estimated annual change in cost of building operations based on the project:		<input type="text" value="\$ 379,215"/>	
Estimated annual repair and rehabilitation investment (3):	<input type="text" value="\$ 195,000"/>		

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

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
FOR: CLASSROOM RENOVATION/EXPANSION

<u>Institution:</u>	University of Southern Indiana	<u>Budget Agency Project No.:</u>	G-0-11-2-01
<u>Campus:</u>		<u>Institutional Priority:</u>	1

Description of Project

The University of Southern Indiana requests \$18,000,000 in Special Repair and Rehabilitation funding for renovation and/or expansion of three academic facilities. As campus buildings continue to age there is increased need to renovate and rehabilitate the facilities. The three proposed projects include:

Physical Activities Center Renovation and Expansion

The Physical Activities Center (PAC) was constructed in 1979. Several areas of the building need to be renovated and upgraded. The areas include two classrooms, the large group exercise classroom, the weight training room, the sports medicine training room, the natatorium, locker rooms, the main lobbies and corridor, and faculty offices. The University plans to add 47,700 gross square feet to the PAC as part of this project. Expansion of the facility is needed for academic and support space for the Kinesiology and Sport Department and associated functions.

Science Center Lower Level Renovation

The Science Center was constructed in 1969. The lower level of the building has not been renovated extensively since the building was constructed. The upper two levels have been renovated in the last few years using General Repair and Rehabilitation appropriations. The renovation of the lower level of the Science Center includes upgrading the electrical and data systems, installing new laboratory casework and furnishings, and upgrading the flooring, ceiling, and wall treatment in classrooms, laboratories, and faculty offices assigned to the Biology Department. Minor reconfiguration of the classrooms and laboratories will be performed to provide up-to-date teaching facilities.

Technology Center Renovation

The Technology Center was constructed in 1976. Most of the renovation to the Technology Center will occur in existing classrooms and laboratories to modify them for efficient use by the Art Department. With the construction of the Business and Engineering Center and the Applied Engineering Center, classes offered through the Engineering Department have moved to these facilities. Other rehabilitation work will replace the exterior translucent panels and refinish the exterior metal wall panels.

BACKGROUND:

The Physical Activities Center opened in 1980 when enrollment at the University was about 2,100 students. Since then enrollment has increased to 10,820 students. The Kinesiology and Sport Department has grown significantly and offers undergraduate majors in teaching, kinesiology, exercise science, and sport management. There are over 200 students enrolled in these majors. The faculty has grown from two to nine full-time faculty members and 25 part-time faculty members. Originally, the building was constructed with four general-purpose classrooms. Due to the growth of academic programs, the need for a computer laboratory in the building, and the increased number of faculty, only one general classroom remains in the building. Two classrooms were added in 1998, but they have limited availability for instructional use because they are multipurpose rooms that are shared with other activities that are scheduled in the Physical Activities Center. Major renovation of the core section of the building that includes the classrooms, large group exercise classroom, weight training room, sports medicine training room, faculty offices, locker rooms, and restrooms has not taken place since the construction of the building. The natatorium, also constructed in 1979, has not been renovated since the building opened. These areas will be renovated as part of this project. The gymnasium was recently renovated with private funding and is not included in this project. As part of the project, the University plans to add 47,700 gross square feet to the PAC. Expansion of the facility will include needed academic and support space for the Kinesiology and Sport Department and associated functions.

During the past four years the University renovated two of the three levels of the original Science Center facility using General Repair and Rehabilitation funding from the state. The lower level, which includes classrooms, laboratories, faculty offices, and academic space for the Biology Department, needs renovation. The requested Special Repair and Rehabilitation funding will be used to renovate the lower level of the Science Center.

Renovation of the Technology Center lower level is planned for fall 2012, once the Engineering Department moves into the Applied Engineering Center. The project is needed to keep the facility in good physical condition and to provide quality academic space for teaching and learning.

PLANNING CHANGES:

There have been no planning changes to this project since its inception.

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS:

The Engineering Department in the Pott College of Science, Engineering, and Education moved from the Technology Center into the Business and Engineering Center in fall 2010. This move provided additional academic space in the Technology Center for the College of Liberal Arts, the largest college on campus. Once construction of the Applied Engineering Center is completed late in 2012, the engineering laboratories remaining in the Technology Center will be moved to the new facility. The University plans to renovate the interior and exterior façade of the Technology Center. This is an opportune time to perform the work when fewer students and faculty are using the facility.

The Human Performance Laboratory used by the Kinesiology Department is located in the Health Professions Center. As a part of the PAC expansion, the laboratory will be moved to the Physical Activities Center. The new laboratory will better serve the needs of the program and make available additional space in the Health Professions Center for the College of Nursing and Health Professions.

Need and Purpose of the Program

The University of Southern Indiana is a broad-based institution offering instruction, research, and service. A liberal arts and science curriculum provides the foundation of knowledge for all programs and complements undergraduate programs leading to careers in business, engineering, government, health professions, education, and related fields. Selected master's degrees and the University's Doctor of Nursing Practice degree serve persons in professional and technical fields. As a public institution, the University of Southern Indiana counsels and assists business and industry, as well as social, education, governmental, and health agencies, to higher levels of efficiency and improved services. Approximately 10,820 students are enrolled in degree programs; in addition, another 15,000 students enroll annually in noncredit, continuing education, workforce training, and professional development programs at the University.

The renovation and expansion of the Physical Activities Center (PAC) will provide additional classroom and laboratory space for the Kinesiology Department. Teaching was the only major offered by the Kinesiology Department in 1980 when the PAC opened. As the University has grown, so has the Kinesiology Department. There are now four programs or majors offered through the department including kinesiology, exercise science, sport management, and teaching. Two-hundred students currently are enrolled in these majors. Since 1980, the faculty has grown from two to nine full-time faculty members and 25 part-time faculty members.

Renovation of the lower level of the Science Center will include classrooms, laboratories, faculty offices, and other supporting academic space for the Biology Department of the Pott College of Science, Engineering, and Education. The classrooms and laboratories will be updated and equipped to foster the highest quality level of teaching and technology-based learning.

Renovation of the exterior and interior of the Technology Center will keep the facility in good physical condition and provide quality academic space for teaching and learning.

The Physical Activities Center, Science Center, and Technology Center serve thousands of students each year. Core academic programming is offered in each of these facilities. The planned renovations will insure the facilities remain in good physical condition.

Expansion of the Physical Activities Center has been included in the University's Ten-Year Capital Improvement Plan for more than 15 years, since 1995-1997.

Space Utilization

The University of Southern Indiana has experienced tremendous growth during its 47-year history. In the late 1970s, the University served a student population of about 2,100 students. Today, nearly 10,820 students are enrolled in degree programs with an additional 15,000 students enrolled annually in noncredit, continuing education, workforce training, and professional development programs.

The Kinesiology Department supports a two-hour core education requirement for all students enrolled at the University of Southern Indiana. Students must take a one-hour wellness class and a one-hour activity class to satisfy graduation requirements.

Each year, the department offers 70 sections of the wellness class and enrolls more than 1,600 students. The wellness class includes laboratory time which requires students to assess cardiovascular fitness, muscle strength and flexibility, along with other fitness and physical criteria. The department provides two sections of the classes each hour in the PAC using two of the three available classrooms. The third classroom is used for other major academic instruction. Because no space is available for the laboratories, nor is there any designated space, the corridors are used for the wellness laboratories. The department also offers approximately 130 sections of activity classes in the PAC which enrolls approximately 3,100 students per academic year. The one computer laboratory in the building is used by the students enrolled in the wellness class who are required to input assessment data using specialized software for analysis. As a result, there is very little time for other physical education students in other courses to use the computer laboratory.

Renovation of the Biology Department in the lower level of the Science Center will provide improved and updated biology laboratories, classrooms, teaching and laboratory support space, and faculty and department offices. The renovation will provide a better teaching and learning environment with state-of-the-art laboratory and classroom equipment.

Renovation of the Technology Center is planned for fall 2012, once the Engineering Department moves into the Applied Engineering. Interior and exterior renovation of the facility will take place to maintain the physical condition of the building and to provide quality academic space for teaching and learning.

Comparable Projects

The three projects involve buildings constructed in 1969, 1976, and 1979 and are the oldest facilities on campus. The University has maintained the facilities, given the limited resources available through the General Repair and Rehabilitation appropriation. In order to repurpose these facilities for current use, the University requests Special Repair and Rehabilitation funding.

Background Materials

Design information for the projects is included with the project summary.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR CLASSROOM RENOVATION/EXPANSION

CLASSROOM RENOVATION/EXPANSION G-0-11-2-01	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASE							
Classroom (110 & 115)	132,981	4,500	-	137,481	-	5,620	143,101
Class Lab (210,215,220,225,230,235)	141,011	4,500	-	145,511	-	10,400	155,911
Non-class Lab (250 & 255)	19,943	-	-	19,943	-	4,200	24,143
Office Facilities (300)	220,608	1,200	529	222,337	-	5,480	227,817
Study Facilities (400)	107,896	-	-	107,896	-	-	107,896
Special Use Facilities (500)	116,561	-	-	116,561	-	-	116,561
General Use Facilities (600)	174,996	-	20,497	195,493	-	-	195,493
Support Facilities (700)	84,585	1,000	903	86,488	-	5,300	91,788
Health Care Facilities (800)	3,019	-	-	3,019	-	-	3,019
Resident Facilities (900)	561,367	-	-	561,367	-	-	561,367
Unclassified (000)	1,845	-	-	1,845	-	-	1,845
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	1,564,812	11,200	21,929	1,597,941	-	31,000	1,628,941

Notes:

- (1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects Space Under Construction: Applied Engineering Center. Space Planned and Funded: Teaching Theater.
- (2) Should include capital projects requested by the institution based on 2013-15 Capital Request Summary Space in Capital Request: Physical Activities Center Expansion.

