



**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

# AGENDA

Thursday, September 13, 2018

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

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**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

**SEPTEMBER COMMISSION MEETING  
AGENDA**

**Wednesday, September 12, 2018**

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**INDIANA UNIVERSITY**

900 East 7th Street  
Bloomington, IN 47405

**CAMPUS TOUR**

4:00 P.M. – 5:30 P.M.

*Shuttle departs from Indiana Memorial Union*

**RECEPTION & DINNER**

5:45 P.M. – 7:00 P.M.

Indiana Memorial Union  
Solarium

**HOTEL ACCOMMODATIONS**

Indiana University  
Biddle Hotel and Conference Center  
Indiana Memorial Union  
900 East 7th Street  
Bloomington, IN 47405

***All events take place on Eastern Time***

101 West Ohio Street, Suite 300 • Indianapolis, Indiana 46204-4206 • 317.464.4400 • [www.che.in.gov](http://www.che.in.gov)

**Thursday, September 13, 2018**

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**COMMISSION MEETING**

Indiana University  
Indiana Memorial Union  
900 East 7th Street  
Bloomington, IN 47405

**COMMISSION BREAKFAST**

8:00 A.M. – 9:00 A.M.  
Federal Room

***Guest Presentation***

Lauren Robel, J.D., Provost

**OPEN BREAKFAST**

8:00 A.M. – 9:00 A.M.  
State Room

**WORKING SESSION**

9:00 A.M. – 11:30 A.M.  
Frangipani Room

**CALL IN INFORMATION:**

**DIAL:** 1 (605) 475-4700  
**PIN:** 230295#

**WiFi INFORMATION:**

attwifi

**WORKING SESSION TOPICS**

- Academic Transformation at Indiana University
- Welcome of Stephanie Wilson
- Welcome of Alecia Nafziger
- Performance Funding Changes
- Roadtrip Indiana Project
- Committee Report Outs

**COMMISSION MEMBER LUNCH**

11:45 A.M. – 1:00 P.M.

Federal Room

***Lunch Guests***

President Michael McRobbie

**STAFF LUNCH**

11:45 A.M. – 1:00 P.M.

State Room

**BUSINESS MEETING**

1:00 P.M. – 3:00 P.M.

Frangipani Room

**CALL IN INFORMATION:**

**DIAL:** 1 (605) 475-4700

**PIN:** 230295#

**WiFi INFORMATION:**

attwifi

**I. Call to Order – 1:00 P.M. (Eastern)**  
**Roll Call of Members and Determination of Quorum**  
**Chair’s Remarks**  
**Commissioner’s Report**  
**Consideration of the Minutes of the August 9, 2018 Commission Meeting ..... 1**

**II. Business Items**

A. 2019-2021 Indiana Postsecondary Institution Budget Presentations..... 7

1. Indiana University
2. Ivy Tech Community College
3. University of Southern Indiana
4. Indiana State University

B. Academic Degree Programs for Full Discussion

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C. Academic Degree Programs for Expedited Action ..... 25

1. Bachelor of Science in Criminal Justice at Indiana University at IUPUI Columbus

D. Capital Projects for Full Discussion

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3. Indiana University Bloomington – International Center ..... 45
4. Indiana University Purdue University Indianapolis – Ball Residence Hall Renovation.. 53

E. Capital Projects for Expedited Action .....	61
1. Purdue University West Lafayette – Hillenbrand Residence Hall Bathroom Renovation & Sewer Replacement Phase II	
2. Purdue University West Lafayette – Fiber-Optic Network Cable Installation	
3. Purdue University West Lafayette – Heine Pharmacy Building HVAC Renovation	
4. Purdue University West Lafayette – Physics Building HVAC Renovation	
5. Purdue University West Lafayette – University Residences Bathroom Renovation Phase VIII Shreve Residence Hall	
6. Purdue University West Lafayette – Wetherill Laboratory of Chemistry Exhaust Hood Replacement	
7. Indiana University Purdue University Indianapolis – ICTC Information Technology Renovation	
8. Indiana University Bloomington – Wells Library Ground Floor Renovation and Accessibility Upgrades	

**III. Information Items**

A. Academic Degree Programs Awaiting Action .....	65
B. Academic Degree Program Actions Taken by Staff .....	67
C. Media Coverage .....	69

**IV. Old Business  
New Business**

**V. Adjournment**

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The next meeting of the Commission will be on **October 11, 2018, in West Lafayette, Indiana.**

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, August 9, 2018**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ball State University, 2000 West University Avenue, Muncie, IN 47306 with Chairman Chris LaMothe presiding.

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

*Members Present:* Mike Alley, Dennis Bland, Jud Fisher, Coleen Gabhart, Chris LaMothe, Chris Murphy, Kathy Parkison, Dan Peterson, Beverley Pitts, John Popp and Alfonso Vidal  
*On the Phone:* Jon Costas

*Members Absent:* Lisa Hershman and Allan Hubbard

**CHAIR'S REPORT**

On behalf of the Commission, I would like to thank President Mearns and the rest of the Ball State staff for your hospitality yesterday and hosting our meeting today.

This morning we welcomed our newest Commission member, Coleen Gabhart. Coleen is a 2018 graduate Ivy Tech Community College where she earned an Associates of Science with a Global Studies Certificate. She continues to take courses at Ivy Tech and plans to earn a Bachelor's Degree in Business. While at Ivy Tech, Coleen served as Vice President then later President of the Student Body of the Lafayette campus. She also served as the Student Representative on the Ivy Tech State Board of Trustees and as an intern for the government relations office. Coleen is passionate about the agriculture industry, serving as an active member in FFA and 4-H.

I am sure I speak for all of us when I say that we will greatly benefit from your expertise over the next two years. Welcome.

Commissioner Lubbers recently announced the departure of two key members of her staff, Jason Bearce and Dominick Chase. Jason Bearce has accepted the position as Vice President of Education & Workforce Development at the Indiana Chamber of Commerce and Dom will be Assistant Vice President of Finance and Chief Procurement Officer at Ivy Tech. While we are abundantly aware of the loss we face, we are pleased to announce two highly qualified individuals as their replacements.

Alecia Nafziger joins the Commission from the Indiana House Republican Caucus, where she currently serves as Fiscal Analyst. She has worked closely with the Commission on budget

and fiscal matters in this role and her previous position as Assistant Director of Education and Economic Development for the State Budget Agency.

Stephanie Wilson, who previously served as our Communications Director, will return to the Commission after serving as Press Secretary for Indiana Governor Eric Holcomb. She brings with her many years of experience in strategic communications and we are pleased to have her back on the Commission staff.

**R-18-04.1 RESOLVED:** That the Commission for Higher Education hereby by approves hiring Stephanie Wilson and Alecia Nafziger Associate Commissioners (Motion – Fisher, second – Murphy, unanimously approved)

Before we continue with our regular meeting items, I would like to propose this year's officer slate. Each year in August the Commission elects a new slate of officers. This slate was created by a nominating committee consisting of one member per class. The 2018-2019 Officer Slate includes:

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

**R-18-04.2 RESOLVED:** That the Commission for Higher Education hereby approves the 2018-2019 Officer Slate (Motion – Murphy, second – Parkison, unanimously approved)

#### **COMMISSIONER'S REPORT**

Commissioner Lubbers began her report stating, first, I want to welcome our new student Commission member, Coleen Gabhart. In addition, I'd like to welcome Alecia Nafziger and Stephanie Wilson who are joining the Commission after Labor Day. As I stated in the announcement release that went out on Monday, it's hard to imagine two people better prepared to hit the ground running in these roles.

July is the month for higher education meetings, and while we are selective in our participation there are many that reap benefits. I'll highlight the State Higher Education Executive Officers meeting that was earlier this month. At this meeting, we got a chance to learn from other states – new programs, legislative agendas and political challenges. It always makes me glad to be the SHEEO in Indiana. In our state report, I spoke about our efforts to ensure affordability; align education and the workforce; prove degree and credential value; and address equity gaps. There is always interest in our commitment to paying for what we value through performance funding for schools and requirements for financial aid students that are tied to success. I just returned yesterday from SHEEO's policy conference, where I presented at the opening session with my peers from Oregon and New Jersey on the topic of my State of Higher Education Address: The Value of Higher Education in an Age of Skepticism. It was helpful to see how all of us are dealing with the value proposition.

Closer to home, I was invited to share the Commission’s perspective on Closing the Educational Attainment and Equity Gaps at the 2018 Indiana Black Expo meeting. I was able to provide a “sneak look” at our Equity report and appealed to them to engage with us in these issues as well as teacher preparation and developing a more diverse teaching workforce. We are partnering with ETS to sponsor a convening on September 14<sup>th</sup> focused on Best Practices of Attracting, Admitting, Supporting and Graduating a Diverse Educator Workforce.

The Governor’s Workforce Cabinet continues to build support for work and learn opportunities, career navigation and blended funding sources. I had the opportunity along with others on the Cabinet to join Jud and the Muncie community for a meeting on “The Future of Work in Delaware County.” It really highlights the need for these efforts to be contextual around regional and economic needs. Representatives of five major manufacturers, Ivy Tech, Ball State, The Chamber of Commerce and several non-profits are collaborating to build the 21<sup>st</sup> century workforce and meet the needs of employers. As you would expect, Jud’s leadership is pivotal to this effort.

In the coming months, you’ll be reviewing budget requests by the institutions and legislative ideas from our staff. In preparation for the legislative session, we’re meeting with legislators and their staff – with a focus on demonstrating the return on investment for the dollars invested in the schools or the students who attend, especially financial aid recipients. Senator Young’s conversation with us today will provide some intersection between our work and the federal higher education issues and ways to streamline the policies or funding streams.

In closing, I want to use this opportunity to publicly thank both Jason and Dom for their contributions to the Commission’s work. They are both smart, committed to their work and our cause, and have been integral to our work – from our strategic plan and initiatives to our fiscal and IT innovations. We would not be in the strong position we are today without them. On both a personal and professional level, they will be missed – but they’re not going far and we wish them the very best.

## **CONSIDERATION OF THE MINUTES OF THE MARCH, 2018 COMMISSION MEETING**

**R-18-04.3 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the June, 2018 regular meeting. (Motion – Vidal, second – Murphy, unanimously approved)

## **II. PUBLIC SQUARE**

### **A. Alignment of State and Federal Policies in Higher Education**

#### **1. Senator Todd Young**

For our Public Square discussion today, we are honored to have U.S. Senator Todd Young join us for a thoughtful dialogue on the alignment of state and federal policies in higher education. Commissioner Lubbers moderated the discussion.

### III. BUSINESS ITEMS

#### A. College Equity Report

In 2013, the Commission passed a resolution which set a goal to cut the state's race-and-ethnicity achievement gap in half by 2018 and to eliminate it by 2025. A new Equity Report measures progress on closing this gap, as well as gaps related to gender, family income, and rural or non-rural status. The report also found that the 21st Century Scholars program appears to play a significant role in closing several of these gaps. Mr. Sean Tierney presented key findings from the report.

#### B. Academic Degree Programs for Expedited Action

1. Bachelor of Science in Community Health Advocacy to be offered by Indiana University at IUPUI Columbus
2. Bachelor of Arts/Bachelor of Science in Social Sciences to be offered by Indiana University Southeast

**R-18-04.3 RESOLVED:** That the Commission for Higher Education hereby approves the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Vidal, second – Murphy, unanimously approved)

#### C. Capital Projects for Full Discussion

1. Ball State University – New North Residential Neighborhood Phase II

Ms. Becca Polcz presented the project. Mr. Dominick Chase provided the staff recommendation.

**R-18-04.4 RESOLVED:** That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Popp, unanimously approved)

#### D. Capital Projects for Expedited Action

1. Ball State University – STEM and Health Professions Facilities Phase II

**R-18-04.5 RESOLVED:** That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Vidal, unanimously approved)

#### E. Performance Funding Per-Unit Payments

**R-18-04.6 RESOLVED:** That the Commission for Higher Education hereby approves the following Performance Funding Per-Unit Payments, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Fisher, unanimously approved)

**IV. INFORMATION ITEMS**

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

**V. OLD BUSINESS  
NEW BUSINESS**

There was none.

**VI. ADJOURNMENT**

The meeting was adjourned at 2:52 P.M.

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Chris LaMothe, Chair

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Al Hubbard, Secretary



**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 13, 2018

**BUSINESS ITEM A:**

**2019-2021 Indiana Postsecondary Institution  
Budget Presentations**

**Background**

By statute, (Indiana Code 21-18-6), the Commission for Higher Education must review the legislative budget requests for all state postsecondary educational institutions and make recommendations concerning appropriations and bonding authorizations.

As part of this review, the Commission has requested that the following institutions present their 2019-2021 budget submission during the September 2018 Commission meeting and be prepared to answer questions that will assist the Commission in its review:

- Indiana University
- Ivy Tech Community College
- University of Southern Indiana
- Indiana State University



**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 13, 2018

**BUSINESS ITEM B-1:**

**Bachelor of Science in Cloud Computing and Solutions at Purdue University Global**

**Staff Recommendation**

That the Commission for Higher Education approve the Bachelor of Science in Cloud Computing and Solutions to be offered by Purdue University Global in accordance with the background discussion in this agenda item and the Program Description.

**Background**

**Review Process.** The Academic Affairs and Quality Committee discussed this program at its August 20, 2018 meeting and reacted favorably to the proposal.

