AGENDA

Commission for Higher Education

COMMISSION MEETING

Vincennes University
Indiana Center for Applied Technology
Room 126
1500 N. Chestnut St.
Vincennes, IN 47591
Phone: 812-888-4208

Friday, August 13, 2009

I.   **CALL TO ORDER -- 9:00 a.m.** *(Eastern)*

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

III. **CHAIR'S REMARKS**

IV. **COMMISSIONER'S REPORT**

VI. **DISCUSSION ITEMS**

VII. DECISION ITEMS

A. Academic Degree Programs

   - B.S. in Sales to be offered by Ball State University at Muncie

   - M.S. in Applied Statistics to be offered by Indiana University Bloomington at Bloomington

B. Capital Projects

   - Purdue University, West Lafayette, Boiler No.7 – Infrastructure Preparation and Warehouse Modifications: $3,200,000

   - Indiana University, Bloomington, McNutt (Bryan) and Teter (Thompson) Quad Restrooms Renovation: $3,862,000

   - Indiana University, Bloomington, Athletics Academic Center renovation: $3,000,000

   - Ball State University, Construction of Marilyn K. Glick Center for Glass: Project cost: $2,000,000

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The next meeting of the Commission will be on September 11, 2009, in Fort Wayne.

State of Indiana
Commission for Higher Education

Minutes of Meeting

June 12, 2009
Friday

I. **CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 9:08 a.m. at Purdue University Calumet, Calumet Conference Center, Rooms 135-137, 2200 169th Street, Hammond, Indiana, with Chair Jon Costas presiding.

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

Members Present: Dennis Bland, John Costas, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, Ken Sendelweck, Clayton Slaughter, Mike Smith, Kathy Tobin

Members Attending via Conference Call: Gerald Bepko, Chris Murphy, Richard Johnson

Members Absent: George Rehnquist, Carol D'Amico.

No institutional presidents attended the meeting. Dr. Hans Giesecke, President of the Independent Colleges of Indiana, was present.

III. **CHAIR'S REPORT**

Dr. Howard Cohen, Chancellor of Purdue University Calumet, gave welcoming remarks. He acknowledged a great job Kathy Tobin did as a Commission Member, representing the campus.

Mr. Costas thanked Dr. Cohen for his hospitality and a great presentation on Thursday night.

Mr. Costas announced that this will be Kathy Tobin's last meeting. He recognized Kathy Tobin for her service on the Commission. He also mentioned that Kathy will be taking over as a new chair of STAC (Statewide Transfer and Articulation Committee). Kathy expressed her gratitude for an opportunity to work at the Commission, stating that this was a great experience.

Mr. Costas thanked Richard Johnson for his service at the Commission. Mr. Johnson, in his turn, extended an invitation to Members of the Commission to visit his house at the Brown County, which was, as Mr. Costas put it, the "birthplace of the Reaching Higher Initiative."

Chair Costas announced Mr. Thomas Kinghorn's retirement from Ball State University.

Mr. Costas announced Mr. Terry Clapacs' retirement from Indiana University.

Dr. Kenneth Sauer, Interim Commissioner, acknowledged the long terms both Mr. Kinghorn and Mr. Clapacs served at their respective Universities.

Chair Costas announced that Jeff Spalding has left the Commission to assume the position of Director of Federal and State Legislative Affairs with the Indiana Department of Transportation.

Mr. Costas announced that Cheryl Orr will be leaving the Commission at the end of June to work with Stan Jones. Cheryl briefly described her new job at the National Coalition for College Completion.

Mr. Costas reported that Commission for Higher Education has been asked to coordinate 2010 census.

IV.   COMMISSIONER'S REPORT

None.

V.   CONSIDERATION OF THE MINUTES OF THE MAY COMMISSION MEETING

R-09-05.1   RESOLVED: That the Commission for Higher Education hereby
             approves the Minutes of the May 2009 regular meeting. (Motion –
             Moran-Townsend, second – Smith, unanimously approved)

VI.   DISCUSSION ITEMS

A.   Results of Ivy Tech Community College Remediation Pilot Projects

Dr. Donald S. Doucette, Senior Vice President and Provost, gave a brief description of the item. He pointed out that remediation is a core mission of Ivy Tech, and it is fundamental that students have an opportunity to participate in higher education and succeed. Then Dr. Doucette invited Dr. Marnia Kennon, Vice Provost for Academic Affairs, to present the item.

Dr. Kennon explained that Ivy Tech serves students who may not be prepared for college. Two thirds of all first-time students are required to take remedial courses. Two thirds have completed at least one remedial course. Dr. Kennon said that Ivy Tech received two coordinating grants: one from Lilly Endowment and another from Joyce Foundation, to help with the Remediation Pilot Projects.

Mr. Jud Fisher, Commission Member, asked about Early Childhood Education Project in Evansville. He was wondering whether this program will eventually be presented outside Evansville, at other Ivy Tech campuses. Dr. Kennon responded in affirmative, saying that the curriculum can be shared with other campuses. She also confirmed that the CDA is a nationally recognized certificate.

Mr. Mike Smith, Commission Member, asked how many pilot programs are being funded by the Ivy Tech budget. Dr. Kennon responded that Ivy Tech relies mostly on part-time faculty, so they stay with what has been appropriated to Ivy Tech by the State Budget Committee. However, the need for the full-time faculty is great.

Mr. Smith asked how many pilot programs would be funded if Ivy Tech were to receive additional funding from the state. Dr. Kennon said that all of them would be, and Dr. Doucette confirmed this statement.

Mr. Smith has requested to have a follow-up of this item at the fall Commission meeting, to see how much of what had been done today would actually be seen in the fall.

Ms. Marilyn Moran-Townsend asked whether Ivy Tech is expecting to mandate the pilot programs. Dr. Doucette said they would hope that these programs would become statewide practice.

Mr. Dennis Bland asked what was the most exciting finding for Ivy Tech resulting from the pilot programs. Dr. Kennon said that the minor tweaking of the schedule could result in a big change. The completion rate was 50% higher for those students who were taking classes in an 8 week sequence than for those who took courses over an entire semester.

B.   Overview of May 2009 Revenue Forecast and Governor's Budget

Mr. Bernie Hannon, Associate Commissioner for Facilities and Financial Affairs, presented this item. He explained the April Revenue Forecast, as well as the Governor's proposed June 2009 Higher Education budget and the status of the Special Session.

Brief discussion followed.

C.   Non Binding Tuition and Mandatory Fee Tuition Targets, Net Tuition Discussion

Mr. Bernie Hannon presented this item. He explained the aggregate average net tuition paid by resident undergraduate students. The instructions for reporting aggregate net tuition were to report gross tuition and fee charges to all resident undergraduate students, the total amount of federal grant aid, the total amount of Indiana State grant aid and the total amount of institutional grant aid. Mr. Hannon said that no data was available about net tuition by income levels, so the universities will be giving the Commission the aggregate average net tuition data. Purdue University put together a template, which was sent to other institutions.

For all resident undergraduate students, _on average_ the public institutions waive 10% of tuition and fees, SSACI grant awards cover 15% of tuition charges and the federal government gives grants to cover 17% of tuition, leaving 58% of net tuition to be paid by students. The continuum of what any given student actually pays runs from 0% to 100% of the charges.

Dr. Tom Morrison, Associate Vice President for Public Affairs and Government Relations, Indiana University, presented information for all Indiana University campuses. Net tuition is something the public hasn't talked a lot, but it is much better indicator of what cost of college is, more so than the "sticker price" of the college. The "sticker price" of college is what the public sees go up, even though the actual price students pay may be level or even declining, so the fact that the University is dealing with the net tuition is a very good thing.

On average, students who get financial aid pay about 55% of the "sticker price" of college. IU has to communicate to the public that financial aid is available, and the "sticker price" is generally not what students will pay, especially if they are from low- or middle-income families. The data presented to the Commission is for dependent, resident, undergraduate FAFSA filers, so it is only those Indiana undergraduate residents who actually filled out the FAFSA form who are included in the analysis. Within that there are categories, including Federal, state and institutional aid (grants given by the institution). The analysis does not include private scholarships for those who did not fill out the FAFSA. IU tried to conform to Federal reporting requirements. The important points to make are that the Commission will see in the lower income groups a very high number for average aid per student. The aid is higher than the cost of tuition, sometimes as high as 50 or 60%.

In their data, IU did not include the cost of housing, so is can be assumed that when someone gets that award they are using it for cost of housing, books, etc. The other big bubble in these numbers of low-income strata is IU's commitment to the wrap-around program for 21st Century Scholars.

Dr. Gerald Bepko asked about the percentage of students represented by the group of FAFSA filers. Dr. Morrison said it was about 50% for Indiana University Bloomington, but the goal was to increase this number.

Mr. Chris Murphy asked whether people who do not file FAFSA forms get any financial assistance. Dr. Morrison responded that they do, and this would be mostly merit-based scholarships, or they can get campus jobs, etc. Mr. Murphy wanted to make sure that FAFSA wouldn't be required for these scholarships. Dr. Morrison responded that FAFSA would be required to receive Federal, state or institutional aid, but it is not required for other type of scholarships.

Mr. Dennis Bland asked what percentage of IU Bloomington students who are eligible for financial aid, do not apply for it. Dr. Stephen Keucher, Associate Vice President and University Budget Director, responded that if the students did not file for financial aid there is no way of knowing their number.

Dr. Randy Woodson, Provost for Academic Affairs, Purdue University, referred to Mr. Bland's question and stated that the number of FAFSA filers is greater in the first year, and then goes down as the student progresses at the University. If the students file a FAFSA form, but are not eligible for aid, they often don't apply again. Purdue's number of freshmen FAFSA filers is 83%. Purdue is higher than average in this measurement, because some of the University's merit-based scholarships depend on filing FAFSA forms.

Dr. Woodson then presented net tuition information for Purdue University-West Lafayette and Calumet campuses. It is important for Purdue to consider a real cost to students, and to try to educate students and families about what it is going to cost them to get an education at Purdue. The analysis presented included only the freshmen class, though the analysis could be expanded to include all students. All data is based on income level. They tried to be consistent with the federal guidelines, but included levels of $0-$40,000 and middle-income ranges to reflect unique scholarship programs provided by Purdue.

The data is based on what the freshman class experienced during their first year at Purdue University. In the $0 to $40,000 category they had 450 freshmen filing FAFSA. 445 of those filers actually received some form of aid. On average, for those who filed FAFSA forms, over $13,000 in financial aid was granted against the total cost of $18,000. In their document Purdue has also included the listing of all other sources of financial aid: loans, work study, and the aid that was received from the local organizations, which represent external scholarships. On average, the family cost after all financial aid is about $1,600 for students from $0 to $40,000 income level.

Mr. Clayton Slaughter asked whether a student can get one of the external scholarships and also a loan, which he will have to repay later. Dr. Woodson responded that the challenge is to fully understand what the students receive. There are a lot of scholarships that go directly to students that Purdue doesn't know about. Families in the $40,000 – 80,000 income level fall outside of the Federal Grant programs, and they have greater family contribution expectations. As a result, if the Commission looks at the amount of money the students and families are paying, it is obvious that it is the highest for the families in this middle income range. To better meet the

financial needs of middle-income students, Purdue has launched its own scholarship, called Marquee Scholarship. It is $2,000 annual scholarship for up to four years for students from families with income levels over $40,000 and under $80,000.

Mr. Gary Lehman asked, whether, especially in middle income columns, the standard deviation for the averages is very significant, as merit scholarships can be substantial.

Dr. Woodson responded that the standard deviation increases across the chart. Purdue's denominator is all students who receive aid.

Dr. Kathy Tobin remarked that from the chart is was clear that in the lowest income category (up to $40,000) total estimated cost of college attendance in West Lafayette is $18,000, and for Purdue-Calumet $16,000. After all financial aid the average family cost for attending Purdue-West Lafayette is $1,600, and at Purdue-Calumet is $4,000. When students are making decisions, they need to know that it costs more to go to Purdue-Calumet, than to West Lafayette. The biggest discrepancy is between the state aid and Purdue internal grants from scholarships. Regional campuses do not have a large pool of money for internal scholarships. Dr. Tobin didn't understand the discrepancy in the state aid.

Dr. Woodson responded that at Purdue West Lafayette it is a very high priority to use all resources to support students. This is a central part of their strategic plan, which focuses on providing a clear pathway for students to go to Purdue West Lafayette and to be successful. Within last six years, institutional aid has increased 95%. They try not only to recruit the best students for the University, but to provide them with the resources to be successful. There is a perception that keeping tuition fees low makes the University more affordable. While intuitively this makes sense, having flexibility to manage resources, and setting a tuition fee that is consistent with the market, gives Purdue the resources necessary to support students with high need.

Mr. Mike Smith thanked Dr. Woodson for his presentation, saying that it was very critical and instructive to the public. On that theme of transparency, Mr. Smith said he would like to encourage Purdue to continue to make effort to cause that concept of net tuition better understood.

Mr. Smith asked that CHE and the Universities, as they communicate publicly, continue to focus and concentrate on net tuition and make clear that the intention is to use the financial leverage to cause college education to be more affordable to the middle income families, and that only happens if institutional aid and Federal aid keep pace with the increase of the nominal tuition rate.

Dr. Woodson said that's why this discussion is so valuable going forth. When the Universities can agree on and develop a strategy for consistent reporting against this data in a transparent clear way, the Commission can insist on keeping that net cost below its current level.

Mr. Mike Smith said attitude influences behavior. The legislature and the general public will have a reaction to tuition increases, and the attitude may be more properly guided if the Universities make these issues more transparent. If the Universities release the nominal number without explanation of what that means to the aspiring middle income Hoosier, Mr. Smith said he would worry about the attitudinal reaction.

Mr. Gary Lehman asked why there was such a big difference in state grant aid between West Lafayette and Calumet campuses, almost 50%.

Mr. Bernie Hannon responded that 98% of state aid is assigned to the full time students.

Dr. Kathy Tobin urged the Universities to continue to demonstrate the differences between the regional and main campuses; it's very valuable.

Mr. Dennis Bland expressed a high appreciation of the efforts of the participating institutions. He talked about the importance of the issue of affordability of education. He mentioned the "sticker shock" families get when they first learn about the cost of education. When the family finds out about the financial aid available, and realizes that they only have to pay a small fraction of the "sticker price," they can take advantage of the education.

Dr. Phil Sachtleben, Associate Vice President, Governmental Relations, Ball State University, briefly presented net tuition information for Ball State University, utilizing the template created by Purdue University. Dr. Sachtleben mentioned that Pell Grant has increased by $890. He reminded of a study that the Commission had paid for and that was done by the Center for Education and Evaluation Policy, and that showed the high level of misconceptions many Hoosiers have about the cost of public higher education.

D.   Results of the 2008-09 Learn More Indiana Annual – Career and College Survey of Students in Grades 9 and 11, and Update on Learn More Indiana Strategic Plan for 2009-10

Ms. Cheryl Orr, Senior Associate Commissioner for Communications and P-16 Planning and Programs, presented this item.

Learn More Indiana is a partnership of the Indiana Commission for Higher Education, the Indiana Department of Education, the Indiana Department of Workforce Development, and the State Student Assistance Commission, with additional support from Indiana's colleges and universities, USA Funds, Lumina Foundation for Education, and USDOE College Access Challenge Grant.

To stay informed regarding what students need for college and career planning, Learn More Indiana annually gathers information from students enrolled in Grades 9 and 11 in public and private high schools throughout the state. Data from the Learn More Indiana's Annual Career and College Information Survey informs schools, communities, and policymakers about the career interests, postsecondary aspirations, perceived barriers, and college access needs of Indiana students.

The survey provides a direct link between students and the Indiana colleges and universities, and provides valuable insight into what they believe are the best ways to reach them with the college and career information they say they need.

Mr. Mike Smith said he was inspired by the report from Ivy Tech about the remediation. Much more intensive support of the students was required, and the important issue was the work of the counselors. There is an unbelievable absence of the influence of the counselors for the high school aspirants. He was wondering how the Commission is using the data to inform the DOE and others that this mentoring role is missing. Also, if it can't be funded by the professional staff counselors, Learn More and others, Mr. Smith wondered whether mentors could be provided institutionally or some other way.

Mr. Chris Murphy asked how the counselors were defined. Years ago a counselor was a person you were sent to when you had problems, so it was not a good thing to go to a counselor.

Mr. Smith said that this is why he had broadened the definition of mentor. From the data that was given to the Commission, there appears to be a lack of contact with someone helping the students. There is an expressed and manifest need for more mentoring and more coaching, particularly with the first generation of aspirants.

Ms. Orr said that the bottom line is the relationships. The Department of Education has spoken about this, and Learn More Indiana includes a large community component, helping communities engage with schools and students. There are also two pilot programs being implemented: No Excuses University, which reinvents schools around a college-going culture; and College Success Team, with the intentional attempt to use a lot of good people to help kids.

Mr. Bland thanked Ms. Orr for everything she had done for the Commission for Higher Education. He referred to Tables 8, 10, 16, 27, and 33 in the supporting document. Mr. Bland encouraged the Commission to look at the data and: What are the opportunities? What are the answers? How do we implement these answers? How we bring the answers to scale? How we go about getting the funding to make it happen? In the 9th grade we see the dropout bubble. Students feel that there is nobody there to help them out.

Mr. Kenneth Sendelweck made a brief comment regarding a dual credit. The ultimate goal has to be a quality of the program. He had a conversation with some people from Purdue North Central and the successes they had experienced. He stated that it is important to stay focused on using the success of current programs as a resource.

Mr. Jon Costas said that the data is interesting, and sometimes conflicting. On one hand, we see that college is affordable for low-income families, and yet 70% of the first-generation college families believe that it is not affordable. This is what Learn More is all about. It is important to change some perceptions.

E. Website Redesign and Improvements

Ms. Aja May, Manager of Programs and Communication, presented this item. She explained that the Commission's web site has been totally changed, and she showed members of the Commission how to navigate the new site.

Dr. Gerald Bepko asked whether the web site is linked to Facebook. He said if the CHE website wants to be registered on Facebook, it is necessary to act quickly. Ms. May answered that Learn More Indiana has a "Facebook" presence, and even has its own application.

VII. **DECISION ITEMS**

A. **Academic Degree Programs**

1. **Doctor of Philosophy in Economics To Be Offered by Indiana University at Its Indianapolis Campus**

Dr. Robert Sandy, Assistant Executive Vice President, Indiana University and Professor of Economics, IUPUI, talked about this program. He introduced Dr. Anne Royalty, Director of Graduate Studies and Associate Professor of Economics, IUPUI, to present this item. Dr. Royalty

has a Ph.D. from Yale University. Her thesis supervisor, Dr. James Hackman, is a Nobel Laureate. Dr. Sandy remarked that before coming to IUPUI Dr. Royalty, was an Assistant Professor at Stanford.

Dr. Royalty presented the program. She stated that Health Economics is a growing field. From 1980 to 2005, health expenditures have grown from $1,100 per capita to almost $6,700 per capita. Such dramatic change increases the need for economists who are able to analyze questions about health and health care.

Dr. Gerald Bepko commented that there are not enough Ph.D. programs in the department of Science, and that this is a great opportunity to bring the best and the brightest to Indiana.

Mr. Clayton Slaughter asked whether the program presenters have a clear list of what the graduates will be able to do after they leave. Dr. Royalty responded that they did have a list of Core Competencies, on page 33 of the full proposal.

Mr. Mike Smith congratulated Dr. Royalty on a perfectly designed program that seems very timely.

Dr. Ken Sauer wanted to underscore that this is a highly focused program that plays to the strength of the IUPUI campus and ought to have a significant effect on research dollars that the campus might gain, and contributions it can make to economic development of Central Indiana. Ph.D. programs in economics might typically have 4, 5, 6 or more primary areas of emphasis; this program has two: Health Economics, which is expected to enroll most of the students in the program, and non-profit philanthropic studies from an economic standpoint. This also plays to one of the strength of the IUPUI campus, which is home to the Center for the Philanthropic Studies and the related degree program.

R-09-06.2   **RESOLVED:** That the Commission for Higher Education hereby approves the Doctor of Philosophy in Economics to be offered by Indiana University at its Indianapolis Campus, in accordance with the background discussion in this agenda item and the *Abstract*, May 29, 2009; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary,* May 29, 2009 (Motion - Slaughter, second - Bepko, unanimously approved).

2. Academic Degree Programs on Which Staff Propose Expedited Action

Staff presented a list of degree program proposal(s) for expedited action.

R-09-06.3   **RESOLVED:** That the Commission for Higher Education hereby approves by consent the following degree program(s), in accordance with the background information provided in this agenda item and the *Abstract*, May 29, 2009:

- M.S. in Education to be offered by Purdue University West Lafayette Statewide via Distance Education Technology

- T.C./A.A.S./A.S. in Hospitality Administration to be offered by Ivy Tech Community College of Indiana-Columbus at Columbus
- B.S. in Nursing (Generic) to be offered by Indiana University Indianapolis at Columbus

Ken Sauer added one other proposal to this list.

- A.S. in Supply Chain Logistics Management to be offered by Vincennes University at Jasper.

This proposal was inadvertently left off the list of programs. This program has been dealt with in several previous actions. This was to be offered at the Vincennes campus, Indianapolis and through distance education. This is the final site for which Vincennes is seeking the Commission's approval.

Ms. Marilyn Moran-Townsend asked Ken to remind the Commission whether they talked about Jasper at all. Ken stated that this was a part of the original request. The Commission held off taking action in that. In part, it was related to a capital project that had been proposed for Jasper, and the timing was such that the Commission decided to wait in taking action for that program. However, the circumstances seem to be right at this point, and there is no reason to delay.

(Motion – Slaughter, second – Fisher, unanimously approved).

B.   Capital Projects

1.   Cinema Theatre/Drama Renovation at Indiana University Bloomington

Mr. John Grew, Vice President for Public Affairs and Government Relations, Indiana University, presented this item. He mentioned that the total cost of the project is $15 million, $5 million of which will come from gifts, and the rest from the University resources.

Mr. Mike Smith asked why this has to be funded through a special purpose entity.

Mr. Grew answered that this is not a new entity that the University has established. There was already one project that the Commission had approved (the auxiliary library facility). It gives the University some additional flexibility in terms of financing the projects. The University can issue the debt with this entity and pay it back with its own resources.

Mr. Smith stated that people, particularly those who live in Indianapolis, are hyper-sensitive to issues around these types of entities: "capital improvement" being the most popular way of recognizing entities which are struggling at the moment. Mr. Smith said that there was reference in the presented document that the lease purchase obligations will be financed without recourse against general operating funds or no mandated student fees, etc. He asked whether this was a reasonable request for the Commission to ask that Indiana University at a future date provide some evidence, that,

in fact, there is a so-called "Chinese Wall" between the purchaser's obligation and the general funds of the University. Mr. Grew agreed that this was a reasonable request.

Ms. Moran-Townsend asked why the Commission needed to review this project.

Mr. Hannon answered that this was a lease that exceeds four years and costs $15 million. By statute, any project that exceeds $1,000,000 has to be approved by the Commission, no matter what the sources are.

Mr. Hannon confirmed that the Cinema Theatre/Drama building is in need of repair. The debt for the project would be issued through the Indiana University Building Corporation, a special purpose entity created by IU for this very purpose. Without such an entity, in the past IU would collect cash over time and then pay $15 million in cash for such projects. This allows the University to issue these debts, through this Corporation, and repay debt over time. As to Mr. Smith's question regarding the separation between the bond holder and revenue funding, Mr. Hannon responded that there was not a legal separation between the bond holder and state appropriations and student fees. He further noted that IU pledges many sources of revenue toward this debt, even though they represent that only a much smaller revenue stream will actually fund the lease payments. However, to be perfectly clear, he noted that the University's pledge to the state to use less revenues than they have pledged to support the lease (debt) payments is not legally binding.

Mr. Smith was concerned that even though the IU states that no State funds will be used for this project, Mr. Hannon has just contradicted this statement. Mr. Smith was referring to page 33 of the IU's supporting document, where it indicates that IU will pledge available funds, which are any unrestricted operating fund balances, including those created by appropriations, surpluses, and operating funds. Mr. Smith remarked that he really dislikes the lack of transparency resulting from the "no State funds involved" pledge. In fact, the repayment of the obligation is from funds provided by the State. These funds are provided by the taxpayers and those attending IU.

Mr. Hannon said that this may be a bit of a language issue. When IU says they are not going to use State funds, this is not a legally binding pledge; this is simply a gentlemen's agreement between IU and the State. Of course, there are State funds involved in the legal documents to bond holders, but IU is making promises to the State not to spend them.

Mr. Smith repeated his earlier question to Mr. Grew: if the source of the funds to repay the obligation is no different from the source of funds to repay the general obligation, why the special purpose entity?

Mr. Grew responded that they have set it as a special purpose entity. The University had self-financed facilities before through the Foundation. For various reasons, that is no longer the most desirable way to do this. This funding mechanism is very similar to that of school corporations, in terms of how they fund their projects. That's what the statute is modeled upon. IU is pledging the use of interest income on sources that are not related to mandatory student fees or appropriated funds.

Mr. Hannon said IU used this special purpose entity to finance the auxiliary library facility. The pledge of the bond was a substantial amount of revenue of all available

funds. The money that legally supports this bond includes all available funds. However, the pledge from IU is different from legally binding pledge. If IU were to issue $10 million in bonding, and they are pledging student fees instead of appropriation, than this would require the authority of the General Assembly to do that.

Mr. Smith asked whether this was unreasonable characterization to say that if interest rates remain low, as they are now, and interest on these surplus funds was inadequate to meet the obligation, that the lease expense of the facility would be treated no differently than paying the life bill on a lot of the academic buildings. It is a general obligation of the University that has to be paid from the revenue sources, which include tuition, not necessary a specific mandated fee, but general funds of the University. Mr. Smith insisted on the transparency in the characterization that the student is protected from any obligations to pay this debt.

Dr. Bepko commented that state direct support of the University is not the principal source of funding for IU and Purdue. Most money comes from tuition revenue.

Mr. Smith remarked that he includes tuition in the same category as the taxpayers' because tuition from most of the students is paid by people who are taxpayers in the state.