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

**CAPITAL PROJECT COST DETAILS
FOR: CLASSROOM RENOVATION EXPANSION**

Institution:
Campus:

Budget Agency Project No.:
Institutional Priority:

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	October	2013
Start Construction	November	2013
Occupancy (End Date)	January	2015

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering	\$ 658,472	\$ 16,528	\$ 675,000
b. Architectural	\$ 658,472	\$ 16,528	\$ 675,000
c. Consulting	\$ 146,327	\$ 3,673	\$ 150,000
<u>Construction</u>			
a. Structure	\$ 8,779,631	\$ 220,369	\$ 9,000,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 3,365,525	\$ 84,475	\$ 3,450,000
c. Electrical	\$ 2,487,562	\$ 62,438	\$ 2,550,000
<u>Movable Equipment</u>	\$ 487,757	\$ 12,243	\$ 500,000
<u>Fixed Equipment</u>	\$ 390,206	\$ 9,794	\$ 400,000
<u>Site Development/Land Acquisition</u>	\$ 585,309	\$ 14,691	\$ 600,000
<u>Other (Please list)</u>	\$ -	\$ -	
TOTAL ESTIMATED PROJECT COST	\$ 17,559,263	\$ 440,737	\$ 18,000,000

(1) Cost Basis is based on current cost prevailing as of: July, 2012

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

**CAPITAL PROJECT OPERATING COST DETAILS
FOR: CLASSROOM RENOVATION EXPANSION**

Institution: University of Southern Indiana
Campus:

Budget Agency Project No.: G-0-11-2-01
Institutional Priority: 1

ANNUAL OPERATING COST/SAVINGS (1)					GSF OF AREA AFFECTED BY PROJECT
	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses	
1. Operations	\$ 4.14	\$ 197,478	\$ 78,991	\$ 118,487	47,700
2. Maintenance	\$ 1.44	\$ 68,688	\$ 27,475	\$ 41,213	
3. Fuel	\$ 0.64	\$ 30,528		\$ 30,528	
4. Utilities	\$ 1.20	\$ 57,240		\$ 57,240	
5. Other	\$ 0.53	\$ 25,281		\$ 25,281	
TOTAL ESTIMATED OPERATIONAL COST	\$ 7.95	\$ 379,215	\$ 106,466	\$ 272,749	

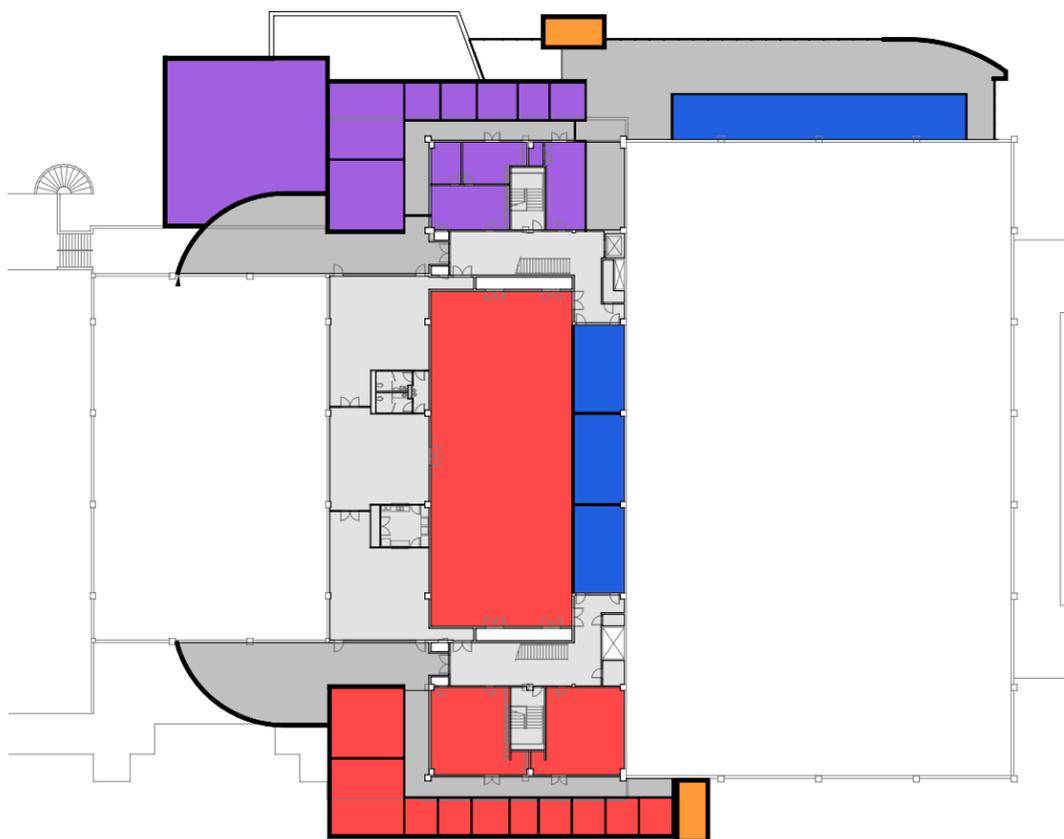
Description of any unusual factors affecting operating and maintenance costs/savings.
The gross square feet affected by this project (47,700) is the new space added to the Physical Activities Center. Although other existing space will be renovated, the operating cost will not change.

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



OCCUPANCY LEGEND

- WEIGHT TRAINING
- TRAINING
- HUMAN PERFORMANCE
- RESTROOMS/CONCESSIONS
- VERT CIRCULATION
- MECH/ELEC/STORAGE
- CIRCULATION
- EXISTING



OCCUPANCY LEGEND

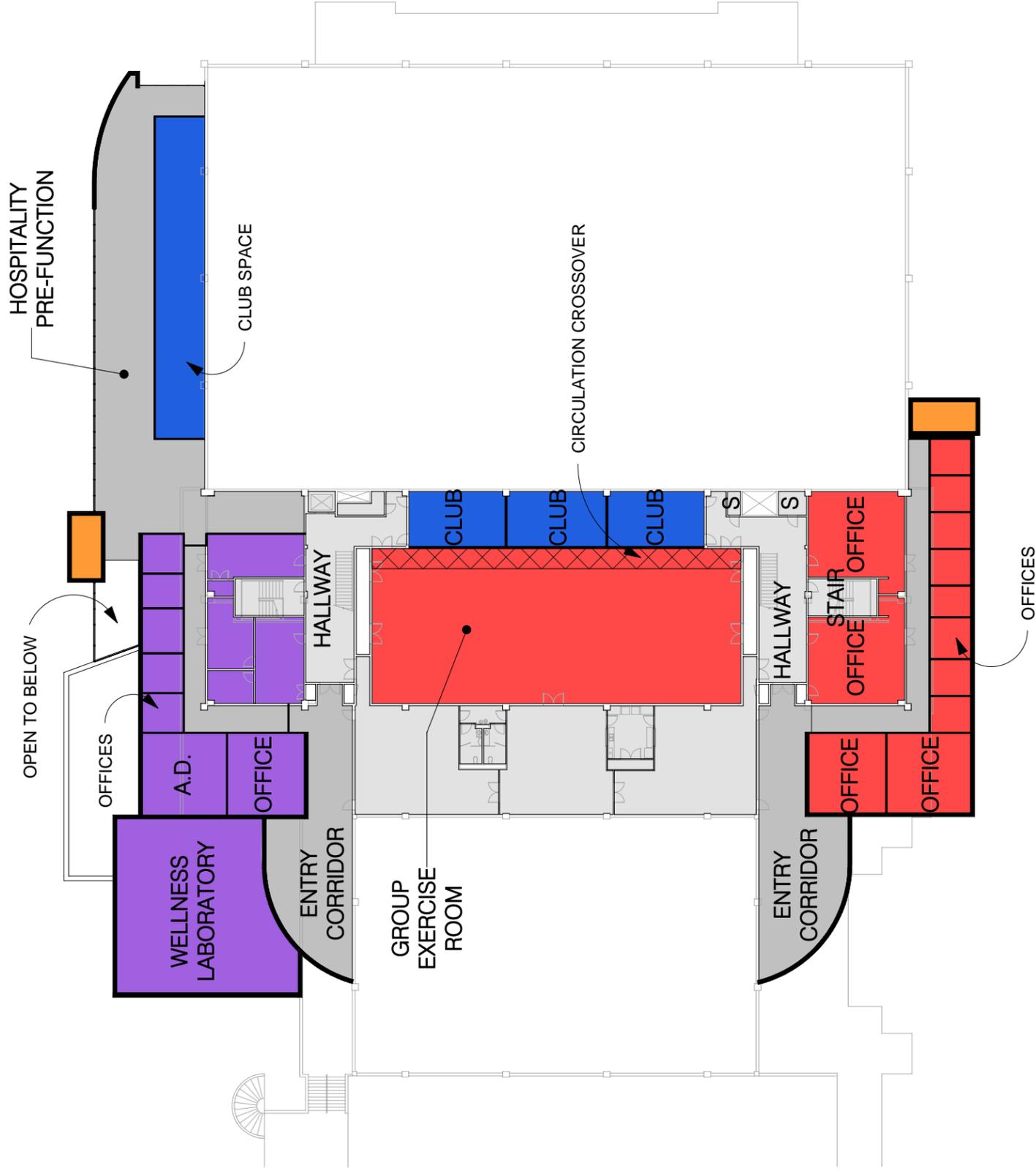
- PHYS. ED.
- ATHLETICS
- HOSPITALITY
- VERT CIRCULATION
- CIRCULATION
- EXISTING



