



INDIANA COMMISSION
for
HIGHER EDUCATION

MEMORANDUM

To: Those Concerned
From: Teresa Lubbers
Commissioner
Date: October 1, 2009
Subject: Commission Meeting

Enclosed are agenda materials for the October Commission meeting. The meeting schedule is as follows:

Thursday, October 8, 2009 (*Eastern time*)

- * **4:00 – 5:15 p.m.** **Strategic Directions Subcommittee Meeting** (*public meeting*), Ivy Tech Community College of Indiana, Johnson Hall, Room 3428, 3rd floor, 2325 Chester Blvd., Richmond, IN 47374
- 5:30 – 6:30 p.m.** **Reception**, Ivy Tech Community College of Indiana, Johnson Hall, Commons Area, 1st floor, 2325 Chester Blvd., Richmond, IN 47374
- * **7:00 - 9:00 p.m.** **Dinner Working Session** (*public meeting*), Holiday Inn, Royalty Room A, 5501 National Road East, Richmond, Indiana 47374

Friday, October 9, 2009 (*Eastern time*)

- * **7:45 - 8:45 a.m.** **Breakfast Working Session** (*public meeting*), Indiana University East, Whitewater Hall, Community Room, 1st floor, 2325 Chester Blvd., Richmond, Indiana 47374
- * **9:00 a.m. - 12:00 p.m.** **Commission Meeting** (*public meeting*), Indiana University East, Whitewater Hall, Vivian Auditorium, 1st floor, 2325 Chester Blvd., Richmond, Indiana 47374

If you have questions, suggestions, or need a reasonable accommodation, please contact this office.

* The Commission for Higher Education abides by the Indiana Open Door Law (Indiana Code 5-14-1.5). All business meetings are open to the public. (Meals will not be provided.)

AGENDA

Commission for Higher Education

COMMISSION MEETING

Indiana University East
Whitewater Hall
Vivian Auditorium, 1st floor
2325 Chester Blvd.
Richmond, IN 47374
Phone: 765-973-8230
Fax: 765-973-8237

Friday, October 9, 2009

- I. CALL TO ORDER -- 9:00 a.m. (Eastern)**
- II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**
- III. CHAIR'S REMARKS**
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The next meeting of the Commission will be on November 13, 2009, in Indianapolis.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

**September 11, 2009
Friday**

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:08 a.m. at Indiana University-Purdue University Fort Wayne, Medical Education Building, Room 123A/B, 2101 E. Coliseum Blvd., Fort Wayne, Indiana, with Chair Michael Smith presiding.

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Cynthia Baker, Gerald Bepko, Carol D’Amico, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, George Rehnquist, Ken Sendelweck, Clayton Slaughter, Michael Smith.

Members Attending via Conference Call: Dennis Bland.

Members Absent: Jon Costas, Chris Murphy.

The following institutional presidents attended the meeting: Mr. Richard Helton, Vincennes University, and Mr. Thomas Snyder, Ivy Tech Community College of Indiana. Mr. Anthony Maidenberg, Interim President of Independent Colleges of Indiana, was also present.

III. CHAIR’S REPORT

Mr. Smith expressed his pleasure in working with Commissioner Lubbers and staff over the past several weeks, at a time when the dialog about higher education in the state is rich, active, energetic, and interesting. It describes enormous opportunity for the Commission to work with each of the institutions and the public at large to accelerate progress in meeting goals articulated in the *Reaching Higher* document, and to respond with great flexibility to emerging issues that are clear to all participants, given the economic environment of the state.

Mr. Smith said the Commission had two very productive sessions on Thursday with the Strategic Directions Committee meeting and the evening working session.

Mr. Smith invited Dr. Michael Wartell, Chancellor of Indiana University Purdue University Fort Wayne to address the Commission. Chancellor Wartell welcomed the Commission to campus.

IV. COMMISSIONER’S REPORT

Ms. Lubbers commended the staff of the Commission and those representatives from the public institutions for their hard work. Ms. Lubbers spoke about College Go! Week, which is a state-wide effort developed through Learn More Indiana in cooperation with Department of Education to promote college readiness and preparation for college. College Go! Week will take place during the week of October 12-16. The initiative will promote college readiness in each of the four years of high school with specific activities, including encouraging students in their senior

year to complete a college application. The support from the institutions was tremendous, many of which have agreed to waive application fees during this week.