Mr. Costas said that this debt would be paid with existing revenue stream as opposed to creating a new revenue stream.

Mr. Smith stated that in this case, the University will have to raise tuition because of unavoidable costs like energy, health care, and the new interest on the bond to pay for the theatre renovation. It is impossible to use the incremental economic model to justify this increase. This is no less an expense of the University than all other things.

Mr. Murphy, Mr. Lehman and Ms. Moran Townsend made brief comments.

Mr. Hannon reported that total state-supported debt is always presented to Commission members, but that non-state supported debt, though monitored by CHE staff, had not been presented in the past. Mr. Hannon said he would present that data at a later date.

All agreed that IU would get together with Commission staff and some Commission members to continue this conversation before another IU project funded through the special purpose entity would appear on a Commission agenda for review.

Mr. Hannon gave staff recommendation.

R-09-06.4   **RESOLVED:** That the Commission for Higher Education hereby recommends approval to the State Budget Agency and the State Budget Committee of the project Cinema Theatre/Drama Renovation at Indiana University Bloomington, as described in the project description and staff analysis dated June 3, 2009. (Motion - Murphy, second - Bepko, roll call, motion carries by a majority of votes).

2. **Capital Projects on Which Staff Proposes Expedited Action**

   Staff presented a list of capital project(s) for expedited action.

   • Renovation of McNutt and Teter Quad Restrooms at Indiana University, Bloomington

   R-09-06.5   **RESOLVED:** That the Commission for Higher Education hereby approves by consent the following capital project, in accordance with the background information provided in this agenda item. (Motion - Lehman, second - Sendelweck, unanimously approved)

C. **FY2009 Improving Teacher Quality partnership Program Request for Proposals (RFP)**

   Ms. Aja May presented this item. She gave a quick update on how the Federal Improving Teacher Quality Grant Program works. Funds are released under very specific guidelines, and supports partnerships between colleges and universities and high need school districts to provide professional development opportunities for teachers to ensure they are highly qualified. This partnership includes three components: a university that has teacher preparation program; their college of Arts and Sciences; and the high need school district (defined by the US Department of Education as 20% or more students from families with incomes below the poverty line, and more than 5% of their teachers teaching off license).

   Mr. Dennis Bland referred to an earlier discussion about school counselors. He was wondering whether the issue of empowering our developing counselors with counseling need could be tied to the Teacher Quality Program. Ms. May responded that this program is very specific that the targeted personnel have to be teachers. The CHE has been working with Department of Education, looking into their grants, trying to see how their resources can be used for this purpose.

   R-09-06.6   **RESOLVED:** That the Commission for Higher Education hereby recommends approval to the FY2009 Improving Teacher Quality Partnership Request for Proposals (RFP) in accordance with the background information dated June 3, 2009. (Motion - Sendelweck, second - Fisher, unanimously approved).

D. **Approval of Ivy Tech Community College Accelerated Associate Degree Pilot Project Contract**

   Ms. Haley Glover presented this item.

   Mr. Smith asked whether there was an escape hatch that allows the Commission to terminate the contract if Ivy Tech does not secure additional funding. Ms. Glover responded that the Commission has 30 days to give notice to either party to terminate the contract.

Ms. Moran-Townsend had a question whether the Pilot Program would allow the Commission to track the success of participating students. Ms. Glover responded that a wide variety of student information would be tracked through the Program, and special attention would be paid to student success measures.

Mr. Clayton Slaughter asked whether the degree that students would receive would be the same as completed through any different program. He was wondering whether according to Transfer and Articulation Agreement other universities would accept this degree as a credit. Ms. Glover said that this project includes all 60 credits that are currently delivered in Associate Degree program.

Mr. Slaughter was concerned that the students who enrolled in this program, successfully graduated and later wanted to transfer to another university, would be told at this university that this program is not the same, and students would not receive credit for their work.

Dr. Marnia Kennon said that program initial work on the program will include articulated agreements with 4-year universities, to ensure transfer of credits. Dr. Kennon said that they anticipate that these universities would be interested to work with Ivy Tech. Ms. Glover added that this project will also enroll very motivated students.

Dr. Ken Sauer confirmed both Ms. Glover's and Dr. Kennan's statements. Dr. Sauer assured the Commission that the subject of transfer is absolutely critical. Dr. Sauer also added that based on the success in remedial education that was achieved, he is confident that this type of success can be carried over to that project, as well.

R-09-06.7 **RESOLVED:** That the Commission for Higher Education hereby recommends approval to the Ivy Tech Community College Accelerated Associate Degree Pilot Project Contract in accordance with the background information provided with this item (Motion - Smith, second - Slaughter, unanimously approved).

E. **Acceptance of Project Lead the Way Principles in Biomedical Sciences as a Science Elective for Meeting Core 40 Requirements.**

Dr. Ken Sauer presented this item. This course has been offered for two years in some high schools on a pilot basis with the good results. Having the postsecondary institutions review courses that would apply to meeting Core 40 requirements is a part of the state efforts to have good communication channels between K-12 and the postsecondary sector. The Commission has accepted several other courses like this, meaning that they have been proposed as meeting Core 40 requirements in the past. The Commission is delighted that this kind of conversation can occur, and the postsecondary institutions are well aware of what Department of Education and State Board of Education are doing relative to Core 40 diplomas.

Dr. Sauer gave staff recommendation.

R-09-06.8   **RESOLVED:** That the Commission for Higher
Education hereby recommends approval to the Project
Lead the Way *Principals in Biomedical Sciences* as a
Science Elective for Meeting Core 40 Requirements in
accordance with the background information provided
with this item (Motion - Murphy, second – Lehman,
unanimously approved).

F.   Calendar of Upcoming Commission Meetings

Ms. Rosemary Price, Administrative Assistant, presented this item.

Ms. Price brought it to the attention of the Commission members that due to the
fact that Christmas and New Year's holidays fell on a week that would normally
be a week of the Agenda preparation, the Commission Meeting has been moved
to January 14-15th, instead of January 7-8th, 2010. Ms. Price informed members
of the Commission that the dates that were listed for May and June, 2010
Commission meetings were in error in the Agenda book, distributed to the
Commission members. She said the corrections have been made.

Ms. Price gave staff the recommendation.

R-09-06.8   **RESOLVED:** That the Commission for Higher
Education hereby approves of the Calendar of Upcoming
Commission Meetings in accordance with the
background information provided with this item (Motion
- Lehman, second – Bepko, unanimously approved).

G.   Election of Officers

Chairman Jon Costas presented a slate of officers as follows:

Mike Smith – Chair,
Ken Sendelweck – Vice Chair,
Jud Fisher – Secretary,
Marilyn Moran-Townsend – Chair of Strategic Directions Sub-Committee
Gary Lehman – Chair of Personnel Department

R-09-06.9   **RESOLVED:** That the Commission for Higher
Education hereby approves the new slate of Officers in
accordance with the background information (Motion -
Murphy, second – Tobin, unanimously approved).

VIII.   INFORMATION ITEMS

A.   Status of Active Requests for New Academic Degree Programs

B.   Capital Improvement Projects on Which Staff Have Acted

C.   Capital Improvement Projects Awaiting Action

D. Minutes of the May, 2009 Commission Working Sessions

E. Minutes of the May Framework Subcommittee

F. Minutes of the May Human Resources Subcommittee

There was no discussion of these items.

IX. **NEW BUSINESS**

There was none.

X. **OLD BUSINESS**

There was none.

XI. **ADJOURNMENT**

The meeting was adjourned at 12:15 p.m.

_____
Mike Smith, Chair

_____
Jud Fisher, Secretary

State of Indiana
Commission for Higher Education

Minutes of the Executive Committee Meeting

July 2, 2009
Thursday

I.   **CALL TO ORDER**

The Commission for Higher Education met in executive session starting at 8:30 a.m., via conference call, with Chair Michael Smith presiding.

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

Members Present: Gerald Bepko, Jon Costas, Carol D'Amico, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, Chris Murphy, Ken Sendelweck, Clayton Slaughter, Michael Smith, and Kathy Tobin

Mr. Smith welcomed those institutional presidents and representatives who were also present. He extended the Commission's appreciation of the institutional involvement and cooperation with the Commission's first attempt at setting non-binding tuition and mandatory fee targets.

Mr. Smith welcomed Senator Teresa Lubbers as the new Commissioner and invited her to speak.

Senator Lubbers said that she is honored to be serving at the Commission for Higher Education. She explained that the Commission was late in setting the tuition targets because the statute states that the Commission is to make its recommendations "after the enactment of a state budget", and that a budget was not passed during the regular session of the General Assembly.   She said this meeting was scheduled at this time to allow the targets to be set as quickly as possible following the passage of a state budget and the adjournment of the special session of the General Assembly. Commissioner Lubbers noted the concern the General Assembly had over the state of the Indiana economy, particularly the high levels of unemployment and underemployment statewide, but particularly in hard-hit pockets of the state, both in terms of the state budget that required a special legislative session to pass and the non-binding tuition targets that the Commission is adopting today, and that the Commission shared that concern. But she noted the Commission also recognized the need for Indiana's public postsecondary institutions to carry out their missions and to work toward and within the recommendations in the Commission's *Reaching Higher* Strategic Plan for Higher Education. Therefore, she said the Commission recognizes the institutions' need for modest tuition increases.

III. **DECISION ITEM**

A. **Adoption of Non-Binding Tuition and Mandatory Fee Targets for 2009-10 and 2010-11**

Mr. Bernie Hannon, Associate Commissioner for Facilities and Financial Affairs, explained how the Commission attempted to comply with its new legislative mandate, while taking into consideration that each institutions' board of trustees has the sole authority to set tuition and fees at their respective institution. He pointed out that the state statute charges the

Commission to recommend non-binding tuition and mandatory fee targets for each public institution. He said the Commission chose to make recommendations for Indiana University and Purdue University as a "system" rather than by each specific campus. He said the statute is vague on which fees the Commission is to make recommendations, but the Commission's fiduciary duty is to the taxpayers and students of Indiana and to the state's system of higher education. As such, the Commission chooses to recommend tuition and mandatory fee rate increases only for resident undergraduate tuition and fees. He said that the Commission intentionally makes no recommendation as to any other tuition and fee rates.

In considering the non-binding tuition and fee targets, the Commission followed the following five guiding principles:

1. Funding adequacy
2. Access and affordability
3. System efficiency
4. Market forces
5. Productivity

Mr. Hannon commented on the specifics of the 2009-11 state budget and the higher education appropriations. The appropriations vary markedly by campus, with Ivy Tech Community College of Indiana receiving an increase and most other campuses seeing declines ranging from 3% to 8%. However, all reduction in general fund appropriations are restored through funding from the federal American Recovery and Reinvestment Act of 2009 (ARRA), also known at the federal stimulus bill.

Mr. Hannon presented the following non-binding tuition and mandatory fee targets by institution and gave the staff recommendation:

FY 2010
Indiana University .... 0% to 5%
Purdue University .... 0% to 5%
Ball State University .... 0% to 4%
Indiana State University .... 0% to 3.5%
University of Southern Indiana .... 0% to 5%
Vincennes University .... 0% to 3.5%
Ivy Tech Community College .... 0% to 4%

FY2011
Indiana University .... 0% to 5%
Purdue University .... 0% to 5%
Ball State University .... 0% to 4%
Indiana State University .... 0% to 3.5%
University of Southern Indiana .... 0% to 5%
Vincennes University .... 0% to 3.5%
Ivy Tech Community College .... 0% to 4%

Mr. Costas thanked Mr. Hannon for his efforts in addressing this mandated process. He asked Mr. Hannon to comment on SSACI funding, and why Ivy Tech did not receive ARRA funds. He also noted the Commission's charge to oversee the state's system of higher education. He also noted that the Commission recommendations did not differentiate tuition targets between regional campuses in an attempt to give Indiana University and Purdue

University more flexibility to determine the appropriate level of tuition and fees at each Regional campus.

Mr. Hannon stated that SSACI received increases of 6.5% in 2010 and 2.9% in 2011, but the increases are not sufficient to cover the demand. Mr. Hannon further answered that ARRA Part A funds could be used only to restore cuts in operating appropriations. Since Ivy Tech received an actual increase in state appropriations, and not a cut, ITCCI was ineligible for ARRA Part A funding. The Commission did encourage the institutions to not include the federal funds in their long-term base budget plans because the ARRA funds are temporary in nature.

Mr. Lehman questioned the relevancy of including the 0% in the range. Commissioner Lubbers stated that staff realized that the 0% probably would not be implemented, but the Legislature requested that it be included in the Commission's recommendations. Mr. Lehman stated he was concerned that a 0% recommendation might hurt the credibility of the Commission's recommendations. Mr. Murphy asked if the Commission should consider removing the 0% option, but not take it off of the table. Ms. Moran-Townsend concurred with Mr. Murphy's suggestion. Mr. Lehman questioned why the recommendations were in percentages instead of specific dollar amounts. Mr. Smith responded that the percentage versus dollar amount issue was brought to his attention, but the statute does not guide the Commission to recommend in dollar amounts and that percentages make the most sense. Ms. Moran-Townsend asked as a matter of clarity that tuition increase be shown in both dollar and percentage amounts for clarity. Mr. Smith stated that dollar figures are presented in the agenda item. Mr. Hannon stated that a new spreadsheet illustrating the dollar amounts could be provided to Commission members.

> **R-07-06.1**   **RESOLVED:** That the Commission for Higher Education hereby adopts the recommendations of non-binding tuition and mandatory fee increase targets for each of Indiana's public postsecondary institutions for 2009-10 and 2010-11 consistent with this agenda item. (Motion – Costas, second - Sendelweck, unanimously approved)

X.   ADJOURNMENT

The meeting was adjourned at 8:55 a.m.

_____
Michael Smith, Chair

_____
Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

DISCUSSION ITEM A: <u>Final Report on the 2009-11 Higher Education Budget As-passed by the 2009 Indiana General Assembly</u>

Staff Recommendation   For information only.

Background   The Indiana General Assembly has completed its work on the 2009-11 state budget. This item summarizes the 2009-11 budget and appropriations for higher education.

Supporting Document

Final Report on Higher Education Appropriations made by the 2009 Indiana General Assembly, August 14, 2007. To be distributed.

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

DISCUSSION ITEM B: <u>Report on Tuition and Fees Adopted by Indiana's Public Postsecondary Institutions for 2009-11</u>

Staff Recommendation For information only.

Background Indiana's public postsecondary institutions have adopted tuition and fees for the 2009-10 and 2010-11 academic years. This item will report the tuition and mandatory fees adopted by the institutions and compare those rates to the non-binding recommendations made by the Commission on July 2, 2009

Supporting Document *Report on Tuition and Fees Adopted by Indiana's Public Postsecondary Institutions for 2009-11, August 14, 2007. To be distributed.*

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

DISCUSSION ITEM C: <u>**Report on Twenty-first Century Scholar Success**</u>

Staff Recommendation   For discussion only.

Background   In 1990, Indiana policy makers created a program to help raise the educational aspirations and attainment of low and moderate income Indiana families. Administered through the State Student Assistance Commission of Indiana, the Twenty-First Century Scholars Program aims to ensure that all Indiana families can afford a college education for their children. By Indiana code (IC 20-12-70), the program was established to:
- Reduce the number of students who withdrew from high school before graduation
- Increase the number of students prepared to enter the workforce upon graduation
- Increase the number of students entering institutions of higher learning
- Encourage eligible students to attend institutions of higher learning by reducing the financial burdens on the eligible students and their families
- Decrease drug and alcohol abuse by encouraging higher educational pursuits
- Improve the overall quality of life for many Indiana residents

The report to be discussed will cover the most recent data available on the performance of Twenty-first Century Scholars at key points in the Education Pipeline, including high school graduation, college entry, and college completion.

Supporting Document   *To be distributed*

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

DISCUSSION ITEM D:	<u>**Report on Workforce Acceleration Grant Program**</u>

Staff Recommendation   For discussion only.

Background   Under the American Recovery and Reinvestment Act, $20-$28M in Workforce Investment Act (WIA) Adult and Dislocated Worker funds have been released to the Indiana Department of Workforce Development. While these funds have been used in other states to support staff additions at workforce centers, Indiana is directing that funding to those who are most in need.

The program will cover the unfunded cost of education after Federal and State financial assistance, and Expected Family Contribution, at a maximum award of $3,000 per year for each program year. Students are eligible for two years of funding.

Eligible Hoosiers must qualify as WIA Adult or WIA Dislocated Worker. These qualifications include:
o   Needs additional skills;
o   Low-income (family receives cash payments from public assistance programming, or family income at poverty level);
o   Unemployed or impending layoff

Nearly 29,000 Hoosiers have received a letter from the DWD. In order to access the program, they need to register through their Work One Center, which will track students through a case management system. It is estimated that about 9,000 students will ultimately receive additional financial assistance for education through this program.

Supporting Documents   1)   NEWS RELEASE: Indiana Provides up to $6,000 College Grants to Hoosier Students
2)   Workforce Acceleration Grant Poster
3)   Workforce Acceleration Grant Brochure

INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS

NEWS RELEASE   For Immediate Release

Indiana Provides up to $6,000 College Grants to Hoosier Students

INDIANAPOLIS (July 30, 2009) – The Indiana Department of Workforce Development and Indiana Commission for Higher Education today announced a new program to help Hoosiers pay the tuition of a two-year college program, books and fees. The program, called the Workforce Acceleration Grant, uses federal stimulus funds to pay up to $3,000 per year for a student's expected family contribution, unfunded tuition costs, books and fees in an associates degree or vocational training program.

"In the past many students would be faced with thousands of dollars in unpaid tuition bills, even after Pell, SSACI and other scholarships," said Teresa Voors, Commissioner of the Indiana Department of Workforce Development. "Governor Daniels insisted Indiana make the best possible use of these one-time funds and nothing compares to helping Hoosiers acquire the college education or training they need to excel in the 21st Century workplace."

Workforce Acceleration Grant recipients can pursue areas of study at more than 50 colleges and universities in Indiana that provide occupational training leading toward an associates degree or certificate program. General studies, liberal arts, baccalaureate and graduate programs are not covered. A complete list of eligible schools can be found at www.IN.gov/dwd.

"Economic realities have placed a strain on many Hoosiers in need of a college degree at a time when higher education has never been more essential to our personal and collective prosperity. The Workforce Acceleration Grant offers welcome relief just when many of these individuals need it the most," said Teresa Lubbers, Indiana Commissioner for Higher Education.

Workforce Acceleration Grants are open to Hoosiers, aged 18 or older, who have a legal right to work in the US, AND meet one of the two below criteria:

- **Low-Income participant:**
    - o Family receives federal, state, or local public assistance; or
    - o Total family income at or below federal poverty level ($23,239 for family of four)

- **Unemployed Worker:**
    - o Unemployed through no fault of their own; or
    - o Received notice of impending layoff; or
    - o Spouse of dislocated worker (earning less than 50% of family income); or
    - o Self-employed, but business closed as a result of economic conditions.

Hoosiers interested in applying for a Workforce Acceleration Grant should visit their local WorkOne Center to determine their eligibility. Approximately 9,000 current students may qualify for a Workforce Acceleration Grant. Hoosiers can find their nearest WorkOne Center by visiting www.WorkOneWorks.com.

The State will receive federal stimulus funds totaling approximately $31 million through the Workforce Investment Act (WIA) to provide the Workforce Acceleration Grants.

EDITOR'S NOTE: Attached to this release is a brochure with additional detail about the program.

-30-

DWD Media Contact: Marc Lotter, 317-232-3396 mlotter@dwd.in.gov
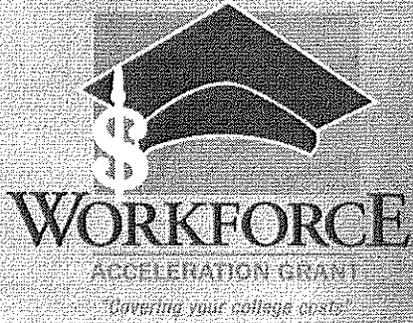
WOULD YOU LIKE TO RECEIVE UP TO

$3,000 for college?

Workforce Acceleration Grants Program is designed to help Hoosiers like you pay for the education and training to prepare for 21st Century jobs. Through this program, you may be eligible to receive a training grant of up to $3,000 per academic year to help cover tuition, fees and book costs for an Associate Degree or a vocational certificate at more than 50 colleges and universities across the state. For more information visit us online: **www.IN.gov/DWD**

Apply for the Workforce Acceleration Grant at your local WorkOne Center! ··········

FOR MORE INFORMATION:

CHE Agenda 28
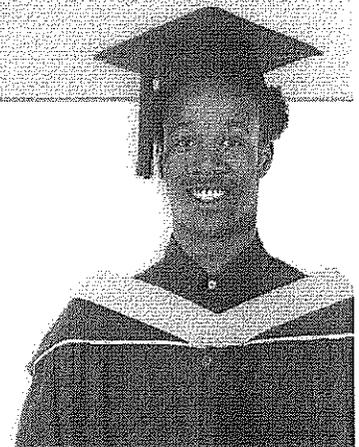
HOW IT WORKS

Workforce Acceleration Grants put the out-of-pocket costs of tuition, books and fees in your pocket, up to $3,000 per academic year.

EXAMPLE

$4,000	Tuition
-$1,000	Pell Grant
-$1,000	SSACI Grant-In-Aid
-$ 500	Expected Family Contribution*
$1,500	**Remaining Tuition***
	Books and Fees*

* Items covered by Workforce Acceleration Grant (up to $3,000)

Apply for the Workforce Acceleration Grant at your local WorkOne Center!

ELIGIBLE SCHOOLS

Ancilla College
Art Institute of Indianapolis
Aviation Institute of Maintenance (ATA)
Ball State University
Muncie
Brown Mackie College
Merrillville
Brown Mackie College
Michigan City
Calumet College of Saint Joseph's
Goshen College
Grace College
Harrison College
Anderson
Columbus
Evansville
Fort Wayne
Indpls/Medical
Indianapolis
Lafayette
Muncie
Northwest
Terre Haute
Holy Cross College
Indiana Institute of Technology
Indiana State University
Indiana University
Kokomo
South Bend
Richmond
Indiana University Northwest
Gary
Indiana University Southeast
New Albany

Indiana Wesleyan University
International Business College
Ft Wayne
ITT Technical Institute
Fort Wayne
ITT Technical Institute
Indianapolis
ITT Technical Institute
Newburgh
IUPU - Columbus
IUPU - Fort Wayne
IUPU - Indianapolis
Ivy Tech State College
Kaplan College
Indianapolis
Lincoln Technical Institute
Indianapolis
Marian College
Martin University
MedTech College
Greenwood
Indianapolis
Oakland City University
Purdue University
Calumet
North Central
Taylor University
Upland
Trine University
University of Evansville
University of Indianapolis
University of Saint Francis
University of Southern Indiana
Vincennes University

WORKFORCE
ACCELERATION GRANT
"Covering your college costs"

Helping Hoosier workers receive the skills, education and training necessary to compete for 21st century jobs

CHE Agenda 29

INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS

Indiana Department of Workforce Development
Indiana Government Center South
10 North Senate Avenue
Indianapolis, IN 46204
1-800-891-6499 • www.IN.gov/DWD

WORKFORCE ACCELERATION GRANTS

Covering Your College Costs!

Workforce Acceleration Grants Program is designed to help Hoosiers

like you pay for the education and training to prepare for 21st Century jobs.

Through this program, you may be eligible to receive a training grant of up to $3,000 per academic year to help cover tuition, fees and book costs for an Associate Degree or a vocational certificate at more than 50 colleges and universities across the state.

CHE Agenda '30

ELIGIBILITY

All participants of this program must be 18 years of age or older and have a legal right to work in the U.S. **Participants must also fall into one of the two groups below:**

1) LOW-INCOME PARTICIPANT
- Family receives federal, state or local public assistance (TANF, SNAP, etc); OR
- Total family income is at or below federal poverty level or 70% of the lower living standard income level, based on the previous six month's income (*example* $23,239 for a family of four).

2) UNEMPLOYED WORKER
- Unlikely to return to previous occupation/ career field; AND
- Falls into ONE of the following categories:
  - Unemployed through no fault of their own
  - Received notice of impending layoff
  - Spouse of dislocated worker (earning less than 50% of family income);
  - Self-employed, but business closed as a result of economic conditions.

ENROLLMENT

Participants in the Workforce Acceleration Grants Program must pursue areas of study that provide specific occupational training leading **toward an associates degree or certificate program.** General Studies and Liberal Arts programs are not covered. The staff at your WorkOne Center can provide more information about approved areas of training. To find a WorkOne Center near you, please visit www.IN.gov/DWD

There is no deadline to enroll in this program, however funding is limited and participants will be accepted on a first-come/first-served basis.

HOW TO ENROLL

1) Visit WorkOne Center to pick up application and determine eligibility; please bring the following information:
   a. Valid identification – state ID card, drivers license, etc.
   b. Social Security card or birth certificate
   c. Proof of income – pay stubs, family or business financial records, public assistance records, unemployment insurance documents, etc.

2) Take application to college financial aid office
3) Return completed application to WorkOne Center
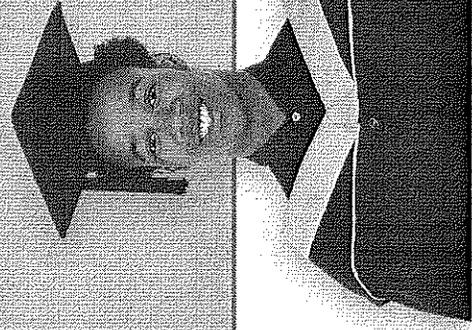
To learn more about the Workforce Acceleration Grants Program and to locate the nearest WorkOne Center, please visit our website

▲ **www.IN.gov/DWD**

DECISION ITEM A-1:   <u>Master of Science in Industrial Technology, Master of Science in Computer and Information Technology, and Master of Science in Computer Graphics Technology To Be Offered by Purdue University West Lafayette at West Lafayette</u>

Staff Recommendation   That the Commission for Higher Education approve the Master of Science (M.S.) in Industrial Technology, Master of Science (M.S.) in Computer and Information Technology, and the Master of Science (M.S.) in Computer Graphics Technology to be offered by Purdue University West Lafayette at West Lafayette, in accordance with the background discussion in this agenda item and the *Abstract*, July 31, 2009; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summaries*, July 31, 2009.