OCCUPANCY LEGEND

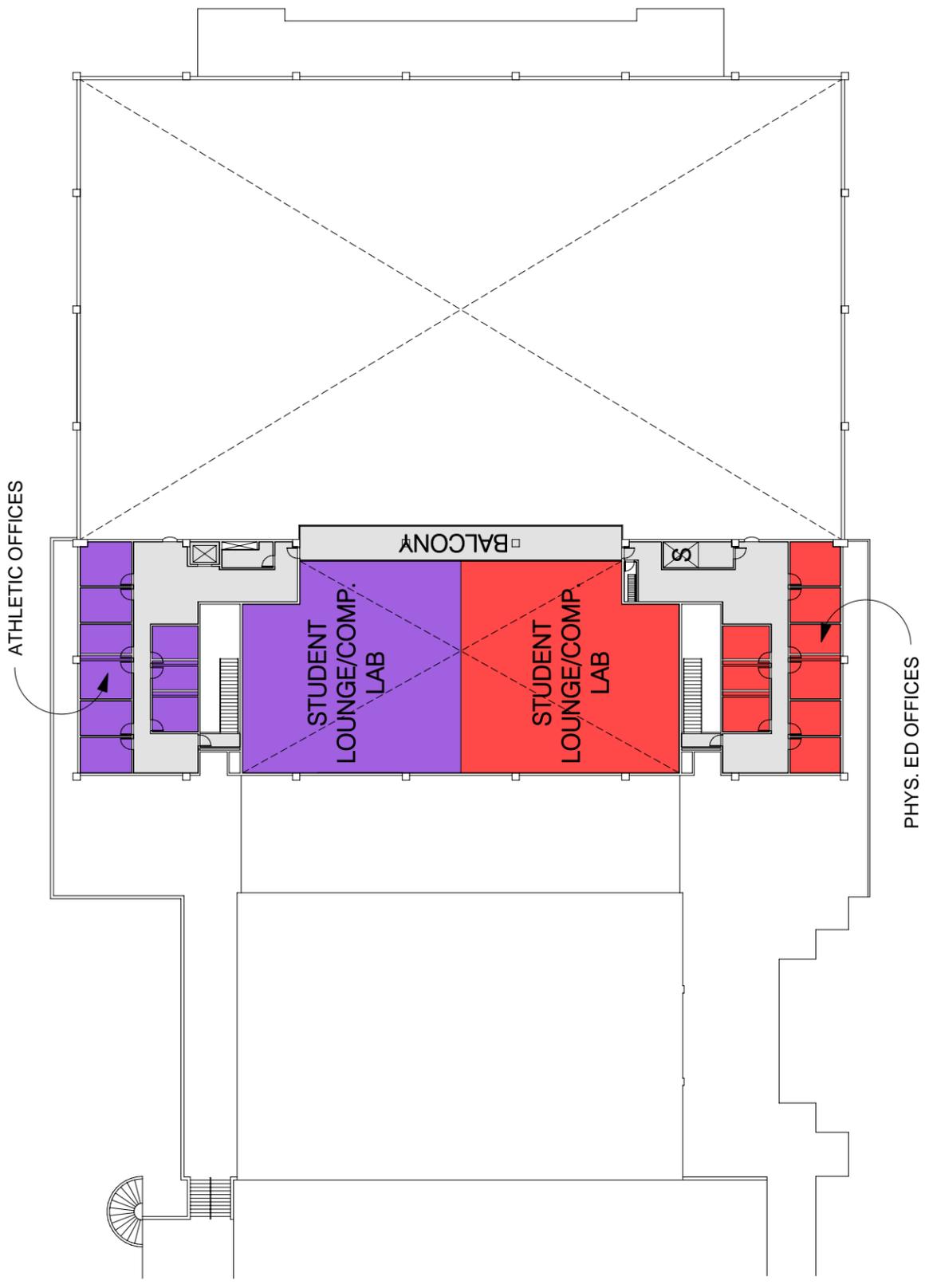
- PHYS. ED.
- ATHLETICS
- EXISTING





OCCUPANCY LEGEND

- PHYS. ED.
- ATHLETICS
- HOSPITALITY
- VERT CIRCULATION
- CIRCULATION
- EXISTING



OCCUPANCY LEGEND

- PHYS. ED.
- ATHLETICS
- EXISTING

AREA SCHEDULE - 00 LOWER	
ROOM NAME	AREA
00 - LOWER LEVEL PLAN	
CIRCULATION	
CONCOURSE	10843 SF
ENTRY	137 SF
ENTRY	121 SF
	11101 SF
HUMAN PERFORMANCE	
H.P. LAB	592 SF
H.P. LAB	798 SF
OFFICE	149 SF
OFFICE	72 SF
	1611 SF
MECH/ELEC/STORAGE	
MECH	340 SF
MECH	340 SF
POOL MECH	297 SF
	977 SF
RESTROOMS/CONCESSIONS	
CONC.	512 SF
CONC.	713 SF
CONC.	628 SF
CONC.	448 SF
MEN'S	585 SF
MEN'S	587 SF
WOMEN'S	863 SF
WOMEN'S	865 SF
	5202 SF
TRAINING	
TRAINING	2589 SF
	2589 SF
VERT CIRCULATION	
STAIR	166 SF
STAIR	166 SF
	333 SF
WEIGHT TRAINING	
WEIGHT TRAINING	3994 SF
	3994 SF
	25808 SF

AREA SCHEDULE - 02 SECOND	
Room Name	Area

02 - SECOND FLOOR PLAN	
ATHLETICS	
OFF.	137 SF
OFF.	133 SF
OFF.	168 SF
OFF.	112 SF
OFF.	133 SF
OFF.	167 SF
OFF.	113 SF
OFF.	100 SF
OFF.	138 SF
STUDENT LOUNGE/COMP. LAB	3280 SF
	4480 SF

PHYS. ED.	
OFF.	115 SF
OFF.	102 SF
OFF.	141 SF
OFF.	134 SF
OFF.	131 SF
OFF.	165 SF
OFF.	110 SF
OFF.	131 SF
OFF.	163 SF
STUDENT LOUNGE/COMP. LAB	3280 SF
	4472 SF

AREA SCHEDULE - 01 FIRST	
ROOM NAME	AREA
01 - FIRST FLOOR PLAN	
ATHLETICS	
A.D.	607 SF
LOBBY	374 SF
OFFICE	370 SF
OFFICE	256 SF
OFFICE	133 SF
OFFICE	33 SF
OFFICE	138 SF
OFFICE	138 SF
OFFICE	157 SF
OFFICE	120 SF
OFFICE	138 SF
OFFICE	556 SF
WELLNESS LABORATORY	2477 SF
	5498 SF
CIRCULATION	
CORRIDOR	538 SF
CORRIDOR	793 SF
ENTRY CORRIDOR	1535 SF
ENTRY CORRIDOR	1579 SF
HOSPITALITY PRE-FUNCTION	3294 SF
	7739 SF
HOSPITALITY	
CLUB	1409 SF
CLUB	481 SF
CLUB	471 SF
CLUB	470 SF
	2830 SF
PHYS. ED.	
GROUP EXERCISE ROOM	5090 SF
OFFICE	767 SF
OFFICE	785 SF
OFFICE	591 SF
OFFICE	128 SF
OFFICE	128 SF
OFFICE	146 SF
OFFICE	110 SF
OFFICE	127 SF
OFFICE	128 SF
OFFICE	127 SF
OFFICE	128 SF
OFFICE	541 SF
	8794 SF
VERT CIRCULATION	
STAIR	166 SF
STAIR	166 SF
	333 SF
Grand total	25194 SF

COMMISSION FOR HIGHER EDUCATION

Thursday, March 12, 2015

BUSINESS ITEM C:

College Readiness Reports Release

Staff Recommendation

For discussion only.

Background

The Commission’s College Readiness Reports are produced annually to help local schools and communities understand how their students are performing in college while informing policies that increase college readiness and success. Although a steady majority (65%) of Hoosiers enroll in college within a year of graduating high school, many of them are not sufficiently prepared for success when they arrive on campus. With a focus on Indiana public colleges and universities—where half of the state’s high school graduates attend—the data confirm that about one-fourth are enrolled at least one remedial course in math and/or English Language Arts. The data also show that diploma type matters: general diploma and waiver graduates are more likely to need remediation than Core 40 diploma earners, and Core 40 graduates are more likely to need remediation than those who finish with an Academic Honors diploma. Finally, rigorous preparation in the form of Advanced Placement courses reduces the likelihood of a student needing remediation in college.

Supporting Documents

2013 State Level College Readiness Report
2013 Data at a Glance

Indiana College Readiness Report

2013 High School Graduates State of Indiana



High School Graduates Enrolling in College

Breakdown	# of HS Graduates	# Enrolled in College	% Enrolled in College
High School Diploma Type			
Honors	23,760	21,811	92%
Core 40	35,705	21,387	60%
General	11,658	2,766	24%
High School Graduation Waiver Status			
Graduated with Waiver	5,899	1,532	26%
Graduated without Waiver	65,224	44,432	68%
Advanced Placement Status			
Took and Passed an AP Test	8,598	7,867	91%
Took but Did Not Pass an AP Test	8,719	7,809	90%
Did Not Take an AP Test	53,806	30,288	56%
21st Century Scholar Status			
21st Century Scholar	9,639	7,321	76%
Non 21st Century Scholar	61,484	38,643	63%
Socioeconomic Status			
Free or Reduced Lunch	22,663	11,776	52%
Non Free or Reduced Lunch	48,460	34,188	71%
Race/Ethnicity			
White	55,281	36,446	66%
Black	7,135	4,414	62%
Hispanic	4,866	2,574	53%
Asian	1,319	1,007	76%
Other	2,522	1,523	60%
All Students	71,123	45,964	65%



High School Graduate Enrollment by College Type

College Type	# of HS Graduates	% of Total HS Graduates
Indiana Public College	34,383	48.3%
Indiana Private College (non-profit)	5,498	7.7%
Indiana Private College (for-profit)	198	0.3%
Out-of-State Public College	2,983	4.2%
Out-of-State Private College (non-profit)	2,677	3.8%
Out-of-State Private College (for-profit)	124	0.2%
Non-degree Granting School	101	0.1%
Did Not Enroll in College	25,159	35.4%