**Similar Programs in Indiana.** In the *independent* or private, non-profit sector, no institution offers a baccalaureate program specifically focused on cloud computing.

In the *proprietary* or private, for-profit sector, no institution offers a baccalaureate program specifically focused on cloud computing.

Within the *public* sector, no institution offers a baccalaureate program specifically focused on cloud computing, although IU Bloomington does offer a 12-credit hour Graduate Certificate in Cloud-Based Business Data Analytics, which the Commission approved in December 2017.

**Related programs at Purdue University Global.** Purdue University Global currently offers a B.S. in Information Technology and a B.S. in Cybersecurity.

**General Background.** The proposed B.S. in Cloud Computing and Solutions, an entirely online program, would be offered through the Purdue Global School of Business and Information Technology, which also offers the bachelor's program in Cybersecurity. This request represents the first new program proposal to come before the Commission since the Commission authorized what was then Purdue NewU as a state affiliated institution and since Purdue University Global had its official public launch on April 2 of this year, following external approvals by the federal government and the Higher Learning Commission.

All programs offered by Purdue University Global are on the quarter credit hour system, with the exception of programs offered through Purdue Global's Concord School of Law, which are based on semester credit hours.

The proposed B.S. in Cloud Computing and Solutions requires 180 quarter credit hours. Almost all courses required for this degree are broken down into five or six modules, with each of the 180 modules generating one quarter hour. Most Purdue Global students are part time and take 10-12 modules, or two courses, in each ten-week term, which would enable students to complete the program in four years.

**Transfer of Credit.** Because of the unique focus of the proposed program on Cloud Computing, existing Transfer Single Articulation Pathways (TSAPs) in Computer Science and in Information Technology and Informatics are not good fits. The Commission requested the University to work with Ivy Tech Community College and Vincennes University to see if other programs, for example the Ivy Tech A.S. in Database Management, might provide opportunities for articulation, but none were found.

Purdue Global did agree that students completing the Statewide Transfer General Education Core (STGC) could transfer all 30 semester credit hours (the equivalent of 45 quarter hours) and have them apply toward meeting requirements for the Cloud Computing and Solutions degree. Additional technical coursework taken by Ivy Tech and VU transfer students would be evaluated on a course-by-course basis.

The Commission has requested that Purdue Global devise a plan, by which the University's 30-plus baccalaureate degrees would be evaluated for articulation possibilities, beginning with the existing 19 TSAPs that have been developed.

**Accreditation.** Although Purdue University Global has programs accredited by ABET, that organization does not currently have an appropriate specialized accreditation for the B.S. in Cloud Computing and Solutions. Purdue Global may seek to become a Center of Academic Excellence and thereby become designated through a program jointly sponsored by the National Security Agency and the U.S. Department of Homeland Security.

**Certifications.** Purdue University Global has designed its program so that students might pursue, if they so wish, certifications that primarily address the first two "pillars" of cloud computing: Amazon (AWS) and Microsoft Azure (the third

pillar is Google). Materials submitted by the University have identified almost a dozen professional or industry certifications that relate in one way or another to the Cloud Computing and Solutions curriculum, including certifications awarded by CompTIA, Microsoft, Amazon, and Cisco.

**Enrollment Projections.** As an online institution serving a national audience, Purdue University Global has submitted enrollment and degrees conferred projections for the nation as a whole. It is anticipated that a small fraction of these enrollments will be for students residing in Indiana, and while the number of Hoosiers enrolled in the program is expected to grow over time, that number will always represent a relatively small fraction of overall enrollments.

**Supporting Document**

Program Description – Purdue University Global Bachelor of Science in Cloud Computing and Solutions

## Program Description

### **B.S. in Cloud Computing and Solutions, To Be Offered by Purdue University Global**

#### **1. Characteristics of the Program**

**a. Campus(es) Offering Program:**

This degree is designed to be delivered online.

**b. Scope of Delivery (Specific Sites or Statewide):**

This program will be delivered nationally, in all states in which we are authorized to do so. Some states may require further approvals and we will seek those over time.

**c. Mode of Delivery (Classroom, Blended, or Online):**

Online.

**d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):**

None.

**e. Academic Unit(s) Offering Program:**

School of Business and Information Technology at Purdue University Global.

#### **2. Rationale for the Program**

**a. Institutional Rationale (Alignment with Institutional Mission and Strengths)**

- **Why is the institution proposing this program?**

The field of cloud computing and solutions is a rapidly-growing area in the field of information technology, with some predicting it will be essentially the sole source of computing in the next decade. We believe that this program meets an immediate need as well as a future one and at least one of our corporate partners has specifically expressed an interest in our creating a more robust offering in this space.

- **How is it consistent with the mission of the institution?**

The Purdue University Global mission is:

*Purdue University Global delivers personalized online education tailored to the unique needs of adults who have work or life experience beyond the classroom, enabling them to develop essential academic and professional skills with the support and flexibility they need to achieve their career goals.*

This degree offering aligns neatly as it will develop competencies and skills to prepare career-focused students in a nascent and growing discipline of information technology. Purdue Global has a long history of successful bachelor-level offerings in information technology and this is seen as the logical next development in a series of offerings evolving with and adapting to the professional environment and market needs.

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

This program fits neatly into Purdue University Global's *Long Range Plan*, the theme of which is "it's about time" and focuses on several key indicators: growth, graduation, and reputation.

*Growth:* A healthy institution seeks growth, and this means enhancing current offerings, but also strategically adding new offerings. This program responds to a known professional and market need, as well as to interest from employers with whom we partner. We expect this to be a new source of students for us and one which will grow as the prevalence of cloud computing grows in the world. As an additional note, this program will be delivered using our *ExcelTrack* format, growing the opportunities available to students in this innovative competency-focused delivery model.

*Graduation:* Because this is an *ExcelTrack* program, we anticipate seeing enhanced graduation outcomes, since this delivery mode is closely tailored to the student, responding to their existing abilities and knowledge but also more neatly to their personal schedules and barriers.

*Reputation:* This program aligns with our goal of further enhancing our institutional reputation because it provides an opportunity to be one of the first institutions in the country to offer a full degree centered on this discipline. By so doing, we hope to positively influence other institutions as they seek to develop similar offerings. Further, as this program is even more closely aligned to corporate partner needs than our usual programs, we hope that this both reflects a high reputation held by the institution, one which leads several major companies to wish to collaborate with us.

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

Purdue University Global has had long experience delivering baccalaureate education in the field of information technology. In fact, it was among our first bachelor-level offerings. The School of Information and Technology already has faculty credentialed and eager to teach the courses specific to this new program and the balance of the courses that make up the degree are those already well proven in our other, related BS degrees. As the institution itself relies increasingly on cloud computing for its own operations, this seems like a natural area of academic expansion.

Please see Appendix 1 for some additional detail on our Long Range Plan and a link to the document itself.

**b. State Rationale**

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

Indiana's *Reaching Higher, Achieving More* calls for a higher education system in the state that is student centered, mission-driven, and workforce-aligned. We assert that this Cloud Computing degree aligns with all three of these dimensions.

*Student-centered:* while Purdue Global is itself intensely student-focused, programs like the proposed one, in the *ExcelTrack* format, can be even more responsive to student needs, interests, and abilities. The student can minutely adjust the pace of the degree to suit immediate or broader personal/professional scheduling demands, and can move quickly through some material, while spending more time on those topics which are 'harder' for her.

*Mission-driven:* As described above, this program supports and is supported by both our mission and our long-range plan. Purdue Global's mission describes its important and unique part in Indiana's "diverse landscape" of institutions of higher education and this program, specifically, as yet not widely available anywhere, fills a distinct role in the state.

*Workforce-aligned:* As also mentioned above, this program was designed in response to direct requests from corporate partners as well as with careful inquiry into the national/world trends in this area of information technology.

## c. Evidence of Labor Market Need

### i. National, State, or Regional Need

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

There is an emerging market for cloud computing and for people who know about it. Overall market demand for Computer and Information technology programs is growing by 12% year-over-year (2 year CAGR). At most universities, cloud computing is just now being added to the curriculum as either course topics or courses; there are very few full programs in cloud computing. Those that exist are at the MS level. Almost all undergraduate-level opportunities in the US market are at a concentration level, not degree level.

A 71% market gap was identified for cloud computing professionals i.e. for every grad entering into market there will be 3 jobs available and the demand continues to grow. Employment of Computer and Information Technology occupations is projected to grow between 10%-14% percent from 2016 to 2026, faster than the average for all occupations. According to the Bureau of Labor Statistics, the median salary for computer and information technology occupations is about \$100,080 a year in the 50th percentile and \$76,170 in the 25th percentile. Forrester Research reports that by 2020, 59 percent (2.3 billion) of the consumer Internet population will use personal cloud storage, up from 47 percent (1.3 billion) in 2015.

While the intended audience of this program is national in scope, the Indiana DWD site demonstrates that five of the 50 “hot jobs” in the state are information-technology-related (*Source: <https://netsolutions.dwd.in.gov/hh50/joblist.aspx>*), and so we believe that, while Cloud Computing itself represents a specialty discipline, that this program will prepare Hoosiers for careers in more general areas of IT and, incidentally, give them an advantage in those careers as cloud computing gains ascendancy in the field itself.

### ii. Preparation for Graduate Programs or Other Benefits

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

This program does prepare students for graduate study in the field and, in particular, graduates of the program will find they have a very smooth transition into our own MSIT program, should they elect this path of continuing education.

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

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

Please see Appendix 2 for detailed information.

**iv. National, State, or Regional Studies**

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

Please see Appendix 3 for detailed information.

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

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

Please see Appendix 4 for detailed information.

**vi. Letters of Support**

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

Letters of support are included in the appendix document and promote the value of such a program in general and, specifically, at Purdue Global.

**3. Cost of and Support for the Program**

**a. Costs**

**i. Faculty and Staff**

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

All faculty required to teach the new, additional courses for this degree are already in place, both full-time and adjunct.

## ii. Facilities

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

As this is an online program, there is no impact to any physical facilities.

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

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

As this is an online program, there are no associated capital costs.

## b. Support

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

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

This program, being partially derived from other BS programs in the portfolio, is a natural expansion therefrom into the area of cloud computing. As such, all instructional, advisement, library, and other resources are already in place.

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

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

### ii. Special Fees above Baseline Tuition

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

There are no such fees.

#### **4. Similar and Related Programs**

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

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

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

The only BS offering specific to cloud computing is offered by Western Governors University, interestingly, and is also an online, competency-based program. These findings are summarized in Appendix 3.

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

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

As mentioned throughout this narrative, Purdue University Global has a long-standing BS in Information Technology, a mainstay in the School’s portfolio of offerings. This remains a vital and vibrant program and little “cannibalization” is expected on the advent of the Cloud program. That said, as the realities of information technology develop and cloud computing becomes the dominant mode over the next 5-10 years, it could well be that these two degrees merge into a single one.

The School also offers a BS in Cybersecurity, but this represents a distinct area of information technology, apart from general IT or cloud computing, and we expect little to no impact on enrollments in that program as a result of offering the cloud degree.

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

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

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

Reviews conducted have revealed very few similar offerings anywhere in the country. The only BS offering specific to cloud computing is offered by Western Governors University, interestingly, and is also an online, competency-based program. These findings are summarized in Appendix 3.

#### **c. Articulation of Associate/Baccalaureate Programs**

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

As yet, and until it is launched, there are no externally-based articulations into this degree. Once this program is available and running, we will seek out articulation partners, especially among the 2-year institutions in those states in which we have a physical presence.

#### **d. Collaboration with Similar or Related Programs on Other Campuses**

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

Initially, the preponderance of enrollments in this program will be employees of a specific corporate partner, but the program will be publicly available. This partner has collaborated with us on some key features and outcomes of the program, vetted by our external advisory board and our faculty.

### **5. Quality and Other Aspects of the Program**

#### **a. Credit Hours Required/Time To Completion**

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

This program will require 180 quarter hours (equivalent to 120 semester hours) and is designed to be completed in approximately four years.

**b. Exceeding the Standard Expectation of Credit Hours**

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

Not applicable.

**c. Program Competencies or Learning Outcomes**

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

The program outcomes are as follows:

1. Technology Skills: Apply current technical tools and methodologies to create cloud solutions.
2. Client Specifications: Analyze users' cloud requirements.
3. System Specifications: Design secure cloud information systems.
4. Technology Analysis: Evaluate cloud computing trends, practices, and products.
5. Cloud Analysis: Evaluate the potential impact of cloud based information systems and technology on business processes.
6. Project Management: Apply project management practices, tools, and methods to cloud solutions.
7. Professional Development: Recognize the ethical considerations for IT professionals locally and globally as they develop in their careers.

**d. Assessment**

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

The Purdue Global assessment model, Course Level Assessment (CLA), permits outcome-by-outcome determination of student achievement. The assessment is designed to measure both progress toward learning outcomes in any given course as well as final achievement of program-level outcomes as measured by all of the course-level learning outcomes across the student's program and in a capstone course.

Purdue Global faculty bases the assessment of students' learning on established learning outcomes conducted across the curriculum. Faculty members, as experts in their fields and in the learning process, are the best resource to provide an assessment of student learning. CLA allows the faculty to provide these assessments in a manner that is consistent across courses within a program. Purdue Global relies on faculty to provide objective, honest assessments of student learning. CLA data indicates deficits in learning activities or student preparation, highlights curricular strengths that should be emulated, and ensures that Purdue Global is doing all it can to empower students to learn what they need to learn.