Background   The Purdue University West Lafayette College of Technology currently offers an M.S. in Technology, which enrolled 270 headcount or 147 FTE students in FY2008 and graduated 77 students that same year. Purdue West Lafayette also offers a Ph.D. in Technology, which, in FY2008, enrolled 57 headcount or 37 FTE students and had 14 graduates.

The College of Technology is organized in nine departments, each of which offers courses in support of a specialization within the umbrella M.S. in Technology. In the case of three departments -- Computer Graphics Technology, Computer and Information Technology, and Industrial Technology -- there seems sufficient market appeal to warrant offering a specific degree in that field, instead of a specialization under the umbrella degree. The eventual goal of the College would be to evolve each of the specializations into a separate degree, in which case the umbrella M.S. in Technology would no longer be needed. No additional standalone master's degrees from the College of Technology are expected in the near future, although at least one other department is working on a separate degree proposal, but that is anticipated to be at least a year away from advancing.

The College of Technology has also proposed a Bachelor of Science in Engineering Technology to be offered at several sites

through Statewide Technology. That proposal is currently under consideration by the Commission and will occasion a general discussion about the future offering of associate and baccalaureate degrees through Statewide Technology, especially in light of the continuing development of Indiana's community college system.

Supporting Documents

(1) *Abstracts* - Master of Science in Industrial Technology, Master of Science in Computer and Information Technology, and Master of Science in Computer Graphics Technology, July 31, 2009

(2) *New Academic Degree Program Proposal Summaries –* M.S. in Industrial Technology, M.S. in Computer and Information Technology, and M.S. in Computer Graphics Technology, July 31, 2009

Abstract

Master of Science in Industrial Technology
To Be Offered by
Purdue University West Lafayette at West Lafayette

July 31, 2009

Objectives: To prepare industrial technology leaders, managers, and faculty who develop, implement, teach and improve via research and development, industrial technology in public and private sectors.

Clientele to be Served: Domestic and international post-baccalaureate students with relevant academic and professional experience in the fields of industrial technology, industrial distribution, and engineering/technology teacher education.

Curriculum: A minimum of 33 semester credit hours are required to complete the program, distributed as follows:

Core Curriculum (9 credit hours)
- Measurement and Evaluation in Industry and Technology (3)
- Analysis of Research in Industry (3)
- Quality and Productivity in Industry in Technology (3)

Industrial Technology Electives (12 – 15 credit hours)
- Chosen from graduate credit eligible courses offered by the Dept. of Industrial Technology. With permission by the student's graduate committee, up to six credit hours of coursework from other departments in the College of Technology may be used towards this requirement.

Interdisciplinary Electives (6 credit hours or more)
- Chosen from courses offered outside of the department but rationally related to the candidate's career/disciplinary objective and approved by the student's graduate committee.

Plan of Study Options (3 or 6 credit hours)
- Thesis (6)
- Directed Project (3)
- Coursework Only (6)

Employment Possibilities: Graduates who become educators will likely work in educational institutions such as community colleges, technical institutes, and universities; while those who opt for careers in the private sector will typically work in business and industrial arenas – largely in production and distribution contexts.

Abstract

Master of Science in Computer and Information Technology
To Be Offered by
Purdue University West Lafayette at West Lafayette

July 31, 2009

Objectives: To prepare information technology researchers, leaders, and managers working toward addressing information technology (IT) issues in society, across industrial sectors and within organizations. The program will focus on theoretical, managerial, leadership and application-oriented issues.

Clientele to be Served: Primarily recent information technology bachelor degree recipients, but also part-time, currently employed students and non-traditional student who have previous information technology work experience and with to pursue an advanced degree.

Curriculum: A minimum of 33 semester credit hours are required to complete the program, distributed as follows:

Core Curriculum (9 credit hours)
- Impact on Society and Organizations (3)
- Research Fundamentals (3)
- Introductory Statistics (or an equivalent course; 3)

Technical Electives (With Thesis – 18 credit hours; with Directed Project – 21 credit hours)
- Students will choose seven technical electives from Computer and Information Technology course offerings as well as approved graduate courses from other departments such as: Computer Science, Organizational Leadership and Supervision, Management, Industrial Technology, and Statistics

Plan of Study Options
- Thesis (6)
- Directed Project (3)

Employment Possibilities: Graduates will be prepared for managerial, leadership, research and teaching positions in information technology in a variety of sectors including: business and industry, non-profit, government, and academia.

Abstract

Master of Science in Computer Graphics Technology
To Be Offered by
Purdue University West Lafayette at West Lafayette

July 31, 2009

Objectives: To prepare students to demonstrate leadership potential in applied computer graphics professions and to advance the knowledge in the application and teaching of computer graphics.

Clientele to be Served: Primarily recent computer graphics technology-related bachelor degree recipients, but also part-time, currently employed students and non-traditional student who have previous computer graphics technology work experience and with to pursue an advanced degree.

Curriculum: A minimum of 33 semester credit hours are required to complete the program, distributed as follows:

Core Curriculum (12 credit hours)
- Foundations of Graphics in Technology (3)
- Experimental Statistics I (3)
- Computer Graphics Pipeline and Production (3)
- Research Fundamentals in Computer Graphics Technology (3)

Technical Electives (15 – 18 credit hours)
- At least six credit hours must be from within courses offered within the Computer Graphics Technology department. The balance may be taken from the graduate courses offered at Purdue University that support the graduate student's research and career interests. Up to six credits of undergraduate coursework may be taken as long as each undergraduate course is followed by a more advanced graduate course.

Research (Thesis – 6 credit hours; Directed Project – 3 credit hours)
- Students working in areas with a substantial discovery component will be encouraged to pursue the thesis option. Students working in an area of engagement or something that applies existing knowledge (as opposed to generating it) will be encourages to pursue the directed project option.

Employment Possibilities: Graduates will be qualified to gain employment in a variety of industrial, governmental, and academic areas.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

July 31, 2009

I. Prepared by Institution

Institution/Location: Purdue University West Lafayette to be offered at West Lafayette

Program: M.S. in Industrial Technology

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	112	115	120	125	130
Part-Time	5	5	5	5	5
Total	117	120	125	130	135
Enrollment Projections (FTE)					
Full-Time	112	115	120	125	130
Part-Time	3	2	2	2	2
Total	135	117	122	127	132
Degree Completions Projection	52	53	54	55	57
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds To Be Considered For Recommendation (Increases) *	-0-	-0-	-0-	-0-	-0-

CHE Code: 09-16
Campus Code: 1825
County: Tippecanoe
Degree Level: 07
CIP Code: Federal - 150000; State – 150000

* Excludes new state dollars that may be provided through enrollment change funding.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

July 31, 2009

I. Prepared by Institution

Institution/Location: Purdue University West Lafayette to be offered at West Lafayette

Program: M.S. in Computer and Information Technology

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	45	50	55	60	65
Part-Time	5	5	5	5	5
Total	50	55	60	65	70
Enrollment Projections (FTE)					
Full-Time	45	50	55	60	65
Part-Time	2	2	2	2	2
Total	47	52	57	62	67
Degree Completions Projection	12	13	114	18	18
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

II. Prepared by CHE

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
New State Funds To Be Considered For Recommendation (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds To Be Considered For Recommendation (Increases) *	-0-	-0-	-0-	-0-	-0-

CHE Code: 09-17
Campus Code: 1825
County: Tippecanoe
Degree Level: 07
CIP Code: Federal – 119999; State – 119999

* Excludes new state dollars that may be provided through enrollment change funding.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
July 31, 2009

I. Prepared by Institution

Institution/Location: Purdue University West Lafayette to be offered at West Lafayette

Program: M.S. in Computer Graphics Technology

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	30	35	40	45	50
Part-Time	4	4	4	4	4
Total	34	39	44	49	54
Enrollment Projections (FTE)					
Full-Time	30	35	40	45	50
Part-Time	2	2	2	2	2
Total	32	37	42	47	52
Degree Completions Projection	5	7	9	10	12
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds To Be Considered For Recommendation (Increases) *	-0-	-0-	-0-	-0-	-0-

CHE Code: 09-30
Campus Code: 1825
County: Tippecanoe
Degree Level: 07
CIP Code: Federal – 110803; State – 110803

* Excludes new state dollars that may be provided through enrollment change funding.

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

DECISION ITEM A-2:   <u>Doctor of Philosophy in Epidemiology To Be Offered by
                                          Indiana University Through Its IUPUI Campus</u>

Staff Recommendation   That the Commission for Higher Education approve the Doctor
                                          of Philosophy (Ph.D.) in Epidemiology to be offered by Indiana
                                          University through its IUPUI Campus, in accordance with the
                                          background discussion in this agenda item and the *Abstract*,
                                          July 31, 2009; and

                                          That the Commission recommend no new state funds, in
                                          accordance with the supporting document, *New Academic
                                          Degree Program Proposal Summary*, July 31, 2009

Background   Indiana University reports that the five full-time and 16 joint or
                                          adjunct faculty associated with epidemiology research at IUPUI
                                          collectively bring in approximately $6 million in funding per
                                          year. Approval of the proposed Ph.D. in Epidemiology, which
                                          would be Indiana's first doctoral program in this field, is
                                          expected to enhance the ability of the campus to attract
                                          additional research funding and hence contribute to Indiana's
                                          competitiveness in the health/life sciences industry. IUPUI's
                                          strength in this area, together with the proposed program's
                                          potential further contribution to a critical area of economic
                                          development to the state, would seem to constitute a more than
                                          sufficient basis for approval of the program.

                                          The University reports that the proposed program is also part of
                                          the campus academic plan that is geared toward creating an
                                          accredited school of public health, which would be the first
                                          such unit in the state accredited by the Council on Education for
                                          Public Health (CEPH). At present, Indiana has two CEPH-
                                          accredited Master of Public Health programs (IUPUI, IU
                                          Bloomington), with a third program (Purdue West Lafayette)
                                          moving toward accreditation. In FY2008, the IUPUI program
                                          enrolled 140 headcount or 82 FTE students and had 32
                                          graduates, while the IUB program enrolled 47 headcount or 39
                                          FTE students and graduated 17 that same year. The Purdue
                                          program was approved by the Commission in October 2006,
                                          and hence, did not have students enrolled yet in FY2008.

                                          Nationwide, 72 university campuses have one or more CEPH-
                                          accredited programs of public health, while 49 campuses have a
                                          CEPH-accredited school or college of public health, each of

which has five or more master's programs related to public health. The table below indicates which states in the 12-state Midwest Higher Education Compact (MHEC) region have CEPH-accredited schools and/or programs of public health.

	Campuses with CEPH Accredited	
	Schools	Programs
Illinois	1	2
Ohio	1	4
Michigan	1	0
Minnesota	1	0
Missouri	1	0
Indiana	0	2
Kansas	0	1
Nebraska	0	1
Wisconsin	0	3
Iowa	0	0
North Dakota	0	0
South Dakota	0	0

Another requirement for CEPH accreditation of an entire unit – a college or school – of public health calls for the presence of three doctoral programs in core public health areas. IUPUI currently has one such doctoral program – the Ph.D. in Biostatistics, which the Commission approved in May 2008. The Ph.D. in Epidemiology would constitute a second doctoral program in a core public health area. The University is currently reviewing potential candidates for bringing forward a third, core doctoral program.

Having a Ph.D. in Epidemiology at IUPUI is consistent with the mission and program strengths of the campus, and has the potential of making a significant contribution to the economic development of central Indiana, and indeed, the state. In the staff view, it is appropriate to take action on this program independent of other considerations. At the same time, it would also seem appropriate for the Commission to carefully explore – in the months ahead – whether the state needs one or more schools of public health and, if so, where it or they might be located.

Supporting Documents

(1) *Abstract* – Doctor of Philosophy in Epidemiology To Be Offered by Indiana University Through Its IUPUI Campus, July 31, 2009

(2) *New Academic Degree Program Proposal Summary* – Ph.D. in Epidemiology, July 31, 2009

Abstract

Doctorate of Philosophy in Epidemiology
To Be Offered by
Indiana University Through Its Indianapolis Campus

July 31, 2009

Objectives: To develop scholars who will carry out original research that will contribute to the understanding of the occurrence of illness and injury, including investigations of the etiology, prevention, and control of disease and injury.

Clientele to be Served: Both full- and part-time students, but primarily graduates of any accredited Master of Public Health program or related health professions programs.

Curriculum: A total of 90 semester credit hours are required to complete the program, distributed as follows:

Core Courses (31 credit hours)

Methods Courses (9 credit hours)

Electives (15 credit hours)

Minor (12 credit hours)

Doctoral Research Seminars (3 credit hours)

Dissertation Research (20 credit hours)

Employment Possibilities: The program is designed primarily for those who plan to pursue academic careers involving research and teaching, as well as research and project directorship careers in industry, government, and non-governmental agencies.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

July 31, 2009

I. Prepared by Institution

Institution/Location: Indiana University Through Its Indianapolis Campus

Program: Ph.D. in Epidemiology

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	5	8	11	15	14
Part-Time	3	5	7	9	10
Total	8	13	18	24	24
Enrollment Projections (FTE)					
Full-Time	4	7	8	12	12
Part-Time	2	4	6	7	8
Total	6	11	14	19	20
Degree Completions Projection	0	0	0	4	4
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

II. Prepared by CHE

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
New State Funds To Be Considered For Recommendation (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds To Be Considered For Recommendation (Increases) *	-0-	-0-	-0-	-0-	-0-

CHE Code: 09-20

Campus Code: 1809

County: Monroe

Degree Level: 09

CIP Code: Federal – 261309; State – 261309

* Excludes new state dollars that may be provided through enrollment change funding.

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

DECISION ITEM A-3:   <u>Academic Degree Programs on Which Staff Propose Expedited Action</u>

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

- B.S. in Sales to be offered by Ball State University at Muncie

- M.S. in Applied Statistics to be offered by Indiana University Bloomington at Bloomington

Background   At its August and September 2004 meetings, the Commission for Higher Education began implementing a new policy on new academic degree programs on which staff proposes expedited action. These programs meet the criteria identified in that policy and are hereby presented for action by consent, in accordance with the aforementioned policy and the information presented in the supporting documents.

Supporting Documents   (1)   *Background Information on Academic Degree Programs on Which Staff Propose Expedited Action*, July 31, 2009

(2)   *Policy for New Academic Degree Programs on Which Staff Propose Expedited Action*, September 2, 2004

Background Information on Academic Degree Programs on Which Staff Propose Expedited Action

May 29, 2009

CHE 09-18   **B.S. in Sales to be offered by Ball State University at Muncie**

Proposal received on April 28, 2009
CIP Code: Federal – 521804; State – 521804
Projected Annual Headcount: 70; FTEs: 42; Degrees: 38
New State Funds Requested, Actual:
　　　　Year 1: $ 0
　　　　Year 2: $ 0
　　　　Year 3: $ 0
　　　　Year 4: $ 0
　　　　Year 5: $ 0

In FY2008, Ball State enrolled 1,662 headcount or 1,630 FTE students in its baccalaureate program in Business Administration and the University has long offered courses in sales.   The proposed program, which will rely heavily on experiential learning and fits well with campus immersive learning initiatives, is covered by the existing Miller College of Business articulation agreement with Ivy Tech.

CHE 09-22   **M.S. in Applied Statistics to be offered by Indiana University Bloomington at Bloomington**

Proposal received on May 18, 2009
CIP Code: Federal – 270501; State – 270501
Projected Annual Headcount: 16; FTEs: 11; Degrees: 8
New State Funds Requested, Actual:
　　　　Year 1: $ 0
　　　　Year 2: $ 0
　　　　Year 3: $ 0
　　　　Year 4: $ 0
　　　　Year 5: $ 0

The proposed program is designed to foster interdisciplinary research and actually requires that a student has been admitted for graduate studies in another field at Indiana University Bloomington before the student can enroll in this program. In FY2008, a total of 10,883 full- and part-time students were enrolled at the Bloomington campus.

Policy for New Academic Degree Programs on Which Staff Propose Expedited Action

September 2, 2004

Pursuant to the Commission's desire to expedite action on new academic degree program requests whenever possible, the staff has identified a set of factors, which though not exhaustive, suggest when a request might be considered for expedited action by consent and when a request would require Commission consideration prior to action. With respect to the latter, the presence of one or more of the following factors might suggest a significant policy issue for which Commission attention is needed before action can be taken:

- Consistency with the mission of the campus or institution
- Transfer of credit
- New program area
- New degree level for a campus
- Accreditation
- Unnecessary duplication of resources
- Significant investment of state resources

In the absence of these factors or an objection from another institution, Commission staff will propose expedited action on new program requests. Examples of situations that pose no policy issues for the Commission include, but are not limited to:

- Adding a second degree designation to an existing program (e.g. A.S. to an A.A.S.)
- Delivering an on-campus program to an off-campus site through faculty available on-site or traveling to the site
- Adding a degree elsewhere in a multi-campus system to a new campus within the system.

All requests to offer new academic degree programs must continue to be accompanied by a full program proposal, unless otherwise specified in the guidelines. It is only after a proposal is received that a determination will be suggested as to how the request might be handled.

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

DECISION ITEM B-1:	<u>Ivy Tech Community College of Indiana Sellersburg, New Construction Project, Workforce Education and Technology Center, REVISED REQUEST</u>

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *Ivy Tech Community College of Indiana Sellersburg, New Construction Project, Workforce Education and Technology Center REVISED REQUEST*, as described in the project description and staff analysis dated August 14, 2009.

Background

By statute, the Commission for Higher Education must review all projects to construct or purchase buildings or facilities of a cost greater than $500,000 regardless of the source of funds.

The Trustees of Ivy Tech Community College of Indiana requested authorization, and the Commission reviewed ITCCI's request, to proceed with a project to develop and purchase a new 80,000 GSF facility in Sellersburg. The 2007 General Assembly granted ITCCI $20,000,000 in fee-replaced bonding authorization to undertake the project. The Commission reviewed this project on August 8, 2008. At that time, ITCCI was under the impression that the project could be completed at a cost of $16,000,000, utilizing a "build-to-suit" basis with a purchase upon completion by Ivy Tech under an RFP process for professional development services. Since that time however, ITCCI has decided to add an additional 20,305 GSF to the facility and to spend the entire $20,000,000 of authorization on the project. ITCCI now requests a revised review of this project at the total cost of $20,000,000.

Supporting Document

Ivy Tech Community College of Indiana Sellersburg, New Construction Project, Workforce Education and Technology Center, REVISED REQUEST, Project Description and Staff Analysis, to be distributed.

IVY TECH COMMUNITY COLLEGE OF INDIANA SELLERSBURG, NEW CONSTRUCTION PROJECT, WORKFORCE EDUCATION AND TECHNOLOGY CENTER REVISED REQUEST

Project Description and Staff Analysis*

August 14, 2009

SUMMARY

The Trustees of Ivy Tech Community College of Indiana requested authorization, and the Commission reviewed ITCCI's request, to proceed with a project to develop and purchase a new 80,000 GSF facility in Sellersburg. The 2007 General Assembly granted ITCCI $20,000,000 in fee-replaced bonding authorization to undertake the project. The Commission reviewed this project on August 8, 2008. At that time, ITCCI was under the impression that the project could be completed at a cost of $16,000,000, utilizing a "build-to-suit" basis with a purchase upon completion by Ivy Tech under an RFP process for professional development services. However, bids were significantly greater than the $16,000,000 authorized resulting in a project budget greater than the $20,000,000 the General Assembly authorized. At that point, the college rejected all bids and returned to a traditional design, bid, build, construction management process. At the $16,000,000 level, the college can build and finish approximately 57,000 GSF and shell another approximately 20, 300 GSF. ITCCI is now requesting release of the full $20,000,000 so it can build and finish the full 77,300 GSF, near the originally envisioned 80,000 GSF, and build the additional parking to accommodate significant enrollment increases.

ITCCI currently has a campus in Sellersburg, as well as leased space in and around Sellersburg. The new facility would be sited on the ITCCI Sellersburg campus adjacent to the existing ITCCI Sellersburg facility. The existing facility will also undergo some renovations. At least some of the leased space in Sellersburg would be terminated, unless enrollment growth requires its continued use.

DESCRIPTION OF THE PROJECT:

The 2007 General Assembly authorized ITCCI to undertake construction project in Sellersburg by issuing fee-replaced bonds not to exceed $20,000,000. The plan submitted by ITCCI in the 2007 capital budget request was to construct a new facility and perform some renovations on the existing ITCCI Sellersburg facility. ITCCI now plans to construct a new 77,3005 GSF Workforce Education and Technology Center on the ITCCI Sellersburg campus adjacent to the existing Sellersburg facility, and to perform some renovations on the existing facility.

The facility intended to house all health programs, the general education and liberal arts, a wired Corporate and Community Center for business and organization events, an auditorium/lecture hall, and an exhibit space at the main entrance. Space vacated by technology programs currently located in the existing Ivy Tech Sellersburg main campus building will be renovated to create additional space for growing degree programs that will remain in the building and provide for a student and enrollment services center specifically designed to provide greater, more efficient service to students. Work will include moving walls, upgrading electrical and technology service to teaching labs, redistributing HVAC ductwork, and upgrading the exterior to coordinate with the new construction.

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* The *Staff Analysis* is a Commission staff work product. Most other portions of this document are extracted from documents authored by the institution, with occasional editing to conform to agenda presentation style.

Project Summary:

Space in Project:		
New Construction	77,300 **GSF**	$259/**GSF**
	(est) 51,018 **ASF**	
Project Cost (estimated):	$20,000,000	
Sources of Funds:	2007 General Assembly Bonding Authority	$20,000,000
Estimated Debt Service:	20 years @ 5.5%	$1,673,587
Estimated Plant Expansion:	$382,700 annually	

PLANNING CHANGES:

This project was reviewed by the Commission on in August, 2008 at a cost of $16,000,000. ITCCI now requests review of this project at a cost of $20,000,000.

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS:

ITCCI currently leases space in Sellersburg, which would be terminated once the new facility is completed.

HISTORICAL SIGNIFICANCE:

The future building site has no historical significance.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING:

As a statewide, open-access, community college, Ivy Tech Community College of Indiana provides residents of Indiana with professional, technical, transfer, and lifelong education for careers, personal development, and citizenship. Ivy Tech Community College of Indiana strives to accomplish its mission placing strategic emphasis on professional and technical education, general education, transfer education, developmental education, student development and services, continuing education, workforce education and training, community service, diversity and continuous improvement of all instruction and services.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES:

Enrollment growth, community demand for new programming and new degree opportunities have driven this request from ITCCI. The Business and Technology Annex, leased space in Sellersburg, was recently sold, requiring ITCCI to enter into a new lease with the new owners. ITCCI fears they may lose that

leased space in the near future. Enrollment grew 90% between 1999 and 2007 at ITCCI Sellersburg. The existing Sellersburg facility was last expanded in 1989.

A core element of the Workforce Education Center is a state-of-the-art medical education and training wing. It will house all health programs. This is in response to the burgeoning healthcare industry in southern Indiana and metropolitan Louisville. Several new hospitals have opened or are being planned in southern Indiana, along with multiple ancillary healthcare facilities housing physicians, specialists, and advanced medical services. The campus is working closely with area healthcare leaders to expand the number of nurses, medical assistants and other medical professionals. Financial partnerships have already been forged. The medical wing of the Workforce Education Center will provide even more opportunities to team with the healthcare community to meet a critical workforce need.

With so many more students, the need for expansion is acute. Also, the campus leases auxiliary buildings in multiple locations which house technology programs, apprenticeships and open classrooms. One of the buildings has undergone multiple ownership changes in recent years and its future availability is always a concern.

Finally, the campus advancement toward the community college model with its expanded workforce education, certification, transfer, and general education course offerings has only intensified the facility requirements of a growing campus. In order to meet the evolving facility demands, Ivy Tech Sellersburg has developed a capital project that will:

- Create a dedicated medical wing to house all health programs.
- Upgrade laboratory and classroom facilities for growing technology programs.
- Provide additional classroom and teaching laboratory space for enrollment growth areas, new programs, and expanded general education offerings.
- Include a wired Workforce and Economic Development Center with meeting space and breakout rooms.
- House an auditorium/lecture hall for college, business, professional and community events.
- Create exhibit space at the main entrance to house design shows, student art and special events

RELATIONSHIP TO LONG RANGE FACILITY PLANS:

The construction of this new facility is consistent with the long-range facilities plan of the region. The new facility will provide excellent space for the planned programmatic increases for this community. The building will provide adequate space for new programs as well as expansion of presently offered classes.

STAFF ANALYSIS:

1. The 2007 General Assembly did authorized $20,000,000 in fee-replaced bonding authority for this project. ITCCI brought this project forward to the Commission in August, 2008, expecting to fund this project with $16,000,000 in state funding. This project was also reviewed by the State Budget Committee at the $16,000,000 level. Since those reviews, however, ITCCI has now requested the entire $20,000,000 bonding authorization to undertake the project. The additional funds are necessary primarily becasue the bids from the "build to suit" construction plan ITCCI originally envisioned did not generate the savings ITCCI anticipated.

2. ITCCI currently leases space in multiple locations in Sellersburg. Some or all of those leases may be terminated upon completion of the new facility.

3. ITCCI reports that it expects an increase in maintenance and operating costs for the new facility of approximately $382,700 per year as a result of this project. ITCCI must be aware that the Commission did not recommend and the General Assembly did not fund plant expansion last biennium, and there is no guarantee of future plant expansion funding.

4. ITCCI has experienced substantial enrollment growth statewide since the inception of the state's community college initiative, and the Sellersburg campus is no exception. ITCCI data shows growth between 2000 and 2007 in headcount of 90%. Moreover, ITCCI projects an additional growth of 28% in headcount by the year 2015.