Indiana College Readiness Report

2013 High School Graduates State of Indiana



Indiana Public College Students Needing Remediation

Breakdown	# Enrolled in IN Public College	# Needing Remediation	% Needing Remediation	# Earning Remedial Credits	% Earning Remedial Credits
High School Diploma Type					
Honors	15,118	805	5%	715	89%
Core 40	16,986	5,565	33%	3,782	68%
General	2,279	1,518	67%	732	48%
High School Graduation Waiver Status					
Graduated with Waiver	1,200	857	71%	475	55%
Graduated without Waiver	33,183	7,031	21%	4,754	68%
Advanced Placement Status					
Took and Passed an AP Test	5,099	100	2%	82	82%
Took but Did Not Pass an AP Test	5,620	576	10%	459	80%
Did Not Take an AP Test	23,664	7,212	30%	4,688	65%
21st Century Scholar Status					
21st Century Scholar	6,274	1,787	28%	1,184	66%
Non 21st Century Scholar	28,109	6,101	22%	4,045	66%
Socioeconomic Status					
Free or Reduced Lunch	9,698	3,412	35%	2,030	59%
Non Free or Reduced Lunch	24,685	4,476	18%	3,199	71%
Race/Ethnicity					
White	27,047	5,337	20%	3,734	70%
Black	3,380	1,565	46%	844	54%
Hispanic	2,033	564	28%	380	67%
Asian	765	99	13%	75	76%
Other	1,158	323	28%	196	61%
All Students	34,383	7,888	23%	5,229	66%



Indiana Public College Remediation by Subject

Subject	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	# Earning Remedial Credits	% Earning Remedial Credits
Math Only	3,869	11%	2,766	71%
English/Language Arts Only	1,894	6%	1,339	71%
Both Math and English/Language Arts	2,125	6%	1,124	53%
No Remediation	26,495	77%	--	--

Indiana College Readiness Report

2013 High School Graduates State of Indiana



Indiana Public College Enrollment by College

College	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Ball State University	3,029	8.8%
Indiana State University	2,094	6.1%
University of Southern Indiana	1,482	4.3%
Indiana University-Bloomington	4,285	12.5%
Indiana University-East	289	0.8%
Indiana University-Kokomo	432	1.3%
Indiana University-Northwest	693	2.0%
Indiana University-Purdue University-Indianapolis	3,303	9.6%
Indiana University-South Bend	804	2.3%
Indiana University-Southeast	741	2.2%
Indiana University-Purdue University-Fort Wayne	1,372	4.0%
Purdue University-Calumet Campus	622	1.8%
Purdue University-North Central Campus	562	1.6%
Purdue University-Statewide Technology	63	0.2%
Purdue University-West Lafayette	3,363	9.8%
Ivy Tech Community College	9,458	27.5%
Vincennes University	1,791	5.2%



Indiana Public College Enrollment by Degree Type

Degree Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Bachelor's Degree (four-year)	21,927	63.8%
Associate Degree (two-year)	11,118	32.3%
Award of at least 1 but less than 2 academic years	401	1.2%
Award of less than 1 academic year	195	0.6%
Unclassified undergraduate	742	2.2%



Indiana Public College Enrollment by Status

Status	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Full-Time Students	27,909	81%
Part-Time Students	6,474	19%

Indiana College Readiness Report

2013 High School Graduates State of Indiana



Indiana Public College Enrollment by Program Type

Program Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Arts and Humanities	6,485	19%
Business and Communication	5,226	15%
Education	2,126	6%
Health	5,949	17%
Science, Technology, Engineering, and Math (STEM)	6,625	19%
Social and Behavioral Sciences and Human Services	2,684	8%
Trades	2,061	6%
Undecided	3,227	9%



Indiana Public College Student Performance

Breakdown	# Enrolled in IN Public College	Average Freshman Year GPA	Average Freshman Credit Hours Earned
High School Diploma Type			
Honors	15,118	3.1	27.54
Core 40	16,986	2.3	17.73
General	2,279	1.9	9.41
High School Graduation Waiver Status			
Graduated with Waiver	1,200	2.1	11.06
Graduated without Waiver	33,183	2.6	21.87
Advanced Placement Status			
Took and Passed an AP Test	5,099	3.2	28.83
Took but Did Not Pass an AP Test	5,620	2.8	25.42
Did Not Take an AP Test	23,664	2.4	18.98
21st Century Scholar Status			
21st Century Scholar	6,274	2.4	21.30
Non 21st Century Scholar	28,109	2.7	21.54
Socioeconomic Status			
Free or Reduced Lunch	9,698	2.3	17.65
Non Free or Reduced Lunch	24,685	2.7	23.00
Race/Ethnicity			
White	27,047	2.7	22.27
Black	3,380	2.1	16.50
Hispanic	2,033	2.5	19.37
Asian	765	2.9	25.86
Other	1,158	2.4	18.76
All Students	34,383	2.6	21.50

Indiana College Readiness Report

2013 High School Graduates State of Indiana

Data sources: Commission for Higher Education, Indiana Department of Education, and National Student Clearinghouse.

NOTES

- Count of high school graduates and associated disaggregations are based on the total count of graduates reported on the IDOE-GR report for 2013. Graduate counts are NOT cohort graduate counts. As such, graduate counts and associated disaggregations may not match cohort graduate counts and associated disaggregations reported in other places, such as DOE Compass.
- 21st century scholar status is based on students who were eligible for affirmation and affirmed. Students who were enrolled as scholars but did not affirm, or students who affirmed but were not eligible, are not considered 21st century scholars for this report.
- Enrollment information on page 1 represents all students enrolled in postsecondary education, regardless of institution type, as reported by the National Student Clearinghouse and Indiana public higher education institutions. A student was considered enrolled only if: a) s/he was enrolled as a degree or certificate-seeking undergraduate student during the 2013-14 school year; b) s/he was enrolled for the equivalent of at least one semester during the 2013-14 school year.
- Information on pages 2-4 represents only students who enrolled in an Indiana public postsecondary institution.
- To be counted as earning remedial credits, a student needed to earn credits in the subject(s) in which s/he was identified as needing remediation. If a student was identified as needing remediation in both English and Math, the student would need to earn credits in both English and Math in order to be counted as earning remedial credits.
- Full time enrollment status is defined as enrolled in 12 or more credits in the semester of entry. Part-time enrollment status is defined as enrolled in fewer than 12 credits in the semester of entry.
- *** means data were suppressed for that cell because fewer than 10 students appeared in that cell. Also, because of complementary suppression rules, at least two cells had to be suppressed for each category and disaggregation. As a result, in some cases, cells with more than 10 students were suppressed.

Indiana College Readiness Report

Data At-a-Glance: Class of 2013

	Percentage who Go to College	3-Year Trend	Percentage who Enter College-Ready	3-Year Trend	Average Freshman Year Credit Hours Earned	3-Year Trend	Percentage who Persist to Year 2	2-Year Trend
All Students	65%	-1%	77%	-8%	21.5	-0.8	76%	∩
<i>By High School Diploma Type</i>								
Honors	92%	-1%	95%	-2%	27.5	∩	92%	∩
Core 40	60%	∩3%	67%	-8%	17.8	∩0.2	67%	∩1%
General	24%	∩2%	33%	-16%	9.4	∩0.4	43%	∩
Graduated with Waiver	26%	-1%	29%	-14%	11.1	-0.2	48%	∩1%
<i>By Socioeconomic Status</i>								
Non Free or Reduced Lunch	71%	-1%	82%	-8%	23.0	-0.6	80%	-1%
Free or Reduced Lunch	52%	-2%	65%	-12%	17.7	-0.9	63%	∩1%
21st Century Scholar	76%	-1%	71%	-9%	21.3	-1.5	72%	∩
<i>By Race/Ethnicity</i>								
White	66%	-1%	80%	-8%	22.3	-0.6	78%	-1%
Black	62%	∩	54%	-9%	16.5	-1.2	61%	∩1%
Hispanic	53%	-3%	72%	-13%	19.4	-0.6	71%	∩1%
Asian	76%	-2%	87%	-6%	25.9	-0.3	87%	-1%
Other	60%	∩2%	72%	-7%	18.8	-0.1	66%	∩4%

Percent who go to college is based on the enrollment numbers shown on page 1 of the report.

Percent who are college-ready is the *inverse* of the percent needing remediation as shown on page 2 of the report.

»For example, 5% of honors diploma recipients need remediation, so 95% (100% - 5%) are college-ready.

Average Credit Completion are shown on page 4 of the report.

Credit Completion is a blend of those enrolled full-time (80% of students) and those enrolled part-time (20% of students).

Year two persistence is based on continued enrollment at any Indiana public institution for the following fall. This does not include private institutions. Persistence is reported on a one-year lag.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 12, 2015

BUSINESS ITEM D: Indiana’s Career Ready Campaign

Staff Recommendation

For discussion only.

Background

Indiana’s Career Ready campaign will begin its inaugural season April through July 2015. Starting with the official statewide kick-off week (April 20-24), Career Ready aims to:

- **Educate** Hoosier students about the range of **career options** in Indiana;
- **Expose** Hoosier students of all ages to meaningful **work-and-learn experiences**; and
- **Equip** Hoosier students with the **education and skills** required to meet employer demand and succeed in their careers.

From employer presentations to job-shadowing experiences, Career Ready is designed to help students of all ages connect their classroom learning to real-world applications and workforce expectations while encouraging K-12 schools and colleges to incorporate workplace exposure and experience opportunities at all levels.

By bringing together educators and employers together to promote career exploration and career preparation, Indiana has an opportunity to proactively tackle the talent pipeline and skills gap challenges that stand in the way of realizing the state’s economic development aspirations. Learn more about Career Ready, including resources for educators and employers, at CareerReadyIndiana.org.