## e. Licensure and Certification

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

- **State License:**  
This program is not designed to lead to state licensure.
- **National Professional Certifications (including the bodies issuing the certification):**  
This program is not designed to lead to national professional licensure.
- **Third-Party Industry Certifications (including the bodies issuing the certification):**  
This program is not designed to lead to third-party industry certifications.

## f. Placement of Graduates

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

BS in Cloud Computing can help prepare one to work in a variety of positions. Businesses of all sizes and in all industries now rely on cloud services to store, share, and manage their valuable digital assets. This dramatic move to the cloud in recent years has led to a sharp increase in demand for skilled professionals trained to manage and administer information systems, with a focus on cloud and emerging technologies. Job titles include:

- Systems administrator
  - Cloud support specialist or administrator
  - AWS support specialist or administrator
  - Data center administrator
  - Computer systems analyst
  - Network and computer systems administrator
  - Computer and information systems manager
  - Application administrator
  - Technical operations (DevOps) administrator
- **If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.**

This program is designed foremost as a means for students to become skilled and marketable in the broad field of information technology and in the narrower specialty of cloud computing. That said, the nature of the coursework will prepare many students for graduate study and we expect to see many of our own graduates continue on, as so many already do in our other IT bachelor programs, into our MSIT offerings.

**g. Accreditation**

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

We will not at this time seek programmatic/specialized accreditation for this program.

- **Reason for seeking accreditation.**

Not applicable.

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

- **Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System**

Please see following table for projected headcount. These headcounts are based on our internal experience with similar new program rollouts with similar levels of marketing investment.

- **Report a table for each campus or off-campus location at which the program will be offered**

All students enrolled in this program will do so online.

- **If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.**

Not applicable.

- **Round the FTE enrollments to the nearest whole number**

See the following chart, where entries are presented in this fashion.

- **If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.**

Not applicable.





**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 13, 2018

**BUSINESS ITEM C:**

**Academic Degree Programs for Expedited Action**

**Staff Recommendation**

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

- Bachelor of Science in Criminal Justice at Indiana University at IUPUI Columbus

**Background**

The Academic Affairs and Quality Committee discussed this program at its August 20, 2018 meeting and concluded that the proposed program could be placed on the September 13, 2018 agenda for action by the Commission as an expedited action item.

**Supporting Document**

Academic Degree Program on Which Staff Propose Expedited Action August 20, 2018

**Academic Degree Program on Which Staff Propose Expedited Action**

August 20, 2018

**CHE 18-15 Bachelor of Science in Criminal Justice at Indiana University at IUPUI Columbus**

Proposal received on June 27, 2018

CIP Code: 43.0104

Fifth Year Projected Enrollment: Headcount – 60, FTE – 48

Fifth Year Projected Degrees Conferred: 12

The proposed B.S. in Criminal Justice would be offered through the Division of Liberal Arts at IUPUI Columbus. This program is intended to prepare graduates for positions in front line law enforcement (police officers, detectives, state troopers, etc.), occupations that support law enforcement (probation officers, bailiffs, forensic science technicians, etc.), and jobs as social service providers (e.g. substance abuse and behavioral disorder counselors). The University estimates that 70 percent of the students enrolled in the program will seek front line law enforcement positions.

The B.S. in Criminal Justice requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The Transfer Single Articulation Pathway (TSAP) in Criminal Justice will provide opportunities for the graduates of the Ivy Tech Community College A.S. in Criminal Justice and the Vincennes University A.S. in Law Enforcement to transfer and apply all of their credit to the B.S. in Criminal Justice.

**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 13, 2018

**BUSINESS ITEM D-1:**

**Purdue University West Lafayette – Residence Hall Public-Private Partnership**

**Staff Recommendation**

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

- Purdue University West Lafayette – Residence Hall Public-Private Partnership

**Background**

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds two million dollars (\$2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

**Supporting Document**

Purdue University West Lafayette – Residence Hall Public-Private Partnership

## Purdue University West Lafayette – Residence Hall Public-Private Partnership

### **STAFF ANALYSIS**

The Trustees of Purdue University request authorization to proceed with the construction of two new residence halls in association with the residence hall public-private partnership project. The construction of new residence halls will help address an existing wait list and projected increased demand for on-campus housing. Increasing the available on-campus housing will support the Purdue Moves goal of “Living and Learning,” which highlights the link between on-campus living and student achievement. Purdue University selected Plenary Properties Purdue, LLC to be the preferred proposer for this project to construct two new residence halls on the West Lafayette campus to address the increased demand for on-campus living. The obligations of Plenary Properties Purdue, LLC include the design, finance, construction, operation and maintenance of two facilities that accommodate 1,300 beds through the term of the project, which ends June 30, 2083.

**Funding:** The estimated cost of this project is \$103,000,000. Annual payments to Plenary Properties Purdue, LLC will be funded from Auxiliary Funds-Housing/Dining.

**Additional Staff Notes:** Staff recommends approval of the project.

**SUMMARY**  
**Residence Hall P3 Project**  
**Purdue University- West Lafayette Campus**  
**Budget Agency Project Number: B-1-19-6-07**

**Project Summary and Description:**

**PURPOSE AND NEED:** To address the need for additional on-campus housing on the West Lafayette campus, Purdue University proposes a Public Private Partnership with Plenary Properties Purdue, LLC, in accordance with IC 21-35-7.

**WHY:** Demand for on-campus housing exceeds capacity year over year and is expected to continue. Increasing the available on-campus housing supports the Purdue Moves goal of Living and Learning, which highlights the link of on-campus living and student achievement.

**PROJECT GOALS:** Establish affordable student housing with long term cost predictability, transfer maintenance and life cycle value to a private partner, transfer finance and construction risk to private partner, and capture private sector innovation in project design, delivery, operating and maintenance.

**PROJECT:** Plenary Properties Purdue, LLC will design, finance, construct, operate and maintain 2 new residences halls consisting of approximately 1,300 beds.

- Third Street North residence hall
  - o Approximately 148,800 GSF
  - o Bed count 570
  - o Suite and semi-suite style
- Meredith South residence hall
  - o Approximately 201,800 GSF
  - o Bed count 728
  - o Traditional single, double, triple rooms

**WHO:** Plenary Properties Purdue, LLC is a special-purpose project company formed for the sole purpose of developing, financing, operating, and maintaining the Third Street North and Meredith South Student Housing Facilities at Purdue University under a Public-Private Partnership. Under the Public-Private Partnership delivery model, private debt and equity is raised by the project company, in this case Plenary Properties Purdue LLC, and fully secured to fund the company's obligations. Plenary Group USA Concessions Ltd. is the sole, indirect, owner of Plenary Properties Purdue, LLC. While each project that Plenary Group USA Concessions invests equity into has its own special purpose project company as the primary contract counterparty, as the equity investor in those companies it retains overall risk and responsibility for performance under the respective terms of those investments and the project agreements.

**COST:** Upon occupancy date, the University shall pay Plenary Properties Purdue, an availability payment based on number of beds available. The availability payment is established through a formula that locks in a portion of the payment (tied to an inflation index) and the remaining portion is performance based, determined by deductions for unavailable spaces (beds, elevators, etc) and performance indicators.

- The Maximum Availability Payment in year 1 is estimated to be \$7,754 per bed

**FUNDING SOURCE FOR PAYMENTS:** All availability payments will be made from Student Life Auxiliary Room and Board Revenue. State appropriations, tuition and other student fees are specifically prohibited from being used for availability payments.

**TERM:** 65 years. Upon completion of the term, Plenary Property Purdue, will handback the facilities in good operating order. An independent engineer will help develop a renewal plan to ensure facilities meet the agreed upon standards.

**ROOM RATES:** Purdue shall retain complete authority to set room rate. The Trustees will set the rate in the new facilities by room type consistent with similar existing facilities, which is based on the total housing program on the West Lafayette campus, and not specifically based on the economics of the P3 agreement or an individual facility. Current rates vary widely by room type, amenities and age of facility. Below are some examples of current room rates prices for an academic year (not including meal plans which are used at all dining facilities).

- Cary Quadrangle Small Double \$2446/ year
- Cary Quadrangle Small Single \$5,956/ year
- Hillenbrand Hall Double with bath \$5,984/ year
- Hillenbrand Hall Single with shared bath \$9,134/ year
- Honors College Triple \$ 4,860/ year
- Honors College Double \$6,484/ year
- Honors College Single \$9,134/ year
- Owen Hall Single with bath \$7,638
- First Street Towers Single with Bath \$9,500/ year

**OWNERSHIP:** Purdue University owns, and will continue to own, the premises and new facilities. Nothing in the lending agreement will constitute a lien or encumber the title of the University.

**RESPONSIBILITIES:** each party has agreed upon obligations for the facilities:

- Purdue University will remain responsible for the following:
  - Room assignments, management of the student resident advisors on site, billing and collections marketing, programming, security, policies, Information Technology, Summer Conferences, grounds maintenance
- Plenary Properties Purdue shall assume Operating and Maintenance of:
  - Maintenance and repair of identified defects, routine repair, snow removal, bathroom and student room cleaning and maintenance, tracking and renewal of all service agreements, service order requests, utilities maintenance, waste collection, renewal and replacement of all interior furniture, fixtures and equipment, all signage, all mail and parcels, establishing a customer service center.

**UNIVERSITY PROTECTIONS:** The agreement has numerous safeguards in place to protect the University.

- Purdue must approve all designs, which must be consistent with current University technical standards and master plan
- Developer must establish \$2M Proposal Security bond
- Developer is solely responsible for securing financing and refinancing savings are shared 50%
- Default provisions allow University to terminate agreement, step in and cure deficiencies, pursue damages from Developer, offset and deduct damages, draw on performance security, and university may suspend work.
- Developer must file regular quality management plan, staffing plan, operating and maintenance plans, customer service plans, master maintenance plan, and renewal work plan.

## TERM SHEET

### Residence Hall P3 Project

Purdue University- West Lafayette Campus

Budget Agency Project Number: B-1-19-6-07

#### Project Summary and Description:

Purdue University proposes to construct two new residence halls using a public-private partnership with Plenary Properties Purdue, LLC on the West Lafayette campus in accordance with IC 21-35-7. The obligations of Plenary Properties Purdue, LLC include the design, construction, finance, operation and maintenance of two facilities that accommodate approximately 1,300 beds through the term of the project, which ends June 30, 2083.

The construction of new residence halls will help address an existing wait list and projected increased demand for on-campus housing. Increasing the available on-campus housing supports the Purdue Moves goal of Living and Learning, which highlights the link of on-campus living and student achievement. By utilizing a public-private partnership to deliver this project, the project risk will be transferred to the developer.

**Project Parties:** Purdue University  
Plenary Properties Purdue, LLC

**Project Term:** 65 years

**Square Feet:** Approximately 350,600 GSF total

- Third Street North residence hall
  - o Approximately 148,800 GSF
  - o Bed count 570
- Meredith South residence hall
  - o Approximately 201,800 GSF
  - o Bed count 730

#### Price:

- Annual Per-Bed Payment: \$7,754

**Funding Sources of the Project:** Auxiliary Funds – Housing/Dining

#### Additional Terms:

- Purdue University will remain responsible for the following:
  - o Maintenance of the exterior landscaping and exterior
  - o Student life programming and rent rates
  - o Management of the student resident advisors on site
- Both facilities will be owned by Purdue University

**Supplemental Information  
Residence Hall P3 Project  
Purdue University- West Lafayette Campus  
Budget Agency Project Number: B-1-19-6-07**

Certain Terms and Conditions

Default

- Upon default of the Developer, the University:
  - o May Terminate the agreement, subject to certain Lender's rights
  - o May Step in and cure any breach or hazardous condition, at Developer's expense
  - o May pursue damages from the Developer
  - o May offset and deduct any claim or damages from any payment owing to the Developer
  - o May require the Developer to deliver and implement a remedial plan
  - o May draw upon the performance security
  - o May suspend work
- *Complete default information, terms, definitions are found in the Transaction Term Sheet, Section 22 Defaults and Remedies, page 23.*
- Should a default occur and the agreement terminated, compensation will be calculated by:
  - o For termination of convenience or University default
    - Amount of outstanding Project Debt, including breakage costs, PLUS either a defined Backward Looking Amount or a defined Forward Looking Amount, PLUS redundancy payments for employees, PLUS losses incurred for termination of subcontracts and demobilization, MINUS Amounts standing to the credit of any account held by the Developer, MINUS the portion of any previous payments to the Developer for extra work and delay costs accruing after the termination date.
  - o For termination for Developer default
    - The greater of:
      - Costs actually incurred by the Developer in the design and construction of the Facilities, including renewal work (not including capitalized interest and other financing costs, advisory fees, Developer overhead and administrative, redundancy payments, or demobilization costs), MINUS (if the termination is prior to Occupancy Date) The value of the accrued amortization of the costs in the prior clause above, MINUS losses and damages incurred by the University resulting from the Developer default, MINUS the portion of any previous payments to the Developer for extra work and delay costs accruing after the termination date
- OR
  - 80% of outstanding Project Debt, including breakage costs, MINUS the portion of any previous payments to the developer for extra work and delay costs accruing after the termination date.
- *Complete terms, definitions, and details can be found in the Transaction Term Sheet- Exhibit 2 - Termination Compensation- page 33*