5. The report done by Paulien and Associates indicates that ITCCI currently has reached full capacity for enrollment in Sellersburg and currently is 43% below space needs The additional planned 52,000 ASF would bring ITCCI up to standards for space need by current enrollment, as defined by the Paulien report.

DECISION ITEM B-2: <u>Ivy Tech Community College of Indiana Elkhart, New Construction Project REVISED REQUEST</u>

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *Ivy Tech Community College of Indiana Elkhart, New Construction Project REVISED REQUEST* as described in the project description and staff analysis dated August 14, 2009.

Background

By statute, the Commission for Higher Education must review all projects to construct or purchase buildings or facilities of a cost greater than $500,000 regardless of the source of funds. A project that has been approved or authorized by the General Assembly is not subject to review by the Commission for Higher Education. However, the Commission for Higher Education shall review a project approved or authorized by the General Assembly if the review is requested by the Budget Agency or the Budget Committee. This project was authorized by the General Assembly and the Budget Agency has requested review.

The Trustees of Ivy Tech Community College of Indiana requested authorization, and the Commission reviewed ITCCI's request, to proceed with a project to develop and purchase a new 70,000 GSF facility in Elkhart. The 2007 General Assembly granted ITCCI $16,000,000 in fee-replaced bonding authorization to undertake the project. The Commission reviewed this project on August 8, 2008. At that time, ITCCI was under the impression that the project could be completed at a cost of $14,000,000, utilizing a "build-to-suit" basis with a purchase upon completion by Ivy Tech under an RFP process for professional development services. However, ITCCI was also counting on the city of Elkhart to contribute substantial infrastructure improvements toward the project. Since the 2008 Commission review, the city and county of Elkhart has announced that it does not have the funds to contribute to the project. The 2009 General Assembly then authorized an additional $4,000,000 toward the project to cover the infrastructure costs and to add additional space onto the project. ITCCI now requests a revised review of this project at the total cost of $20,000,000.

Supporting Document

Ivy Tech Community College of Indiana Elkhart, New Construction Project REVISED REQUEST, to be distributed.

IVY TECH COMMUNITY COLLEGE OF INDIANA ELKHART, NEW CONSTRUCTION PROJECT REVISED REQUEST

Project Description and Staff Analysis*

August 14, 2009

SUMMARY

The Trustees of Ivy Tech Community College of Indiana requested authorization, and the Commission reviewed ITCCI's request, to proceed with a project to develop and purchase a new 70,000 GSF facility in Elkhart. The 2007 General Assembly granted ITCCI $16,000,000 in fee-replaced bonding authorization to undertake the project. The Commission reviewed this project on August 8, 2008. At that time, ITCCI was under the impression that the project could be completed at a cost of $14,000,000, utilizing a "build-to-suit" basis with a purchase upon completion by Ivy Tech under an RFP process for professional development services. However, bids were greater than the $14,000,000 reviewed by the Commission authorized resulting in a project budget near $16,000,000. Subsequently, the Governor and State Budget Committee authorized this project at a cost of $15,500,000. ITCCI was also counting on the city and county of Elkhart to contribute substantial infrastructure improvements toward the project. Since the 2008 Commission review, the city and county of Elkhart have announced that it does not have the funds to contribute to the project. The 2009 General Assembly then authorized an additional $4,000,000 toward the project to cover the infrastructure costs and to add additional space onto the project. ITCCI now requests a revised review of this project at the total cost of $20,000,000.

The current request from Ivy Tech Community College of Indiana is to proceed with a project to develop and purchase a new approximately 80,000 GSF (55,500 ASF) facility in Elkhart. ITCCI currently leases space in and around Elkhart. The new facility would be sited on land donated to ITCCI. The project would be funded through General Assembly bonding authorizations from 2007 and 2009. The 2007 General Assembly authorized $16,000,000 in fee-replaced bonding authority for this project. In addition, the 2009 Indiana General Assembly authorized an additional $4,000,000 in fee-replaced bonding authority for this project.

DESCRIPTION OF THE PROJECT:

ITCCI submitted a request in their 2007 capital budget request to construct a new 172,000 GSF (114,500 ASF) facility in Elkhart. The 2007 General Assembly authorized ITCCI to undertake a new construction project in Elkhart by issuing fee-replaced bonds not to exceed $16,000,000. The 2009 Indiana General Assembly authorized an additional $4,000,000 in fee replaced bonding authority toward the project, bringing the total authorization to $20,000,000.

The plan presented by ITCCI indicates that a new 80,000 gross square foot facility (approximately 55,500 assignable square feet) is needed and can be constructed for the available funds. The new facility will be a full service campus and will include technologically enabled multi-use classroom space for general education, liberal arts and other lecture-style classes; science labs; technology labs; administrative and faculty offices, a library, a Workforce Learning Resource Center for expanded workforce training, apprenticeship programs and certification testing; a flexible-space auditorium for campus and community use; a wellness center; student gathering spaces; and other support spaces.

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* The *Staff Analysis* is a Commission staff work product. Most other portions of this document are extracted from documents authored by the institution, with occasional editing to conform to agenda presentation style.

ITCCI believes there is strong community support and desire to have a permanent Ivy Tech presence in Elkhart County. In the original planning for this facility, approximately $6,800,000 in community support had been pledge for the project. However, in the face of the difficult economic climate facing the Elkhart community, the community support for infrastructure portion of the facility will not be forthcoming. Therefore, ITCCI was able to receive an additional $4,000,000 in fee replaced bonding authority from the 2009 Indiana General Assembly to make up for much of the infrastructure costs of the facility that the Elkhart Community will not be able to contribute.

The project does include a prime site suitable for development as well as providing infrastructure to and throughout the campus site. A building site of approximately 31 Acres will be donated to ITCCI that provides centralized, direct access from all Elkhart County communities and an easy commute from surrounding counties. This central location will enable more residents to take advantage of Ivy Tech's educational opportunities; increasing college participation and raising workforce skill levels in Elkhart County.

Project Summary:		
Space in Project:		
New Construction	80,000 **GSF**	$250/**GSF**
	55,500 **ASF**	
Project Cost (estimated):	$20,000,000	
Sources of Funds:	2007 General Assembly Bonding Authority	$16,000,000
	2009 General Assembly Bonding Authority	$4,000,000
	Total	$20,000,000
Estimated Debt Service:	20 years @ 5.5%	$1,673,587
Estimated Plant Expansion:	$34,863	

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES:

This project is necessary because of Ivy Tech Elkhart's rapid enrollment growth and the increased emphasis of county and state officials on economic development through workforce training. The campus' fall FTE enrollment has more than doubled (up 105 percent) and its headcount increased by 50 percent since fall 2000, to 541 and 1,171 respectively. Ivy Tech has leased space for its Elkhart campus for 20 years and has grown past its capacity to serve the community effectively. It can no longer provide the space these services demand at its present location. Enrollment growth has been fueled by recognition of the need for workforce education beyond high school; Ivy Tech's affordable cost, made even more affordable by the generous Lung Scholarship; and flexible, student-friendly scheduling. Strong growth can be expected to continue as more citizens become aware of the community college mission of transferable credit, and as jobs in Elkhart County-where 41 percent of employment is in manufacturing-increasingly require more sophisticated skills.

With the educational attainment of Elkhart County citizens ranking in the lowest 15 percent of Indiana counties, and with the majority of jobs in the county requiring some post-secondary training (but less than

a four-year degree), there is a compelling need for a larger Ivy Tech presence in Elkhart County. A new, expanded campus will enable the college to expand short-term technology programs to meet industry needs, augment healthcare programming by adding the First Responder EMT program, and increase the number of science and other transferable classes offered, accommodate current and future enrollment growth and community specific programming and service demands.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING:

As a statewide, open-access, community college, Ivy Tech Community College of Indiana works to provide residents of Indiana with professional, technical, transfer, and lifelong education for successful careers, personal development, and citizenship. Through its affordable, educational programs and services, the College strives to strengthen Indiana's economy and enhance its cultural development. Ivy Tech Community College of Indiana strives to accomplish its mission by placing strategic emphasis on professional and technical education, general education, transfer education, developmental education, student development and services, continuing education, workforce education and training, community service, diversity and continuous improvement of all instruction and services.

Ivy Tech began offering classes in Elkhart in 1987, moving into a well-maintained industrial building on Elkhart's southeast side which was made available to the College through the generosity of Mervin Lung, founder and now chairman emeritus of Patrick Industries in Elkhart. Recognizing the importance and need for the programming and services provided by Ivy Tech, Mr. Lung and his wife, Dorothy, also created a scholarship fund. The Lung scholarship provides financial assistance to residents taking classes through the Elkhart campus and not receiving other tuition assistance, ensuring that a college education can be affordable for everyone in Elkhart County who wants and needs it.

This project is intended to provide an appropriately sized campus home for Ivy Tech, configured to accommodate the latest instructional methodology and technology that can serve Elkhart County students, business, industry and the community long into the future. Specifically, the new facility will enhance the College's mission while overlapping Elkhart County's goals in professional and technical education, transfer, student development and services, diversity, developmental education, continuing education and workforce education and training, and community service. This project is a coordinated effort to address existing and long-term facility needs for the Elkhart region. It incorporates the flexibility and innovation to build enrollment in a variety of programmatic and corporate client areas.

PLANNING CHANGES:

ITCCI submitted a request in their 2007 capital budget request to construct a new 172,000 GSF (114,500 ASF) facility in Elkhart. The 2007 General Assembly authorized ITCCI to undertake a new construction project in Elkhart by issuing fee-replaced bonds not to exceed $16,000,000. ITCCI brought this project forward for review by the Commission and the State Budget Committee at a cost of $14,000,000. ITCCI at that time thought that the City of Elkhart would provide substantial infrastructure support for the new facility. The City, however, is now unable to offer the infrastructure support it originally pledged due to the economic environment. In addition, ITCCI was under the impression that the facility could be constructed at a lower cost using a build to suit construction plan, which has turned out to be more expensive than originally anticipated.

ITCCI was able to secure an additional $4,000,000 in fee-replaced bonding authority from the 2009 General Assembly. ITCCI requests authority to spend the entire $20,000,000 in bonding authority on a facility that is approximately 80,000 GSF, roughly 10,000 GSF larger than the original plan presented to the Commission in August 2008.

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS:

ITCCI currently leases space in Elkhart in the Elkhart Training Center, located in the Elkhart Industrial Park, and in the PULL Building. ITCCI intends to keep the leased space after the new facility is completed.

STAFF ANALYSIS:

1. ITCCI submitted a request in their 2007 capital budget request to construct a new 172,000 GSF (114,500 ASF) facility in Elkhart. The 2007 General Assembly authorized ITCCI to undertake a new construction project in Elkhart by issuing fee-replaced bonds not to exceed $16,000,000. ITCCI brought this project forward as a 70,000 GSF facility for review by the Commission and the State Budget Committee at a cost of $14,000,000. ITCCI at that time thought that the City of Elkhart would provide substantial infrastructure support for the new facility. The City, however, is now unable to offer the infrastructure support it originally pledged due to the economic environment. In addition, ITCCI was under the impression that the facility could be constructed at a lower cost using a build to suit construction plan, which has turned out to be more expensive than originally anticipated. ITCCI was able to secure an additional $4,000,000 in fee-replaced bonding authority from the 2009 General Assembly. ITCCI requests authority to spend the entire $20,000,000 in bonding authority on a facility that is approximately 80,000 GSF, roughly 10,000 GSF larger than the original plan presented to the Commission in August 2008.

2. ITCCI currently leases space in two locations in Elkhart. ITCCI has been in a building known as the Elkhart Training Center, located in the Elkhart Industrial Park since 1987. ITCCI leases approximately 50,000 GSF in the Elkhart Training Center at a cost of $219,000 per year ($4.38/GSF). ITCCI also leases 6,500 GSF of space in the PULL Building in downtown Elkhart. ITCCI is obligated to pay $20,000 per year for the space in the PULL Building, but the lease costs are forgiven if ITCCI stays in the PULL Building for a t least five years and the facility will be gifted to ITCCI at that time. ITCCI intends to keep the space in the Elkhart Training Center and the PULL Building after completion of the new facility.

3. ITCCI reports that it expects an increase in maintenance and operating costs for the new facility of approximately $34,863 per year as a result of this project. ITCCI must be aware that the Commission did not recommend and the General Assembly did not fund plant expansion last biennium, and there is no guarantee of future plant expansion funding.

4. ITCCI has experienced substantial enrollment growth statewide since the inception of the state's community college initiative, and the Elkhart campus is no exception. ITCCI data shows growth between 2000 and 2007 in headcount of 50%; and an increase of 105% in FTE. Moreover, ITCCI projects an additional growth of 35% in FTE by the year 2015.

5. The report done by Paulien and Associates indicates that ITCCI currently has reached full capacity for enrollment in Elkhart and currently is at 15% below space needs The additional planned 45,500 ASF would bring ITCCI to well above the space needs for current enrollment, and allow for 88% new enrollment growth before additional; space would be needed.

6. ITCCI has received a gift of 31 Acres of land upon which the facility will be built valued at $1,018,880.

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

DECISION ITEM B-3:	**<u>Construction of a Parking Garage at Indiana University –</u>** **<u>Purdue University Indianapolis</u>**

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *Construction of a Parking Garage at Indiana University – Purdue University Indianapolis*, as described in the project description and staff analysis dated August 14, 2009.

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities of a cost greater than $500,000 regardless of the source of funding.

The Trustees of Indiana University request authorization to proceed with the construction of a new five-level parking 1,300 space parking garage on the southwest corner of the two blocks bound by Blackford, Michigan, California and Indiana streets on the Indianapolis campus. The project, estimated to cost $18,500,000, will be funded from facilities revenue bonds repaid by IUPUI parking operations.

Supporting Document

Construction of a Parking Garage at Indiana University – Purdue University Indianapolis, to be distributed.

CONSTRUCTION OF A PARKING GARAGE AT INDIANA UNIVERSITY – PURDUE UNIVERSITY INDIANAPOLIS

PROJECT DESCRIPTION AND STAFF ANALYSIS*

August 14, 2009

SUMMARY

The Trustees of Indiana University request authorization to proceed with the construction of a new five level parking 1,300 space parking garage on the southwest corner of the two blocks bound by Blackford, Michigan, California and Indiana streets on the Indianapolis campus. The project, estimated to cost $18,500,000, will be funded from facilities revenue bonds repaid by IUPUI parking operations.

DESCRIPTION OF THE PROJECT:

Indiana University plans to construct a new 1,300 parking space parking garage on the IUPUI campus. The project would be a five-story parking facility on the southwest corner of the two blocks bound by Blackford, Michigan, California and Indiana streets. North Street, which bisects the structure site, will be permanently closed to traffic between Blackford and California Streets.

Project Summary:		
Space in Project: New Construction	407,268 **GSF** 241,815 **ASF**	$45**GSF**
Project Cost (estimated):	$18,500,000	
Sources of Funds:	IUPUI Parking Operating Funds	$18,500,000

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS:

The facility is designed and located in such a way that new buildings could be built on three adjacent sides, thereby enclosing it at the center of a building complex.

HISTORICAL SIGNIFICANCE:

The future building site has no historical significance.

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* The *Staff Analysis* is a Commission staff work product. Most other portions of this document are extracted from documents authored by the institution, with occasional editing to conform to agenda presentation style.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING:

This project supports the academic and research missions of the Indianapolis campus by providing adequate and safe parking facilities for students, faculty/staff, and visitors in this sector of campus.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES:

Indiana University reports that the completion of this project is essential to provide much needed parking space on the IUPUI campus. The new garage will serve the Informatics and Information Technology Complex, Inlow Hall, Engineering Science and Technology, Engineering and Technology, Science Building, University Library and Sigma Theta Tau. The facility is designed and located in such a way that new buildings could be built on three adjacent sides, thereby enclosing it at the center of a building complex.

ALTERNATIVES CONSIDERED

Construction of a parking garage is the only acceptable solution for needed parking in this area and is consistent with the master plan of the campus. Renovation of existing surface lots would not provide sufficient additional parking.

RELATIONSHIP TO LONG RANGE FACILITY PLANS:

The construction of this new facility is consistent with the long-range facilities plan of the campus.

STAFF ANALYSIS:

1. Indiana University will issue debt under I.C. 21-35-3 to fund the construction of this facility. The debt service for the bonds will be paid by parking revenues on the Indianapolis campus. The bonds will be secured by the parking revenue stream. No state funds or mandatory student fees will support this project.

2. IUPUI is a growing campus, in terms of student enrollment, faculty growth and facility growth. The campus is in need of additional parking space.

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

DECISION ITEM B-4:   <u>Herrick Laboratory Replacement Phase I on the Purdue University West Lafayette Campus</u>

Staff Recommendation   That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *Herrick Laboratory Replacement Phase I on the Purdue University West Lafayette Campus*, as described in the project description and staff analysis dated August 14, 2009.

Background   By statute, the Commission for Higher Education must review all projects to construct buildings or facilities of a cost greater than $500,000 regardless of the source of funding. Also by statute, each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds seven hundred fifty thousand dollars ($750,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds one million dollars ($1,000,000). A project that has been approved or authorized by the General Assembly is not subject to review by the Commission for Higher Education. However, the Commission for Higher Education shall review a project approved or authorized by the General Assembly if the review is requested by the Budget Agency or the Budget Committee. This project was not authorized by the General Assembly.

Purdue University requests authorization to proceed with the partial replacement and renovation of Herrick Laboratory on the West Lafayette campus. This project will complete the first two phases of a planned three-phase replacement and renovation project, including the construction of the Living Laboratory office building, Performance Based Engineering Laboratory, engine test cells for the testing of alternate fuels and power generation, as well as electromechanical and thermal systems laboratories with flexible floor plans. The total cost of the project is approximately $23,500,000. Funding for the project comes from Federal American Recovery and Reinvestment Act (ARRA) funds ($12,685,353) and gift funds ($10,814,647).

Supporting Document

Herrick Laboratory Replacement Phase I on the Purdue University West Lafayette Campus, to be distributed.

HERRICK LABORATORY REPLACEMENT PHASE I ON THE PURDUE UNIVERSITY WEST LAFAYETTE CAMPUS

PROJECT DESCRIPTION AND STAFF ANALYSIS[*]

August 14, 2009

SUMMARY

Purdue University requests authorization to proceed with the renovation of Herrick Laboratory on the West Lafayette campus. This project will complete the first two phases and a planned three-phase renovation project, including the construction of the Living Laboratory office building, Performance Based Engineering Laboratory, engine test cells for the testing of alternate fuels and power generation, as well as electromechanical and thermal systems laboratories with flexible floor plans. The total cost of the project is approximately $23,500,000. Funding for the project comes from Federal American Recovery and Reinvestment Act (ARRA) funds ($12,685,353) and gift funds ($10,814,647).

DESCRIPTION OF THE PROJECT:

This project consolidates the first two stages of a three-stage project at Purdue University to replace and renovate Herrick Laboratory. This project will involve construction of the Living Laboratory office building. Performance Based Engineering Laboratory, engine test cells for the testing of alternate fuels and power generation, as well as electromechanical and thermal systems laboratories with flexible floor plans, and removal of existing space in the current Herrick Laboratory. The project will be designed to LEED Silver standards and will be PU's second LEED Silver designed building on the West Lafayette campus.

Project Summary:		
Space in Project:		
New Construction	68,780 GSF	$342GSF
	37,320 ASF	
Project Cost (estimated):	$23,500,000	
Sources of Funds:	Federal Grant Funds	$12,685,353
	Gift Funds	$10,814,647
	Total	$23,500,000

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS:

In the second phase of this project, additional laboratory space will be added along with expanded facilities for acoustics and vibration testing together with space for experimental fabrication and instrumentation to house the technical support.

HISTORICAL SIGNIFICANCE:

The building has no historical significance.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING:

This project coincides with future plans to develop a Center of High Performance Buildings that would integrate existing research programs related to buildings under a single umbrella with new and unique facilities for addressing technology requirements for and design of high performance buildings. One of the centerpieces of the planned new facilities is the creation of a "Living Laboratory" office wing that will serve as the headquarters of both the Center and Herrick Laboratories.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES:

This project will develop the engineering of the future to better understand the relationships between indoor environments and human health and productivity that will lead to better building systems that have strong linkages to good occupant health, productivity, sustainability, security and customer satisfaction.

RELATIONSHIP TO LONG RANGE FACILITY PLANS:

The construction of this new facility is consistent with the long-range facilities plan of the campus.

STAFF ANALYSIS:

1. Purdue University is funding this substantial laboratory replacement and renovation with Federal Grant funds ($12,685,353) and Gift funds ($10,814,647). The Federal funds are through the National Institute for Standards and Technology. No state funds or mandatory student fees will support this project.

2. The existing Herrick Laboratory is housed in a building that is over 100 years old. This plan, and the planned Phase II, will eventually replace that laboratory space.

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

DECISION ITEM B-5:   <u>**Capital Projects for Which Staff Proposes Expedited Action**</u>

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

- Purdue University, West Lafayette, Boiler No.7 –
  Infrastructure Preparation and Warehouse Modifications:
  $3,200,000

- Indiana University, Bloomington, McNutt (Bryan) and Teter
  (Thompson) Quad Restrooms Renovation: $3,862,000

- Indiana University, Bloomington, Athletics Academic Center
  renovation: $3,000,000

- Ball State University, Construction of Marilyn K. Glick Center
  for Glass: Project cost: $2,000,000

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

Supporting Document   *Background Information on Capital Projects on Which Staff Propose*
                                    Expedited Action, August 6, 2009

Background Information on Capital Projects on Which Staff Propose Expedited Action

August 6, 2009

B-1-10-2-01 Purdue University West Lafayette
Boiler No.7 – Infrastructure Preparation and Warehouse Modifications
Project cost: $3,200,000

The Trustees of Purdue University request authority to proceed with a project to design, engineer and prepare public works construction bid documents to support and complete the installation of a 200,000 lb/hr natural gas-fired package Boiler No. 7 steam generating unit in the Wade Utility Plant. Boiler No. 7 will be installed in the east end of the Wade Utility Plant in an area previously occupied by a similar gas/oil fired boiler. Structural and foundation work is included in the project, as well as all necessary mechanical, instrumentation and auxiliary appurtenances for a fully operable steam and generating unit. This project also modifies the existing Wade Warehouse Building to relocate the machine shop, instrument and electrical shop, and tool and parts room. The project is estimated to cost $3,200,000 and would be funded from Capital Reserve for Buildings.

A-1-09-2-35 Indiana University, Bloomington
McNutt (Bryan) and Teter (Thompson) Quad Restrooms Renovation
Project cost: $3,862,000

The Trustees of Indiana University request authority to proceed with a project to renovate restrooms on all floors of Bryan Wing of McNutt Quad and Thompson Wing of Teter Quad located on Bloomington Campus. The existing common restrooms/showers will be replaced with an individual-style configuration to provide privacy for residents. The project is estimated to cost $3,862,000 and would be funded by the Department of Residential Programs and Services.

A-1-10-2-01 Indiana University, Bloomington
Athletics Academic Center renovation
Project cost: $3,000,000

The Trustees of Indiana University request authority to proceed with a project to renovate the former football office complex under Memorial Stadium East grandstands for the Athletics Academic Center. The project includes adding a new entry, elevator, an upgrade in office and study space and renovation of the former strength and conditioning area for a student study/lounge and computer center. The project is estimated to cost $3,000,000 and would be funded by the Indiana University Department of Athletics Operating Revenues and Gifts.

D-1-10-1-03   Ball State University
Construction of Marilyn K. Glick Center for Glass
Project cost: $2,000,000

The Trustees of Ball State University request authority to proceed with the new construction of the Marilyn K. Glick Center for Glass. The project would construct a 9,200 GSF facility, which will include a hot shop with three glass furnaces, a glass studio, graduate work spaces, faculty offices, a classroom, observation space, restrooms and storage. The facility will allow students to create glass art of their own design. The project is estimated to cost $2,000,000 and would be funded from a private gift received by the University.

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

DECISION ITEM C: <u>Administrative Items on Which Staff Propose Expedited Action</u>

Staff Recommendation   That the Commission for Higher Education approve by consent the following administrative actions, in accordance with the background information provided in this agenda item:

- 2009-10 ICHE Office Administrative Budget

- 2009-10 Memorandum of Understanding and Budget for the Indiana Education Roundtable

- 2009-10 Work Plan and Budget for Learn More Indiana

Background   See attached information.