Ms. Lubbers briefly spoke about the Indiana's Education Roundtable Meeting that took place on September 2nd. The Commission continues to play a very active role in the work of the Roundtable. At the September meeting, former Florida Governor Jeb Bush shared information about the accountability reform that has been happening over the past decade in that state.

Ms. Lubbers mentioned the Indiana performance on SAT, ACT and AP exams. Nationally, 2009 SAT results were stagnant, and Indiana's scores also remained flat. The good news is that more Hoosier students are participating, and there were more minority student participation in these important examinations.

V. CONSIDERATION OF THE MINUTES OF THE AUGUST COMMISSION MEETING

Mr. Smith asked the Commission members to consider making some changes in the Minutes for the August Commission meeting, including wording on page 4 to clarify that the Commission was "invited" to participate in the discussion between the State Budget Agency and the Universities, but did not "initiate" this discussion. Also, Mr. Smith said that on page 14, the word "approve" should be replaced with "improve."

R-09-07.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the August 2009 regular meeting as amended. (Motion – Moran-Townsend, second – D'Amico, unanimously approved)

Mr. Smith also asked Commission members' approval to change the order of items on the Agenda for this meeting. He asked that Item IV – 12, Indiana University–Purdue University Fort Wayne Parking Garage No. 3, be brought forward on the Agenda along with the discussion of other Capital Projects, rather than as New Business. (Motion – Slaughter, second – Sendelweck, unanimously approved)

VI. DISCUSSION ITEMS

A. Overview of Ivy Tech Community College Fall 2009 Enrollment

Mr. Jeffrey Terp, Ivy Tech Community College Vice President for Program Analysis and Engagement, gave an update of Ivy Tech's activities during the last 9-10 months. Ivy Tech predicted 25-35 percent enrollment increase for the 2009-10 academic year. The College anticipated that it could absorb an eight to ten percent increase in enrollment, but was concerned that larger increases would stretch capacity. Mr. Terp said that the College currently has funds that would allow the hire of more full-time faculty members, and work continues to gradually improve the ratio between full-time and part-time faculty. The College would like to increase average class sizes, but some classes are restricted based on lab capacity, while others were restricted based on the physical facilities and how many students may fit into the classroom. Mr. Terp talked about the process of enrollment, optimizing the schedule, cancelling low-demand classes and replacing them with high-demand classes. Ivy Tech offered no new classes this year. Enrollment at Ivy Tech Community College now exceeds 100,000 students. Class sizes increased by fifteen percent in Fall 2009.

Ms. Marilyn Moran-Townsend asked how much enrollment growth is related to students pursuing an Associate degree as opposed to those pursuing a Certificate, or just taking individual classes. Mr. Terp responded that more than eighty percent of students are seeking an Associate degree.

Dr. Marnia Kennon, Vice Provost for Academic Affairs, said that most students start out in an Associate Degree program, and then earn a Certificate, so there is also growth in Certificate programs.

Mr. Smith suggested that Ivy Tech present their capital projects at this point, since President Thomas Snyder had to leave at 10 a.m.

VII. DECISION ITEMS

B. CAPITAL PROJECTS

8. Ivy Tech Community College of Indiana Fall Creek Expansion Phase I

President Snyder briefly described the plans for renovating this building, which is the old St. Vincent's Hospital. Most of the 22,000 students enrolled in Ivy Tech Indianapolis will utilize this building. There will also be a \$2 Million parking garage, made possible by donations and federal funding. President Snyder invited Mr. Hank Dunn, Chancellor of Ivy Tech Community College - Central Indiana, to speak about the project.

Chancellor Dunn stated that the campus is crowded. Ten years ago, Ivy Tech Indianapolis had less than six thousand students; the first day of classes this year Ivy Tech had 22,000 students.

Mr. Clayton Slaughter asked whether students who do not live in Indianapolis would have to travel too far to attend classes in this building. President Snyder responded that transportation in Indianapolis is not very good, so coming downtown is the only viable option students have. The parking garage will be a multi-level facility with a covered bus terminal underneath.

Mr. Smith asked whether Ivy Tech runs circulators. President Snyder responded that they do not, but they have a shuttle bus between the Lawrence and Indianapolis campuses.

Ms. Moran-Townsend said that the State Budget Committee asked the Commission to review this project just last week, and they have an enormous stack of projects, that Commission members just reviewed this morning. Ms. Moran-Townsend said that the Commission understands that total bonding authority that the legislature approved for this biennium will not cover all of the projects. She asked if this project is Ivy Tech's highest priority. Mr. Snyder responded that they had worked with the State Budget Committee to develop their priorities, and this project has been their top priority since he first came to Ivy Tech.