Availability Payment

- Beginning upon Occupancy Date and for the remainder of the Term, University shall pay the Developer an amount each month determined by the Payment Mechanism.
  - o A Maximum Annual Availability Payment is established each year and for each facility
  - o Deductions can then be made from the availability payment for
    - unavailability of certain areas (beds, elevators, bathroom, common space)
      - cure periods are defined based on type of space and unavailability
    - performance failures
      - performance indicators include:
        - o Emergency response
        - o Cure time
        - o Completion time
        - o Service request response time
        - o Service request completion time
        - o Preventative maintenance adherence
        - o Capital improvement project completion
        - o Customer satisfaction
        - o Reporting timeliness

- Based on the proposed financial model the first availability payment will be \$7,754 per bed/annually

#### Handback Provisions

- At the end of the Term, the Facilities will be handed back to the University that is:
  - o In good operating order (excluding normal wear and tear) and capable of meeting the performance specifications set out in Agreement
  - o In a conditions that ensures that the elements of the Facilities will have a reasonable likelihood of completing their replacement lifecycle and remaining lifecycle in good condition and operating order
- An independent engineer will provide an assessment of the Facility and the renewal plan needed to meet the handback requirements.
  - o 5 years before handback a Handback Renewal Plan must be submitted and a security reserve established

#### Obligations of the parties

- Purdue retains the following Operating and Maintenance activities
  - o Fee setting
  - o Room Assignments
  - o Billing and collections
  - o Marketing
  - o Programming/Staffing
  - o Grounds Maintenance
  - o Security
  - o Policies
  - o Information Technology
  - o Waste management and recycling
  - o Summer Conferences
- Developer assumes Operating and Maintenance consisting of:
  - o Maintenance and repair to remedy identified defects
  - o Snow removal within 30 feet of building
  - o Bathroom and student rooms cleaning
  - o Tracking and renewal of services agreements
  - o Service order requests
  - o Utilities maintenance services
  - o Vandalism and graffiti control services
  - o Waste collection
  - o Operating, maintenance, renewal and replacement of all interior furniture, fixtures and equipment
  - o Management, maintenance, renewal and replacement of all signage
  - o Maintenance and renewal of all exterior utilities connected to Facilities; including domestic water, chilled water, sanitary sewer, storm sewer, natural gas, steam, electrical, cabling for internet and phone.
  - o All mail and parcels
  - o Establishing a Customer Service Center
  - o Submit timely reports consisting of; Operations and Maintenance Plan, Staffing Management Plan, Quality Management Plan, Customer Service Center Plan, Customer Satisfaction Survey, Asset Inventory Report, Master Maintenance Plan, Renewal Work Plan, Integrated Pest Management Plan, Emergency Action Plan
- More detailed responsibilities and facility management provisions outlined in *Transaction Term Sheet- Exhibit 5-3 – O&M Technical Requirements- page 84*

**Frequently Asked Questions  
Residence Hall P3 Project  
Purdue University- West Lafayette Campus  
Budget Agency Project Number: B-1-19-6-07**

Who is Plenary Properties Purdue, LLC?

- Plenary Group USA Concessions Ltd. (Plenary) is a global leader in the Public-Private Partnership (P3) delivery method.
  - o Over \$488 million of equity invested or committed in P3 projects in North America over the last thirteen years.
  - o Closed 31 P3 projects in North America with a total capital value of nearly \$13 billion and has a team of approximately 95 people who are responsible for managing the business in the US and Canada
  - o Active, long term manager of its projects, with 18 currently in operations (13 in construction), and has never sold its investment in any projects it has developed. Projects include:
    - State Street Redevelopment Project (Purdue University and the City of West Lafayette, IN)
    - University of California Merced 2020 Project (University of California Regents)
    - Pennsylvania Rapid Bridge Replacement Project (Pennsylvania Dept. of Transportation)
    - Long Beach Civic Center (City of Long Beach , CA and the Port of Long Beach, CA)
- Plenary is the sole, indirect, owner of Plenary Properties Purdue, LLC. Plenary Properties Purdue, LLC is the special-purpose project company formed for the sole purpose of developing, financing, operating and maintaining the two new residence halls under a P3 agreement.
  - o Private debt and equity is raised by the company, Plenary Properties Purdue, LLC, and fully secured to fund the company's obligations in the P3 agreement.
  - o Equity Contributed – \$9.39M contribution from Plenary (or 7.5% of the project).
  - o Security Available – Payment and performance bonds are in place during construction. The obligation of the university begins on the occupancy date, and the risk then moves to operating and maintenance for Plenary.

How will the new facilities compare in price?

- The Trustees will set the rate in the new facilities by room type consistent with similar existing facilities, which is based on the total housing program on the West Lafayette campus, and not specifically based on the economics of the P3 agreement or an individual facility. Current rates vary widely by room type, amenities and age of facility. Below are some examples of current room rates prices for an academic year (not including meal plans which are used at all dining facilities).
  - o Cary Quadrangle Small Double \$2446/ year
  - o Cary Quadrangle Small Single \$5,956/ year
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  - o Hillenbrand Hall Single with shared bath \$9,134/ year
  - o Honors College Triple \$ 4,860/ year
  - o Honors College Double \$6,484/ year
  - o Honors College Single \$9,134/ year
  - o Owen Hall Single with bath \$7,638
  - o First Street Towers Single with Bath \$9,500/ year

Will this P3 agreement constitute an obligation of the State?

- No, this is addressed specifically in the Transaction Term Sheet. *"...the obligation of the University to make availability payments ....under the Agreement does not constitute an indebtedness, or a pledge of the faith and credit, of the University, the State of Indiana... State appropriated funds and mandatory tuition and student fees assessed to all students will not be used to make payments under the Agreement."*
  - o *"The Developer will be solely responsible for obtaining and repaying all financing, at its own cost and risk and without recourse to the University, necessary for the Project."*

Will the developer's financing be subordinate the University's rights to the property or improvements?

- No. There is no mortgage or security interest in the buildings. The two facilities are financed as one package, not by building. The lender does have contractual step in rights to cure defaults, etc. should the developer default on its contractual obligations.

How does this P3 project compare to a traditional University built student housing, and what benefits does it provide?

- Purdue compared the availability payment to Plenary of \$7,754 per bed/annually to the two most recent residence halls constructed for which they calculated the cost to be \$9,000-\$10,000 per bed/annually. When considering all construction costs, debt costs, soft costs, maintenance costs, staffing costs, operating costs, renewal costs, handback costs, utility maintenance, etc., a comprehensive per bed payment annually for the P3 term length makes financial sense.
- The P3 transaction shifts design, construction, financing, long-term operations, maintenance and life cycle risk to the private sector. This delivery method provides:
  - o 15% more rooms in the same delivery period – a tight timeline for July 2020 occupancy permits
  - o A long term and steady commitment to operating and maintenance
  - o Lower lifecycle cost
  - o Lower first year cost and net present value (NPV) cost over 65 years



**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 13, 2018

**BUSINESS ITEM D-2:**

**Indiana University Bloomington – IMU Dining Renovation**

**Staff Recommendation**

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

- Indiana University Bloomington – IMU Dining Renovation

**Background**

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds two million dollars (\$2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

**Supporting Document**

Indiana University Bloomington – IMU Dining Renovation

## Indiana University Bloomington – IMU Dining Renovation

### **STAFF ANALYSIS**

The Trustees of Indiana University request authorization to proceed with the renovation of selected dining facilities, service areas, and infrastructure in the Indiana Memorial Union (IMU) located on the Bloomington campus. One of the largest student unions in the United States at over 430,000 gross square feet, the IMU services a multitude of users including students, faculty, staff, hotel clientele, and the general public. Approximately 14,000 individuals utilize the IMU on a daily basis, and over 17,000 events are scheduled each year. The expectations of dining customers have changed dramatically since these IMU dining spaces last had a major renovation in 1992. The current café spaces and mall-style food courts are outdated and do not meet current customer expectations for food variety and freshness as well as dining atmosphere. Infrastructure updates are also needed to support dining and overall customer services. Renovations will occur in phases to allow food service availability throughout the project.

**Funding:** The estimated cost of this project is \$10,200,000 and will be funded through Auxiliary Funds.

**Additional Staff Notes:** Staff recommends approval of the project.



**PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION**  
**INDIANA MEMORIAL UNION DINING RENOVATION**

**Institution:**

Indiana University

**Budget Agency Project No.:**

A-1-19-2-01

**Campus:**

Bloomington

**Institutional Priority:**

20180117

**Description of Project**

This project will renovate selected dining facilities, service areas, and infrastructure in the Indiana Memorial Union (IMU) on the Bloomington campus. The dining spaces to be renovated include the Circle Cafe area near the entrance to the Biddle Hotel, the Food Court, Sugar and Spice, Dunn Meadow Cafe, and the Commons, as well as kitchens, restrooms and elevators servicing these spaces. Infrastructure upgrades also will be included to provide necessary functionality in support of these areas.

Renovations will transform dated cafe spaces and mall-style food court areas into micro-restaurant, unique, themed dining spaces with some food preparation activities open to view. Each restaurant will have its own entrance, point-of-service and beverage stations, as well as décor and seating that matches its theme. Shared seating areas that will remain open when some or all the restaurants are not in operation also will be included. Themes will be designed to allow for periodic changes and updates within a 5- to 10-year period without significant renovation, and will blend with the existing historic character of the IMU.

Also included in the project are gathering spaces for small student performances and events, in keeping with the tradition of the IMU as a center for on-campus activities serving a variety of interests. Renovations will occur in phases to allow food service availability throughout the project.

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

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

Alternatives Considered: The University decided this option best met the needs of students and the campus.

**Need and Purpose of the Program**

One of the largest student unions in the United States at over 430,000 gross square feet, the IMU serves a multitude of users including students, faculty, staff, hotel clientele, and the general public. Approximately 14,000 individuals utilize the IMU on a daily basis, and over 17,000 events are scheduled each year. The expectations of dining customers have changed dramatically since these IMU dining spaces last saw a major renovation in 1992. The current cafe spaces and mall-style food courts are outdated and do not meet current customer expectations for food variety and freshness as well as dining atmosphere. Infrastructure updates also are needed to support dining and overall customer services.

**Space Utilization**

This project will not change the current use of space.

**Comparable Projects**

Comparable projects include IUB Forest Dining Hall Renovation and Expansion at \$327/gsf (in 2011 dollars) and IUB North Housing Addition at \$354/gsf (in 2018 dollars). The Forest Hall project was a renovation of existing space, as well as construction of an addition to the facility. The North Housing Addition will construct a new residence hall complex and a dining addition to the McNutt Center building. The IMU project will not construct an addition, but will renovate dining spaces of varying sizes throughout the building, as well as kitchens, elevators and restrooms. This work must occur in phases to allow food service availability throughout construction. The FF&E portion of this project - replacement kitchen and dining equipment and furnishings - comprises almost 20% of the project budget.

**Background Materials**

This project was approved by the Indiana University Board of Trustees at the June 2018 meeting. This project will be funded by Auxiliary Funds.

**CAPITAL PROJECT REQUEST FORM**  
**INDIANA PUBLIC POSTSECONDARY EDUCATION**  
**INSTITUTION CAMPUS SPACE DETAILS FOR INDIANA MEMORIAL UNION DINING RENOVATION**

INDIANA MEMORIAL UNION DINING RENOVATION A-1-19-2-01	Current Campus Totals			Capital Request		Net Future Space
	Current Space in Use (1)	Space Under Construction (2)	Space Planned and Funded (3)	Subtotal Current and Future Space	Space to be Terminated	
<b>A. OVERALL SPACE IN ASF</b>						
Classroom (110 & 115)	452,245	17,797	1,600	471,642	-	471,642
Class Lab (210,215,220,225,230,235)	492,590	7,195	-	499,785	-	499,785
Non-class Lab (250 & 255)	526,066	4,192	-	530,258	-	530,258
Office Facilities (300)	2,185,314	42,295	1,400	2,229,009	-	2,229,009
Study Facilities (400)	631,967	24,021	-	655,988	-	655,988
Special Use Facilities (500)	769,800	51,958	-	821,758	-	821,758
General Use Facilities (600)	1,264,587	96,624	32,500	1,393,711	-	1,419,343
Support Facilities (700)	1,173,776	1,677	-	1,175,453	-	1,175,453
Health Care Facilities (800)	26,837	10,808	-	37,645	-	37,645
Resident Facilities (900)	2,950,979	-	146,500	3,097,479	-	3,097,479
Unclassified (000)	170,198	-	-	170,198	-	170,198
<b>B. OTHER FACILITIES</b> (Please list major categories)						
<b>TOTAL SPACE</b>	<b>10,644,359</b>	<b>256,567</b>	<b>182,000</b>	<b>11,082,926</b>	<b>-</b>	<b>11,108,558</b>

**Notes:**

- (1) Figures reflect IUB total assignable sf includes Forest Quad Renovation, Swain Hall Renovation
  - (2) Figures include Memorial Stadium Excellence Academy 49,590 asf; Volleyball/Wrestling Indoor Arena 35,045 asf; Auxiliary Library Facility (ALF) III, 23,556 asf; Golf Course, 3551 asf, Regional Academic Health Center, 69,003 asf an
  - (3) Figures include North Housing Addition, 182,000 asf
- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