Career Ready is one of three annual campaigns— along with *College GO! Week* and *Cash for College* —supported by the Commission’s Learn More Indiana outreach arm. Designed to engage local partners across the state at strategic points during the year, each campaign has a clear focus with specific steps to help students achieve college and career success. Learn more at LearnMoreIndiana.org.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION
 Thursday, March 12, 2015

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

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Ivy Tech Community College – Terre Haute	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	02/17/2015	Under CHE review
02	Indiana University South Bend	Master of Science in Education in Educational Leadership	02/17/2015	Under CHE review

COMMISSION FOR HIGHER EDUCATION

Thursday, March 12, 2015

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

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
01	Purdue University West Lafayette	Bachelor of Science in Industrial Management		Splitting a degree program
02	Purdue University West Lafayette	Bachelor of Science in Industrial Management in Supply Chain, Information, and Analytics		Splitting a degree program
03	Purdue University West Lafayette	Certificate in Acting		Adding a certificate from an existing degree program
04	Purdue University West Lafayette	Certificate in Theatre Lighting		Adding a certificate from an existing degree program
05	Indiana University Southeast	Undergraduate Certificate in Asian Affairs		Adding a certificate from an existing degree program
06	Indiana University Southeast	Undergraduate Certificate in Latin American Affairs		Adding a certificate from an existing degree program
07	Indiana University Southeast	Undergraduate Certificate in European Affairs		Adding a certificate from an existing degree program
08	Indiana University Southeast	Undergraduate Certificate in Professional Writing		Adding a certificate from an existing degree program
09	Ivy Tech Community College – Multiple Locations	Certificate in CNC Production Machinist		Adding a certificate from an existing degree program

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
10 Ivy Tech Community College-Multiple Locations	Technical Certificate in CNC Production Machinist		Adding a certificate from an existing degree program
11 Indiana University Southeast	Post-Baccalaureate Certificate in International Affairs		Adding a certificate from an existing degree program
12 Indiana University Southeast	Post-Baccalaureate Certificate in European Affairs		Adding a certificate from an existing degree program
13 Indiana University Southeast	Post-Baccalaureate Certificate in Latin American Affairs		Adding a certificate from an existing degree program
14 Indiana University Southeast	Post-Baccalaureate Certificate in Asian Affairs		Adding a certificate from an existing degree program
15 Indiana University Southeast	Master's in Interdisciplinary Studies		Changing the name of an existing degree program
16 University of Southern Indiana	Bachelor of Professional Studies		Changing the name of an existing degree program. Adding distance education delivery to an existing degree program
17 Ball State University	Master of Science in Historic Preservation		Adding a location to an existing degree program
18 Ball State University	Master of Architecture		Adding a location to an existing degree program

COMMISSION FOR HIGHER EDUCATION

Thursday, March 12, 2015

INFORMATION ITEM C: Capital Projects Awaiting Action

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

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

I. NEW CONSTRUCTION

A-9-09-1-12 Indiana University Southeast
New Construction of Education and Technology Building
Project Cost: \$22,000,000
Submitted 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, March 12, 2015

INFORMATION ITEM D: Media Coverage

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

Indiana Daily Student
FAFSA deadline approaches, La Casa helps
Maia Cochran
February 17, 2015

March 10 is bolded, enlarged and colored red at the end of each email from Precious McMillon, 21st Century Scholar support specialist at IU.

Less than three weeks away, March 10 is the last day for students to file their Free Application for Federal Student Aid for the 2015-16 academic year.

FAFSA is an income-based application students file each year in order to assess the amount of money their family is expected to contribute toward higher education.

This application also determines the amount of grants, scholarships and loans a student will be eligible to receive.

Every year the FAFSA deadline is the same: March 10.

“This is not a deadline for students to be procrastinating,” McMillon said.

Students who miss the deadline for FAFSA will miss an entire year’s worth of financial aid at any Indiana institution for post-secondary education.

La Casa Latino Cultural Center hosted a FAFSA filing help session from 6-8 p.m. Tuesday.

Diana Velazquez, graduate assistant of La Casa, and Gabriel Escobedo, graduate student, sat down with students individually to guide them through the FAFSA filing process.

As Velazquez made phone calls and answered questions for one family, Escobedo made his way around the room to help simplify the process for other students.

Prior to attending IU, Escobedo spent four years aiding first-generation students in filing for financial aid.

“One of the most difficult situations is when students are essentially out on their own,” Escobedo said. “But FAFSA still requires their parents’ information.”

He said this situation is not impossible, but the process “just gets tricky” when parents are not available to help.

“These sessions are especially important for first-generation students, where they or their families may not exactly be familiar with the process,” Velazquez said.

Escobedo and Velazquez worked side-by-side with students throughout the session until each student was comfortable going forward with filling out their FAFSA.

Kassidy Klingensmith, sophomore and 21st Century Scholar, came to La Casa with questions about the FAFSA. She is no longer a dependent on her parents' taxes.

"My mom told me she wasn't claiming me," Klingensmith said. "So this year, it was all me."

She said she was thankful for La Casa's advice on the FAFSA process, because this year was a different process.

A common misconception students have about filing is that they must wait until after filing their taxes to file for FAFSA, McMillon said.

Estimating income and taxes based on tax numbers from the previous year is acceptable when filling out FAFSA.

Students will have the option to update tax information on the application later.

Many need-based types of financial aid are awarded on a first-come, first-serve basis, according to the FAFSA website.

McMillon said students who are also eligible to receive the IU-Bloomington 21st Century Scholars covenant are especially advised to file FAFSA as soon as possible.

Students awarded with the 21st Century Scholarship who fail to complete FAFSA on time will lose their scholarship money for an entire academic year, she said.

If they miss this year's deadline, they will be allowed to file again the next year.

The IU-Bloomington covenant is a grant awarded to students at IU to account for expenses that exceed tuition.

The award is meant to assist with housing costs, McMillon said.

If students miss the deadline, this scholarship will be lost indefinitely.

McMillon encourages students to not be afraid to ask for help with filing FAFSA, as she said procrastination is not an acceptable method for dealing with filing.

"I had a student approach me the other day and tell me she was afraid to fill it out," McMillon said. "So I told her to pick a time that we can meet and fill it out together."

Whether students seek help through McMillon, La Casa or elsewhere, Velazquez said the help is available on campus for those who need it.

"It's financial aid," Velazquez said. "And it's necessary for students to file."

Velazquez and Escobedo will be available during a help session from 6-8 p.m. today at La Casa. The session is open to all students, even those not affiliated with La Casa.

Associated Press
Indiana Launching Push to Inform Students about Internships
Rick Callahan
February 23, 2015

Indiana is launching a new statewide push to teach students about the value of internships and other work-based experiences that can boost their job prospects in an increasingly competitive economy, the state's higher education commissioner said Monday.

Commissioner Teresa Lubbers said the Career Ready campaign will debut in late April as part of Gov. Mike Pence's challenge to Indiana companies to add 10,000 internships and other work-based learning experiences for students. The new push is a partnership between the commission, companies and colleges.

Lubbers said the Career Ready campaign will teach high school and college students about "meaningful" career and workplace experiences they can pursue.

"This effort will teach more students about Indiana's wide range of career opportunities — from job-shadowing to internships — that make them better prepared and more attractive to employers," Lubbers said during her annual state of higher education address at the Statehouse.

She said that with employers demanding better-educated workers, internships and other on-the-job experiences that are available to both high school and college students can help them as they pursue their educations while dreaming of landing a job in their field of choice.

Lubbers said recent Gallup-Purdue Index findings showed that only 6 percent of college graduates nationwide said they had "a meaningful internship or job in college."

The Pence administration's Indiana Career Council and regional work councils are working to get the state's companies to add 10,000 internships in the years ahead.

On Monday, Lubbers encouraged the state's colleges and universities to work with businesses to incorporate internships into their degree programs.

"We want work-and-learn experiences to become the new standard on our campuses and in our classrooms," she said.

The Career Ready Campaign will link students with internships, and job shadowing and training experiences in their area of interest through a website and regional career fairs. Colleges and schools will also hold career events and be encouraged to incorporate elements of the campaign into daily lessons.

Brandon Morgeson, a 22-year-old who will graduate in May from Ball State University with a degree in communications studies, landed an internship with the Indiana Senate last year after hearing about the chamber's internships during a college job fair.

Morgeson said the paid internship has given him invaluable on-the-job experience, even though he hasn't decided exactly what career he'll pursue.

"I feel like I got lucky with my internship. I see so many of my friends graduating and they're just going straight home and not getting jobs," Morgeson said.

The Statehouse File
Lubbers: Students need more internships, real world experiences
Andi TenBarge
February 23, 2015

Indiana Higher Education Commissioner Teresa Lubbers encouraged state colleges to incorporate more internship opportunities and work-based experiences into their degree programs.

In her third State of Higher Education Address, the former state senator said she wants to connect college students to careers – and internships are a good way to do it.

"Students get the most value out of their degrees and credentials when we give them the skills, attention and experiences they need to succeed in their careers and our modern economy," Lubbers said. "They show that students are more engaged on the job, in their communities, in their personal lives when colleges meet their needs,"

Lubbers said about 6 percent of college graduates said that they had a meaningful internship or job experience during college. She encouraged colleges to expand partnerships with employers and to incorporate more work-based programs into their degree programs.

Lubbers also pointed out that Gov. Mike Pence and Lt. Gov. Sue Ellspermann have set a goal to add 10,000 internships statewide.

"It is abundantly clear that students who have opportunities to apply their classroom learning in a real-world setting are better prepared to meet employer expectations and succeed in their careers," Lubbers said

The Commission for Higher Education is sponsoring a statewide Career Ready Campaign in collaboration with educators and employers from around the state. It is meant to inform students of their options when it comes to having meaningful career and workplace experiences, such as internships or job shadows, before graduation.