Supporting Document   *Background Information on Administrative Items on Which Staff Propose Expedited Action, August 14, 2009*

BACKGROUND INFORMATION ON ADMINISTRATIVE ACTIONS
ON WHICH STAFF PROPOSE EXPEDITED ACTION

AUGUST 14, 2009

1. **2009-10 ICHE Office Administrative Budget**

   Pursuant to its bylaws, the Commission adopts its annual administrative budget early in each fiscal year.

   i. Attachment I sets forth the proposed budget for the 2009-10 fiscal year. The first column describes the Commission's actual revenues and expenditures for the 2008-09 fiscal year. The second column shows budgeted revenues and expenditures, as approved by the Commission in August of 2008, for the 2008-09 fiscal year. Column three details the actual year-end results for the 2008-09 fiscal year. Finally, column four contains the proposed ICHE Office Administrative Budget for the 2009-10 fiscal year.

   ii. The Staff recommends that the Commission adopt the 2009-10 administrative budget entitled "Commission for Higher Education Core Operations Budget Plan for 2009-10" dated August 14, 2009, and that the Commission authorize staff to receive and expend external project funds for their intended purpose.

   iii. Attachment I: *Commission for Higher Education Core Operations Budget Plan for 2009-10, dated August 14, 2009.*

2. **2009-10 Memorandum of Understanding and Budget for the Indiana Education Roundtable**

   i. The 1999 Indiana General Assembly passed legislation creating Indiana's Education Roundtable. The Roundtable is composed of appointments reflecting K-12, higher education, business, community, parents and the General Assembly. It is co-chaired by the Governor and Superintendent of Public Instruction. The Roundtable meets approximately quarterly to focus on student achievement. The Roundtable is charged with making recommendations on improving student achievement to the Governor, State Board of Education, General Assembly, State Student Assistance Commission, Commission for Higher Education, etc. The Roundtable adopted a comprehensive P-16 plan for improving student achievement for Indiana in October 2003. Work continues on key issues.

   ii. The Commission has again been asked to continue providing administrative services to facilitate the work for the Roundtable. The 1999 General Assembly appropriated initial funding for operation of the Roundtable to the State Board of Education, and the 2001, 2003, 2005, 2007, and 2009 General Assemblies passed additional funding. This funding supports several special initiatives of the Roundtable, in addition to the basic administrative support provided by the Commission. In particular, the Education Roundtable will oversee the development and implementation of several initiatives contributing to the Department of Education's Professional Development Plan, particularly in the area of math. It will also support Teacher Preparation and College Readiness initiatives laid out in *Reaching Higher*. The attached draft agreement reflects staff-level discussions and is believed to be acceptable to all parties.

iii. The staff recommends that the Commission authorize its staff to negotiate and enter into an agreement with the State Board of Education for administrative support and program services to the Education Roundtable, as proposed in the attached document *Indiana's Education Roundtable—Interagency Memorandum of Understanding*, and that the Commission authorize its staff to enter into agreements necessary to implement the Memorandum of Understanding.

iv. Attachment II: *Indiana's Education Roundtable—Interagency Memorandum of Understanding 2009-10.* **To be distributed.**

3. **2009-10 Work Plan and Budget for Learn More Indiana**

i. Learn More Indiana is a statewide communication effort to support the state's goal of significantly improving the educational attainment of Hoosiers. Learn More Indiana is working to reach students, families, educators and communities in print, in person, through partnerships and on the Web with information that supports learning and guarantees that students take the steps necessary to graduate high school, complete a college degree or apprenticeship program and be successful in Indiana's workforce.

ii. Higher Education, the Indiana Department of Education, the Indiana Department of Workforce Development, and the State Student Assistance Commission with additional support from Indiana's colleges and universities, USA Funds, Lumina Foundation for Education, and USDOE College Access Challenge Grant.

iii. Learn More Indiana works through a variety of communication and alliance-building strategies, including print and targeted media, partnerships, in-person through a toll-free helpline, and online at www.learnmoreindiana.org.

i. The staff recommends that the Commission approve the work plan and distribution of funds authorizing Learn More Indiana activities for 2009-10.

ii. Attachment III: *Learn More Indiana Work Plan and Budget, 2009-10 Fiscal Year.*

Attachment I

Commission for Higher Education Core Operations Budget Plan for 2009-10
PRIOR YEAR END RESULTS AND BUDGET PLAN FOR FY2010
OVERALL TOTALS
(reflects actual data through June 30, 2009)

			Approved Budget 2008-09	End-of-Year Actual (a) 2008-09	*Actual H/(L) Budget*	Proposed Budget 2009-10	
I.	**AVAILABLE FUNDS**						
	A.	State General Fund	$1,538,226	$1,538,266	*$40*	$1,476,735	
	B.	OMB Reversion	$0	($153,829)	*($153,829)*	($73,837)	(a)
	C.	Federal Grants	$62,331	$62,331	*$0*	$62,671	
	D.	Other	$0	$11,607	*$11,607*		
		Total Available Funds	**$1,600,557**	**$1,458,375**	***($142,182)***	**$1,465,569**	
II.	**EXPENDITURES**						
	A.	Personnel Costs					
		1. Salaries, Benefits & Taxes	$1,415,063	$1,415,091	*$28*	$1,321,090	(b)
		2. LESS: Reimb from Other Funds	($265,125)	($254,776)	*$10,349*	($268,193)	(c)
		3. Consultants/Temp Help	$50,000	$59,012	*$9,012*	$25,000	(d)
		4. Training/Dues/Travel	$70,000	$59,128	*($10,872)*	$45,978	
		Subtotal	$1,269,938	$1,278,455	*$8,517*	$1,123,875	
	B.	Support Services					
		1. Office Facilities	$126,500	$134,182	*$7,682*	$137,130	(e)
		2. Data Processing	$55,000	$47,932	*($7,068)*	$42,829	
		3. Telecommunications	$32,000	$28,923	*($3,077)*	$30,130	(f)
		4. Printing/Reprographics	$26,000	$25,648	*($352)*	$26,930	
		5. Other Meetings	$8,000	$8,406	*$406*	$8,406	
		6. Other Office Expenses	$16,000	$21,223	*$5,223*	$32,240	(g)
		Subtotal	$263,500	$266,314	*$2,814*	$277,666	
	C.	Commission Meeting Expenses	$60,000	$63,305	*($2,984)*	$63,594	
		Total Expenditures	**$1,593,438**	**$1,608,074**	***$14,636***	**$1,465,135**	
III.	**OPERATING SURPLUS**						
	A.	Total Available Funds	$1,600,557	$1,458,375	*($142,182)*	$1,465,569	
	B.	Total Expenditures	$1,593,438	$1,608,074	*$14,636*	$1,465,135	
		Net Operating Surplus	**$7,119**	**($149,699)**	***($156,818)***	**$434**	
IV.	**CHANGE IN RESERVES**						
	A.	Prior-Year Reserves	$825,347	$832,466	*$7,119*	$682,767	(h)
	B.	Plus: Net Operating Surplus	$7,119	($149,699)	*($156,818)*	$434	
		Net Reserve Position	**$832,466**	**$682,767**	***($149,699)***	**$683,202**	

NOTES:

(a) OMB requested an unanticipated and unprecented 10% reversion in FY 09; OMB has further requested a 5% reversion in FY 10
(b) Grand total all CHE salaries and benefits
(c) Includes revenues from CACG, Roundtable, Tuning and Transfer IN
(d) $10,000 due from FY 09 to Ice Miller
(e) Rent escalation
(f) Staff is shopping new phone systems and this cost is expected to go down
(g) Includes $13,927 owed to CEEP for past contract work
(h) FY 09 prior year reserve corrected from prior version

INDIANA'S EDUCATION
R◯UNDTABLE

MEMORANDUM OF UNDERSTANDING OVERVIEW
FY 2010 Roundtable Administration

- **Student Learning Standards**
  - Science Standards Review/Revisions   **(CONTINUATION)**
  - Student Performance Analysis   **(NEW)**
  - Common Core State Standards Initiative   **(NEW)**

  Total cost (estimated):   *$90,000*

- **Teacher Effectiveness**
  - Asset/Resource Map   **(NEW)**
  - Instructional Materials Evaluation   **(NEW)**
  - Interventions that Work   **(NEW)**
  - Teacher Preparation Program Analysis   **(NEW)**

  Total cost (estimated):   *$220,000 to $370,000*   *(High-end $ includes interventions implementation)*

- **College Readiness**
  - Dual Credit   **(NEW)**
  - Algebra II and English 11 End-of-Course Assessments   **(CONTINUATION)**
  - Placement Exam Alignment Study   **(NEW)**
  - Common College Readiness Metric   **(NEW)**

  Total cost (estimated):   *$2,324,512*   *($90,000 - not including ECAs)*
  (FY 09 ECA cost: Algebra II = $1,254,114; English 11 = $980,444)

- **Strategic Communications**
  - **Student Publications** – Includes content development, design, layout, printing and distribution of K-12 OnTrack student success magazines and graduation plans. **(CONTINUATION)**
  - **Learn More Indiana resources** – Includes: 1) targeted marketing, 2) "on-the-ground" community partnerships, 3) annual student surveys, 4) toll-free call center, 5) outreach events, and 6) Web site at www.learnmoreindiana.org. **(PROVIDED AT NO COST UNDER THIS MOU)**
  - **Supplemental mass media component** – Additional resources would support activities associated with implementing a statewide mass media campaign (earned and paid media) on behalf of the Roundtable and its partner organizations. **(NEW)**

  Total cost (estimated):   *$635,000 for student publications ($40,000 cost reduction over FY09 budget)*
  $287,682 for additional mass media component

- **Administrative Support & Contracted Services***
  - **Contracted services:** Includes independent research of priority policy issues; contracting services of national content experts; and providing additional outside support as needed. **(CONTINUATION)**
  - **Administrative overhead:** Includes scheduling, planning and coordinating meetings; distribution of meeting notices, briefing materials and meeting summaries; coordinating agenda items. **(CONTINUATION)**
  - **Operational overhead:** Includes meeting expenses, member travel reimbursement, national content expert expenses, printing, office supplies, postage/overnight delivery, website maintenance, equipment, and staff. **(CONTINUATION)**

  Total cost (estimated):   *$254,000*

  * NOTE: Roundtable administrative budget does not include office space provided by CHE at no additional cost.

Indiana's Education Roundtable Fiscal Year 2010 Budget

Revenues	
State Appropriation	$3,144,762
Less DOE/State Board Research Funding	($100,000)
Less Funding for High School Assessments	($2,234,558)
Revenue Carried Forward from FY09	$1,312,948
Less Obligations Carried Forward from FY09	($546,297)
Total Revenues Available	**$1,576,855**
Expenditures	
Academic Standards	**$90,000**
Review/Revision of Science Standards	$40,000
Student Performance Analysis	$40,000
Common Core State Standards Initiative	$10,000
Teacher Effectiveness	**$220,000**
Asset/Resource Map	$15,000
Interventions that Work	$165,000
Teacher Preparation Program Analysis	$40,000
College Readiness	**$90,000**
Dual Credit	$10,000
Placement Exam Alignment Study	$70,000
Common College Readiness Metric	$10,000
Strategic Communications	**$922,682**
Publications	$635,000
Statewide Media Campaign	$287,682
Administrative Expenses	**$254,173**
Staff Salary and Wages	$123,933
Staff Benefits	$40,240
Content Expert Consultants	$55,000
Supplies and Expenses	$25,800
Travel and Equipment	$9,200
Total Expenditures	**$1,576,855**
Ending Balance	**$0**

INDIANA'S EDUCATION
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INTERAGENCY MEMORANDUM OF UNDERSTANDING
Education Roundtable Administration – FY 2010

This interagency memorandum of understanding ("MOU") entered into by and between the State Board of Education (hereinafter referred to as "State Board"), and the Indiana Commission for Higher Education (hereinafter referred to as "CHE"), describes the agency roles and expectations concerning the Education Roundtable established by I.C. 20-19-4-2.

PURPOSE

It is the agreement of the parties that the State Board shall provide CHE funding to support the coordination and facilitation of Indiana's Education Roundtable (hereinafter referred to as the "Roundtable"). Funding for this MOU shall come from funds appropriated to the State Board of Education by the 2009 General Assembly for this purpose.

GENERAL TERMS

A. This MOU shall become effective July 1, 2009 and remain in effect through June 30, 2010. Renewal options are subject to approval of the Superintendent of Public Instruction and CHE.

B. During the term of this agreement, CHE will perform the Roundtable Administration Project outlined in Attachment A, which is hereby incorporated as part of this agreement.

C. CHE and the State Board may agree from time to time on changes to the attached workscope, or to other changes. Such modifications, if any, shall be in writing and shall become part of this agreement.

D. This agreement may be terminated with thirty days written notice by either party. In such an event, CHE shall immediately cease any new obligation of funds, and shall instruct its vendors to cease operations. However, CHE shall complete the reimbursement of previously authorized expenditures by its vendors to the extent that the expenditures have been incurred, and the State Board shall be liable for these expenditures.

E. While CHE shall exercise reasonable diligence to ensure that its vendors perform the services for which they are authorized, CHE shall not be in any way liable for the performance of these vendors.

F. The source of all funding for this MOU is the Fiscal 2010 General Assembly appropriation to the State Board for the Indiana Education Roundtable. CHE may use the $546,297 (estimate) of Roundtable carryover funds to cover obligations carried forward from Fiscal Year 2009. The State Board shall transfer $1,576,855 of appropriated funds to CHE for purposes of carrying out this Agreement. (See Attachment A for Budget Details).

G. The Project Director for CHE shall be Jason Bearce. CHE reserves the right to change the Project Director with notice to the State Board.

IN WITNESS THEREOF, "The State Board of Education" AND "Commission for Higher Education" have executed this Agreement by their duly authorized representatives:

Teresa Lubbers, Commissioner Commission for Higher Education	Dr. Tony Bennett Chair, State Board of Education

Date	Date

Attachment A

**Roundtable Administration
Work Scope**

<u>Introduction</u>
Established by I.C. 20-19-4-2 and consisting of members appointed jointly by the Governor and the Superintendent of Public Instruction, Indiana's Education Roundtable serves as a permanent body and working group. The Roundtable shall provide recommendations on subjects related to education to the Governor, Superintendent of Public Instruction, the General Assembly, and the State Board of Education.

<u>Background and Purpose</u>
Co-chaired by the Governor and Superintendent of Public Instruction, the Roundtable consists of an equal number of members representing business and community leaders and members representing K-12 and higher education. Membership also includes two members appointed by the President Pro Tempore of the Senate from different political parties and two members appointed by the Speaker of the House of Representatives from different political parties.

The Roundtable is charged with ensuring Indiana has world-class academic standards and assessments aligned to measure those standards. The Roundtable also is responsible for making ongoing recommendations related to improving student achievement to the Governor, Superintendent, State Board of Education and General Assembly.

<u>Work Plan Overview</u>
This MOU outlines an ambitious, multi-year scope of work organized as follows:
- Student Learning Standards *(page 4)*
- Teacher Effectiveness *(page 5)*
- College Readiness *(page 7)*
- Strategic Communications *(page 8)*
- Administrative Support *(page 9)*

Each of the key priorities described in the first three bullets (Student Learning Standards, Teacher Effectiveness, and College Readiness) will be supported by an integrated strategic communications plan to be developed and implemented in coordination with the Indiana Department of Education and other engaged stakeholders. Similarly, CHE, in its administrative support capacity, will coordinate and facilitate all work associated with the Roundtable, as outlined in this MOU.

Additional details on all aspects of the proposed work plan are provided on the pages that follow.

Academic Standards – Science Standards Review/Revisions

Indiana's Education Roundtable is charged with ensuring that the state has world-class academic standards. To ensure that Indiana's standards remain ranked among the best in the nation, standards are reviewed every six years, a cycle that coincides with textbook adoption.

Science standards are scheduled for review and update in 2009-10. The update and review process will include benchmarking to content covered in nationally recognized assessments and external review by national organizations and in-state content experts. Public review and comment will be sought for 60 days to provide opportunity for additional input by teachers and university faculty, administrators, parents, students and members of the business community and other interested parties.

    Estimated cost: ***$40,000***

Academic Standards – Student Performance Analysis

While the Department of Education collects a wide variety of data in the course of developing and delivering the state's ISTEP+ assessments, the current analysis and dissemination of that data is not robust enough to determine when and where students require additional intervention.

Roundtable resources will support an in-depth examination of test results to determine where academic standards are not being transmitted to students, and where intervention methods can be best employed to the greatest benefit. [NOTE: The results of the Student Performance Analysis will be packaged in a readily understandable format and conveyed to students, parents, educators, policymakers and others via the communications channels outlined in the Strategic Communications section of this MOU.]

    Estimated cost: ***$40,000***

Academic Standards – Common Core State Standards Initiative

The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) in partnership with Achieve, Inc., ACT, and the College Board have initiated a state-led process of developing and adopting a common core of state standards (Common Core State Standards Initiative). This initiative will build off of the research and good work Indiana and other states have already done to build and implement high-quality standards.

This work presents a significant opportunity for states to accelerate and drive education reform toward the ultimate goal of all children graduating from high school ready for college, work, and success in the global economy. Though Indiana has been widely recognized in recent years for establishing world-class standards, our state's ongoing efforts must be aligned with this national movement to ensure Hoosier students are well-prepared and ready to compete with their American peers and those from around the world.

Beginning with the initial focus on K-12 standards in mathematics and English/language arts, the Roundtable will track the progress of the Common Core State Standards Initiative and engage in this process in such a manner that ensures the eventual outcome is aligned with college and workforce expectations, includes rigorous content and skills, is internationally benchmarked, respects unique state contexts, and maintains Indiana's right to set standards.

    Estimated cost: ***$10,000***

Teacher Effectiveness – Asset/Resource Map

The Indiana Department of Education is ramping up efforts to improve K-12 education in Indiana through an increased focus on teacher effectiveness. The DOE is promoting a culture of academic excellence in which: 1) at least 90 percent of students pass both the mathematics and English/language arts sections of state assessments; 2) 25 percent of all graduates receive a score of 3, 4 or 5 on at least one AP exam, a 4 or higher on the International Baccalaureate exam, or receive the equivalent of 3 semester hours of college credit during their high school years; and 3) 90 percent of students graduate from high school. Indiana has and will continue to devote significant time and attention toward meeting these goals, both in terms of human talent and funding.

Recognizing the anticipated role Indiana's allocation of federal stimulus funds can play in realizing near-term success and in laying the foundation for long-term progress, it is critical that the state have a coherent plan to fully leverage these dollars with existing resources, including both those housed within DOE as well as those maintained by outside partners (e.g. the I-STEM Network and the Algebra Readiness Initiative, among others).

The Roundtable will support the completion of an "Asset/Resource Map" that clearly articulates Indiana's current – and potential – capacity to fully implement initiatives central to student success and meeting the DOE's goals.

Estimated cost: **$15,000**

Teacher Effectiveness – Instructional Materials Evaluation

During the upcoming 2009-10 academic year, Indiana school corporations will choose instructional materials for all math courses. This process occurs once every six years in each content area, meaning that decisions made by local school districts this fall will in all likelihood chart the course for math classroom instruction over the next decade.

With the recent update to Indiana's math standards and the widespread acknowledgment that these standards are world class, it is imperative that all school districts are well-prepared to select the instructional materials that are best aligned to Indiana's standards.

The Roundtable will engage independent experts to develop a comprehensive tool that districts can use to analyze the appropriateness and effectiveness of instructional materials, including both traditional textbooks and the plethora of alternative learning resources available today.

Estimated cost: **$115,360**

Teacher Effectiveness – Interventions that Work

Based on the results of the Student Performance Analysis and the Asset/Resource Map discussed above, the Roundtable will support the development of professional development training modules to deliver to teachers, focused in particular on intervention strategies targeted toward the 4th and 8th/9th grades.

External experts will be utilized – in coordination with in-state specialists – to identify and to deliver best-practice intervention strategies grounded in research, which will include how to screen students to identify difficulties and how to diagnose specific learning needs. This work will incorporate an assessment of Indiana's capacity through existing outreach networks in order to identify options for initiating these interventions in local schools and bringing these efforts to scale statewide.

Estimated cost: **$15,000** *(Plan Development)*
                                                                   $150,000 *(Plan Implementation)*

Teacher Effectiveness – Teacher Preparation Program Analysis

Research has proven that nothing affects student learning more than teacher quality. Students who have several strong teachers in a row will thrive no matter what their family background, while students who have just three weak teachers consecutively will perform poorly. Indiana has become a national leader in the development of standards for student learning. The same level of attention must be paid to the preparation of teachers.

Student achievement is the end goal of any teacher preparation program, and Indiana needs to clearly define and communicate what new teachers should know and be able to do. Education Roundtable resources will be utilized to develop a meaningful method to inform schools, institutions of higher education, the public and policy makers about the quality and effectiveness of teacher preparation programs throughout the state.

> ***Estimated cost:***   ***$40,000***

College Readiness – Dual Credit

Dual Credit plays an important role in bridging the transition between high school and college. Not only does it enable students to earn college credit while still in high school, thereby shortening the time to degree once in college, but it also offers an opportunity to acclimate students to college academic expectations.

The Roundtable has a vested interest in the expansion, assured quality and improved delivery of dual credit programs to students throughout Indiana. The Roundtable expects to remain engaged in conversations and policy decisions in this area, as indicated by its recent adoption of a resolution to continue the work of the state's Concurrent Enrollment Partnership under the direction of the Indiana Commission for Higher Education, in partnership with the Indiana Department of Education.

> ***Estimated cost:***   ***$10,000***

College Readiness – End-of-Course Assessments (Algebra II and English 11)

Beginning in 2000, Education Roundtable funding enabled the state's End-of-Course Assessment (ECA) development work that started in 1997 to advance with accelerated experimentation, course corrections, additional piloting, evaluation, online administration and scoring, etc. Indiana's participation in the American Diploma Project and now the ADP Network has also enabled the Roundtable to move ahead forward and learn from other states working in this arena – especially in the area of Algebra II via participation in the multi-state development of the Common Algebra II Assessment.

Under the long range assessment plan adopted by the State Board of Education, ECA's for Algebra 1 and English 10 became operational as the state's new ISTEP+ Graduation Qualifying Exam during the 2008-09 school year. Subsequently the test administration for these assessments has been moved into the Department's Assessment budget, and no Roundtable FY 2010 funding will be used for these assessments.

Under the auspices of the Roundtable partnership, the Department of Education and the Commission for Higher Education will continue to work as partners – consulting, convening and regularly communicating with each other – on the ongoing development and operationalization of ECAs for Algebra II and English 11 and other assessment tools that focus on ensuring students graduate high school ready to succeed in college.

The Indiana Department of Education will be responsible for vendor contracting responsibilities for the Algebra II and English 11 ECAs. $2,234,558 of Roundtable funding will remain at the Department of Education for the 2010-11 administration of Algebra II and English 11 ECAs, or other assessments that determine college readiness.

> ***Estimated cost:***   ***$2,234,558***

College Readiness – Placement Exam Alignment Study

Indiana has gone farther than most states in identifying academic standards that should be met by each K-12 student, particularly in math. However, once students reach college, there is no guarantee that college placement exams are linked to the standards students learned in high school.

According to The Education Trust, "failure to provide a solid and consistent achievement definition leaves our high schools vulnerable to merciless beatings in the press for increases in the number of recent graduates requiring 'remediation' in college—not because preparation actually got worse (it may have gotten better) but because this graduating class attended a slightly different mix of higher education institutions requiring a different mix of placement tests."

The Education Roundtable will support the execution of a Placement Exam Alignment Study, which will determine the extent to which each of the placement exams utilized in Indiana's public higher education sector measures material under the math standards. This information will be delivered at a spring higher education conference, which will mobilize the higher education community to action around alignment between K-12 and higher education.

> ***Estimated cost:***   ***$70,000***

College Readiness – Common College Readiness Metric

This Placement Exam Alignment Study is the first step in developing a common definition of college readiness, and accompanying tools that will enable students, parents and high schools to determine college readiness early enough in high school to address remedial needs.

Over the next 24 months, the Roundtable will support the development and implementation of a variety of voluntary college readiness tools that students may take advantage of at key points during their K-12 years. These assessments will provide students and teachers with understandable and dependable signals of whether or not a student is on track to meet the common metric for college readiness.

Estimated cost: **$10,000** *(reflects initial Year 1 costs)*

Strategic Communications

It is clear to the Education Roundtable and its partners that Indiana is facing a crisis in student learning, particularly with regard to preparation in essential foundational skills like math and reading. A critical factor in ensuring that Indiana's student achievement improves is ensuring that local communities recognize the current state of student achievement, understands why a statewide sense of urgency is so critical, and feels empowered with information to make a meaningful difference. Indiana is uniquely positioned in this regard by virtue of its Learn More Indiana partnership, a statewide communication effort designed to support the state's goal of significantly improving the educational attainment of Hoosiers.

Acting on behalf of the Indiana Department of Education, the Indiana Commission for Higher Education, the Indiana Department of Workforce Development, and the State Student Assistance Commission among other stakeholders, Learn More Indiana is working to reach students, families, educators and other Hoosiers in print, in person, on the Web, and via a growing network of local community coalitions in an ongoing effort to ensure students take the steps necessary to graduate high school, complete a postsecondary education program and to become effective contributors to Indiana's workforce.

The scope of work described in detail on the preceding pages aligns naturally with the focus and priorities of the Learn More Indiana partnership. The Roundtable, in partnership with the Indiana Department of Education and Commission for Higher Education, will employ and build upon the existing infrastructure and resources Learn More offers to form a comprehensive channel for engaging more Hoosiers in the common cause of raising student learning and achievement.

This work will include integrating targeted messages aligned with each of the aforementioned Roundtable priorities into existing Learn More communications vehicles: 1) up-to-date and easy-to-read publications, 2) targeted marketing combined with local outreach, 3) "on-the-ground" partnerships in communities across the state, 4) surveys to gauge student perceptions and aspirations, 5) toll-free call center, 6) statewide presentations and outreach events, and 7) online information clearinghouse at www.learnmoreindiana.org. In partnership with the Indiana Department of Education, the Roundtable will explore opportunities that could further leverage this foundation of communication and alliance-building strategies.

The initial cost estimate provided below includes all creative development, design, printing, fulfillment, distribution, and project management expenses associated with maintaining the above activities in alignment with Roundtable priorities. The supplemental estimate would support additional activities associated with implementing a statewide mass media campaign (earned and paid media) on behalf of the Roundtable and its partner organizations. By leveraging successful campaigns developed and executed by other states (e.g. Expect More Arizona, www.expectmorearizona.org), significant overall savings can be achieved in this area.

Estimated cost: **$635,000** *(Maintain Current Activities)*
                                                    $287,682 *(Statewide Media Campaign)*

Administrative Support for Indiana's Education Roundtable
The Commission for Higher Education will coordinate and facilitate the work of the Roundtable.

Under the direction of the Superintendent of Public Instruction and the Governor, administrative support for the work of the Education Roundtable will include scheduling, planning and coordinating meetings; distribution of meeting notices, briefing materials and meeting summaries; coordinating agenda items; researching policy issues; contracting services of national content experts; and providing additional support as needed.

Administrative expenses for the operation of the Education Roundtable include: meeting expenses, member travel reimbursement, national content expert expenses, printing, office supplies, postage/overnight delivery, website maintenance, equipment, and staff. The Roundtable's administrative budget does not include office space, which is provided by the Indiana Commission for Higher Education.

     Estimated cost: *$254,000*

Goal:
Significantly improve the educational attainment of Hoosiers.