**CAPITAL PROJECT COST DETAILS**  
**INDIANA MEMORIAL UNION DINING RENOVATION**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-1-19-2-01
<b>Campus:</b>	Bloomington	<b>Institutional Priority:</b>	

20180117

**ANTICIPATED CONSTRUCTION SCHEDULE**

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

**ESTIMATED CONSTRUCTION COST FOR PROJECT**

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
<b><u>Planning Costs</u></b>			
a. Engineering	\$ -		\$ -
b. Architectural	\$ 637,500		\$ 637,500
c. Consulting	\$ -		\$ -
<b><u>Construction</u></b>			
a. Structure	\$ 3,771,000		\$ 3,771,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 2,640,000		\$ 2,640,000
c. Electrical	\$ 1,131,500		\$ 1,131,500
<b><u>Movable Equipment</u></b>	\$ 500,000		\$ 500,000
<b><u>Fixed Equipment</u></b>	\$ 1,000,000		\$ 1,000,000
<b><u>Site Development/Land Acquisition</u></b>			\$ -
<b><u>Other (Contingency, Admin. &amp; Legal Fees)</u></b>	\$ 520,000		\$ 520,000
<b>TOTAL ESTIMATED PROJECT COST</b>	<b>\$ 10,200,000</b>	<b>\$ -</b>	<b>\$ 10,200,000</b>

**CAPITAL PROJECT OPERATING COST DETAILS  
FOR: INDIANA MEMORIAL UNION DINING RENOVATION**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-1-19-2-01
<b>Campus:</b>	Bloomington	<b>Institutional Priority:</b>	

20180117

**GSF OF AREA AFFECTED BY PROJECT** 36,400

**ANNUAL OPERATING COST/SAVINGS (1)**

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

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



**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 13, 2018

**BUSINESS ITEM D-3:**

**Indiana University Bloomington – International Center**

**Staff Recommendation**

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

- Indiana University Bloomington – International Center

**Background**

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds two million dollars (\$2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

**Supporting Document**

Indiana University Bloomington – International Center

## Indiana University Bloomington – International Center

### STAFF ANALYSIS

The Trustees of Indiana University request authorization to proceed with construction of a new, approximately 40,000-gross square foot International Center facility sited at the northeast corner of North Jordan Avenue and East 7<sup>th</sup> Street on the Bloomington campus. This project will create an exciting new model for the support of the international engagement of IU's students. The facility will co-locate and integrate support and services provided by units currently positioned throughout campus into one facility near the Global and International Studies Building. Included will be services and facilities for both the orientation of overseas students coming to IU and students intending to study abroad; meeting and other function space for internationally-focused student organizations; and administrative space for units supporting international engagement such as IU's global gateways, international partnerships, and alumni services.

**Funding:** The estimated cost of this project is \$17,500,000 and will be funded through Operating Funds (including revenues generated from international students) and Gifts through the Indiana University Foundation.

**Additional Staff Notes:** Staff recommends approval of the project.

**PROJECT COST SUMMARY**  
**INTERNATIONAL CENTER**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-1-19-1-02
<b>Campus:</b>	Bloomington	<b>Institutional Priority:</b>	
<b>Previously approved by General Assembly:</b>		<b>Previously recommended by CHE:</b>	
<b>Part of the Institution's Long-term Capital Plan:</b>			

20180964

**Project Size:** 40,000 GSF(1)      24,646 ASF(2)      62% ASF/GSF

**Net change in overall campus space:** 32,498 \*GSF      21,359 \*ASF

\*Net change figures reflect demolition of 324 & 326 N Jordan Ave: 9,002 gsf and 4,217 asf

<b>Total cost of the project (3):</b>	\$ 17,500,000	<b>Cost per ASF/GSF:</b>	\$ 438 GSF
			\$ 710 ASF

<b>Funding Source(s) for project (4):</b>	Amount	Type	
	\$ 2,393,663	Operating Funds	(Includes revenues generated from international students)
	\$ 800,000	Gift Funds	
	\$ 14,306,337	Non-Fee Replaced Debt - Other	Capital lease-purchase obligations (IC 21-33-3-5) funded by Operating Funds and Gifts to the IU Foundation

**Estimated annual debt payment (6):** \$ 989,786

**Are all funds for the project secured:**

**Project Funding:**

The project will be funded with Operating Funds, Gift Funds, and debt financing in the form of capital lease-purchase obligations with the IU Building Corporation ("IUBC") under IC 21-33-3-5. The cost of the lease will be \$14,306,337, with annual payments of \$989,786. Short term and interim financing instruments may include commercial paper as temporary borrowings under Indiana Code 21-32-2.

**Project Cost Justification**

Comparable projects include IUB Kelley School of Business Career Services Addition (estimated at \$458/gsf in 2015 dollars) and IUB SPEA Renovation and Expansion (estimated at \$346/gsf in 2014 dollars). Both of these projects were additions to existing facilities, with a portion of the SPEA project including renovation of the existing facility. The International Center will be a freestanding building, but the space utilization and the newly-constructed gsf total will be similar to each of these projects. Site development costs will include removal of two existing houses on the site and utility connections.

**Estimated annual change in cost of building operations based on the project:** \$ 208,659

**Estimated annual repair and rehabilitation investment (5)\*:** \$ 218,750

\*at 1.25%

- (1) Gross Square Feet (GSF)- Sum of all area within the exterior envelope of the structure.
- (2) Assignable Square Feet (ASF)- Amount of space that can be used by people or programs within the interior walls of a structure. Assignable square feet is the sum of the 10 major assignable space use categories: classrooms, laboratories, offices, study facilities, special use facilities, general use facilities, support facilities, health care facilities, residential facilities and unclassified facilities. For information on assignable space use categories, see Space-Room Codes tab.
- (3) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
- (4) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
- (5) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
- (6) If issuing debt, determine annual payment based on 20 years at 4.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

**PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION**  
**INTERNATIONAL CENTER**

**Institution:**

Indiana University

**Budget Agency Project No.:**

A-1-19-1-02

**Campus:**

Bloomington

**Institutional Priority:**

20180964

**Description of Project**

This project will construct a new, approximately 40,000-gross square foot International Center facility sited at the northeast corner of North Jordan Avenue and East 7th Street on the Bloomington campus. IU intends to create an exciting new model for the support of the international engagement of its student body by co-locating and integrating all of the support and services provided by the Office of International Services and the Office of Overseas Study respectively under the overall leadership of the Office of the Vice President for International Affairs (OVPIA).

This project will provide services and facilities for both the orientation of overseas students coming to IU and students intending to study abroad, hence allowing them to interact and learn from each other. Also provided will be facilities for meetings and other functions for the roughly 100 formal and informal internationally-focused student organizations on the IUB campus. The International Center will serve as a major venue for the welcoming of the regular international delegations to IU. It will also support the work of a number of other offices that promote international engagement at the university, including the Global Gateway Network office, the International Partnership Office, and the International Alumni Office. Additionally, the location of the International Center just across Jordan Avenue from the Global and International Studies Building will provide exciting new opportunities for collaboration and cooperation between programs and services in both buildings.

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

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

**Alternatives Considered:** The University decided this option best met the needs of students and the campus.

**Need and Purpose of the Program**

International engagement is an essential part of the education, research and engagement missions at Indiana University, as it is at other major research universities. Its central importance at IU goes back over a century and an international component is required as a part of the undergraduate curriculum on all IU campuses. This building will serve the student body on the Bloomington campus and the over 1,000 visiting faculty in an enhanced way and build off the synergies and efficiencies that will result from the ability to collocate programs and services supporting international education and engagement.

**Space Utilization**

This project will increase administrative and general use space.

**Comparable Projects**

Comparable projects include IUB Kelley School of Business Career Services Addition (estimated at \$458/gsf in 2015 dollars) and IUB SPEA Renovation and Expansion (estimated at \$346/gsf in 2014 dollars). Both of these projects were additions to existing facilities, with a portion of the SPEA project including renovation of the existing facility. The International Center will be a freestanding building, but the space utilization and the newly-constructed gsf total will be similar to each of these projects.

**Background Materials**

This project was approved by the Indiana University Board of Trustees at the June 2018 meeting. The project will be funded with Operating Funds, Gift Funds, and debt financing in the form of capital lease-purchase obligations with the IU Building Corporation ("IUBC") under IC 21-33-3-5. The cost of the lease will be \$14,306,337, with annual payments of \$989,786. Short term and interim financing instruments may include commercial paper as temporary borrowings under Indiana Code 21-32-2.

**CAPITAL PROJECT REQUEST FORM**  
**INDIANA PUBLIC POSTSECONDARY EDUCATION**  
**INSTITUTION CAMPUS SPACE DETAILS FOR INTERNATIONAL CENTER**

INTERNATIONAL CENTER A-1-19-1-02	Current Campus Totals			Capital Request		Net Future Space
	Current Space in Use (1)	Space Under Construction (2)	Space Planned and Funded	Space to be Terminated	New Space in Capital Request	
<b>A. OVERALL SPACE IN ASF</b>						
Classroom (110 & 115)	452,245	17,797	1,600	-	-	471,642
Class Lab (210,215,220,225,230,235)	492,590	7,195	-	-	-	499,785
Non-class Lab (250 & 255)	526,066	4,192	-	-	-	530,258
Office Facilities (300)	2,185,314	42,295	1,400	4,217	21,119	2,245,911
Study Facilities (400)	631,967	24,021	-	-	1,130	655,988
Special Use Facilities (500)	769,800	51,958	-	-	-	821,758
General Use Facilities (600)	1,288,057	96,624	32,500	-	2,162	1,419,343
Support Facilities (700)	1,173,776	1,677	-	-	235	1,175,688
Health Care Facilities (800)	26,837	10,808	-	-	-	37,645
Resident Facilities (900)	2,950,979	-	146,500	-	-	3,097,479
Unclassified (000)	170,198	-	-	-	-	170,198
<b>B. OTHER FACILITIES</b> (Please list major categories)						
<b>TOTAL SPACE</b>	<b>10,667,829</b>	<b>256,567</b>	<b>182,000</b>	<b>4,217</b>	<b>24,646</b>	<b>11,126,825</b>

**Notes:**

- (1) Figures reflect IUB total assignable sf includes Forest Quad Renovation, Swain Hall Renovation and IMU Dining Renovation
  - (2) Figures include Memorial Stadium Excellence Academy 49,590 asf; Volleyball/Wrestling Indoor Arena 35,045 asf; Auxiliary Library Facility (ALF) III, 23,556 asf; Golf Course, 3551 asf; Regional Academic Health Center, 69,003 asf; and Eskenazi Museum of Art, 75,822 asf
  - (3) Figures include North Housing Addition, 182,000 asf
  - (4) Figures include 324 & 326 N Jordan Ave
- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

**CAPITAL PROJECT COST DETAILS**  
**INTERNATIONAL CENTER**

<b>Institution:</b>	<u>Indiana University</u>	<b>Budget Agency Project No.:</b>	<u>A-1-19-1-02</u>
<b>Campus:</b>	<u>Bloomington</u>	<b>Institutional Priority:</b>	

20180964

**ANTICIPATED CONSTRUCTION SCHEDULE**

	<u>Month</u>	<u>Year</u>
<b>Bid Date</b>	February	2019
<b>Start Construction</b>	March	2019
<b>Occupancy (End Date)</b>	July	2020

**ESTIMATED CONSTRUCTION COST FOR PROJECT**

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<b><u>Planning Costs</u></b>			
a. Engineering			\$ -
b. Architectural	\$ 1,140,000		\$ 1,140,000
c. Consulting			\$ -
<b><u>Construction</u></b>			
a. Structure	\$ 7,900,000		\$ 7,900,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 3,900,000		\$ 3,900,000
c. Electrical	\$ 2,900,000		\$ 2,900,000
<b><u>Movable Equipment</u></b>	\$ 440,000		\$ 440,000
<b><u>Fixed Equipment</u></b>			\$ -
<b><u>Site Development/Land Acquisition</u></b>	\$ 120,000		\$ 120,000
<b><u>Other (Contingency, Admin. &amp; Legal Fees)</u></b>	\$ 1,100,000		\$ 1,100,000
<b>TOTAL ESTIMATED PROJECT COST</b>	<b>\$ 17,500,000</b>	<b>\$ -</b>	<b>\$ 17,500,000</b>

**CAPITAL PROJECT OPERATING COST DETAILS**  
**FOR: INTERNATIONAL CENTER**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-1-19-1-02
<b>Campus:</b>	Bloomington	<b>Institutional Priority:</b>	

20180964

**GSF OF AREA AFFECTED BY PROJECT** 40,000

**ANNUAL OPERATING COST/SAVINGS (1)**

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	\$ -	\$ -	\$ -	\$ -
2. Maintenance	\$ 2.84	\$ 113,481	\$ 113,481	\$ -
3. Fuel	\$ -	\$ -	\$ -	\$ -
4. Utilities	\$ 1.71	\$ 68,329	\$ 68,329	\$ -
5. Other	\$ 0.67	\$ 26,849	\$ 26,849	\$ -
<b>TOTAL ESTIMATED OPERATIONAL COST/SAVINGS</b>	<b>\$ 5.22</b>	<b>\$ 208,659</b>	<b>\$ 208,659</b>	<b>\$ -</b>

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



**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 13, 2018

**BUSINESS ITEM D-4:**

**Indiana University Purdue University Indianapolis –  
Ball Residence Hall Renovation**

**Staff Recommendation**

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

- Indiana University Purdue University Indianapolis – Ball Residence Hall Renovation

**Background**

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds two million dollars (\$2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

**Supporting Document**

Indiana University Purdue University Indianapolis –  
Ball Residence Hall Renovation

## Indiana University Purdue University Indianapolis – Ball Residence Hall Renovation

### STAFF ANALYSIS

The Trustees of Indiana University request authorization to proceed with the renovation of Ball Residence Hall. This project will replace the mechanical, electrical, plumbing, and fire protection systems; remodel current restrooms; add universally accessible student rooms and single-use restrooms; add a new laundry room; update the student rooms and access controls; replace windows; and make improvements to the south entry exterior. Ball Hall was constructed in 1928, with the basement and first two floors of the Annex opening in 1945 and the 3<sup>rd</sup> and 4<sup>th</sup> floors in 1957, for a total gross square footage of 116,055. Ball Hall originally served as housing for students in the Indiana University Training School for Nurses, which would later become the School of Nursing.