Mr. Bernard Hannon, Senior Associate Commissioner and CFO, commented on the fact that due to circumstances beyond control of the staff and the Commission, the Commission has been asked to review fourteen capital projects in one meeting, on a

very short notice. This is an unprecedented occurrence, but the Commission's staff did their best to make thoughtful and deliberate recommendations of these projects for this meeting. Mr. Hannon emphasized that this is not the way the Commission prefers to operate; much more time is needed to give the projects better consideration. However, the Commission must be responsive to a request from the State Budget Committee and State Budget Director, who asked the Commission to make those recommendations.

Mr. Hannon also pointed out the concern expressed by members of the Commission and administration, as well as some of the members of the General Assembly, that the State of Indiana is spending more money on capital projects debt than is prudent. State appropriations for capital debt are growing two or three times faster than state appropriations for operating cost for institutions, and this is a concern for the Commission. The Commission has a practice of not recommending capital projects that do not have debt service available. All of the projects on the September Agenda have debt service behind them. All of the affected institutions met with the Budget Agency, the Indiana Finance Authority and the CHE staff to talk about these projects before they appeared on the Agenda.

Mr. Hannon indicated that there is now approximately \$500 Million in state funded capital projects authorized by the General Assembly and awaiting review. The Commission will review about \$170 Million out of \$500 Million at the September meeting—more than 60 percent of the capital projects are still waiting authorization, and there is not enough debt service to pay for all of them. All the institutions that are here today would be presenting their capital priorities.

Mr. Hannon confirmed that this project is Ivy Tech's number one priority, and has been since 2007. The total project cost for the Fall Creek project is \$69.4 Million; the project up for Commission approval, Phase I, will cost \$35.9 Million. Phase II will come before the Commission within the next two years.

Mr. Smith made a suggestion that when Mr. Hannon prepares the final document, which includes Commission and staff recommendations, he should include a note to the State Budget Committee regarding the Commission's concern about the process. The amount of time left for a review was not sufficient. The Commission would like to let institutions know that it wants to be constructive and not obstructive, and that the Commission takes seriously its duty to conduct a thoughtful review of each project.

Mr. Slaughter asked whether 60 percent of the building space is for academic purposes. Mr. Terp responded in affirmative. The rest of the space will be designated for a cafeteria, financial aid offices and computer labs. There is also a Community Meeting Room that will be available for neighborhood use.

Mr. Hannon gave the staff recommendation.

R-09-07.2 RESOLVED: That the Commission for Higher Education hereby recommends approval to the State Budget Agency and the State Budget Committee of the project, *Ivy Tech Community College of Indiana Fall Creek Expansion Phase I*, as presented in the project description and staff analysis dated September 11, 2009. (Motion – Bepko, Second – Lehman, unanimously approved)

7. Ivy Tech Community College of Indiana Warsaw Campus New Construction

President Snyder presented this item, pointing out that Warsaw contains a one-third of the orthopedic industry in the United States. The building will house a \$1 Million worth of orthopedic equipment. The building currently leased in Warsaw houses 450 students—the lease will expire in 2012. Ivy Tech anticipates that 1,500 students will utilize the new facility. President Snyder commented on the cost of the project and its location.

Mr. Slaughter asked how much space will be dedicated to the students' academic needs. Mr. Snyder said that the building has 26,000 square feet of classroom space and labs. Mr. Terp added that financial aid office, admissions office, Bursar's office, and Registrar's office also will be moved to the new building.

Mr. Hannon commented on the financing process. When the General Assembly authorizes a new construction project, they have a number of options. One way is to give authorization for a full project upfront. It has been a past practice on many projects to appropriate planning funds a biennium in advance of the actual project itself, and this is what happened here. The 2008 General Assembly authorized \$1 Million in planning funds for Ivy Tech to plan a new facility in Warsaw. In 2009, the General Assembly authorized \$10.1 Million to construct a project in Warsaw. Ivy Tech is asking the Commission's recommendation for \$10.1 Million.

Ms. Moran-Townsend asked for a clarification of the financial process due to a fact that the project has funding available on July 1 of next year, and the Commission is giving its recommendation today, so the project will have a capitalized interest.