"Employers are demanding more educated and trained employees, and employers must be active and engaged partners in helping higher education create the employees they need to succeed," Lubbers said.

Lubbers, a former state senator, also credited a law passed in 2013 – which she called "bold sweeping financial aid reform" – for improvements in the number of students staying on track for graduation.

The law requires students to complete at least 30 credit hours per year to maintain their financial aid amounts for the following year. Once put into practice, the recipients of both the 21st Century

and Frank O' Bannon scholarship programs have seen increased rates of students taking and completing the required credits.

Andi TenBarge is a reporter for TheStatehouseFile.com, a news site powered by Franklin College journalism students.

Inside Indiana Business

Lubbers Urges More Business, Education Connection

February 23, 2015

At the third-annual State of Higher Education Address, Commissioner Teresa Lubbers called on Indiana colleges to embrace new data measures that better convey the value of college while taking steps to incorporate meaningful internships - and other work-based experiences - as part of their degree programs.

"Indiana can and should be a national leader in measuring the impact of higher education in equipping our graduates to lead fulfilling, productive lives," said Lubbers. "We must also strive to strengthen the connection between education and employment by making work-based learning a core component of the college experience."

Measuring College Value

Lubbers announced that the Commission would be partnering with Indiana colleges and the national Gallup organization to measure the satisfaction and well-being of Hoosier graduates.

With funding support from USA Funds and Gallup, the Commission has negotiated a discounted price for colleges that sign up to participate before June 30, 2015. The effort will be based on the national Gallup-Purdue Index, which found that graduates who had a college internship and completed their degrees on time were significantly more positive about their college experience.

Connecting College to Careers

Embracing Governor Pence and Lt. Governor Ellspermann's goal to add 10,000 internships statewide, Lubbers is encouraging Indiana colleges to expand partnerships with employers and to incorporate work-based learning experiences into their undergraduate degree programs. Lubbers pointed to Gallup data indicating that only 6 percent of graduates strongly agree that they had a meaningful internship or job during college.

"It is abundantly clear that students who have opportunities to apply their classroom learning in a real-world setting are better prepared to meet employer expectations and succeed in their careers," Lubbers said, noting that most degree programs do not require it. "We want work-and-learn experiences to become the new standard on our campuses and in our classrooms."

To build momentum for change in this area, the Commission is sponsoring a new statewide Career Ready campaign this spring in partnership with educators and employers around the state.

The campaign will teach students of all ages about the many pathways to a meaningful career and the workplace experiences - from job shadowing to internships - that will make them more employable upon completing education and training beyond high school.

Visit www.che.in.gov for a transcript and video of the full address or to read the Commission's "Reaching Higher, Achieving More" strategic plan. Learn more about Indiana's Career Ready campaign at CareerReadyIndiana.org.

WIBC News
Indiana Colleges Can Find Out How Well Their Graduates Are, or Aren't, Doing
Ray Steele
February 23, 2015

Colleges and universities will have the chance to survey their graduates as part of an effort to comply with a possible future mandate from the federal government.

"In recent months, there's been a lot of talk in the nation's capitol a federal ranking system for higher education institutions," said Teresa Lubbers, Indiana's Higher Education Commissioner on reports that the government's ranking system might include a report on the performance of a college's graduates. Rather than waiting for Washington to act, the Commission on Higher Education will partner with polling company Gallup to create a customized version of a post-graduate survey that schools can use - Purdue University already uses one with its Gallup-Purdue Index, which began in 2014 and surveys 30,000 graduates from all types of colleges across the country. "Purdue is using the results to transform the student experience, with more focus on faculty-student interaction, increased internships, on-the-job training and the creative use of technology," Lubbers said during her annual State of Higher Education speech at the Statehouse.

Lubbers says the commission has secured federal funding to help pay for the survey, and that the commission has negotiated a discounted price from Gallup for schools that sign up to be part of the survey before June 30. "Indiana can and should be a national leader in quantifying the impact of the college experience," Lubbers said. "With this measure, we can provide a more complete answer to the question 'is college worth it'."

Though it recently dialed back its plan, the Obama administration has been talking for months about tying federal college aid to the performance of a school's graduates, and coming up with a rating system based on graduate performance in the workforce. Colleges have fought hard against such a rating system, but Lubbers thinks the state's schools should be ahead of the curve just in case and that having detailed information on the success or lack thereof from graduates only helps the school. "What better way to identify consumer needs, challenges and opportunities than by talking directly with graduates and assessing the most essential outcomes of higher education."

The Brazil Times
**Commissioner calls on Indiana colleges to embrace new data measures,
strengthen connections between higher education and employment**
February 24, 2015

At the third-annual State of Higher Education address, Commissioner Teresa Lubbers called on Indiana colleges to embrace new data measures that better convey the value of college while taking steps to incorporate meaningful internships--and other work-based experiences--as part of their degree programs.

"Indiana can and should be a national leader in measuring the impact of higher education in equipping our graduates to lead fulfilling, productive lives," said Lubbers. "We must also strive to strengthen the connection between education and employment by making work-based learning a core component of the college experience."

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Connecting College to Careers Embracing Governor Pence and Lt. Governor Ellspermann's goal to add 10,000 internships statewide, Lubbers is encouraging Indiana colleges to expand partnerships with employers and to incorporate work-based learning experiences into their undergraduate degree programs. Lubbers pointed to Gallup data indicating that only 6 percent of graduates strongly agree that they had a meaningful internship or job during college.

"It is abundantly clear that students who have opportunities to apply their classroom learning in a real-world setting are better prepared to meet employer expectations and succeed in their careers," Lubbers said, noting that most degree programs do not require it. "We want work-and-learn experiences to become the new standard on our campuses and in our classrooms."

To build momentum for change in this area, the Commission is sponsoring a new statewide Career Ready campaign this spring in partnership with educators and employers around the state. The campaign will teach students of all ages about the many pathways to a meaningful career and the workplace experiences--from job shadowing to internships--that will make them more employable upon completing education and training beyond high school.

Visit www.che.in.gov for a transcript and video of the full address or to read the Commission's "Reaching Higher, Achieving More" strategic plan. Learn more about Indiana's Career Ready campaign at CareerReadyIndiana.org.

Lafayette Journal and Courier
New college surveys inspired by Purdue-Gallup Index
Joseph Paul
February 24, 2015

Purdue University has once again served as a model of reform in Indiana's higher education system.

In a Monday address, Indiana Commissioner of Higher Education Teresa Lubbers announced a partnership with the national Gallup organization that aims to quantify the satisfaction of Indiana's college graduates.

The effort is based on the Purdue-Gallup Index, which in its first 2014 report surveyed more than 30,000 Purdue graduates and found that students who finished on time and completed an internship were more positive about their college experiences and more active in their careers and communities, Lubbers said.

The report also underscored the importance of a strong student-faculty relationship, she noted.

"In short, the results confirm what we've known all along: Students get the most value out of their degrees and credentials when we give them the skills, attention and experiences they need to succeed in their careers and our modern economy," Lubbers said during the third annual State of Higher Education address.

With support from Funds USA and Gallup, Indiana colleges that sign up to participate in the survey by July 30 will receive a discounted price — well worth the cost, considering Purdue used results from its index to "transform the student experience," she said.

"I know that several other Indiana schools are exploring a partnership with Gallup, and we want to capitalize on this momentum," she said. "Indiana can and should be a national leader in quantifying the impact of the college experience with richer data and more meaningful measures."

Purdue Public Radio, WBAA
Higher Ed Commissioner Pushes Internships in Annual Address
Stephanie Wiechmann
February 24, 2015

Indiana's higher education commissioner says the state needs to focus on a more meaningful hands-on learning style if it wants more Hoosiers to take a chance on college.

Indiana’s goal is to have 60-percent of Hoosiers complete a college degree or certificate by the year 2025. And the state has a way to go. It’s listed among the bottom 10 states when it comes to college completion.

In her “State of Higher Education” address, commissioner Teresa Lubbers says students want more practical experience from their courses.

A study conducted by polling agency Gallup and Purdue University shows that only 6-percent of college graduates think they had a meaningful internship while in school. Lubbers says that figure is driving a new state campaign.

“It should be the rule – and not the exception – that students have quality work-based learning in all disciplines, not just in engineering, education, and nursing,” Lubbers says. “Governor Pence and Lieutenant Governor Ellspermann are leading these efforts and challenging employers to add 10,000 internships or other work-based learning experiences.”

In addition to a more hands-on curriculum, Lubbers says Indiana needs to focus on adult learners – those that began degrees, but never completed them. She wants these people to get back into a classroom to “finish what they started.”

Lubbers says Indiana is making strides in getting students their degrees in a timely fashion. She says a year after state financial aid reforms were passed, the state has seen a double digit increase in the number of students taking 15 credits a semester – which is the benchmark of Indiana’s “15 to Finish” campaign.

Bedford Times-Mail
Our Opinion: Community ahead in embracing internships
Editorial Board
February 25, 2015

Increasing the connections between education and employment was a prominent theme in Monday’s State of Higher Education Address by Teresa Lubbers, Indiana commissioner for higher education.

She shared a vision for making sure colleges are molding the more educated and trained employees that employers are demanding. But, responsibility also falls on business leaders. “Employers must be active and engaged partners in helping higher education create the employees they need to succeed,” Lubbers said.

Lubbers focused attention on the value of student internships in Hoosier workplaces, and, in so doing, was urging increased use of a tool that Lawrence County business and education leaders already have been touting. Just one year ago, the Bedford Chamber sponsored a Friday Focus

luncheon during which participants learned that the practice of hiring interns serves the needs of the employer and the students. The Bedford Chamber regarded the event, which was part of the local Up for Ed initiative, as the beginning a conversation that could bring significant boosts to the community.