**Funding:** The estimated cost of this project is \$16,200,000 and will be funded through Campus Housing Funds.

**Additional Staff Notes:** Staff recommends approval of the project.

**PROJECT SUMMARY AND DESCRIPTION**  
**BALL RESIDENCE HALL RENOVATION**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-2-19-2-04
<b>Campus:</b>	IUPUI	<b>Institutional Priority:</b>	
<b>Previously approved by General Assembly:</b>		<b>Previously recommended by CHE:</b>	
<b>Part of the Institution's Long-term Capital Plan:</b>			

**Project Size:** 116,055 GSF\* (1) 66,966 ASF\* (2) 58% ASF/GSF\*\*  
 \*Includes Ball Residence (IN028) and Ball Annex (IN028A) \*\*Lower than 65% due to building age  
**Net change in overall campus space:** GSF ASF

**Total cost of the project (3):** \$ 16,200,000 **Cost per ASF/GSF:** \$ 140 GSF  
 \$ 242 ASF

<b>Funding Source(s) for project (4):</b>	Amount	Type
	\$ 16,200,000	Auxiliary Funds - Housing/Dining

**Estimated annual debt payment (6):**

**Are all funds for the project secured:**

**Project Funding:**

The cost of this project is estimated to be \$16.2 million and will be funded through Campus Housing Funds.

**Project Cost Justification**

Comparable projects include the IUPUI Rotary Building Renovation (estimated at \$256/GSF in 2011 dollars) and the IUPUI Madam Walker Theatre Renovation (estimated at \$267/gsf in 2018 dollars). The Rotary Building (1931) and the Walker Theatre building (1927) are similar in age to Ball Hall (1928). Ball Annex opened in two phases – the basement and floors one and two opened in 1945 with the third and fourth floors opening in 1957. All three projects include infrastructure and accessibility updates necessary for buildings of this age. The Rotary Building project was a higher cost per gsf due to the removal and replacement of existing walls and ceilings as well as installation of a new elevator and flooring. The Walker project also will reconfigure walls and includes technology infrastructure and equipment for cinema and theatre performances. The Ball project will not reconfigure entire floors like these projects, but will focus on necessary infrastructure and accessibility updates.

**Estimated annual change in cost of building operations based on the project:** \$ 31,335

**Estimated annual repair and rehabilitation investment (5):** \$ -

(1) Gross Square Feet (GSF)- Sum of all area within the exterior envelope of the structure.  
 (2) Assignable Square Feet (ASF)- Amount of space that can be used by people or programs within the interior walls of a structure. Assignable square feet is the sum of the 10 major assignable space use categories: classrooms, laboratories, offices, study facilities, special use facilities, general use facilities, support facilities, health care facilities, residential facilities and unclassified facilities. For information on assignable space use categories, see Space-Room Codes tab.  
 (3) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)  
 (4) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)  
 (5) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost  
 (6) If issuing debt, determine annual payment based on 20 years at 4.75% interest rate  
 - If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

**PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION**  
**BALL RESIDENCE HALL RENOVATION**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-2-19-2-04
<b>Campus:</b>	IUPUI	<b>Institutional Priority:</b>	

**Description of Project**

This project will renovate Ball Residence Hall on the IUPUI campus. Ball Hall was constructed in 1928, with the basement and first two floors of the Annex opening in 1945 and the 3rd and 4th floors in 1957, for a total gross square footage of 116,055. Ball Hall originally served as housing for students in the Indiana University Training School for Nurses, which would later become the School of Nursing.

Renovations will include replacing the mechanical, electrical, plumbing, and fire protection systems; remodeling current restrooms; adding universally accessible student rooms and single-use restrooms; adding a new laundry room; updates to student rooms and access controls; window replacements; and improvements to the south entry exterior.

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

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

Alternatives Considered: Renovation of the facility was deemed the most fiscally-responsible option.

**Need and Purpose of the Program**

This project will improve student living conditions and safety by updating building and fire protection systems, as well as performing accessibility upgrades. Renovation of this facility was included in the IUPUI Campus Housing Plan as well as the university's ten-year capital plan.

**Space Utilization**

This project will not change space utilization.

**Comparable Projects**

Comparable projects include the IUPUI Rotary Building Renovation (estimated at \$256/GSF in 2011 dollars) and the IUPUI Madam Walker Theatre Renovation (estimated at \$267/gsf in 2018 dollars). The Rotary Building (1931) and the Walker Theatre building (1927) are similar in age to Ball Hall (1928). Ball Annex opened in two phases – the basement and floors one and two opened in 1945 with the third and fourth floors opening in 1957. All three projects include infrastructure and accessibility updates necessary for buildings of this age. The Rotary Building project was a higher cost per gsf due to the removal and replacement of existing walls and ceilings as well as installation of a new elevator and flooring. The Walker project also will reconfigure walls and includes technology infrastructure and equipment for cinema and theatre performances. The Ball project will not reconfigure entire floors like these projects, but will focus on necessary infrastructure and accessibility updates.

**Background Materials**

This project was approved by the Indiana University Board of Trustees at the August 2018 meeting. The project will be funded by Campus Housing Funds.

**CAPITAL PROJECT REQUEST FORM  
INDIANA PUBLIC POSTSECONDARY EDUCATION  
BALL RESIDENCE HALL RENOVATION**

	Current Campus Totals			Capital Request		Net Future Space
	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (2)	Subtotal Current and Future Space	Space to be Terminated	
<b>BALL RESIDENCE HALL RENOVATION</b> A-2-19-2-04						
<b>A. OVERALL SPACE IN ASF</b>						
Classroom (110 & 115)	293,147	-	15,820	308,967	-	310,009
Class Lab (210,215,220,225,230,235)	248,997	776	30,865	280,638	-	280,638
Non-class Lab (250 & 255)	646,135	-	24,183	670,318	-	670,318
Office Facilities (300)	1,930,540	-	42,903	1,973,443	-	1,988,095
Study Facilities (400)	344,125	17,867	640	362,632	-	363,628
Special Use Facilities (500)	334,963	-	-	334,963	-	334,963
General Use Facilities (600)	326,019	-	20,475	346,494	-	351,532
Support Facilities (700)	2,406,582	186	-	2,406,768	-	2,410,447
Health Care Facilities (800)	890,792	-	-	890,792	-	890,792
Resident Facilities (900)	538,402	14,610	-	553,012	-	594,571
Unclassified (000)	210,919	-	-	210,919	-	210,919
<b>B. OTHER FACILITIES</b> (Please list major categories)						
<b>TOTAL SPACE</b>	<b>8,170,621</b>	<b>33,439</b>	<b>134,886</b>	<b>8,338,946</b>	<b>-</b>	<b>8,405,912</b>

Notes:

(1)Primary Care Center Renovation

(2)Multidisciplinary Research and Classroom Building, 65,000 asf; Madam Walker Theatre Renovation, 28,815 asf; ICTC Information Technology Renovation, 41,071 asf

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

**CAPITAL PROJECT COST DETAILS**  
**BALL RESIDENCE HALL RENOVATION**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-2-19-2-04
<b>Campus:</b>	IUPUI	<b>Institutional Priority:</b>	

**ANTICIPATED CONSTRUCTION SCHEDULE**

	<u>Month</u>	<u>Year</u>
<b>Bid Date</b>	January	2019
<b>Start Construction</b>	May	2019
<b>Occupancy (End Date)</b>	July	2021

**ESTIMATED CONSTRUCTION COST FOR PROJECT**

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<b><u>Planning Costs</u></b>			
a. Engineering			\$ -
b. Architectural	\$ 887,000		\$ 887,000
c. Consulting			\$ -
<b><u>Construction</u></b>			
a. Structure	\$ 6,543,000		\$ 6,543,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 4,500,000		\$ 4,500,000
c. Electrical	\$ 3,300,000		\$ 3,300,000
<b><u>Movable Equipment</u></b>			\$ -
<b><u>Fixed Equipment</u></b>			\$ -
<b><u>Site Development/Land Acquisition</u></b>			\$ -
<b><u>Other (Contingency, Admin. &amp; Legal Fees)</u></b>	\$ 970,000		\$ 970,000
<b>TOTAL ESTIMATED PROJECT COST</b>	<b>\$ 16,200,000</b>	<b>\$ -</b>	<b>\$ 16,200,000</b>

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

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

**CAPITAL PROJECT OPERATING COST DETAILS  
FOR: BALL RESIDENCE HALL RENOVATION**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-2-19-2-04
<b>Campus:</b>	IUPUI	<b>Institutional Priority:</b>	

20180441

		<b>GSF OF AREA AFFECTED BY PROJECT</b>			116,055
<b>ANNUAL OPERATING COST/SAVINGS (1)</b>					
	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses	
1. Operations	\$ -	\$ -	\$ -	\$ -	\$ -
2. Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -
3. Fuel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Utilities	\$ 0.27	\$ 31,335	\$ -	\$ 31,335	
5. Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL ESTIMATED OPERATIONAL COST/SAVINGS</b>	<b>\$ 0.27</b>	<b>\$ 31,335</b>	<b>\$ -</b>	<b>\$ 31,335</b>	

**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**

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**BUSINESS ITEM E:**

**Capital Projects for Expedited Action**

**Staff Recommendation**

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

- Purdue University West Lafayette – Hillenbrand Residence Hall Bathroom Renovation & Sewer Replacement Phase II
- Purdue University West Lafayette – Fiber-Optic Network Cable Installation
- Purdue University West Lafayette – Heine Pharmacy Building HVAC Renovation
- Purdue University West Lafayette – Physics Building HVAC Renovation
- Purdue University West Lafayette – University Residences Bathroom Renovation Phase VIII Shreve Residence Hall
- Purdue University West Lafayette – Wetherill Laboratory of Chemistry Exhaust Hood Replacement
- Indiana University Purdue University Indianapolis – ICTC Information Technology Renovation
- Indiana University Bloomington – Wells Library Ground Floor Renovation and Accessibility Upgrades

**Background**

Staff recommends approval to the State Budget Agency and the State Budget Committee of the following capital projects in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations.

**Supporting Document**

Background Information on Capital Projects for Expedited Action, Thursday, September 13, 2018

**Capital Projects for Expedited Action**  
**Thursday, September 13, 2018**

- B-1-19-2-04**     **Purdue University West Lafayette – Hillenbrand Residence Hall Bathroom Renovation and Sewer Replacement Phase II**  
The Trustees of Purdue University request to proceed with planning, financing, construction and award of construction contracts for the Hillenbrand Residence Hall Bathroom Renovation and Sewer Replacement Phase II. This project will be the second phase of a planned four phase sewer replacement and bathroom repair in the Hillenbrand Residence Hall on the West Lafayette campus. Phase II work would take place in the south wing of the east tower and focus on the replacement of the original, aging plumbing and sewer infrastructure, which would necessitate the demolition of a portion of the bathrooms, including removal of some fixtures. As part of the project, these areas would be repaired, new fixtures would be installed, and some work would be done to ensure the bathroom aesthetic is cohesive.
- B-1-19-2-06**     **Purdue University West Lafayette – Fiber-Optic Network Cable Installation**  
The Trustees of Purdue University request to proceed with planning, financing, construction and award of construction contracts for the Fiber-Optic Network Cable Installation project. This project will include installation of exterior fiber-optic cable to over 50 buildings and interior fiber-optic cable to 193 telecommunications rooms across the West Lafayette campus and enhance wired and wireless aspects of data network. Other project benefits include increasing the resiliency and redundancy of the network and supporting the ongoing Data Network Life Cycle Replacement Project on the West Lafayette campus, which is increasing the data speeds of wired connections, providing stronger wireless access points and supporting Voice over Internet Protocol (VoIP) technology.
- B-1-19-2-02**     **Purdue University West Lafayette – Heine Pharmacy Building HVAC Renovation**  
The Trustees of Purdue University request to proceed with the planning, financing, construction and award of construction contracts for the Heine Pharmacy Building HVAC Renovation project. This project will replace the aging air handling unit (AHU) currently serving the second floor vivarium, first floor office space and ground floor nuclear magnetic resonance area with two units: one unit will serve the vivarium and the other unit will serve the office space and nuclear magnetic resonance area. The existing, aging AHU is past its expected service life and not adequately meeting the needs of the areas it serves. This project will modernize and improve the air handling capacity and quality in the Heine Pharmacy Building by replacing an aging and poorly functioning air handling unit with two energy efficient models.