Mr. Terp explained that the debt service begins in the second year of the biennium. Ivy Tech never has a capitalized interest. They will have bond offerings that will fund this project, with no capitalized interest the first year. Bond payments will begin in the second year, when debt service funds are available.

Mr. Hannon stated that the Commission gives its recommendation today, and it will go to the Budget Committee at the end of this month. The Indiana Financial Authority (IFA) issues a letter after the Budget Committee, authorizing the issuance of the debt. Ivy Tech will go to the market with the debt in November or early December. Then they will have some cash in hand to start the construction; then they will take a mortgage in June, with the first payment due in August.

Mr. Hannon gave the staff recommendation.

R-09-07.3 RESOLVED: That the Commission for Higher Education hereby recommend approval to the State Budget Agency and the State Budget Committee of the project *Ivy Tech Community College of Indiana Warsaw Campus New Construction*, as presented in the project description and staff analysis dated September 11, 2009. (Motion – Moran-Townsend, Second – Fisher)

VI. DISCUSSION ITEMS (continued)

B. Overview of Indiana Innovation Alliance Plan Presented by Indiana University and Purdue University

Mr. John Grew, Executive Director for State Relations, Indiana University (IU), introduced this item. Three years ago IU introduced its Life Sciences Initiative, now called the Indiana Innovation Alliance (IIA), and presented it to the General Assembly. Funding for the initiative was recommended by the Commission last year as part of the Commission's biennial budget. Members of the General Assembly showed a strong interest through both sessions, but Indiana's fiscal constraints did not permit the state to fund the initiative at the full level. The initiative received \$10 Million in both FY10 and FY11.

Mr. Grew emphasized that this initiative has a strong relationship to *Reaching Higher*, especially the element dealing with major research institutions. Purdue and IU are combining their individual institutional strengths in sciences, engineering, and medical education disciplines to grow Indiana's research enterprise by making certain core research capabilities available to other universities and industry sciences.

The core three components of the Indiana Innovation Alliance are: 1) enhancing core research capabilities; 2) expanding IU's medical education network; and 3) expanding the Purdue University Technical Assistance Program.

Mr. Grew introduced the presenters: Dr. Rob de Ruyter, Associate Dean for Research and Professor of Physics at IU Bloomington College of Arts and Sciences; Mr. Kevin Green, Director of State Relations at Purdue University; Dr. Richard Kuhn, Chair of the Purdue Biology Department and Director of the Bindley Bioscience Center; and Dr. Peter Nalin, Interim Executive Associate Dean for Educational Affairs, IU School of Medicine.

Dr. de Ruyter said that core research is important for the sciences. During the last decade the life sciences have changed dramatically. Individual research has become almost impossible due to the growing cost of the research materials and equipment. The idea is to create research cores: 1) The Biomedical Device and Bionanotechnology Core, and 2) The Indiana Biomedical Imaging Research and Development Core. Both universities will fully participate in and contribute resources and expertise to each core. These two cores are built upon existing areas of strength in the two institutions, and also represent opportunities and needs of the private sector. The cores will serve both academic and industrial partners. The creation of these cores will call for developing a managing committee, which will have representatives from both Indiana and Purdue universities, state government and industry. For a day-to-day operation of each core there should be a managing director, who will coordinate the activities with the scientific commission.

Mr. Smith commented that, at the working session on Thursday night, the Commission received a very enlightening, updated report on the progress at Indiana's two major research institutions, and the conversion of research and development to job-creating initiatives was highlighted in this report. Mr. Smith commended Indiana University and Purdue University, and said that Indiana should be informed more broadly about the wonderful things that are happening at those two institutions. He asked the staff to make the report broadly available to the community.

Mr. Green said that the University hopes to bring together the collaborations that they already have of the various schools at Purdue University: Veterinary Medicine School, Pharmacy, Engineering Schools, Agricultural School, School of Science, as well as IU School of Medicine and the School of Science and Engineering at IUPUI, and build upon that with expertise at IU Bloomington. The key for Purdue is to provide their faculty with the kind of expertise where they can capitalize on these relationships across the academic and institutional boundaries, including the industrial partners. In order to have stability based on the foundation, they are combining Purdue West Lafayette, IU School of Medicine, and IU Bloomington. These campuses will need very expensive equipment that one campus would not be able to purchase on its own; they will need the right people, and corporate partnerships, starting with Eli Lilly all the way down to the start-up companies, assisted by research parks.