	Learn More Indiana			State		
	Activities What we will do with resources to achieve outcomes and, ultimately, the goal.	**Outputs** Deliverables that are a direct product of activities.	**Short-Term Outcomes** Changes we expect to occur immediately or in the near future.	**Intermediate Outcomes** Changes in learning, action and/or condition	**Long-Term Outcomes** What does success look like?	**Goal** Overall Purpose/the Change We Want to Achieve
	Detailed in the following work plan	Detailed in the following work plan	Increases in community involvement and local support for underrepresented students getting to and through college Increases in capacity, capability and reach among Coalition members to help students and families get to and through college Increases in local awareness, understanding and support for Twenty-first Century Scholars and other underrepresented students Increases in involvement, connections, and capacity for improving college access and success in and between K-12, higher education and community Increases in key relationships that enable LMI to reach more Hoosiers, stay-up-to-date on issues/needs, and to sustain/increase necessary resources (human, material, financial), for strategic college access and success efforts Increases in students' (especially low-income and underrepresented) knowledge of postsecondary education options, steps needed to get to and through college, and financial aid resources Increases in public, partner and Coalition awareness/understanding of key data related to raising the educational attainment of Hoosiers. (national, state, local and student) Increases in and more immediate use by Learn More Indiana staff of evaluation, student survey, output and outcome data to inform and improve practice	K-12 students meeting academic standard in math and language arts (90% by 2012) K-12 students graduating high school prepared to succeed in college • Core 40 AHD (50% by 2015) • AP (25% scoring 3, 4, 5 by 2015) • Senior year math (all students taking now) High school graduates enrolling in college (top 10 by 2015) High school graduates enrolling in apprenticeships (data not yet available) Adults enrolling in college (top 10 by 2015) College students persisting to 2nd year (top 10 by 2015) College students completing degree (on time and 150% time – top 10 by 2015) Low-income students success at each of the above (Twenty-first Century Scholars data for above metrics) (top 10 by 2015)	10,000 more college degrees every year through 2025 90% high school graduation rate by 2012	Significantly improve the educational attainment of Hoosiers

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Short-term Outcome 1:
Increases in community involvement and local support for underrepresented students getting to and through college.

Activities:
- Build local infrastructure for growing and sustaining Indiana's College Success Coalition efforts over time by recruiting key community leaders to serve as local leadership teams (champions, chairpersons and coordinators) in each of the 14 regions.
- Continue to recruit new Coalition Members in each region by engaging key influentials representing youth serving, faith-based, business, K-12, higher education, foundations, local government, Twenty-first Century Scholars, and social service organizations who care about low-income and other underrepresented students/families.
- Twice a year, conduct direct mail campaigns to key prospect list to recruit Coalition Members.
- Ensure Helpline operators are well-versed on Coalition through updated FAQs and appropriate training.
- Create an online 'Communications tool-kit' for Coalition Members which will include presentation talking points, fliers, sample emails, sample voice mail messages, sample articles, etc.
- Provide Coalition members with Coalition recruitment materials for local use (posters, promo piece, newsletter drop-ins, sample press releases, list of tips, etc.).
- Provide assistance to local Coalition leadership teams in establishing local objectives based on key state objectives, advocacy, Coalition-development and building.
- Manage on-going communications and membership commitments with Coalition Members in partnership with LMI staff and local leadership teams.
- Conduct a statewide forum for Coalition Members to exchange ideas and best practices.
- Encourage peer-to-peer sharing and best practices by conducting an information exchange activity at each meeting.
- Continue to update Coalition Member information management system to streamline membership and on-going communications.
- Provide on-going support to local Coalitions through distribution of Learn More publications, presentations, Web site, e-communications (as needed).

Outputs
- Memorandums of Understanding between local organizations and Scholars support sites.
- Champions and Chairs recruited and engaged in each Coalition region

> Indiana's College Success Coalition is a growing statewide alliance of local individuals and organizations helping more Hoosiers know how to go to college and succeed. The Coalition is led by Learn More Indiana and is a way to help communities come together to fill gaps.

- Meetings held
- Coalition recruitment materials created and distributed
- Coalition Member kits created and distributed with key messages, goals, objectives, exercises
- Web site statistics
- Quarterly e-newsletters to Coalition Members
- New and retained Coalition Members
- Coalition Members participating in and collaborating on college access and advocacy activities.
- Opportunities Coalition Members share information and best practices
- Trainings and training materials produced and conducted/distributed
- Attendees at statewide forum

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Increases in capacity, capability and reach among Coalition Members to help students and families get to and through college.

Activities:
- Search for and review existing curriculum in areas noted below (Outputs A-D), consult with IDOE, school counselors, and higher education admissions representatives to develop KH2Go modules for in-school and in-community use with students.
- Provide training to local Coalition leadership teams on delivering the KH2Go modules to students in their local community, ways to motivate students, modifying KH2Go modules to add to existing programming and a greater context of college access issues.
- Provide statewide forum for sharing promising practices by convening a state-wide college access/success summit in September 2010.

Outputs
- KH2Go curriculum modules developed, distributed and trainings provided:
  (Note: Curriculum Modules aligned with Indiana Standards for Guidance)
  - A. Put Your Hands on Some Cash
    - complete and file the FAFSA by March 10 of the senior year
    - find and apply for scholarships
    - borrow wisely--smart use of grants, loans, and personal resources to reduce personal debt and loan default.
    - save (529 Plan, etc.)
  - B. Find the Right Fit in College
    - Questions to ask yourself to help you "find the right fit"
    - What to ask or discover about the college/training program you are considering
    - How to get the most out of a campus visit
    - When Scholars campus visits occur and how to get Scholars connected
    - What other opportunities does your community have to get kids on campus...how to participate
    - Where to find college admissions requirements and what they mean
  - C. Find the Right Fit in Careers
    - How to discover your interests
    - How to explore careers that might match your interests
    - What training/education will you need to pursue this interest
    - How can I learn more about careers
    - What local opportunities are there to explore careers
    - High growth area jobs (Hoosier Hot Jobs)
  - D. Push Yourself—Preparation for College and the Workforce
    - Make sure you are on track to graduate – how to check your credits and other requirements each year
    - Make high school matter – take the tough classes.
      - Available AP and pre-AP opportunities
      - Senior year math is a MUST
      - Advocate for yourself if you need extra help/where to find local tutoring, study tables, etc.
      - IB
      - Dual credit
      - When and how to take the PSAT, SAT, ACT, PLAN and then how to use the resources provided to improve – and to inform college search for right fit

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- Students/parents served by KH2Go modules
- Modules delivered by Coalition Members
- New partnerships formed and existing partnerships sustained
- Exercises/meeting agendas/presentations by and to Coalition Members
- Presentations, attendance at statewide forum
- Podcasts/trainings available online and number of visitors/downloads
- Support services offered to students pursuing postsecondary education, especially low-income first generation college students
- Coalition Members delivering support services to target population
- Updates to the Coalition section of the LMI website to include new KH2Events information, interactive map of Twenty-first Century Scholar sites, links to local information, etc
- On-line resource directory of Coalition Members and the support programs they provide to students and offer as additional support to Scholars

Short-term Outcome 3:
Increases in local awareness, understanding and support for Twenty-first Century Scholars and other underrepresented students.

Activities:
- Increase knowledge among Coalition Members through training (presented during local Coalition meetings), direct mail (via Coalition Member kits), e-communications (via Coalition distribution list emails) regarding:
    - o The purpose of the Twenty-first Century Scholars program
    - o How to help a 6-8 grade student enroll in Scholars (enrollment process for 2009-10)
    - o How to help schools in their area conduct Enrollment Events
    - o What needs Scholars in their area have and how to connect with schools and Scholars sites to provide support to students
    - o How local institutions of Higher Education can support Scholars on and off campus.
    - o How they can help schools in their local community meet the new Scholars legislation requirements
- Promote Scholars enrollment during Coalition meetings and through publications, localized press releases and newsletters
- Evaluate the 6th Grade Enrollment pilot (2008-09)
- Conduct Scholar recruitment push for 2009-10
- Work with local media in each of the 14 Coalition regions for earned media promoting 21st Century Scholars
- Conduct direct mail to potential/existing Scholars to encourage college enrollment, FAFSA Filing, etc.
- Provide Coalition Members and Scholars sites with key state and local data that provide picture of high school graduation, college going, persistence and completion rates – including data for underrepresented populations
- Meet with regional support site staff at quarterly statewide meetings to communicate on LMI and Indiana's College Success Coalition local and statewide initiatives, distribute materials, gain feedback, etc.
- Work with regional support site staff and Coalition Members on ways the Coalition can help get students and parents to attend local Scholars meetings.
- Provide training for Coalition in seeking out students who are high need (ex--parents seeking aid, food stamps, at court etc.) and connect them with local and state resources for getting to and through college
- Use local Coalitions to connect, increase or create support services provided by local community organizations, employers, colleges, schools and Twenty-first Century Scholars to keep more students in school/on track for college/graduating from college (mentoring, tutoring, career planning, college visits, financial aid help, etc.)

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Outputs
- 6th grade 21st Century Scholars recruitment materials updated and distributed to elementary/middle schools
- 'Put your hands on some cash' direct mail to students who are not currently enrolled in the Twenty-first Century Scholars program (purchased list) printed and distributed
- Scholars promotion and recruitment direct mail to Coalition Members statewide
- E-mail blasts and/or announcements of local KH2Go and other college access and success events
- Graduation congrats mailed to Scholars grade 12 in the summer. (To include list of on-campus Scholars connections/contacts for support – 'College Survivor Kit' – which connects Scholars to on-campus support, gives them tips on how to persist to college completion and provides other community resources)
- 21st Century Scholars recruitment materials provided to local Coalitions
- Spanish version of Scholars application provided to 14 Coalitions for local distribution
- Direct mail sent to social service organizations statewide - recruiting for Coalition Member organizations and recruiting Scholars
- Direct mail sent to low-income families w/ kids grades 6, 7, 8 (minus current scholars) with Scholars application. (Code applications as LMI 10 to track number of applications received as a result.)
- Coalition Member kits with Twenty-first Century Scholars information distributed
- Twenty-first Century Scholars sessions at annual Coalition Member conference
- Strategy sessions on attendance held at Coalition meetings to increase attendance at local Scholars meetings

Short-term Outcome 4:

Increases in involvement, connections, and capacity for improving college access and success in and between K-12, higher education and community.

For K-12:

Activities
- Recruit key local K-12 school leaders/staff to join Coalition through work with DOE and local Coalition leaders
- Support Core Team for College Success and No Excuses University pilot led by DOE as part of CACG effort
- Attend/present at statewide school counselor conferences and send regular updates via DOE school counselor e-newsletter
- Provide Scholars Enrollment Kit to all schools serving students in grade 6
- Provide support to school counselors by continuing operation of helpline and materials fulfillment (most utilized by counselors)
- Continue to maintain and improve web site for educator and counselor use providing information on college and careers
- Coordinate production and statewide distribution of 2009-10 Student Success Mini-magazines K-10 and Next Indiana 11-12 (publications include grade-specific "steps to college" messages and checklists - distribution includes all K-12 schools, libraries, Work Ones, colleges, 21st CS, etc.). Help ensure use by:
  - Sending communications via DOE counselor listserv re: when the shipment will arrive
  - Ensure they arrive before school starts to enable maximum opportunities to get them in the hands of students/parents
  - Provide simple examples of how to use the mini-mags in the classroom.
  - Facilitate the sharing of best practices in mini-mag use via DOE counselor listserv.
  - Presenting at LMI Higher Ed support group and providing examples of ways to tie Next Indiana in with high school outreach

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- Coordination production and statewide distribution of 2009-10 GRAD magazine (for college juniors and seniors) to keep them on track to graduate and connected to Indiana employers and future education. Help ensure use by:
  - Distributing to on-campus career centers
  - Alerting campus newspapers of distribution and ideas for stories
- Update lesson plans to accompany distribution of student success mini-magazines (2009-10) for use by school counselors, teachers, Coalition Members, etc
- Modify grade-specific checklists from mini-magazines to use as inserts in student Grad Planner
- Update and distribute order form promoting LMI's free publications/resources
- Develop and distribute counselor tool-kit (CD) to school counselors in middle and high schools. Tool-kits will include information on KH2 modules, KH2GOIndiana campaign, Twenty-first Century Scholars program, College GO! Week info, print resources and other pertinent information
- Provide training to school counselors on the KH2 modules and easy ideas for using them in school
- Pilot in-school "Core Team for College Success" concept in 10 middle and/or high schools to maximize linkages to community resources for college access and success. (DOE via CACG)
- Pilot "No Excuses University" elementary college readiness model in 10 elementary schools with high numbers of students at risk of not enrolling in or completing college to instill college-going culture in all students. (DOE via CACG)
- Ask school counselors to link school websites to LMI website

Outputs
- Schools implementing Core Team for College Success and No Excuses and number of students served
- Conferences, presentations
- Materials ordered by educators through helpline, web
- Web site hits (especially personalized URLs mentioned in student publications, e-communications with school counselors)
- Helpline calls
- Mini-magazines produced, distributed and requested
- Mini-magazines downloaded on web site

For Higher Education:

Activities
- Convene Higher Ed Support Group (in-person and/or via webinar) at least twice a year to keep informed of progress of LMI and seek input on LMI efforts. Use the meetings to look for shared ways to reach high school students. Provide forum for updates on K-12 policy affecting the P-16 pipeline
- Communicate with Higher Ed Support Group re: utilizing Next Indiana magazine in student outreach and college planning/admissions process
- Ask colleges to link admissions web pages to LMI website
- Actively recruit higher ed representatives to join the Coalition in their areas
- Work with higher education to provide an online "College Survival Kit" for entering freshman

Outputs
- Webinar participants
- Higher Ed support group meetings and participation/attendance of Coalition Members
- E-mails with instructions on web site links opened
- Links added to higher education web sites
- Higher ed Coalition Members
- Web site hits (especially personalized URLs mentioned in e-communications/presentations with higher education)

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For K-16 and Community:

Activities
- Promote suggestions and best practices of current and new linkages that come about as a result of the Coalition
- Ensure every local Coalition has strong membership from K-12 and higher education.
- Invite ISCA board members to Higher Ed support group meetings.
- Active participation in College Access and Success Advisory Group (led by DOE), Indiana Pathways to College and other groups focused on college access and success.

Outputs
- Session at statewide forum

Short-term Outcome 5:

Increases in key relationships that enable LMI to reach more Hoosiers, stay-up-to-date on issues/needs, and to sustain/increase necessary resources (human, material, financial), for strategic college access and success efforts.

Relationships that enable mass communications:

Activities
- Maintain and expand partnerships with media, statewide organizations and schools that reach large sections of LMI's target population
- Send timely press releases on pertinent information
- Continue partnership with Indiana High School Broadcast Association and Indiana High School Press Association for the LMI PSA contest and news story contest – both with statewide outreach/participation.
- Implement LMI Student Spokesperson contest in Northern Indiana (S. Bend, Elkhart, Mishawaka, Plymouth and Ft. Wayne). Spokesperson will create PSA about the steps it takes to get to college
- Implement student 'street-team' concept to encourage peer-to-peer sharing of information on the steps to get to college

Outputs
- Meetings and communication with potential and existing statewide partners
- Press releases sent, value, inches
- PSAs placed

Staying Current:

Activities
- Assign staff to maintain relationships with key organizations/partners and provide regular updates to the team on a quarterly basis
- Provide Helpline operators with current and up-to-date information and training on educational issues and changes with any laws affecting IDOE, ICHE, IDWD and SSACI

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Outputs
- Quarterly reports
- Evaluation by third party evaluators
- Updated information on the web, in publications, in presentations
- Number of materials distributed to Helpline operators regarding current and up-to-date information

Sustainability:

Activities
- Learn More Indiana Team Leader and Commissioner of Higher Education meet with Learn More Indiana Steering Committee annually to give update on work and solicit feedback
- Meet and communicate regularly with LMI Work Plan Management Team (which includes lead agency contacts for DOE, CHE, SSACI, and DWD) at least quarterly
- Provide LMI Work Plan Management Team with copies of grant reports
- Send general LMI e-newsletter quarterly to opt-in users from the LMI website, agency partners, Coalition members, representatives from funder organizations and College admission and financial aid directors.
- Keep agency partners current with Learn More Indiana information
- Send annual fundraising letter to college presidents in February, copying University Reps and following-up personally with non-respondents

Outputs
- LMI Work plan management team meetings
- Progress reports produced for funders and copies provided to partner agencies
- Annual highlight piece summarizing issues and current progress of LMI efforts printed and distributed
- Meetings with partner agencies and their staff – CHE, DOE, DWD and SSACI
- Meetings with University reps/presidents, Governor's Ed advisors, Superintendent of Public Instruction, Indiana Commission for Higher Education, SSACI and DWD leadership
- Funding received from colleges and universities, agency MOUs and other funders.

> **Short-term Outcome 6:**
> **Increases in students' (especially low-income and underrepresented) knowledge of postsecondary education options, steps needed to get to and through college, and financial aid resources.**

Activities
- Reach students by providing local Coalitions with how-to kits and other communications/printed materials for hosting KH2Go community events including the following:
    1. **College Goal Sunday**
       (To increase attendance at CGS)
        - During quarterly coalition meetings, share past attendance data with local Coalitions and provide suggestions/training for increasing these numbers
        - Collaborate with advertising agency selected by CGS's steering committee to leverage efforts
        - Share CGS promotional items with colleges and universities to help promote CGS to high school students/families
        - Distribute CGS KH2 Kit and provide training and materials to empower local Coalitions to increase CGS attendance

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- Include CGS details in LMI, CHE, DOE and all Coalition presentations
- Send out LMI press release for extra CGS push
- Direct mail College Goal Sunday and Financial Aid info to Scholars grade 12 in December
- Direct mail CGS reminder postcard in Jan. to all individuals on LMI mailing lists
- Send CGS email and text message invite/reminder to 12th grade students (LMI survey list with emails)
- Update FAFSA podcast/videos
- Send March 10 Deadline Reminder to 12th grade students (LMI survey list with emails)

2. **FAFSA Friday**

   (To get Hoosiers to meet Indiana's March 10 deadline.)
   - Continue to collaborate with IHETS to schedule FAFSA Friday event for the entire month of February
   - Promote event via all communication channels – TV/Radio, Newspapers, Websites, Coalition Members, print pieces, etc
   - Recruit Financial Aid Representatives to volunteer for the event
   - Update evaluation plan

3. **College GO! Week—October 2009**

   (To get every high school senior to participate in "Find the Right Fit" activities that result in the submission of at least one college application/e-transcript)
   - Create and implement a plan to promote a virtual event with the goals of all seniors completing an application for college or apprenticeship program, all juniors enrolling for e-Transcripts and completing the LMI Annual Student Survey, all sophomores taking the PSAT and all freshmen reviewing/updating their graduation plans
   - Create collateral pieces for use in the community and in schools to help guide students to "find the right fit." Collateral items include the following:
     - NEXT magazine (2009-10) will include access to a directory of Indiana colleges and universities, apprenticeship programs, military branches, SAT/ACT registration, financial aid options, apprenticeship and college applications, college essays, tips on utilizing College Board tools for SAT prep, college and scholarship searches
     - Develop interactive modules/activities for in-school and in-community and make available online
     - Create a 'college freshman profile' for students within the Indiana college and university directory encouraging students to "Find the Right Fit"
     - Create and develop other promotional pieces (posters and fliers) and provide to schools
   - Link trained Coalition Members with schools to make presentations to students during the week
   - Coordinate efforts with Higher Ed community to host an 'open house' or offer campus tours/visits during the week
   - Ad campaign promoting the steps to get to college via Facebook/My Space and text messaging
   - Create evaluation plan

4. **College for All Hoosiers Saturday**

   (Host event in Fall 2010 to provide information to adults on getting to and through college)
   - Create and implement a plan to promote a virtual event. Target audience is adults with some or no college credits

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- - Partner with organizations participating in the Joyce Foundation project (DWD's Adult Education Department, CHE, Ivy Tech, DOE, Chamber of Commerce)
    - Create collateral pieces for use in the community
- Push messages, answer questions and distribute materials at key statewide events reaching students, parents and other community members via LMI Booth/Presentation
- Promote timely Web content in rotating schedule on Web site to provide student with information on how to get to and through college
- Provide key information via presentations at:
  - Indiana Black Expo
  - Indiana Black Expo Scholars Fair
  - Indiana State Fair
  - Indianapolis Fiesta
  - Twenty-first Century Scholar Parent Conferences
  - Back to School Celebrations
  - Commission on African American Males Annual Conference
  - IYI Kids Conference
  - College Fairs
  - 100 Black Men Conference Commission on African American Males Annual Conference
  - IYI Kids Conference
  - College Fairs
  - 100 Black Men Conference
  - Special conferences for Hispanic students
- Produce and distribute student mini-magazines to K-12 school statewide that provide information to students and families on the steps needed to get to and through college
- Develop new media ad campaign promoting the steps to get to college via Facebook/My Space
- Update FAFSA "Cash for College" videos and promote usage via SSACI, CHE and LMI sites
- Reprint KH2Go materials to be distributed by Coalition Members at special statewide events
- Place (and create as needed) KH2Go/LMI outdoor advertising (billboards) to promote the steps to and through college. Billboards will be placed in the 5 major media markets around the state
- Continue utilizing Locker Talk – VYPE magazine to reach seniors at all high schools in the following central Indiana counties – Boone, Hamilton, Madison, Hendricks, Marion, Hancock, Shelby, Johnson and Morgan.
- Direct mail/email/text 'are you ready for what's next' to 11th grade students (LMI survey list)
- Direct mail/email/text to 11th graders encouraging them to take math their senior year
- Develop a promotional piece for Core 40 with Academic Honors and Core 40 with Technical Honors diplomas (rack card)
- Provide ongoing training to helpline
- Update and reprint "Indiana's Guide to Paying for College: Step by Step Tips to Help HS Seniors Apply for Financial Aid"
- Update and reprint "Indiana's Guide to Paying for College: An Introduction for Families and Students."
- Pitch story ideas monthly promoting college and careers
- Update presentations (i.e., steps to college, ways to motivate students, ways to help students choose a career, Introduction to the Twenty-first Century Scholars program, etc.)

Outputs
- KH2 modules (for use in-school and in-community) created and distributed that teach/reinforce key steps to students for college and careers, including steps to prepare financially.
- Training modules on the web site:
  o Understanding college costs and completing the FAFSA
  o How to add college access activities to current direct-service programming
  o KH2GOIndiana campaign and materials, KH2GoEvents and other available college access resources
  o Key state and local data that provide picture of what realities are regarding high school graduation, college going, persistence and completion—and how to "beat the odds."
- KH2Event kits provided to each Coalition with training on how to host college access events

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- On-going training (monthly) to Helpline operators on the steps to get to college and ways to promote/suggest LMI products to callers
- Materials distributed , presentations made/downloaded from LMI website and/or booths hosted at conferences for the statewide associations and organizations (Attachment A)

Short-term Outcome 7:
Increases in public, partner and Coalition awareness and understanding of key data related to raising the educational attainment of Hoosiers. (national, state, local and student)

Activities
- Utilize key national, state, and local data available from agency partners to educate, create urgency and "make the case" re: LMI short-term, intermediate and long-term outcomes
- Utilize results of LMI College and Career survey by:
  - Through Coalition meetings and communications, encourage Coalition Members to use survey information to develop effective programs and practices
  - Provide student contact information lists to college admission directors after data agreements have been secured
  - Incorporate relevant Indiana data measures and student survey results in LMI communications to make the case and create urgency for action
- Share results of LMI College and Career survey by:
  - Present at State Board of Education, Commission for Higher Education, SSACI Commission, DWD leadership, Education Roundtable and LMI Higher Ed Support Group meetings to share survey results
  - Send press release(s) to local and statewide media highlighting survey results
  - Imbed survey information in LMI presentations to communicate survey results and encourage survey data use to develop effective programs and practices
  - Conduct session at statewide Coalition Member forum
  - Promote the LMI College and Career survey use to schools via superintendents, principals, counselors – email, presentations, and other meetings
- Continue to administer the LMI Annual Career and College Information survey
  - Increase participation in survey by utilizing Helpline operators to call schools sharing information of survey delivery date
  - Meet with schools who have not administered the survey in three years
  - Investigate with SSACI to see if analysis of Scholars student respondents possible

Outputs
- Press releases, story placement re: LMI survey
- LMI survey executive summaries printed and distributed
- LMI survey data agreements received from colleges and universities
- Surveys mailed to targeted schools, Coalition Members and colleges/universities
- Presentations given re: LMI survey
- Communications to superintendents, principals, and counselors
- Annual Career and College Information Survey in print and on the web

Short-term Outcome 8:
Increases in and more immediate use by Learn More Indiana staff of evaluation, student survey, output and outcome data to inform and improve practice.

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Activities
- Monitor the state's Intermediate and long-term outcome data (key educational attainment statistics)
- Monitor and analyze Learn More Indiana outputs and statewide outcomes on a regular basis
- Analyze effectiveness of the Coalition (qualitative interviews and quantitative indicators)
- Utilize DOE's counselor advisory group to evaluate and provide feedback on the counselor section of the LMI website
- Conduct "mini" focus-groups with students on select student-focused publications
- Collect feedback on Counselor and Coalition toolkits/welcome kits via a web survey instrument

Outputs
- Coalition Evaluations
- LMI Quarterly reports
- LMI annual report
- Evaluation by third party evaluator on Learn More Indiana's products and services

Evaluation
Evaluation tools will be created and used to answer key questions towards progress, effectiveness, professionalism, satisfaction and loyalty. Learn More Indiana will use these tools extensively to inform and improve practice

Evaluation activities will seek to gather information around the following questions:
- Are we affecting Twenty-first Century Scholars enrollment, high school graduation, college-going and college completion success rates?
- Are we building the capacity and capabilities of our Coalition Members?
- Have we increased partnerships, connections, numbers reached?
- Have we reduced duplication of services in communities?
- Have we increased community involvement?
- Have we increased the number of underrepresented students reached?
- Do we have more students planning for post secondary education, talking to caring adults, taking four years of math, visiting colleges, understanding that they can afford to go to college, investigating careers, filing applications at appropriate colleges and filling out the FAFSA.
- Are the tools, curriculum and events reaching more students and affecting intents and behaviors of parents and students?
- Are we helping others in understanding the data that is available to them in order to set local and school level goals and affect change?
- Would our key stakeholders recommend Learn More and its products and services to others?