- B-1-19-2-03**     **Purdue University West Lafayette – Physics Building HVAC Renovation**  
The Trustees of Purdue University request to proceed with the planning, financing, construction, and award of construction contracts for the Physics Building HVAC Renovation project. This will replace two aging air handling units (AHU), associated piping and the unit controls currently serving a first floor classroom, ground floor offices and basement lab space in the Physics Building. The existing AHUs are past their expected service life and not adequately meeting the needs of the areas they serve. This project will modernize and improve the air handling capacity and quality in the Physics Building by replacing aging and poorly functioning air handling units with more energy efficient models.
- B-1-19-2-01**     **Purdue University West Lafayette – University Residences Bathroom Renovation Phase VIII Shreve Residence Hall**  
The Trustees of Purdue University request to proceed with the planning, financing, construction and award of construction contracts for the University Residences Bathroom Renovation Phase VIII – Shreve Residence Hall project. This project is the eighth of nine planned phases of the University Residences H-Hall bathroom renovations on the West Lafayette campus. This phase of work will take place in Shreve Residence Hall and will reconfigure and renovate approximately 7,168 GSF of community bathrooms on the first through eight floors of the east tower. The work will replace the original, aging infrastructure and reconfigure the space to enhance ADA accessibility and provide greater privacy and an updated appearance. Other project benefits include updates to the original finishes and the installation of new electrical, plumbing and exhaust. There will be more showers, greater privacy and improvements in alignment with accessibility requirements.
- B-1-19-2-05**     **Purdue University West Lafayette – Wetherill Laboratory of Chemistry Exhaust Hood Replacement**  
The Trustees of Purdue University request to proceed with the planning, financing, construction and award of construction contracts for the Wetherill Laboratory of Chemistry Exhaust Hood Replacement project. This project will replace approximately 70 fume hood exhaust fans with two new manifold systems in the Wetherill Laboratory of Chemistry. Consistent with modern manifold systems, the new manifolds will contain back-up fans that will improve system reliability. If a fan were to stop working, the system would automatically switch to the back-up fan and continue operating, allowing classroom and/or research activities to continue. Additionally, the number of fume hood fans requiring maintenance will decrease from the existing 70 to 8.

**A-2-19-2-03 Indiana University Purdue University Indianapolis – ICTC Information Technology Renovation**

The Trustees of Indiana University request to proceed with the renovation of the east wing of the Informatics and Communications Technology Complex (ICTC) located on the IUPUI campus. Renovations will consolidate existing University Information Technology Services (UITs) departments that are currently dispersed throughout the building onto the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> floors of the building's east wing, while opening up space on the 4<sup>th</sup> floor for use by the School of Informatics and Computing. The project will include improvements of mechanical and electrical support systems; creation of a "Technology Showcase" on the first floor consisting of the Global Network Operations Center (NOC)/Networks, Advanced Visualization Lab (AVL), Help Desk and Help Desk support spaces; and enhancements to work areas to allow increased opportunities for collaboration and improved departmental adjacencies.

**A-1-19-1-05 Indiana University Bloomington – Wells Library Ground Floor Renovation**

The Trustees of Indiana University request to proceed with the renovation of a portion of the ground floor of Wells Library on the Bloomington campus. Approximately 19,000 gross square feet will be updated, and a universally-accessible ramp also will be constructed at the northwest exterior corner of the building. This project will create a separate space for the Office of the Vice Provost for Undergraduate Education, while also updating two 1968 classrooms, increasing dining space for the Bookmarket Eatery and updating two restrooms for universal accessibility. Work will include renovations of public areas; replacement of outdated 1968 mechanical systems, lighting, security and data distribution infrastructure; and upgrades to finishes as well as reorganization of the entire project area to improve building access. The new accessible ramp will connect the sidewalk along 10<sup>th</sup> Street to the northwest exterior building plaza.

**COMMISSION FOR HIGHER EDUCATION**  
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**INFORMATION ITEM A: Academic Degree Programs Awaiting Action**

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University Kokomo	Bachelor of Arts in Philosophy	01/16/2018	Under Review
02	Purdue University Polytechnic Institute	Doctor of Technology	6/18/2018	Under Review
03	Indiana University Purdue University Columbus	Bachelor of Science in Criminal Justice (IU)	6/27/2018	On CHE Agenda for Action
04	Indiana University Purdue University Indianapolis	Professional Doctorate in Dietetics	6/27/2018	Under Review
05	Purdue University Global	Bachelor of Science in Cloud Computing and Solutions	7/3/2018	On CHE Agenda for Action



**COMMISSION FOR HIGHER EDUCATION**  
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**INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff**

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Change</u>
01	Ball State University	Master of Arts/Master of Arts in Education in Journalism (Reporting & Storytelling)	7/6/2018	Changing the name
02	Purdue University West Lafayette	Master of Science/Master of Science in Aeronautics and Astronautics/Master of Science in Engineering in Aeronautics and Astronautics	7/9/2018	Changing the name
03	Purdue University Northwest	Bachelor of Science in Business in Leadership	7/9/2018	Suspending a program
04	Ball State University	Bachelor of Athletic Training	7/30/2018	Eliminating a program
05	Ball State University	Pre-Dental Hygiene	7/30/2018	Eliminating a program
06	Ball State University	Certificate in Business Technology	7/30/2018	Eliminating a program
07	Ball State University	Certificate in Data Analytics	7/30/2018	Eliminating a program
08	Ball State University	Certificate in Web Software Development	7/30/2018	Eliminating a program
09	Ball State University	Doctor of Nursing Practice	7/30/2018	Suspending a program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Change</u>
10	Ball State University	Graduate Certificate in Information Communication Technology for Non-Engineers	7/30/2018	Eliminating a program
11	Indiana State University	Certificate in Genomics, Health, and Public Policy	7/31/2018	Changing the name
12	Purdue University West Lafayette	Graduate Certificate in Healthcare Leadership	7/31/2018	Adding a certificate
13	Purdue University West Lafayette	Graduate Certificate in Healthcare Quality Improvement	7/31/2018	Adding a certificate
14	Purdue University West Lafayette	Graduate Certificate in Healthcare Operations	7/31/2018	Adding a certificate
15	Ivy Tech Community College-Fort Wayne	Associate of Applied Science in Fire Science	7/31/2018	Adding locations
16	Indiana State University	Health Analytics Certificate	8/6/2018	CIP code change
17	Ball State University	Master of Architecture	8/8/2018	Changing the credit hours
18	Ball State University	Master of Arts/Master of Arts in Education in English (English Studies/Creative Writing/Literature/Rhetoric)	8/8/2018	Changing the name
19	Ivy Tech Community College	Technical Certificate in Supply Chain Management	8/14/2018	Adding a certificate
20	Ball State University	Master of Arts in Kinesiology	8/8/2018	Changing the name

**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 13, 2018

**INFORMATION ITEM C:**

**Media Coverage**

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

**WFYI**  
**New Report Highlights Achievement Gaps In Higher Education**  
**Jeanie Lindsay**  
**August 3, 2018**

A [new report](#) says Indiana is making progress to close achievement gaps in higher education, but also shows that some groups still lag behind.

The Commission For Higher Education aims for at least 60 percent of Hoosiers to have some kind of college credential by 2025. Part of that includes a push to close achievement gaps for low-income and minority students.

Commissioner Teresa Lubbers says the state's [21st Century Scholars program](#), designed to offer low-income students free college tuition and support, is showing major progress.

"We are not where we need to be. But with the 21st Century Scholars population we are showing we would close the achievement gap by 2025," she says.

Lubbers says changes to the program have helped those students close achievement gaps. Scholars have to meet requirements like enrolling and completing a certain number of credits each calendar year, and maintain a 2.5 grade point average.

"We are just now beginning to see the fruits of those changes in the increases that we've seen in college going and college completion," she says.

On time completion rates for black and Hispanic students have increased across public colleges by five percent in five years as well, but gaps remain. Hispanic students still go to college less than white and black students, and only around 30 percent of black students from Indiana high schools' 2015 cohort completed all of the coursework they attempted during their first year at a public college in the state.

Lubbers says enrolling more students in the 21st Century Scholars program would likely help close those gaps.

**Inside Indiana Business**  
**State Higher Ed Commission Adds Associate Commissioners**  
**Tara Twigg**  
**August 6, 2018**

The Indiana Commission for Higher Education has added Alecia Nafziger and Stephanie Wilson as associate commissioners. Nafziger will serve as associate commissioner and chief financial officer, and Wilson will serve as associate commissioner for strategy and external affairs.

Nafziger most recently served as fiscal analyst for the Indiana House Republican Caucus. In this role and her previous position as assistant director of education and economic development for the State Budget Agency, she worked closely with the Commission on budget and fiscal matters. Nafziger will provide financial, budget and policy analysis regarding higher education finance issues in Indiana, as well as oversee financial operations and operating budgets that support the Commission's mission and legislative mandates.

Wilson returns to the Commission after serving as press secretary for Indiana Governor Eric Holcomb. She previously served as communications director at the Indiana Commission for Higher Education and brings several years of experience in strategic communications to her new role. As associate commissioner for strategy and external affairs, Wilson will be responsible for developing, communicating and executing the Commission's strategic plan and supporting initiatives.

**Chicago Tribune**  
**Minority college students in Indiana face more hurdles to graduation, state report says**  
**Meredith Colias-Pete**  
**August 9, 2018**

A new state report cautions that minority students continue to face higher academic hurdles on the path to college graduation.

Although state numbers appear to show minority graduation rates improving, several areas of concern remain, especially for African-American students both as they start college and the length of time it takes to finish.

Incoming African-American students were less academically prepared for college-level classes and less likely to complete college credits within their first year, according to an Indiana Commission for Higher Education equity report released last week.

"As we work toward closing all achievement gaps, the disaggregated data will be important in understanding exactly where our focus should be as we double down on efforts to ensure college success for all students," Indiana Commissioner of Higher Education Teresa Lubbers said in a statement.

The report measured three factors it said predicted success for incoming freshman — skipping zero-credit remedial classes, making it to sophomore year and completing all credits within the initial year.

Tracking high school students from class of 2015, it found only 30 percent of African-American freshman statewide had completed all credits taken within their first year, compared to 57 percent of white students.

Nearly 60 percent of overall students graduated college within six years, but only 34 percent of African-American students graduated within the same timeframe, the report said.

The report shows “pretty clearly bad numbers,” said Mark McPhail, former Indiana University Northwest Executive Vice Chancellor for Academic Affairs.

Commitment to reach struggling students have to start with administrators at the top with a commitment for faculty to tailor teaching and services in relation to specific needs.

“It’s got to be more than lip service and it’s got to be on the ground,” he said. “You have to work very intentionally with the student. You can’t just work with your best students.”

Hispanic students were one of the biggest growing demographics, but trailed in college enrollment rates — 52 percent in 2016, compared to 66 percent for white students.

Indiana’s African-American college attendance rate that year dropped to 57 percent, compared to 62 percent in 2011. Those two trends for Hispanic and African-American students could likely strain the state’s ability to meet its goal to close minority college achievement gaps by 2025, the report said.

Students that attended college under the state’s 21st Century Scholars program showed promise. They more likely to enroll in college (82 percent). Of those students, 44 percent able to successfully progress past their initial year, compared to 23 percent for other low-income students.

“This might be an indication that financial aid, along with wraparound services and the Scholars Success Program play a large role in students’ college-going decisions,” the report said.

Purdue Northwest spokesman Doug Clark said the university had implemented a variety of initiatives to help academically at-risk students navigate college, noting its minority graduation rates had improved in recent years.

“We have invested in multiple programs designed to support early achievement and on-time completion of all students,” he said in an email. “From reshaping the first-year experience, keeping students on a path toward graduation while they decide on a major; to providing one-on-one mentoring and career advising for first-generation college students; to supporting student clubs like Brother-to-Brother, promoting diversity, community and academic success — these efforts are having an impact.”

**WIBW**  
**Second Gallup - Indiana Survey Shows Hoosier Graduates Believe College Is Worth It**  
**August 9, 2018**

More than 85 percent of graduates from 12 Indiana public and private colleges say they were satisfied or extremely satisfied with the education they received, according to the results of the second Gallup-Indiana Graduate Satisfaction Survey released today by the Indiana Commission for Higher Education.

With funding support from Strada Education Network, Gallup and the Commission, the survey reached out to more than 21,000 college graduates from the Indiana colleges that volunteered to participate in the second year of this statewide look at alumni satisfaction.

"For these 12 campuses and the Commission, the results from the second Gallup-Indiana Survey provide insights we can use to improve the postsecondary experience for all Hoosier students," said Indiana Commissioner for Higher Education Teresa Lubbers. "I commend the colleges that stepped up to be survey participants and will continue to encourage Indiana colleges to participate in this biennial survey."

The following 12 colleges participated in this second survey administration: Ball State University, Butler University, Calumet College of St. Joseph, Grace College, Indiana University Southeast, Indiana University-Purdue University Fort Wayne, Ivy Tech Community College, Marian University, Purdue University Northwest, Taylor University, Vincennes University and WGU Indiana. See results for all participating colleges [online here](#).