Mr. Green gave an example of such collaboration. Faculty members do basic research, which leads to a creation of an innovative product; this product needs to be tested and prototyped; at this point the industrial partner is brought in, and the partner will work with the researcher to advance this product into the market. Mr. Green mentioned a few partners, Cook Biotech in West Lafayette and in Bloomington; Biomet, Depuy, and Zimmer in Warsaw; Hill-Rom in Batesville; Ft. Wayne Metals in Fort Wayne; Nanovis in West Lafayette.

Mr. Green spoke about components of the initiative pertaining to Purdue. Three components are included in the \$2 million. First, Purdue begins to expand the postgraduate opportunities in pharmacy residency. More and more companies need higher levels of expertise for their on-staff pharmacists to help them with the process of drug discovery, review and moving products through the pipeline. This process has a potential of improving health care in Indiana, as well as building a highly experienced pool of pharmacists across the state. Second, there are also postgraduate opportunities in Biomedical Engineering. Rapidly evolving technologies in biomedical engineering have created a need for an advanced education and professional development masters program targeted specifically toward working engineers and scientists. Third, Purdue has developed a Healthcare Technical Assistance Program, using the Engineering and Science principles, reducing cost, as well as making health care systems more efficient.

Mr. Smith asked whether this was unusual or compromising in this initiative to secure more contributing funding from the commercial partners, thus treating them more like customers than partners.

Dr. Kuhn responded that with the BioCenter they have a project, which is being supported by the BioCenter. They are supporting academic faculty and students for projects, in which both partners are interested. Dr. Kuhn stressed that this is not a service, but collaboration.

Mr. Smith asked whether some manufacturers like Siemens were asked to join the collaboration early on. Dr. de Ruyter responded that they have not heard from Siemens.

Mr. Smith said there is capital available, and he hopes that the Alliance is seeking this capital.

Mr. Grew responded that the University's Office of Engagement, in collaboration with Office of State Relations, are actively involved in seeking partners around the state.

Dr. Nalin commented on the IU's School of Medicine plans to expand by 30 percent from the most original class size of 280 to 364 students per class. They hope to have 1,456 medical students at the conclusion of this plan. In 2006 the Physician Work Force study by the School of Medicine, in collaboration with the State of Indiana, noted the shortage of physicians in many parts of Indiana, and predicted an even greater disparity by 2020. IU's Medical School is second in the nation for medical graduates returning to practice in regions of the state where they studied. IU is currently providing education in eight medical centers throughout the state. To activate the faculty to deliver clinical experience, community-based practicing physicians will be recruited to volunteer for the clinical education and pilot programs that already exist in several regions in the state. The existing statewide infrastructure (IU School of Medicine) provides an attractive economic plan to expand enrollment of medical students.

Mr. Smith was concerned about increasing an annual budget considerably in order to add more students. Mr. Smith was wondering whether this was fair since the effort was to try to maintain perspective around the budget.

Dr. Nalin responded that this was a 30 percent expansion of the Medical School at rates that are economical. Using the current infrastructure, this is the way to do it.

Ms. Baker asked whether the American Medical Association (AMA) provided the accreditation guidelines in terms of how medical students work towards their medical degree for this clinical experiences; whether any changes of the guidelines are involved.

Dr. Nalin responded that the accrediting national standard for medical education notified IU in June that they have eight full years of accreditation, which is the maximum number of years possible.

Mr. Smith asked whether there was a reference regarding programs for primary care and nursing in the Alliance plans. Dr. Nalin responded that it is not in this particular plan.

Mr. Slaughter wanted to make sure that undergraduate students are being supported, as well as graduate students. Dr. de Ruyter responded that facilities will be open for all students. IU is working on strengthening start programs to get students into research at an early stage.

Dr. Kuhn added that the Indiana Innovation Alliance is very much engaged in bringing students not only into the research, but entrepreneurship and management.

Mr. Hannon explained that this discussion does not require any action from the Commission; it was only for the information. The Alliance was requested by the institutions; Commission made recommendation that it be funded at some level in some way; the General Assembly made appropriations, and the Budget Bill says that the Budget Committee must review the expenditure of the IIA. IU and Purdue have come today to discuss the expenditure plan with the Commission. The Commission hopes to have an ongoing discussion with IU and Purdue on how they are planning to operate this program.