Lubbers said the current state administration is challenging employers to add 10,000 internships or other work-based learning experience. She said the commission will launch the state’s first-ever Career Ready campaign this spring. It will be an effort to teach more students about Indiana’s wide range of career opportunities, the educational pathways that lead to employment, and the many workplace experiences — from job shadowing to internships — that make them better prepared and more attractive to employers.

Providing internships for college students, however, is not enough in and of itself. It’s incumbent upon businesses who opt to offer such experiences to also make sure an intern’s job experience enriches the student’s academic learning.

Lubbers said a Gallup-Purdue Index revealed that only 6 percent of graduates strongly agreed that they had a meaningful internship or job in college.

Lubbers’ address didn’t focus on a benefit that was emphasized when Janet Boston, executive director of Indiana INTERNnet, spoke to Bedford Chamber members. She told her audience that Hoosier businesses can help keep the state’s brightest people in Indiana. “There are many solutions to the brain drain. This is one of them,” Boston said earlier.

By already having started the conversation about internships a year ago, the Lawrence County community could find itself poised to participate in the new push for expanding and enhancing workplace experiences for college students.

The Butler Collegian
Grade Inflation: GPA’s Increase
Matthew Vantryon
February 25, 2015

Grades at universities across the nation have risen at a steady rate over the past two decades. The cause of this increase is a reason for debate. Some say this phenomenon — [known as grade inflation — is a cause for concern, while others are not so sure.](#)

From 1991-1992, the average grade-point average among all secondary education institutions was 2.93, according to data compiled by [Stuart Rojstaczer, a former Duke University professor.](#)

By the 2006-2007, that had risen to 3.11. The change was even more noticeable in private schools, which specifically saw an increase from 3.09 to 3.30 over that same time period.

[Michele Neary](#), registrar with Butler's registrations and records, said Butler University's current average grade-point average among students pursuing an undergraduate degree this spring is 3.356. This follows the trajectory of the increase presented in the Rojstaczer data.

Christopher Healy is a professor at [Furman University in South Carolina](#). He worked with Rojstaczer to compile data and write a number of papers about the issue of grade inflation. He said when grade inflation is prevalent, students become misinformed about their progress in the classroom.

"If I take a performance and get an 'A' in the course, I don't know if I was the No. 1 student in the course or if I was just average, if more than 50 percent of the grades are 'A's,'" he said. "I don't really get the right feedback."

Sophomore Danielle Daratony said the point of taking classes is to learn. If grades do not properly reflect performance, she said it lessens the impact of the learning process.

"I think from the outside looking at it, it does hinder students," she said. "The point of them taking a class is for them to learn, grow and work hard. If they are not doing that and they are just being handed a grade, then it kind of seems pointless to take the class in the first place."

While the average grade at Butler is not an "A" (a 3.36 GPA is the equivalent of a "B"-plus average), it is not an uncommon occurrence — especially among private institutions.

According to data from Rojstaczer, nearly 50 percent of private institutions had an "A" as the most common grade in 2008. When combined with those students who received a "B," nearly three-quarters of students received one of the top two grades on the scale.

Undergraduates have been receiving higher grades since the mid 1980s.

The result, Healy said, is that strong academic students no longer know where they stand academically. By contrast, students who struggle in the classroom are made well-aware of their shortcomings.

"Our grading system is very good at identifying failure and making sure that those people are helped or escorted off the campus if they don't improve," he said. "But the grading system does not do a good job of identifying the very top."

For some students, even receiving a "B" seems like a small accomplishment.

“If a student makes a ‘B’-plus as an accomplishment, and it should be an accomplishment,” Healy said. “The college catalog defines a ‘B’ as a pretty good grade. In some courses to make a ‘B’ means you are one of the worst morons in the class.”

Daratomy said she prefers being challenged, even if it means receiving a lower grade.

“The goal for me is to get something from the class,” she said. “If that means I try really hard and still get a lower grade, at least I know I’ve worked hard and learned something. That is when I know I’m learning and I’m being challenged, when I don’t automatically get an ‘A’-plus.”

While students benefit from high grades, their future employers face the difficult task of separating the good from the better from the best. This is far from a perfect science, Healy said, as employers do research into the academic standards of universities, as well as attempting to provide a national “standard” against which to measure.

“Employers do more than look at your GPA,” Healy said. “They do look at where you came from, and they probably know something about where you came from. If a college has a reputation for being an easy-grading college, their GPA’s will be taken with a grain of salt versus another college that is known for having lower grades.

“Mentally, an employer might add or subtract a number from your GPA to compare it to somebody else.”

Teresa Lubbers is the Indiana commissioner for higher education. She said that analyzing GPA on a nationwide scale has its flaws. She said there are a variety of factors that could go into an increase in academic performance.

“You would have to figure out what is causing that campus by campus,” she said. “Is it a commitment to intervention to help students, is it financial policies that require students to keep certain grade point averages to keep their financial aid?”

One of the factors that could impact grade inflation — or potentially lower grades — is the courses a student takes. Brandt Kolb is a first-year pharmacy student. He said the room for error in pharmacy school likely differs from that in other colleges at the university.

“For me, those core classes were always a good buffers,” he said. “It was always nice to get ‘A’s’ and not put as much work in. But is it fair? Maybe not. In pharmacy school, you can get a ‘C’ and know the majority of the material. In pharmacy school, the room for error is less.”

Lubbers said the better way to determine if grade inflation is really an issue affecting colleges is to find a common set of students and [analyze their performance](#).

“You would have to take a peer group of the students who come in with about the same amount of academic preparation, the same activities that are taking place over the same period of time, and then measure,” he said.

While grades are a major factor in one’s educational process, Healy said they are far from the only barometer.

“Twenty years after you graduate, nobody is going to care what grade you get,” he said. “The lessons of a lifetime are not the letters that are on your transcript.”

Lubbers echoed Healy, saying that she is much more concerned with what students are learning that will make a positive impact down the road.

“Is it a worthwhile discussion to be concerned about what students know when they come out? That is the discussion for me,” she said. “What do they know at the end of their college experience that they know and are able to take into the workforce?”

Indianapolis Star
Indiana Reports Gains in Higher Education
March 1, 2015

You get what you pay for — in life and in higher education. In Indiana, we understand that, and we have taken impactful steps to make sure our goals are reflected in our financial support for both colleges and students.

Recently, I provided an update on the state of higher education in Indiana, and there are many gains to celebrate — from more streamlined degree programs to increases in the number of students completing college.

More than just growing enrollments, we are focused on increasing the number of Hoosiers receiving a degree or credential in a timely fashion for an affordable price. This is a goal we must achieve to meet modern workforce needs and improve lives. The Center on Education and the Workforce at Georgetown University found that by 2020 more than 60 percent of the expected job vacancies in Indiana will require a postsecondary credential. That's why we've set a state goal for 60 percent of Hoosiers holding a quality degree or credential by 2025.

Like never before, our colleges are facing intense public scrutiny questioning the value of higher education. This attention is understandable: Too many families are borrowing large sums of money to pay for college. Indiana's colleges have responded to this pressure by holding tuition increases at or below the rate of inflation, with some actually freezing tuition all together.

Yet, holding the line on escalating tuition costs isn't enough. In Indiana, our approach to increasing and proving the value of higher education also involves incentives for students and colleges. These incentives were designed to pay for what we value most — including overall

degree completion, on-time degree completion, and the number of graduates from at-risk or low-income families.

Indiana's move to fund colleges based on performance metrics has been evolutionary, not revolutionary. Beginning in 2003 with a 1 percent research support incentive, our performance-funding metrics have gradually shifted to a focus on outcomes that are directly tied to student success.

The amount of total state support dedicated to performance incentives has grown to 6 percent — about \$67 million annually. This may seem like a small percentage of schools' overall budgets, but the results have been significant. In particular, the rate of improvement in key metrics — like overall degree completion and at-risk degree completion — has more than doubled.

Indiana recently gained national recognition for these efforts. HCM Strategists, a public policy consulting firm, released a study analyzing performance-based funding policies across the nation. Of the 35 states either developing or implementing these policies, Indiana is one of three states recognized as an exemplar in the study, along with Tennessee and Ohio.

Equally promising is the response from our state colleges. Many are instituting increased support and financial incentives for their students, such as graduation guarantees, degree maps, accelerated programs and enhanced advising.

This legislative session, we are asking state lawmakers to sustain their commitment to performance funding and increase the funds set aside to reward schools when they do a better job graduating students and keeping college affordable. Increasing our commitment to performance will help more Hoosiers gain the skills and experiences Indiana's employers are demanding.

Teresa Lubbers, Indiana Commissioner for Higher Education

**News-Talk Fort Wayne, WOWO
Too Few Students Ready for College
March 3, 2015**

A new report has found that more than three-quarters of high school graduates are prepared for college-level coursework.

The report found too many students are not college ready. Indiana Commissioner for Higher Education Teresa Lubbers said, "College readiness is a key measure predicting student success and degree affordability... Too many students still need remediation when they begin college, but the gains illustrated in our new report show real momentum for continued improvement."

Even with recent improvements, the report says too few college freshman are on track to complete their degrees on time. "The most affordable degree is an on-time degree," Lubbers said.

In call, 77% of students from the Class of 2013 were college ready, compared to 72% of the Class of 2012. Data for the state's public colleges and universities is collected annually by the Indiana Commission for Higher Education.

The Brazil Times
More Indiana High School Graduates are Entering College Prepared
March 3, 2015

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More than three-quarters of Indiana high school graduates are prepared for college-level coursework, according to Indiana's new College Readiness Reports released today. Statewide, there was an improvement of five percentage points in the number of Hoosier students who entered college directly from high school without needing remedial coursework before earning credits toward a degree.

"College readiness is a key measure predicting student success and degree affordability," Indiana Commissioner for Higher Education Teresa Lubbers said. "When students leave our K-12 system college-ready, they spend less on costly remedial courses and are more likely to graduate on time. Too many students still need remediation when they begin college, but the gains illustrated in our new report show real momentum for continued improvement."