#### Statewide Results: Positive Findings

- **Worth the Investment/Debt:** Nearly 80 percent of alumni surveyed agree or strongly agree that their higher education was worth the cost. For those with student loans, 73 percent agree college was worth it.
- **Greater Well-Being:** Indiana's college graduates continue to thrive at higher rates than graduates surveyed nationally at all five elements measured: sense of purpose, social well-being, financial well-being, community well-being and physical well-being.
- **Educational Decisions:** Indiana's college graduates when asked "if they could do it all over again," 97 percent indicated they would still have obtained a bachelor's degree, 72 percent would still study the same major in their bachelor's degree program, and 87 percent would still attend the same institution to obtain their degree.

#### Statewide Results: Opportunities for Improvement

- **Career Services:** Among graduates who graduated after 2010, only 58 percent visited their college's career services office at least once.
- **Well Prepared for Life:** Just 36 percent of surveyed graduates strongly agree they were well prepared for life outside of college.
- **Support Experience:** Only 30 percent of surveyed graduates strongly agree they had a mentor who encouraged them to pursue their goals and dreams.

It is important to note that school results differ by the age and/or graduation year of respondents. For example, older alumni tend to be more likely to report high well-being and work engagement, and younger alumni tend to be more likely to have had the six specific supports and opportunities surveyed, such as an internship.

The Gallup-Indiana Survey was inspired by the Gallup-Purdue Index. This partnership between Gallup and Purdue University surveyed thousands of college graduates to measure the relationship between a college degree and long-term graduate well-being and workplace engagement.

The second Gallup-Indiana survey was conducted in partnership with Strada Education Network, which supplied a \$500,000 grant to offer 50 percent discounts for all participating public institutions. Additionally, the Commission offered a 10 percent discount for participating public colleges and Gallup offered a 10 percent discount for all participating colleges.

"This kind of information about the college experiences and outcomes of Indiana graduates is invaluable for prospective students and their families who are planning for college, as well as for policymakers and educators who are determining higher education policy and programming," said Carol D'Amico, Executive Vice President, National Engagement and Mission Advancement at Strada Education Network. "Strada is delighted to support these more robust measures of college value to promote student success in college and career."

These 2018 Gallup-Indiana Survey results play an important part in the second iteration of the Indiana's College Value Index. First launched in 2016, the index provided a first-in-the-nation, comprehensive measure of higher education value that brings together the Commission's existing data on college readiness, college completion, student debt, employment, average earnings and this qualitative data on graduate satisfaction.

**Inside Higher Ed**  
**States Attempt Closing Racial Gaps to Improve Graduation**  
**Ashley Smith**  
**August 21, 2018**

More than 40 states have set goals to increase the number of adults who have a college degree or high-quality professional credential within the next few years. But far fewer states have set goals and created policies to close racial equity gaps in pursuit of higher college graduation rates.

Some states, such as Indiana, that did take steps to close these gaps are seeing progress after following through on specific set goals.

Indiana was among the first to adopt a degree-attainment goal focused on equity. Although racial disparities in college attendance and completion rates still persist there, state officials say they have begun to shrink. A state [progress report](#) released this month indicates that six-year graduation rates for Hispanic students increased from 47 percent in 2006 to 54 percent in 2011, and from 31 percent to 34 percent for black students. The numbers show solid improvement for sure but still lag behind the 64 percent six-year graduation rate for white students in 2011.

The improved rates have nonetheless met part of a goal set by the state in 2013 to cut racial equity gaps in college achievement by 2018 and to close those gaps by 2025. The state also set a goal for 60 percent of adults to hold a college degree or certificate by 2025.

“It’s clear to us and most states that there is no way to get to those attainment numbers without dealing with equity issues and closing achievement gaps,” said Teresa Lubbers, Indiana’s commissioner for higher education. “The good news is that we believe we’re making progress. The challenge is there is still progress to be made, but we have answers to how to go about doing that.”

On-time completion rates have increased by more than five percentage points for black and Hispanic students in the past five years at four- and two-year college campuses in the state. On four-year campuses, on-time completion for black students increased by seven percentage points, to 24 percent, and by 12 percentage points, to 32.9 percent, for Hispanic students. On Indiana’s two-year campuses, the on-time completion rate improved by eight percentage points for Hispanics, to 10.5 percent, and by five percentage points for black students, to 5.6 percent.

On-time completion means students earned a degree or certificate within four years at a university or two years at a community college. Despite the progress, there is still a gap between black, Hispanic and white students, who have a 47.5 percent on-time completion rate at the universities and 14.1 percent at the community colleges.

Still, the data also pointed to some troubling outcomes for the state. For example, the only racial equity gap on track to close by 2025 is between Hispanic and white community college students. And on-time completion rates haven’t increased at a level to close all gaps by 2025.

Lubbers said the colleges have a good idea of what works from the performance of students in the state’s 21st Century Scholars Promise Program, which provides merit-based financial aid to first-generation, low-income students and seeks to close performance gaps for students who received free and reduced-price lunch as middle schoolers or are Pell Grant recipients.

From 2012 to 2017, on-time graduation rates for 21st Century Scholars increased by double digits, to 34 percent at four-year colleges and 17 percent at two-year colleges, according to the state. The gaps in on-time completion for scholars at two-year institutions have closed, and the gaps at four-year institutions will nearly close by 2025.

“The success elements we integrate into the scholars program apply to everybody,” Lubbers said, adding that recent reform efforts in the state such as [15 to Finish](#), which encourages students to pursue 15 college credits a semester in order to graduate on time, and guided pathways and degree maps so students know what is needed to graduate, will help to close racial gaps and improve completion overall.

As for the still low completion numbers, Lubbers said many of these initiatives and programs designed to improve outcomes are still relatively new and haven’t been taken to scale across the colleges.

“One thing about Indiana right now is that we’re willing to try most anything we can to understand how we can move these numbers ... not because numbers matter, but people matter,” she said.

Last year, an [analysis](#) from Educational Testing Service, the standardized-assessment organization, found that national goals to increase educational attainment among adults would not be met if racial equity gaps were not closed. The report detailed that at the current rate of expansion of the U.S. adult population, and with the current rates of degree attainment, 2041 is the year the federal government's target could be met.

The federal goal, which was set in 2009 by the Obama administration, is for 60 percent of 24- to 34-year-olds to have earned an associate or bachelor's degree by 2020. The Lumina Foundation, which has been the leader in helping to establish state goals, has a national benchmark for 60 percent of working-age adults to have a "high-quality" certificate, associate or bachelor's degree by 2025.

A [set of reports](#) released in June by the Education Trust found that gaps between black and white and Latino and white adult students persist nationally. The reports showed that 30.8 percent of black adults and 22.6 percent of Latino adults have earned an associate degree or more, compared to 47.1 percent of white adults between the ages 25 and 64.

"If we're going to close racial and ethnic gaps in completion, we need to have data disaggregated and have colleges take a bigger role in ensuring students are graduating," said Will Del Pilar, vice president of higher education policy and practice at Ed Trust.

### **Holding Institutions Accountable**

Del Pilar points to a few other states, such as Texas, Oregon and Colorado, that have examined completion, access, retention and other data points by race and ethnicity, and have set goals for how colleges can make measurable progress.

Colorado, for instance, has a goal for 66 percent of the state's adults to have a post-high school certificate or degree by 2025. So far only 55 percent of adults in the state hold a degree or certificate.

In 2012, the state had initially set specific goals for decreasing racial equity gaps across each demographic, but by 2017 views in the Colorado Legislature shifted to decreasing all gaps completely.

"Any equity gap is unacceptable," said Amanda DeLaRosa, chief of staff in the Colorado Department of Higher Education. "So we benchmarked all populations against 66 percent by 2025."

Colorado is in a unique position. It has the second highest educational attainment rate in the country, at 55.7 percent -- behind Massachusetts at 56.2 percent, according to the Lumina Foundation. But it also has one of the [largest gaps](#) in racial equity, DeLaRosa said.

"One of the things to know about Colorado is that we're really good at importing talent," she said. "When you look at statewide achievement, the folks with the most degrees came from out of state. You look at homegrown talent and you see equity gaps."

But the state has started making progress. In 2012, the Hispanic population, which is Colorado's fastest-growing group, had 18 percent certificate or degree attainment. That rate has increased to 29 percent today but still lags 64 percent of the white population with a certificate or degree. And at the current

rate, Colorado is not on track to meet its attainment goal if the racial equity gaps are not erased, DeLaRosa said.

Last year, Colorado required each campus president to set annual goals and detail how they would close their own racial equity gaps. And while that work is relatively new, DeLaRosa said three colleges have started working on initiatives that they expect will help to close those gaps.

The state received \$500,000 from the Lumina Foundation's Talent, Innovation and Equity grant last year to target gaps at Community College of Aurora, Pueblo Community College and Colorado State University Pueblo. CSU Pueblo, for instance, is using a portion of the money to partner with high schools and create student success classes for 11th and 12th graders. Community College of Aurora has a plan to put faculty through boot camps that track student performance after each exam or lecture. They plan to disaggregate the data by race and examine how instructors can improve or change their teaching styles based on the results, DeLaRosa said.

The biggest challenge for the state is in spreading these initiatives beyond just a few colleges.

"If we can be more effective in taking what we've learned from pilot [programs] and years of experience and scale that to all institutions using existing dollars, that's where we'll find our greatest success," she said.

Del Pilar said states that haven't set goals to increase completion rates or close equity gaps pose an even bigger problem. He points to California, which has a 35-percentage-point gap between white and Latino students in degree attainment. Only 18.3 percent of Latino adults in the state have a certificate or degree, according to Ed Trust.

A coalition of colleges, nonprofit organizations and education foundations have [called on the next California](#) governor to set a degree-attainment goal for the state and to close racial equity gaps in college achievement by 2030.

"If we're not explicit that we need to do a better job at improving college preparation and graduation rates for these diverse student populations, it simply won't happen," said Michele Siqueiros, president of the Campaign for College Opportunity, which is one of the groups calling for the attainment goals.

There is a perception that California is progressive on a lot of issues, including racial equity, Siqueiros said.

"I remind people that no, even in California, our leaders lack the courage to talk about race and equity that takes responsibility for what our state and colleges can do better," she said.

Meanwhile, more than 50 percent of students in the K-12 system are Latino, Siqueiros said.

"It isn't simply about improving college graduation rates for Latino, black and Asian American students," she said. "It's about what does the future of California look like economically if we don't do a good job educating our diverse population."

**Education Dive**  
**Indiana's scholars program on pace to close achievement gap**  
**James Paterson**  
**August 21, 2018**

**Dive Brief:**

- A program designed to close the achievement gap in Indiana is paying off, according to [a report by the Indiana Commission for Higher Education](#).
- Officials with the state's [21st Century Scholars](#) program say its low-income participants are outperforming other low-income and minority students in their likelihood to attend college, be successful after enrolled and complete their degrees.
- In 2013, the commission set goals of halving the achievement gap by 2018 and eliminating it by 2025. So far, the state has closed the achievement gap for low-income and minority students by more than half compared with the total student population. However, the scholars are the only group on pace to meet the 2025 goal.

**Dive Insight:**

Elsewhere in the U.S., efforts to close the achievement gap have met varying degrees of success.

One recent study found that a U.S. Department of Education effort to narrow the achievement gap did not improve the status of young black and Latino men in New York City high schools. The participating schools, which had high graduation rates but low college-readiness data, received a \$250,000 grant through the program. The report showed about 16% of participating students met college-ready criteria, compared to 18.6% at similar city schools analyzed in the report. Inconsistent implementation and review of the program across participating schools, as well as minimal focus on college readiness, is partly to blame for the disappointing results.

The college testing firm ACT in a recent report with the United Negro College Fund indicated that while African-American students are achieving significantly better in school generally, they lag in college readiness. Only about 6% met ACT benchmarks for college readiness in four key subjects (English, reading, mathematics and science) as opposed to 28% for all students.

Two leading college attendance researchers last year published a book suggesting that to increase college-readiness for disadvantaged students, the U.S. education system must offer more financial aid and academic support. The researchers also call for strengthening connections between coursework and the labor market and offering more structured paths to college and careers.

## WIBW

### Yvonne Heflin Receives Distinguished Hoosier Award

August 22, 2018

The Indiana Commission for Higher Education announces today that Student Support Specialist Yvonne Heflin received a Distinguished Hoosier Award from Gov. Eric Holcomb. The award honors Heflin's 40 years of service to Hoosier students and the state.

Yvonne Heflin began her state government career at the State Student Assistance Commission of Indiana (SSACI) in 1978. For 40 years, Heflin has been helping students and their families navigate issues related to financial aid. In 2012, SSACI combined with the Commission for Higher Education and Heflin stepped up to ensure a smooth transition. Today, Indiana Commissioner for Higher Education Teresa Lubbers presented the Distinguished Hoosier Award to Heflin on her 40th anniversary with the state.

"What stands out most about Yvonne's 40 years of service is her commitment to making postsecondary education attainable for all Hoosier students, regardless of financial need," said Commissioner Lubbers. "When I walk by her desk and hear her talking to students about their financial aid concerns, I can guarantee that when the conversation is over, they know exactly what they need to do and have been treated with compassion and respect."

The Distinguished Hoosier Award is one of the highest honors given by the State of Indiana to its citizens. The award is granted at the discretion of the governor to outstanding residents for their accomplishments and contributions to their communities.