Mr. Hannon also added that when the Commission made the recommendation for funding of this Alliance, the Universities were told that the Commission wanted to see the leveraging of funds from federal, private and corporate sources. IU and Purdue have built some long-term expenditures into these appropriations, and this can be a concern for the staff if the

appropriations go away, and yet there is some personal cost build into this program, the funding will have to come from somewhere.

Dr. Gerald Bepko congratulated both Universities for developing the Alliance.

VII. DECISION ITEMS

A. Academic Degree Programs

1. Master of Arts in Applied Anthropology To Be Offered by Indiana University at its IUPUI Campus

Dr. Robert Sandy, Assistant Executive Vice President, Indiana University, introduced Dr. Paul Mullins, Chair, Department of Anthropology, Indiana University. Dr. Mullins directed a Ransom Place archeology project about the history of the African-American community near the IUPUI Campus. Dr. Mullins is best known for his book “Glazed America” about the history of the doughnut.

Dr. Mullins stated that Applied Anthropology is one of the fastest growing areas in this field. The Master of Arts in Applied Anthropology program is built on established departmental strengths in public archaeology, urban anthropology, and international development medical anthropology. A distinctive feature of the Department is its emphasis on civic engagements since the 1970’s. The focus has always been on work outside the classroom setting, and on how the anthropologists can address the community needs.

In addition to a conventional two-year Master’s program, this program includes the option of combining five year BA-MA program. The curriculum does not replicate any of the graduate programs in Indiana. There are 22 nationwide programs that are part of the consortium for programs in Applied and Practicing Anthropology, the closest in Kentucky. This program will link with several other professional programs that are based in Indianapolis: School of Dentistry, Social Work, Nursing Education, Public and Environmental Affairs. Indianapolis provides excellent research and internship opportunities for the students and a very good job market, even at the present time.

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, gave the staff recommendations. The undergraduate Anthropology program is well-subscribed. It not only provides a foundation in terms of students and faculty for this Master’s degree, but it is a unique program, since it combines a five-year BA-MA program. This is the first combined five-year BA-MA program at IUPUI. This is a terminal degree, which means that the graduates are not anticipated to go on to a doctoral program.

Ms. Smith asked whether there were peer institutions in reasonable proximity, who offer the similar programs. Dr. Sauer responded that there were none in Indiana.

R-09-07.4 RESOLVED: That the Commission for Higher Education hereby approves the Master of Arts in Applied Anthropology to be offered by Indiana University at its IUPUI Campus, in accordance with the

background discussion in this agenda item and the *Abstract*, August 28, 2009; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, August 28, 2009 (Motion – D’Amico, second – Slaughter, unanimously approved).

2. Master of Business Administration To Be Offered by Indiana State University at the Indianapolis Aviation Technology Center

Dr. Jack Maynard, Provost and Vice President for Academic Affairs, Indiana State University (ISU), introduced this item. This program will address the needs of potential MBA students and is designed for professional market. It utilizes the cohort structure of the MBA students, who have five to seven years of professional experience. Hendricks County and the Western Indianapolis area represent an underserved market of Hoosiers who would like to pursue an MBA program.

Mr. Smith asked how ISU reached a conclusion that there was an underserved geographic area on the west side of Indianapolis.

Dr. Maynard invited Dr. Nancy Merritt, Dean, School of Business at ISU, to respond. Dr. Merritt said that the growth at the Hendricks County has been very high over the last twenty-five years, and is projected to continue. Other campuses are concentrating on the South side of Indianapolis (University of Indianapolis) and also downtown Carmel on the North side. That’s why ISU reached the conclusion that West side may need a professional MBA located close to the employment base.

Mr. Smith asked whether they included Butler University’s program in their research. Dr. Merritt answered that Butler is not delivering on the West side/Plainfield area.

Mr. Smith asked whether the program includes distance learning delivery.

Dr. Merritt said that the classes are delivered in such a manner that about half of the contact is face-to-face, and another half is delivered via distance education technology.

Mr. Lehman asked how many institutions within 60 miles of Indianapolis offer an MBA program. Dr. Merritt added that there are some private schools, in addition to the state colleges, offering MBA programs.

Dr. Bepko said that the resident program at ISU was shrinking, and this is related to the desire to offer this program in Hendricks County. But if there is an increase in the MBA program at ISU, Dr. Bepko was wondering whether this would mean that the interest in this new MBA program is temporary.