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Statewide Organizations and Partnerships

- NAACP State Education Symposium (NAACP leaders from across state)
- IACAC Annual Conference (counselors/admission reps)
- School Counselor Workshops
- ISCA Annual Conference (counselors)
- Paul Munger Annual Conference (counselors)
- IACRACO Annual Conference (college registrars/Financial Aid reps)
- Indiana Association of College Financial Aid Reps (college Financial Aid reps)
- Indiana Business/Marketing Educator Conference (teachers)
- Power Alliance Meeting - Valp (community leaders)
- Indiana Association of School Principals (principals)
- InSAI Conference on Learning (educators, community, school leaders)
- IPCN Meetings (college access providers)
- Indiana PTA Annual Conference (parent leaders)
- Family and Consumer Science Educator Conference (teachers)
- Indiana School Boards Association Annual Conference (school board members)
- Indiana Public School Superintendent Association Annual Conference (spts.)
- Indiana Middle Educators Conference (teachers)
- Indiana Summit on Latinos in Higher Education (CBOs, community leaders)
- Statewide teacher conferences (teachers - math, ela, science, ss)
- Indiana's Education Roundtable
- Indiana State Board of Education
- Indiana Commission for Higher Education
- Indiana Commission on the Status of Black Males
- Indiana Commission on Vocational and Technical Careers (DWD)
- SSACI Commission
- Independent Colleges of Indiana (board)
- Indiana Commission on Hispanic/Latino Affairs (ICHLA)
- Indiana Library Federation
- Indiana Association for School Broadcasting
- NAEYC – Indiana Chapter

Budget Plan for Period July 1, 2009 – June 30, 2010

Projected Revenues	
USA Funds	$270,000
CHE	$150,000
DOE	$150,000
Colleges/Universities	$75,000
Education Roundtable	$20,000
ACT	$30,000
IEDC – GRAD	$50,000
Funded Campaigns – CGS – ISFAA	$15,000
Lumina Know How 2 Go 3A – Planning Grant	$139,350
Lumina Know How 2 Go 3B – Implementation Grant	$75,000
Misc Income	$490
Estimated Revenue Carried Forward for FY09 Obligations	$55,119
Total Revenues	**$1,179,959**

Projected Expenses	
Personnel Costs	$349,057
Consultants	$15,500
General Office Expense	$54,000
Other Agreements (IBJ)	$50,000
Telephone	$3,200
Website Maintenance	$20,000
Computer Equipment	$25,350
Helpline	$75,000
Staff Development	$19,000
Travel	$10,000
Student Survey	$120,000
In-Kind to Scholars	$59,128
Communications/Marketing	$324,605
Est. Obligations Carried forward from FY09	$55,119
Total Expenditures	**$1,179,959**

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Learn More Indiana

2009-10 Work Plan

July 1, 2009 to June 30, 2010

Your college and career connection!

About Learn More Indiana:

Learn More Indiana – providing information in print, in person, through partnerships, and on the web to get more Hoosier to and through college.

A partnership of Indiana's Commission for Higher Education, Department of Education, Department of Workforce Development, and the State Student Assistance Commission, with additional support from USA Funds, Lumina Foundation for Education and Indiana's colleges and universities.

Additional opportunities to build and strengthen community involvement over the next two years provided by US DOE through the College Access Challenge Grant (CACG).

Desired Impact of Learn More Indiana's Work:
- Students & Families
  - Increase knowledge of steps to and through college as well as careers
  - Increase awareness of financial aid options and opportunities
- Community Involvement
  - Building local networks through Indiana's College Success Coalition to fill gaps in information and support—and making sure every student and family has the support and information they need
  - Provide extra effort for students who are Twenty-first Century Scholars
- K-12 – Higher Education Connections
  - Strengthen linkages and increase involvement
- Key Partners Across Indiana
  - Build & grow key relationships so Learn More can reach more Hoosiers
- Data to Inform, Motivate and Improve
  - Evaluation data, student survey results & Indiana primary data measures

About the Logic Model:

The development and refinement of the logic model for Learn More Indiana provides the opportunity to engage state agency partners, LMI staff and additional stakeholders in discussions about the best ways to provide Hoosiers with the information they need to get to and through college. The various perspectives enrich our program logic model and help clarify expectations for LMI. The logic model structure is intended for program planning and helps define LMI parameters more clearly. We have chosen to use the logic model structure for strategic planning. LMI's logic model is not static. It will and should change as the work unfolds.

Problem Statement:

"To thrive as a state and as individuals, all Hoosiers will need to achieve a depth and breadth of education never seen in the state's history."
(CHE - Reaching Higher 2008)

Goal:

Significantly improve the educational attainment of Hoosiers.

Learn More Indiana				State	
Activities What we will do with resources to achieve outcomes and, ultimately, the goal.	**Outputs** Deliverables that are a direct product of activities.	**Short-Term Outcomes** Changes we expect to occur immediately or in the near future.	**Intermediate Outcomes** Changes in learning, action and/or condition	**Long-Term Outcomes** What does success look like?	**Goal** Overall Purpose/the Change We Want to Achieve
Detailed in the following work plan	Detailed in the following work plan	Increases in community involvement and local support for underrepresented students getting to and through college Increases in capacity, capability and reach among Coalition members to help students and families get to and through college Increases in local awareness, understanding and support for Twenty-first Century Scholars and other underrepresented students Increases in involvement, connections, and capacity for improving college access and success in and between K-12, higher education and community Increases in key relationships that enable LMI to reach more Hoosiers, stay-up-to-date on issues/needs, and to sustain/increase necessary resources (human, material, financial), for strategic college access and success efforts Increases in students'	K-12 students meeting academic standards in math and language arts (90% by 2012) K-12 students graduating high school prepared to succeed in college • Core 40 AHD (50% by 2015) • AP (25% scoring 3, 4, 5 by 2015) • Senior year math (all students taking now) High school graduates enrolling in college (top 10 by 2015) High school graduates enrolling in apprenticeships (data not yet available) Adults enrolling in college (top 10 by 2015) College students persisting to 2nd year (top 10 by 2015) College students completing degree (on time and 150% time – top	10,000 more college degrees every year through 2025 90% high school graduation rate by 2012	Significantly improve the educational attainment of Hoosiers

| | | (especially low-income and underrepresented) knowledge of postsecondary education options, steps needed to get to and through college, and financial aid resources

Increases in public, partner and Coalition awareness and understanding of key data related to raising the educational attainment of Hoosiers. (national, state, local and student)

Increases in and more immediate use by Learn More Indiana staff of evaluation, student survey, output and outcome data to inform and improve practice | 10 by 2015)

Low-income students success at each of the above (Twenty-first Century Scholars data for above metrics) (top 10 by 2015) | | |
|---|---|---|---|---|---|

Short-term Outcome 1:
Increases in community involvement and local support for underrepresented students getting to and through college.

Activities:

- Build local infrastructure for growing and sustaining Indiana's College Success Coalition efforts over time by recruiting key community leaders to serve as local leadership teams (champions, chairpersons and coordinators) in each of the 14 regions.
- Continue to recruit new Coalition Members in each region using model membership template and by engaging key influentials representing youth serving, faith-based, business, K-12, higher education,

> Indiana's College Success Coalition is a growing statewide alliance of local individuals and organizations helping more Hoosiers know how to go to college and succeed. The Coalition is led by Learn More Indiana and is a way to help communities come together to fill gaps.

  foundations, local government, Twenty-first Century Scholars, and social service organizations who care about low-income and other underrepresented students/families (KH2Go-3).
- Twice a year, conduct direct mail campaign to key prospect list to recruit Coalition Members.
- Ensure Helpline operators are well-versed on Coalition through updated FAQs and appropriate training.
- Create an online 'Communications tool-kit' for Coalition Members which will include presentation talking points, fliers, sample emails, sample voice mail messages, sample articles, etc (KH2Go-3).
- Provide communities with Coalition recruitment materials for local use (posters, promo piece, newsletter drop-ins, sample press releases, list of tips, etc.).
- Provide assistance to local Coalition leadership teams in establishing local objectives based on key state objectives, meeting development and Coalition-building.

- Manage on-going communications and membership commitments with Coalition Members in partnership with LMI staff and local leadership teams.
- Build membership exchange area on web site and conduct a statewide forum for Coalition Members to exchange ideas and best practices.
- Encourage peer-to-peer sharing and best practices by conducting an information exchange activity at each meeting.
- Continue to update Coalition Member information management system to streamline membership and on-going communications (CACG).
- Provide on-going support to local Coalitions through distribution of Learn More publications, presentations, Web site, e-communications and KH2GoIndiana materials (as needed).

Outputs (Number of)

- MOU's and Commitment forms between local organizations and Scholars support sites.
- Champions and Chairs recruited and engaged each region
- Meetings held
- Coalition recruitment materials created and distributed
- Coalition Member kits created and distributed with key messages, goals, objectives, exercises
- Web hits to online 'Communications tool-kit'
- Quarterly e-newsletters sent to and opened by Coalition Members (CACG and KH2Go-3).
- New and retained Coalition Members
- Coalition Members participating in and collaborating on activities.
- Opportunities Coalition Members share information and best practices
- Trainings and training materials produced and conducted/distributed
- Attendees at forum

Short-term Outcome 2:
Increases in capacity, capability and reach among Coalition Members to help students and families get to and through college.

Activities:

- Search for and review existing curriculum in areas noted below (Outputs A-D), consult with Kansas University, DOE, school counselors, and higher education admissions representatives to develop KH2 modules for in-school and in-community use with students.
- Provide training to local Coalition leadership teams on delivering the KH2 modules to students in their local community, ways to motivate students, modifying KH2 modules to add to existing programming and a greater context of college access issues.
- Provide statewide forum for sharing promising practices by convening a state-wide college access/success summit in September 2010 (CACG).

Outputs (Number of)

- KH2 curriculum modules developed, distributed and training conducted:
  (Note: Curriculum Modules aligned with Indiana Standards for Guidance)
  - A. Put Your Hands on Some Cash
    - complete and file the FAFSA by March 10 of the senior year
    - find and apply for scholarships
    - borrow wisely--smart use of grants, loans, and personal resources to reduce personal debt and loan default.
    - save (529 Plan, etc.)
  - B. Find the Right Fit in College
    - Questions to ask yourself to help you "find the right fit"
    - What to ask or discover about the college/training program you are considering
    - How to get the most out of a campus visit
    - When Scholars campus visits occur and how to get Scholars connected
    - What other opportunities does your community have to get kids on campus...how to participate
    - Where to find college admissions requirements and what they mean
  - C. Find the Right Fit in Careers
    - How to discover your interests
    - How to explore careers that might match your interests
    - What training/education will you need to pursue this interest
    - How can I learn more about careers
    - What local opportunities are there to explore careers
    - High growth area jobs (Hoosier Hot Jobs)
  - D. Push Yourself—Preparation for College and the Workforce
    - Make sure you are on track to graduate – how to check your credits and other requirements each year
    - Make high school matter – take the tough classes.
      - Available AP and pre-AP opportunities
      - Senior year math is a MUST
      - Advocate for yourself if you need extra help/where to find local tutoring, study tables, etc.
      - IB
      - Dual credit
      - When and how to take the PSAT, SAT, ACT, PLAN and then how to use the resources provided to improve – and to inform college search for right fit
- Students/parents served by KH2 modules
- Modules delivered by Coalition Members
- New partnerships formed and existing partnerships sustained
- Exercises/meeting agendas/presentations by and to Coalition Members
- Presentations, attendance at statewide forum
- Podcasts/trainings available online (CACG) and number of visitors/downloads
- Students being served by Coalition activities

- Support services offered to students pursuing postsecondary education, especially low-income first generation college students
- Coalition Members delivering support services to target population
- Updates to the Coalition section of the LMI website to include new KH2Events information, interactive map of Twenty-first Century Scholar sites, links to local information, etc
- On-line resource directory of Coalition Members and the support programs they provide to students and offer as additional support to Scholars

Short-term Outcome 3:
Increases in local awareness, understanding and support for Twenty-first Century Scholars and other underrepresented students.

Activities:

- Increase knowledge among Coalition Members through training (presented during local Coalition meetings), direct mail (via Coalition Member kits), e-communications (via Coalition distribution list emails) regarding:
    - The purpose of the Twenty-first Century Scholars program
    - How to help a 6-8 grade student enroll in Scholars (enrollment process for 2009-10)
    - How to help schools in their area conduct Enrollment Events
    - What needs Scholars in their area have and how to connect with schools and Scholars sites to provide support to students
    - How local institutions of Higher Education can support Scholars on and off campus.
    - How they can help schools in their local community meet the new Scholars legislation requirements
- Promote Scholars enrollment during Coalition meetings and through publications, localized press releases and newsletters
- Evaluate the 6th Grade Enrollment pilot (2008-09) and use to modify and improve enrollment process for 2009-10
- Conduct 6th Grade Enrollment push for 2009-10
- Work with local media in each of the 14 Coalition regions for earned media promoting 21st Century Scholars
- Include Scholars applications in grades 6, 7, 8 mini-magazines distributed to each K-12 school in Indiana
- Conduct direct mail to potential/existing Scholars to encourage enrollment, FAFSA Filing
- Provide Coalition Members and Scholars sites with key state and local data that provide picture of high school graduation, college going, persistence and completion rates – including data for underrepresented populations
- Meet with regional support site staff at quarterly statewide meetings to communicate on LMI and Indiana's College Success Coalition local and statewide initiatives, distribute materials, gain feedback, etc.
- Provide Scholars sites with newsletter articles including KH2G, local events, Coalition and LMI updates, etc for use in their local communication with students/families
- Work with regional support site staff and Coalition Members on ways the Coalition can help get students and parents to attend local Scholars meetings.
- Encourage Scholars Clubs and assist with communications
- Provide training for Coalition in seeking out students who are high need (ex--parents seeking aid, food stamps, at court etc.) and connect them with local and state resources for getting to and through college

- Use local Coalitions to connect, increase or create support services provided by local community organizations, employers, colleges, schools and Twenty-first Century Scholars to keep more students in school/on track for college/graduating from college (mentoring, tutoring, career planning, college visits, financial aid help, etc.) (CACG.)

Outputs (Number of)

- Mini-magazines with Scholars applications created and distributed for grades 6, 7, and 8
- Mini-magazine applications filled out and returned
- 6th grade 21st Century Scholars recruitment materials updated and distributed to elementary/middle schools
- News releases, column inches and value
- 'Put your hands on some cash' direct mail to students who are not currently enrolled in the Twenty-first Century Scholars program (purchased list and KH2Go-3.) printed and distributed
- Scholars promotion and recruitment direct mail to Coalition Members statewide
- E-mail blasts and/or announcements of local KH2Go and other college access and success events (KH2Go-3)
- Graduation congrats mailed to Scholars grade 12 in the summer. (To include list of on-campus Scholars connections/contacts for support – 'College Survivor Kit' – which connects Scholars to on-campus support, gives them tips on how to persist to college completion and provides other community resources)
- 21st Century Scholars recruitment materials provided to local Coalitions
- Spanish version of Scholars application provided to 14 Coalitions for local distribution
- Direct mail sent to social service organizations statewide - recruiting for Coalition Member organizations and recruiting Scholars
- Direct mail sent to low-income families w/ kids grades 6, 7, 8 (minus current scholars) with Scholars application. (Code applications as LMI 10 to track number of applications received as a result.)
- Coalition Member kits with Twenty-first Century Scholars information sent
- Twenty-first Century Scholars sessions at annual Coalition Member conference
- Newsletter articles sent to sites
- Strategy sessions on attendance held at Coalition meetings to increase attendance at local Scholars meetings

Short-term Outcome 4:
Increases in involvement, connections, and capacity for improving college access and success in and between K-12, higher education and community.

For K-12:

Activities

- Recruit key local K-12 school leaders/staff to join Coalition through work with DOE and local Coalition leaders
- Support Core Team for College Success and No Excuses University pilot led by DOE as part of CACG effort
- Attend/present at statewide school counselor conferences and send regular updates via DOE school counselor e-newsletter
- Provide Scholars Enrollment Kit to all schools serving students in grade 6
- Provide support to school counselors by continuing operation of helpline and materials fulfillment (most utilized by counselors)

- Continue to maintain and improve web site for educator and counselor use providing information on college and careers
- Coordinate production and statewide distribution of 2009-10 Student Success Mini-magazines K-10 and Next Indiana 11-12 (publications include grade-specific "steps to college" messages and checklists - distribution includes all K-12 schools, libraries, Work Ones, colleges, 21st CS, etc.). Help ensure use by:
  - o Sending communications via DOE counselor listserv re: when the shipment will arrive
  - o Ensure they arrive before school starts to enable maximum opportunities to get them in the hands of students/parents
  - o Provide simple examples of how to use the mini-mags in the classroom.
  - o Facilitate the sharing of best practices in mini-mag use via DOE counselor listserv.
  - o Presenting at LMI Higher Ed support group and providing examples of ways to tie Next Indiana in with high school outreach
- Coordination production and statewide distribution of 2009-10 GRAD magazine (for college juniors and seniors) to keep them on track to graduate and connected to Indiana employers and future education. Help ensure use by:
  - o Distributing to on-campus career centers
  - o Alerting campus newspapers of distribution and ideas for stories
- Update lesson plans to accompany distribution of student success mini-magazines (2009-10) for use by school counselors, teachers, Coalition Members, etc
- Modify grade-specific checklists from mini-magazines to use as inserts in student Grad Planner
- Update and distribute order form promoting LMI's free publications/resources
- Develop and distribute counselor tool-kit (CD) to school counselors in middle and high schools. Tool-kits will include information on KH2 modules, KH2GOIndiana campaign, Twenty-first Century Scholars program, College GO! Week info, print resources and other pertinent information
- Provide training to school counselors on the KH2 modules and easy ideas for using them in school
- Pilot in-school "Core Team for College Success" concept in 10 middle and/or high schools to maximize linkages to community resources for college access and success. (DOE via CACG)
- Pilot "No Excuses University" elementary college readiness model in 10 elementary schools with high numbers of students at risk of not enrolling in or completing college to instill college-going culture in all students. (DOE via CACG)
- Ask school counselors to link school websites to LMI website

Outputs (Number of)

- K-12 Coalition Members
- Schools implementing Core Team for College Success and No Excuses and number of students served
- Conferences, presentations
- Materials ordered by educators through helpline, web
- Web site hits (especially personalized URLs mentioned in student publications, e-communications with school counselors)
- Helpline calls
- Mini-magazines produced, distributed and requested
- Mini-magazines downloaded on web site
- Schools linked to LMI website

For Higher Education:

Activities

- Convene Higher Ed Support Group (in-person and/or via webinar) at least twice a year to keep informed of progress of LMI and seek input on LMI efforts. Use the meetings to look for shared ways to reach high school students. Provide forum for updates on K-12 policy affecting the P-16 pipeline
- Communicate with Higher Ed Support Group re: utilizing Next Indiana magazine in student outreach and college planning/admissions process
- Ask colleges to link admissions web pages to LMI website
- Actively recruit higher ed representatives to join the Coalition in their areas
- Work with higher education to provide an online "College Survival Kit" for entering freshman

Outputs (Number of)

- Webinar participants
- Higher Ed support group meetings and participation/attendance of Coalition Members
- E-mails with instructions on web site links opened
- Links added to higher education web sites
- Higher ed Coalition Members
- Web site hits (especially personalized URLs mentioned in e-communications/presentations with higher education)

For K-16 and Community:

Activities

- Promote suggestions and best practices of current and new linkages that come about as a result of the Coalition
- Ensure every local Coalition has strong membership from K-12 and higher education.
- Invite ISCA board members to Higher Ed support group meetings.
- Active participation in College Access and Success Advisory Group (led by DOE), Indiana Pathways to College and other groups focused on college access and success.

Outputs (Number of)

- Session at statewide forum

Short-term Outcome 5:

Increases in key relationships that enable LMI to reach more Hoosiers, stay-up-to-date on issues/needs, and to sustain/increase necessary resources (human, material, financial), for strategic college access and success efforts.

Relationships that enable mass communications:

Activities

- Maintain and expand partnerships with media, statewide organizations and schools that reach large sections of LMI's target population
- Send timely press releases on pertinent information
- Continue partnership with Indiana High School Broadcast Association and Indiana High School Press Association for the LMI PSA contest and news story contest – both with statewide outreach/participation.
- Implement LMI Student Spokesperson contest in Northern Indiana (S. Bend, Elkhart, Mishawaka, Plymouth and Ft. Wayne). Spokesperson will create PSA about the steps it takes to get to college
- Implement student 'street-team' concept to encourage peer-to-peer sharing of information on the steps to get to college

Outputs (Number of)

- Meetings and communication with potential and existing statewide partners
- Press releases sent, value, inches
- PSAs placed

Staying Current:

Activities

- Assign staff to maintain relationships with key organizations/partners and provide regular updates to the team on a quarterly basis
- Provide Helpline operators with current and up-to-date information and training on educational issues and changes with any laws affecting IDOE, ICHE, IDWD and SSACI

Outputs (Number of)

- Staff quarterly reports
- Updated information on the web, in publications, in presentations
- Number of materials distributed to Helpline operators regarding current and up-to-date information

Sustainability:

Activities

- Learn More Indiana Team Leader and Commissioner of Higher Education meet with Learn More Indiana Steering Committee annually to give update on work and solicit feedback
- Meet and communicate regularly with LMI Work Plan Management Team (which includes lead agency contacts for DOE, CHE, SSACI, and DWD) at least quarterly
- Provide LMI Work Plan Management Team with copies of grant reports
- Send general LMI e-newsletter quarterly to opt-in users from the LMI website, agency partners, Coalition members, representatives from funder organizations and College admission and financial aid directors.
- Keep agency partners current with Learn More Indiana information
- Send annual fundraising letter to college presidents in February, copying University Reps and following-up personally with non-respondents
- Provide content (LMI progress and efforts) for employee newsletters for CHE, DOE, DWD and SSACI

Outputs (Number of)

- LMI Work plan management team meetings
- Progress reports produced for funders and copies provided to partner agencies
- Annual highlight piece summarizing issues and current progress of LMI efforts printed and distributed
- Meetings with partner agencies and their staff – CHE, DOE, DWD and SSACI
- Meetings with University reps/presidents, Governor's Ed advisors, Superintendent of Public Instruction, Indiana Commission for Higher Education, SSACI and DWD leadership
- Funding received from colleges and universities, agency MOUs and other funders.

Short-term Outcome 6:
Increases in students' (especially low-income and underrepresented) knowledge of postsecondary education options, steps needed to get to and through college, and financial aid resources.

Activities

- Reach students by providing local Coalitions with how-to kits and other communications/printed materials for hosting KH2 community events including the following:
    1. **College Goal Sunday**
       (To increase attendance at CGS)
       - During quarterly coalition meetings, share past attendance data with local Coalitions and provide suggestions/training for increasing these numbers
       - Collaborate with advertising agency selected by CGS's steering committee to leverage efforts
       - Share CGS promotional items with colleges and universities to help promote CGS to high school students/families

- Distribute CGS KH2 Kit and provide training and materials to empower local Coalitions to increase CGS attendance
- Include CGS details in LMI, CHE, DOE and all Coalition presentations
- Send out LMI press release for extra CGS push
- Direct mail College Goal Sunday and Financial Aid info to Scholars grade 12 in December
- Direct mail CGS reminder postcard in Jan. to all individuals on LMI mailing lists
- Send CGS email and text message invite/reminder to 12th grade students (LMI survey list with emails)
- Update FAFSA podcast/videos
- Send March 10 Deadline Reminder to 12th grade students (LMI survey list with emails)

2. **FAFSA Friday**

(To get Hoosiers to meet Indiana's March 10 deadline.)

- Continue to collaborate with IHETS to schedule FAFSA Friday event for the entire month of February
- Promote event via all communication channels – TV/Radio, Newspapers, Websites, Coalition Members, print pieces, etc
- Recruit Financial Aid Representatives to volunteer for the event
- Update evaluation plan

3. **College GO! Week—October 2009**

(To get every high school senior to participate in "Find the Right Fit" activities that result in the submission of at least one college application/e-transcript)

- Create and implement a plan to promote a virtual event with the goals of all seniors completing an application for college or apprenticeship program, all juniors enrolling for e-Transcripts and completing the LMI Annual Student Survey, all sophomores taking the PSAT and all freshmen reviewing/updating their graduation plans
- Create collateral pieces for use in the community and in schools to help guide students to "find the right fit." Collateral items include the following:
  - NEXT magazine (2009-10) will include access to a directory of Indiana colleges and universities, apprenticeship programs, military branches, SAT/ACT registration, financial aid options, apprenticeship and college applications, college essays, tips on utilizing College Board tools for SAT prep, college and scholarship searches
  - Develop interactive modules/activities for in-school and in-community and make available online
  - Create a 'college freshman profile' for students within the Indiana college and university directory encouraging students to "Find the Right Fit"
  - Create and develop other promotional pieces (posters and fliers) and provide to schools
- Link trained Coalition Members with schools to make presentations to students during the week
- Coordinate efforts with Higher Ed community to host an 'open house' or offer campus tours/visits during the week
- Ad campaign promoting the steps to get to college via Facebook/My Space and text messaging
- Create evaluation plan

4. **College for All Hoosiers Saturday**
   (Host event in Fall 2010 to provide information to adults on getting to and through college)
   - Create and implement a plan to promote a virtual event. Target audience is adults with some or no college credits
   - Partner with organizations participating in the Joyce Foundation project (DWD's Adult Education Department, CHE, Ivy Tech, DOE, Chamber of Commerce)
   - Create collateral pieces for use in the community (CACG)

- Push messages, answer questions and distribute materials at key statewide events reaching students, parents and other community members via LMI Booth/Presentation
- Promote timely Web content in rotating schedule on Web site to provide student with information on how to get to and through college
- Provide key information via presentations at:
  - Indiana Black Expo
  - Indiana Black Expo Scholars Fair
  - Indiana State Fair
  - Indianapolis Fiesta
  - Twenty-first Century Scholar Parent Conferences
  - Back to School Celebrations
  - Commission on African American Males Annual Conference
  - IYI Kids Conference
  - College Fairs
  - 100 Black Men Conference
  - Commission on African American Males Annual Conference
  - IYI Kids Conference
  - College Fairs
  - 100 Black Men Conference
  - Special conferences for Hispanic students
- Produce and distribute student mini-magazines to K-12 school statewide that provide information to students and families on the steps needed to get to and through college
- Develop new media ad campaign promoting the steps to get to college via Facebook/My Space
- Update FAFSA "Cash for College" videos and promote usage via SSACI, CHE and LMI sites
- Reprint KH2Go materials to be distributed by Coalition Members at special statewide events (KH2Go-3)
- Place (and create as needed) KH2Go/LMI outdoor advertising (billboards) to promote the steps to and through college. Billboards will be placed in the 5 major media markets around the state
- Continue utilizing Locker Talk – VYPE magazine to reach seniors at all high schools in the following central Indiana counties – Boone, Hamilton, Madison, Hendricks, Marion, Hancock, Shelby, Johnson and Morgan.
- Direct mail/email/text 'are you ready for what's next' to 11th grade students (LMI survey list)
- Direct mail/email/text to 11th graders encouraging them to take math their senior year
- Develop a promotional piece for Core 40 with Academic Honors and Core 40 with Technical Honors diplomas (rack card)
- Provide ongoing training to helpline
- Update and reprint "Indiana's Guide to Paying for College: Step by Step Tips to Help HS Seniors Apply for Financial Aid"
- Update and reprint "Indiana's Guide to Paying for College: An Introduction for Families and Students."
- Pitch story ideas monthly promoting college and careers
- Update presentations (i.e., steps to college, ways to motivate students, ways to help students choose a career, Introduction to the Twenty-first Century Scholars program, etc.)