Remedial courses, which don't count toward a college degree, are required when high school graduates lack the academic skills they need to be successful in college-level classes. Seventy-seven Indiana counties saw improvements in the percentage of students who were college-ready. Twenty-four of those counties saw increases of 10 or more percentage points.

Lessons Learned from Indiana's 2015 College Readiness Reports

Too many students are not college ready. Even with recent improvements, nearly one-quarter of students entering college require remedial coursework.

Diploma type matters. The type of high school diploma students earn is a strong indicator of their likelihood to enroll, be ready for and succeed in college. For example, 5 percent of students with Honors diplomas needed remediation in 2013--compared to 33 percent for those with Core 40 diplomas and 67 percent for those with General diplomas.

Too few college freshmen are on track to complete their degrees on time. In 2013, college freshmen earned an average of 21.5 credits their first academic year. To graduate on time, students need to take 15 credit hours per semester--or 30 credits per year.

"The most affordable degree is an on-time degree," Lubbers said. "More Hoosiers are making that connection because of our outreach efforts and financial incentives for students and colleges. I believe we will see even bigger gains in this area moving forward."

About the Data

The College Readiness Reports include data on Hoosier students who graduated from an Indiana public high school in 2013 and immediately entered college--including information on where students attend college, enrollment by program type, student performance as well as students' socioeconomic status and race/ethnicity. Seventy-seven percent of students from the Class of 2013 were college ready, compared to 72 percent of the Class of 2012.

Released annually by the Indiana Commission for Higher Education in partnership with the Indiana Department of Education, the reports aim to give local schools and communities a clear picture of student performance early in their college experience and to inform policies that increase college readiness and success.

This year, Indiana's College Readiness Reports include a new factor: two-year persistence. This new measure shows how many students who enroll in college as freshmen are still enrolled the following year. The report shows 76 percent of students who enrolled in college in 2011 remained enrolled at the same college in 2012. The nature of this measure means data will always be one year behind the rest of the factors measured in the readiness reports.

Accessing the College Readiness Reports

Available online at www.che.in.gov, the Indiana College Readiness Reports are provided at the high school, school corporation, county and state levels. The reports also are accompanied by a "User Guide" that helps schools and communities interpret the reports and use the data to inform local policy and instructional practices.

The Indiana College Readiness Reports include students who graduated from Indiana high schools in 2013 and attended a college or university during the 2013-2014 academic year. Data for the state's public colleges and universities is collected annually by the Indiana Commission for Higher Education. Data for Indiana private colleges and out-of-state colleges was provided by the National Student Clearinghouse.

Fox 28, South Bend - Elkhart More Indiana High School Graduates are Entering College Prepared March 3, 2015

Heading off to college is a stressful time in a person's life, but more students in Indiana are hitting campus prepared.

According to Indiana's new [College Readiness Report](#), more than three-quarters of Indiana high school graduates are prepared for college-level coursework.

Statewide, there was a five percent jump in the number of Indiana students who entered college directly from high school without needing remedial coursework before earning credits toward a degree.

Indiana Commissioner for Higher Education Teresa Lubbers says “When students leave our K-12 system college-ready, they spend less on costly remedial courses and are more likely to graduate on time. Too many students still need remediation when they begin college, but the gains illustrated in our new report show real momentum for continued improvement.”

Seventy-seven Indiana counties saw improvements in the percentage of students who were college-ready. Twenty-four of those counties saw increases of 10 or more percentage points.

Some takeaways from Indiana's College Readiness Reports:

- Too many students are not college ready. Even with recent improvements, nearly one-quarter of students entering college require remedial coursework.
- Diploma type matters. The type of high school diploma students earn is a strong indicator of their likelihood to enroll, be ready for and succeed in college. For example, 5 percent of students with Honors diplomas needed remediation in 2013—compared to 33 percent for those with Core 40 diplomas and 67 percent for those with General diplomas.
- Too few college freshmen are on track to complete their degrees on time. In 2013, college freshmen earned an average of 21.5 credits their first academic year. To graduate on time, students need to take 15 credit hours per semester—or 30 credits per year.

The entire report including how data was collected can be found at <http://www.in.gov/che/2489.htm>

Inside Indiana Business
Study: Most Kids Leave High School College-Ready
March 3, 2015

The state's new College Readiness Reports suggest more than 75 percent of Indiana high school graduates are prepared for the rigors of college coursework. The Indiana Commission for Higher Education also says more Hoosiers entered post-secondary education directly from high school without the need for remediation

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Lessons Learned from Indiana's College Readiness Reports

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WISH-TV, Indianapolis
Paying for college: Important deadlines, tips to earn scholarships
Jessica Smith
March 3, 2015

A major deadline that could save parents and students thousands of dollars is quickly approaching.

For Indiana students the [Free Application for Federal Student Aid](#) (FAFSA) is due on March 10.

The [FAFSA](#) qualifies college age students for grants, scholarships, work study jobs and loans based on a family’s income.

March is also the month for most private scholarship deadlines, and those aren’t just for college age students.

Clayton Smith is a sophomore majoring in pharmaceuticals at Butler University. Smith started applying for scholarships when he was in seventh grade, after his parents told him he would have to pay for college on his own.

“[My mother told me] minimum wage is \$7.25, so if you went to Burger King or McDonald’s you’d make \$7.25. If you spent the same amount of time writing an essay for a scholarship that was only \$100, let alone \$500 — you’re now making 10 times or 12 times that minimum wage,” said Smith.

Smith started local, looking for scholarships in his Tipton County community. Then he branched out to state, regional and national awards. Smith made a list of all the scholarships he wanted to win.

“Then I started cranking them out and writing the essays for them and it paid off. It paid dividends. I look back on it and I’m so happy that I spent that much time applying for scholarships because some students come to school and they have no idea like how much it’s going to be,” said Smith.

Smith said he earned about \$200,000 in scholarship money for a Butler University pharmaceutical degree, which takes 6 years to earn.

“Have a plan. You’ve got to start somewhere and you’ve got to start early. It’s just like investing money. You don’t want to start when you’re thirty. You want to start when you’re twenty,” said Smith.

Wells Fargo financial consultant, John Chec said prospective students need to start early. Mounting student loan debt is a problem he sees every day. National student loan debt has surpassed \$1 trillion in the United States.

“That’s more than even credit card loans. We need to really be much more proactive in educating ourselves into what we can afford and how we’re going to afford it,” said Chec.

The first step for parents is a [529 college savings plan](#). The cash you deposit earns tax credits, and grows tax free.

“That’s like earning free money,” said Chec.

Next comes scholarship preparation. While it’s great to start in seventh grade as Smith did, Chec said not everyone will need \$200,000 for college. He recommends starting the scholarship process during a student’s sophomore year.

“You have to start looking early. If you’re waiting to your senior year, you’re probably too late,” said Chec.

“A lot of people spend summers like, you know it’s vacation. But summer for me was a time to really sit down, really look into scholarships really write the essays,” said Smith.

Smith said students should apply for every scholarship they are eligible for, even if it’s competitive or a relatively small amount of money.

“You have to treat it like money because it’s free money that’s just out there to be given to students. If you don’t apply for it, you don’t ever get it. If you can start at 7th grade, or freshman year and have a plan and you can lay it out, it will pay off,” said Smith.

For more information about the [FAFSA](#) click [here](#). To look at Indiana scholarships click [here](#).

The Brazil Times
Clay 7th and 8th Grade Students Eligible for 21st Century Scholars Program
March 3, 2015

Parents are often concerned about what the future holds for their kids. In today's world, job opportunities often seem to be bleak. New media is constantly bombarding us with information about how poor the employment is outlook and how gas and food prices are continually fluctuating, and our disposable income is disappearing. Parents and schools must do all we can to make sure our kids are prepared for the future.

Education, or the lack of it, can greatly affect future opportunities for our kids. Research definitely indicates the higher level of education a person obtains; the higher one's median income is over a lifetime. Individuals with less than a high school diploma have suffered a decline in real income and have dropped even further behind individuals with more education and put themselves at risk of even finding a job. The importance of money in enabling parents to purchase better learning environments for their children can create a feeling of helplessness. How does one afford to send their child to college? Where can families find the necessary funds to finance a college education?

The 21st Century Scholars Program began in 1990 as Indiana's way of raising the educational aspirations of low and moderate income families. Students' families must meet certain income guidelines, and students must apply by June 30 of their 8th grade year. Students may also apply during the 7th grade. The program aims to ensure that all families can afford a college education for their children. Eligible students who fulfill the Scholars Pledge are provided up to four years of paid tuition at an Indiana college, university, or proprietary institution. Scholars also receive a variety of support services designed to help them succeed in school such as tutoring and college visits. In return, scholars are expected to keep a commitment to excellence in school and in life.

The 21st Century Scholars program was established to do the following:

- * Increase the number of students moving on to postsecondary educational institutions.
- * Increase the number of students who are prepared to enter the workforce upon graduation.
- * Decrease the high school drop-out rate.
- * Decrease drug and alcohol abuse among middle and high school students by encouraging higher educational pursuits.
- * Improve individual economic productivity and the quality of life for all Indiana residents.
- * Reduce the financial burden on the eligible students and their families.

The first step to receiving the 21st Century Scholars Scholarship is for parents and students to apply on-line at www.Scholars.in.gov. The website is user friendly as well as providing additional links for both parents and students. The application process takes about 20 minutes if

you have your social security numbers for parent and student plus tax information. Once the application process is completed, you will receive an electronic or written confirmation of your enrollment status within 120 days of the completion and submission of your enrollment application. Your child's school counselor is also able to help you through the application process.

Twenty-first Century scholars receive the support they need to perform academically, and plan, prepare, and pay for college and career success. Be sure and sign up today the only requirements the student must fulfill is they stay drug free and maintain a 2.5 grade point average on a 4.0 Scale.