Outputs (Number of)

- KH2 modules (for use in-school and in-community) created and distributed that teach/reinforce key steps to students for college and careers, including steps to prepare financially.
- Training modules on the web site:
    - Understanding college costs and completing the FAFSA
    - How to add college access activities to current direct-service programming
    - KH2GOIndiana campaign and materials, KH2GoEvents and other available college access resources
    - Key state and local data that provide picture of what realities are regarding high school graduation, college going, persistence and completion—and how to "beat the odds."
- KH2Event kits provided to each Coalition with training on how to host college access events
- On-going training (monthly) to Helpline operators on the steps to get to college and ways to promote/suggest LMI products to callers
- Materials distributed , presentations made/downloaded from LMI website and/or booths hosted at conferences for the statewide associations and organizations (Attachment A)

Short-term Outcome 7:

Increases in public, partner and Coalition awareness and understanding of key data related to raising the educational attainment of Hoosiers. (national, state, local and student)

Activity

- Utilize key national, state, and local data available from agency partners to educate, create urgency and "make the case" re: LMI short-term, intermediate and long-term outcomes
- Utilize results of LMI College and Career survey by:
    - Through Coalition meetings and communications, encourage Coalition Members to use survey information to develop effective programs and practices
    - Provide student contact information lists to college admission directors after data agreements have been secured
    - Incorporate relevant Indiana data measures and student survey results in LMI communications to make the case and create urgency for action
- Share results of LMI College and Career survey by:
    - Present at State Board of Education, Commission for Higher Education, SSACI Commission, DWD leadership, Education Roundtable and LMI Higher Ed Support Group meetings to share survey results
    - Send press release(s) to local and statewide media highlighting survey results
    - Imbed survey information in LMI presentations to communicate survey results and encourage survey data use to develop effective programs and practices
    - Conduct session at statewide Coalition Member forum
    - Promote the LMI College and Career survey use to schools via superintendents, principals, counselors - email, presentations, and other meetings
- Continue to administer the LMI Annual Career and College Information survey

- o Increase participation in survey by utilizing Helpline operators to call schools sharing information of survey delivery date
- o Meet with schools who have not administered the survey in three years
- o Investigate with SSACI to see if analysis of Scholars student respondents possible

Outputs (Number of)

- Press releases, story placement re: LMI survey
- LMI survey executive summaries printed and distributed
- LMI survey data agreements received from colleges and universities
- Surveys mailed to targeted schools, Coalition Members and colleges/universities
- Presentations given re: LMI survey
- Communications to superintendents, principals, and counselors
- Annual Career and College Information Survey in print and on the web

Short-term Outcome 8:
Increases in and more immediate use by Learn More Indiana staff of evaluation, student survey, output and outcome data to inform and improve practice.

Activity
- Monitor the state's Intermediate and long-term outcome data (key educational attainment statistics)
- Monitor and analyze Learn More Indiana outputs and statewide outcomes on a regular basis
- Analyze effectiveness of the Coalition (qualitative interviews and quantitative indicators)
- Utilize DOE's counselor advisory group to evaluate and provide feedback on the counselor section of the LMI website
- Conduct "mini" focus-groups with students on select student-focused publications
- Collect feedback on Counselor and Coalition toolkits/welcome kits via a web survey instrument

Outputs (Number of/Results)
- Coalition Evaluations
- LMI Quarterly reports
- LMI annual report

Evaluation
Evaluation tools will be created and used to answer key questions towards progress, effectiveness, professionalism, satisfaction and loyalty. Learn More Indiana will use these tools extensively to inform and improve practice

Evaluation activities will seek to gather information around the following questions:

- Are we affecting Twenty-first Century Scholars enrollment, high school graduation, college-going and college completion success rates?
- Are we building the capacity and capabilities of our Coalition Members?
- Have we increased partnerships, connections, numbers reached?

- Have we reduced duplication of services in communities?
- Have we increased community involvement?
- Have we increased the number of underrepresented students reached?
- Do we have more students planning for post secondary education, talking to caring adults, taking four years of math, visiting colleges, understanding that they can afford to go to college, investigating careers, filing applications at appropriate colleges and filling out the FAFSA.
- Are the tools, curriculum and events reaching more students and affecting intents and behaviors of parents and students?
- Are we helping others in understanding the data that is available to them in order to set local and school level goals and affect change?
- Would our key stakeholders recommend Learn More and its products and services to others?

Statewide Organizations and Partnerships

- NAACP State Education Symposium (NAACP leaders from across state)
- IACAC Annual Conference (counselors/admission reps)
- School Counselor Workshops
- ISCA Annual Conference (counselors)
- Paul Munger Annual Conference (counselors)
- IACRACO Annual Conference (college registrars/Financial Aid reps)
- Indiana Association of College Financial Aid Reps (college Financial Aid reps)
- Indiana Business/Marketing Educator Conference (teachers)
- Power Alliance Meeting - Valp (community leaders)
- Indiana Association of School Principals (principals)
- InSAI Conference on Learning (educators, community, school leaders)
- IPCN Meetings (college access providers)
- Indiana PTA Annual Conference (parent leaders)
- Family and Consumer Science Educator Conference (teachers)
- Indiana School Boards Association Annual Conference (school board members)
- Indiana Public School Superintendent Association Annual Conference (spts.)
- Indiana Middle Educators Conference (teachers)
- Indiana Summit on Latinos in Higher Education (CBOs, community leaders)
- Statewide teacher conferences (teachers - math, ela, science, ss)
- Indiana's Education Roundtable
- Indiana State Board of Education
- Indiana Commission for Higher Education
- Indiana Commission on the Status of Black Males
- Indiana Commission on Vocational and Technical Careers (DWD)
- SSACI Commission
- Independent Colleges of Indiana (board)
- Indiana Commission on Hispanic/Latino Affairs (ICHLA)
- Indiana Library Federation
- Indiana Association for School Broadcasting
- NAEYC – Indiana Chapter

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

INFORMATION ITEM A: Status of Active Requests for New Academic Degree Programs

	Institution and Site	Program Title	Date Received	Status
1.	IU-Northwest	Master of Liberal Studies	01/16/09	Awaiting information from IU.
2.	Purdue-West Lafayette	M.S. in Computer and Information Technology	04/27/09	On August agenda for action.
3.	Purdue-West Lafayette	M.S. in Industrial Technology	04/27/09	On August agenda for action.
4.	Ball State University	B.S. in Sales	04/28/09	On August agenda for action.
5.	ISU-Indpls. Aviation Technology Center	Master of Business Administration	05/05/09	Under CHE review.
6.	IU-Indianapolis	Ph.D. in Epidemiology	05/18/09	On August agenda for action.
7.	IU-Bloomington	M.S. in Applied Statistics	05/18/09	On August agenda for action.
8.	IU-Indianapolis	M.A. in Applied Anthropology	05/18/09	Under CHE review.
9.	IU-Indianapolis	B.A. in Africana Studies	05/18/09	Under CHE review.
10.	IU-Bloomington	B.S. in Athletic Training	05/18/09	Under CHE review.
11.	IU-East @ Lawrenceburg	M.S. in Education	05/18/09	Under CHE review.
12.	ITCCI-Statewide via Dist. Ed. Tech.	T.C./A.A.S. in Manufacturing Production & Operations	05/19/09	Under CHE review.
13.	Purdue-North Central	B.A. in Social Work	06/09/09	Under CHE review.
14.	Purdue-West Lafayette	M.S. in Computer Graphics Technology	06/09/09	On August agenda for action.
15.	Purdue-West Lafayette	Ph.D. in Youth Development & Agricultural Education	06/09/09	Under CHE review.
16.	ITCCI-Richmond and Connersville	T.C. in Industrial Technology	07/15/09	Under CHE review.
17.	Purdue-West Lafayette @ Anderson, Kokomo, Richmond, and South Bend via Statewide Tech.	B.S. in Engineering Technology	07/15/09	Under CHE review.
18.	Ball State University	M.A. in Applied Behavior Analysis	07/28/09	Under CHE review.
19.	Ball State University	M.F.A. in Visual Arts	07/28/09	Under CHE review.
20.	Ball State University	B.A./B.S. in Sport Administration	07/28/09	Under CHE review.

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

INFORMATION ITEM B: <u>Capital Improvement Projects on Which Staff Have Acted</u>

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

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

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

I.   REPAIR AND REHABILITATION

D-1-10-2-02   Ball State University
                 R&R Infrastructure Projects
                 Project cost: $1,024,282

                 The Trustees of Ball State University request authority to proceed with the general infrastructure repair and rehabilitation projects, no single one of which exceeds $750,000. These projects are funded through federal American Recovery and Reinvestment Act funds as a restoration of FY 2009 State General Fund R&R appropriation reversions. The total cost of the projects is estimated to be $1,024,282.

D-1-10-2-01   Ball State University
                 General R&R Projects
                 Project cost: $2,338,869

                 The Trustees of Ball State University request authority to proceed with General repair and rehabilitation projects, no single one of which exceeds $750,000. These projects are funded through federal American Recovery and Reinvestment Act funds as a restoration of FY 2009 State General Fund R&R appropriation reversions. The total cost of the projects is estimated to be $2,338,869.

A-2-10-2-02   Indiana University-Purdue University Indianapolis
               Multicultural Center Renovation
               Project cost: $1,000,000

               The Trustees of Indiana University request authority to proceed with a project to
               renovate the first floor of Taylor Hall located on the Indianapolis campus. The newly
               renovated area will accommodate the Multicultural Center, as well as Adaptive
               Education Services. The project is estimated to cost $1,000,000 and will be funded by
               Campus Reserves.

B-1-08-2-12R   Purdue University West Lafayette
               Math Science Building Window Replacement
               Project cost: $1,500,000

               The Trustees of Purdue University request authority to proceed with the project to replace
               the original 1965 windows in the 12-story Mathematical Sciences building. The window
               seals are no longer providing adequate protection from air and water infiltration,
               consequently allowing for temperature control issues, as well as collateral damage to
               interior finishes. This project was previously reviewed by CHE at a cost of $1,000,000.
               New estimates now require the additional $500,000 cost to complete the project. The
               project is estimated to cost $1,500,000 and would be funded from State Appropriations
               for R&R already drawn by PU.

A-1-10-2-04   Indiana University Bloomington
               Campus Electrical Distribution
               Project cost: $900,000

               The Trustees of Indiana University request authority to proceed with the replacement of
               an existing 12.47 kilo volt overhead circuit with a new underground circuit on the
               Bloomington campus. The existing circuit conductors serving this sector of campus are
               approaching 50 years in age and have recently experienced damage due to storm-related
               lightning strikes. This project is funded through federal American Recovery and
               Reinvestment Act funds as a restoration of FY 2009 State General Fund R&R
               appropriation reversions. The total cost of this project is estimated to be $900,000.

A-0-10-2-05   Indiana University System
               General Repair and Rehabilitation
               Project cost: $11,701,282

               The Trustees of Indiana University request authority to proceed with the several General
               repair and rehabilitation projects on Indiana University campuses, no single one of which
               exceeds $750,000. These projects are funded through federal American Recovery and
               Reinvestment Act funds as a restoration of FY 2009 State General Fund R&R
               appropriation reversions. The total cost of the projects is estimated to be $11,701,282.

B-1-10-2-02   Purdue University West Lafayette
Civil Engineering Building Hydraulics – Hydrology Laboratory Renovation
Project cost: $1,500,000

The Trustees of Purdue University request authority to proceed with the renovation of the existing Hydraulics – Hydrology laboratory in the Civil Engineering Building. Included in the project are a general cosmetic renovation of the space, restoration of the existing tow tank, expansion of office space, and creation of interactive student exhibit space with integrated research areas. The project is estimated to cost $1,500,000 and would be funded from Gift Funds and Repair and Rehabilitation – University Funds.

A-8-10-2-03   Indiana University South Bend
Administration Building Renovation, Phase II
Project cost: $1,500,000

The Trustees of Indiana University request authority to proceed with the completion of Phase II of the renovation to the Administration Building located on the South Bend campus. The project renovates the remainder of the second floor for the offices of the Chancellor, Vice Chancellor for Academic Affairs, Vice Chancellor for Fiscal Affairs, Vice Chancellor for External Affairs, associated support areas, the second floor restrooms, and four internal fire-rated stairways. The project is estimated to cost $1,500,000 and would be funded by Auxiliary Reserves, Gifts through the Indiana University Foundation and Capital Projects/Land Acquisition Reserves.

A-1-09-2-36   Indiana University Bloomington
Billy Hayes Track Reconstruction
Project cost: $1,500,000

The Trustees of Indiana University request authority to proceed with the reconstruction of the existing outdoor running track and field-events areas at the Billy Hayes Track located on the Bloomington campus. The project includes base reconstruction as well as the installation of a new synthetic running surface. The project is estimated to cost $1,500,000 and would be funded by the Indiana University Department of Athletics Gift Funds.

B-1-09-1-32   Purdue University West Lafayette
Airport T-Hangar No. 7 Installation
Project cost: $575,000

The Trustees of Purdue University request authority to proceed with the project Airport T-Hangar No.7 Installation. This project will replace a deteriorating 62-year-old T-hangar structure with a new 10-unit structure at the Purdue University Airport. The project is estimated to cost $575,000 and would be funded from Federal Aviation Administration Grant Funds, INDOT Funds, and Airport Development Funds.

A-1-09-2-39   Indiana University Bloomington
              Eigenmann Parking Lot Improvements
              Project cost: $1,870,000

              The Trustees of Indiana University request authority to proceed with the realignment and
              expansion of the surface parking available south of Eigenmann Hall located on the
              Bloomington campus. A total of 424 parking spaces would be realized with a net
              increase of approximately 293 spaces being created when the existing drainage-way is
              captured within a box culvert and the limits of the parking surface are extended. The
              project is estimated to cost $1,870,000 and would be funded by Parking Revenues.

II.   NEW CONSTRUCTION

       None.

III. LEASES

       None.

IV. LAND ACQUISITION

       None.

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

INFORMATION ITEM C: Capital Improvement Projects Awaiting Action

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

(1) Staff Action. Staff action may be taken on the following types of projects: most projects funded from General Repair and Rehabilitation funding, most lease agreements, most projects which have been reviewed previously by the Commission, and many projects funded from non-State sources.

(2) Expedited Action. A project may be placed on the Commission Agenda for review in an abbreviated form. No presentation of the project is made by the requesting institution or Commission staff. If no issues are presented on the project at the meeting, the project is recommended. If there are questions about the project, the project may be removed from the agenda and placed on a future agenda for future action.

(3) Commission Action. The Commission will review new capital requests for construction and major renovation, for lease-purchase arrangements, and for other projects which either departs from previous discussions or which pose significant state policy issues.

I. NEW CONSTRUCTION

B-1-08-1-02   Purdue University
                   Animal Disease Diagnostic Laboratory BSL-3 Facility
                   Project Cost: $30,000,000

                   Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is $30,000,000 and would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

F-0-08-1-02   Ivy Tech Community College of Indiana
                   Warsaw New Construction A&E
                   Project Cost: $1,000,000

                   Ivy Tech Community College of Indiana seeks authorization to proceed with the expenditure of Architectural and Engineering (A&E) planning funds for a New Construction project at the ITCCI Warsaw center. The expected cost of the project is $1,000,000 and would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

F-0-06-1-08   Ivy Tech Community College of Indiana
               A&E Funds for Fall Creek Expansion, Indianapolis Campus
               Project Cost: $4,464,850

               Ivy Tech Community College of Indiana seeks authorization to proceed
               with the expenditure of Architectural and Engineering (A&E) planning
               funds for a New Construction project at the Fall Creek campus of ITCCI,
               Indianapolis. The 2007 Indiana General Assembly authorized $69,370,000
               in bonding authority for expansion of the campus, which included funds for
               new construction, and for demolition and renovation of existing facilities.
               ITCCI is requesting release of $4,464,850 at this time, which would be used
               to fund planning and for some demolition costs. The remaining bonding
               authorization would be requested at a later date. The expected cost of this
               project is $4,464,850 and would be funded from 2007 General Assembly
               bonding authority. This project is awaiting a letter from the Budget Agency
               requesting review.

F-0-02-1-12   Ivy Tech Community College of Indiana
               Muncie/Anderson A&E
               Project Cost: $4,800,000

               Ivy Tech Community College of Indiana seeks authorization to proceed
               with the expenditure of Architectural and Engineering (A&E) planning
               funds for a New Construction and Renovation project at the ITCCI Muncie
               and Anderson sites. The nature and scope of the new construction projects
               are yet to be determined. The expected cost of the project is $4,800,000 and
               would be funded from 2007 General Assembly bonding authority. This
               project is awaiting a letter from the Budget Agency requesting review.

F-0-08-1-03   Ivy Tech Community College of Indiana
               Bloomington New Construction A&E
               Project Cost: $350,000

               Ivy Tech Community College of Indiana seeks authorization to proceed
               with the expenditure of Architectural and Engineering (A&E) planning
               funds for a New Construction project at the ITCCI Bloomington campus.
               The expected cost of the project is $350,000 and would be funded from
               2007 General Assembly cash appropriation. This project is awaiting a letter
               from the Budget Agency requesting review.

E-1-07-1-01   Vincennes University
               Advanced Manufacturing and Training Center in Jasper
               Project cost: $8,850,000

               Vincennes University seeks authority to proceed with the construction of an
               Advanced Manufacturing and Training Center in Jasper. The total project
               cost is expected to be $8,850,000. The 2007 Indiana General Assembly
               authorized $8,000,000 in fee replaced bonding authority for this project.
               VU will raise the other $850,000. This project is awaiting a letter from the
               Budget Agency requesting review.

C-1-07-2-01(A)   Indiana State University
Life Sciences/Chemistry Laboratories Renovations & Satellite Chiller
Project cost: $2,000,000

The Trustees of the Indiana State University seek authorization to proceed
with a portion of the above project. The 2007 and 2008 General Assemblies
authorized ISU to proceed with a project to renovate laboratories on the
Terre Haute campus, and to add a satellite chiller to the campus. This
portion of the project would partially renovate laboratories in the Science
Building. ISU would claim the remainder of the funding to complete the
project at a later date.

C-1-07-2-01(B)   Indiana State University
Life Sciences/Chemistry Laboratories Renovations & Satellite Chiller
Project cost: $7,800,000

The Trustees of the Indiana State University seek authorization to proceed
with a portion of the above project. The 2007 and 2008 General Assemblies
authorized ISU to proceed with a project to renovate laboratories on the
Terre Haute campus, and to add a satellite chiller to the campus. This
portion of the project would construct the satellite chiller. ISU would claim
the remainder of the funding to complete the project at a later date.

B-2-09-1-10   Purdue University Calumet Campus
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: $2,400,000

Purdue University seeks authorization to proceed with planning of the
project Gyte Annex Demolition and Science Addition (Emerging
Technology Bldg) on the Calumet campus. The expected cost of the
planning of the project is $2,400,000 and would be funded from 2007
General Assembly bonding authority. This project is awaiting a letter from
the Budget Agency requesting review.

B-4-09-1-21   Purdue University North Central
Student Services and Activities Complex A&E
Project Cost: $1,000,000

Purdue University seeks authorization to proceed with planning of the
project Student Services and Activities Complex. The expected cost of the
planning of the project is $1,000,000 and would be funded from 2007
General Assembly bonding authority. This project is awaiting a letter from
the Budget Agency requesting review.

II. REPAIR AND REHABILITATION

A-8-03-2-11   Indiana University South Bend
                   Education and Arts Building (Associates) Renovation
                   Project cost: $27,000,000

                   The Trustees of Indiana University request authority to proceed with the
                   renovation of the Education and Arts Building (also known as the
                   "Associates Building") on the South Bend campus. The building would be
                   renovated to accommodate several academic departments, various student
                   areas, a wide variety of shared facilities and an art gallery. The project is
                   estimated to cost $27,000,000 and would be funded through 2007 General
                   Assembly authorized fee-replaced bonding. This project is awaiting a letter
                   from the Budget Agency requesting review.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION
Friday, August 14, 2009

INFORMATION ITEM D: <u>Minutes of the May 2009 Commission Working Sessions</u>

MINUTES OF COMMISSION WORKING SESSIONS
Thursday, June 11, 2009

I.   **CALL TO ORDER**

The Commission for Higher Education met in working session starting at 7:00 p.m. (ET) at Purdue University Calumet, Library Building Room 150D, Hammond, Indiana, with Commission Chair Jon Costas presiding. The following Commission members were present: Dennis Bland, Jon Costas, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, Ken Sendelweck, Clayton Slaughter, Michael Smith, and Kathy Tobin.

Also in attendance were Purdue University Calumet Chancellor Howard Cohen, Vice Chancellor for Academic Affairs Ralph Rogers, and Vice Chancellor for Student Affairs Melinda Dalgarn. Staff present were Catisha Coates, Bernie Hannon, Aja May, Cheryl Orr, Ken Sauer and Jennifer Seabaugh.

II.   **DISCUSSION**

A. Following dinner, Commission Chair Jon Costas welcomed Chancellor Howard Cohen, Vice Chancellor for Academic Affairs Ralph Rogers, and Vice Chancellor for Student Affairs Melinda Dalgarn. They provided the Commission with an overview of what Purdue University Calumet is doing to improve student success.

B. Ms. Cheryl Orr provided the Commission with an overview of Learn More Indiana's strategic plan and budget. Marilyn Moran-Townsend requested that Cheryl Orr provide a summary of Learn More Indiana's funding sources.

C. Mr. Bernie Hannon presented an update on the status of the Special Session and revenue forecast, indicating that he did not expect a signed budget until the end of the fiscal year.

D. Mr. Hannon discussed the June 2, 2009, Governor's proposed higher education budget and updated Members on the progress of the 2009 special legislative session. Mr. Hannon provided Members with net tuition data from the institutions and discussion followed regarding the data.

III. **ADJOURNMENT**

The Chair adjourned the meeting at approximately 9:30 p.m. (ET).

MINUTES OF COMMISSION WORKING SESSION
Friday, June 12, 2009

I.   CALL TO ORDER

The Commission for Higher Education met in working session starting at 7:45 a.m. (ET) at Purdue University Calumet, Calumet Conference Center, Room 134, Hammond, Indiana, with Chair Jon Costas presiding. The following members were present: Dennis Bland, Jud Fisher, Gary Lehman, Ken Sendelweck, Mike Smith, and Kathy Tobin.

Also in attendance were Nancy Bulger, Tom Morrison, and Randy Woodsen.

II.   DISCUSSION

A.   Chair Costas notified Commission members that Commission staff member Jeff Spalding has moved on to a new position. He also announced that Cheryl Orr will be leaving the Commission at the end of June to join Stan Jones in building a national non-profit dedicated to improving college completion.

B.   Chair Costas informed the group that the Officer Nominating Committee met in late May and determined the following officers for the 2009-10 year:
   a.   Chair – Michael Smith
   b.   Vice Chair – Ken Sendelweck
   c.   Secretary – Jud Fisher
   d.   Chair of Strategic Directions Subcommittee – Marilyn Moran-Townsend
   e.   Chair of the Personnel and Compensation Committee – Gary Lehman

C.   Ms. Haley Glover reviewed the details of the contract to be approved at the June meeting, which transfers approximately $270,000 to Ivy Tech Community College to support the development and implementation of the Ivy Tech Community College Accelerated Associate Degree Program.

D.   Haley Glover also provided a brief overview of the Making Opportunity Affordable grant program. Indiana is one of eleven states selected for a "Learning Year" grant of $150,000. Up to five of these states will be selected to receive up to $2,000,000 over the next four years to undertake significant improvements in higher education productivity and efficiency. Mike Smith questioned the Commission's role in this initiative. Ms. Glover responded that the Commission will certainly play a major role in both the planning and implementation of the initiatives.

E.   Mr. Bernie Hannon introduced Randy Woodsen, Provost of Purdue University, and Tom Morrison, Associate Vice President for Public Affairs and Government Relations for Indiana University, to talk about net tuition.

   a.   Purdue and IU are both enthusiastically supportive of discussion of net tuition. The institutions have utilized different methodologies to arrive at the net tuition figure, but philosophically, believe that the discussions will provide more transparency and awareness of tuition policy and the true impact of tuition increases on families.

III.   ADJOURNMENT

The Chair adjourned the meeting at 8:55 a.m. (ET).