Dr. Merritt said the increased enrollment in the MBA program at ISU was a result of a program for Conseco, which took place in the Indianapolis market in

the late 1990's – early 2000's. When this program was discontinued, the evening and part-time programs in Terre Haute were relatively stable. The interest in this new program would not be temporary. The program would start with a cohort of 25-30 students and eventually will grow to a capacity of two cohorts in this area.

Dr. Sauer commented on the declining enrollments at ISU. This issue was discussed with the university, and staff was satisfied that the changes that would be made to this program will result in enrollment increase at Terre Haute. Dr. Sauer also pointed out that the program will be using a very modest space at the Aviation Technology Center in the evening. Faculty that would be providing instruction for this program are almost exclusively tenured at Terre Haute.

Ms. D'Amico asked whether this would be the only public university MBA in Central Indiana, besides Kelley School of Business at IUPUI. Dr. Maynard answered this question affirmatively.

Mr. Lehman made a comment that two nationally ranked institutions, IU and Purdue, already offer MBA programs, so he questioned the necessity of having another one.

Ms. Moran-Townsend asked whether this relates to the University's mission. Dr. Sauer confirmed that it does. This is part of a broader attempt to offer more programs in Indianapolis. This is a program that the University identified as an unmet need. Ms. Moran-Townsend commented that the fact that there is an unmet need does not mean that this program is within the University's mission.

Dr. Sauer said that he distinguishes between a single program and a broader initiative. Another mission question relates to IUPUI, which has a mission of serving Central Indiana and does it quite well. Dr. Sauer confirmed that ISU had questioned the Kelley School of Business to see whether there would be any concern on their part about this new program; the answer was negative. Another point relates to the selectivity of the Kelley School of Business. The G-MAT scores for Accredited International MBA Programs show that the scores for students entering the Kelley School of Business are the highest in the state.

Ms. D'Amico asked how many MBAs Indiana needs. Dr. Merritt answered that in times of recession the MBA applications go up. Approximately 600 Indianapolis area potential students take G-MAT that is required by the IU and Purdue schools of business, and among those there are applications that are coming from other areas of the state and from other states. This is particularly true for the full-time MBA students, most of whom are international students.

Mr. Smith asked that if this program was not approved whether ISU could reduce its cost. Dr. Maynard answered that this will not happen. He said that they expect tuition charges that will cover necessary expenses. There would be no cost for the facility. Also, there will be no new faculty for this program; those who are currently teaching programs in Terre Haute would be teaching the MBA program.

Dr. Maynard said that Hendricks County representatives approached the ISU on two separate occasions within last five-six years with the request to work with them and to be their partner. That is what created a potential for this program.

Mr. Slaughter asked about the differences between this MBA program and other MBA programs offered by other universities. Dr. Merritt said that the traditional MBA is a lot less expensive than the executive program. She said that the MBA program at Terre Haute is comparable to Ball State's, but the cost of the ISU's MBA program at the Aviation Technology Center will be about twice as much as traditional programs, offered either in Ball State or at ISU at Terre Haute.

Mr. Slaughter asked whether the delivery mechanism is the cause of such high rates. Dr. Merritt answered that this program is positioned between the traditional MBA program and the executive programs.

Dr. Bepko asked the staff to keep in mind a sort of framework of the programs delivered in Indianapolis metropolitan area. Almost every state university is offering some program in Indianapolis area. There should be some policy perspective on how to spend state money.

Ms. Moran-Townsend said that it is disturbing to hear that distance education programs will cost more. Dr. Merritt explained that the program will be delivered in sessions over a ten-week period rather than a sixteen-week period. Half of the sessions are face-to-face with the faculty member and the students studying together. This is a hybrid program.

Ms. Moran-Townsend asked why it costs more. Dr. Merritt answered that they were bringing the program to the employment area. When they brought the program to the Conesco area, the program cost was considerably more compared to programs where students come to the campus. They also bring all services to the students.

Mr. Lehman commented that this has been the longest discussion of a degree program since he has been on the Commission. He suggested that the Commission come back to this discussion at some later time.

Mr. Smith pointed out that the tuition cost for this program is driven by what the market enables the university to charge, rather than what the cost of delivery is. This is a new level of sensitivity for the Commission. The Commission has to hear the voice of the taxpayers who are funding these programs.

Mr. Smith asked the Commission's opinion, whether to act on staff recommendation or pursue an alternative action.

Mr. Lehman suggested delaying the staff recommendation until October.

Mr. Slaughter asked what would help the Commission to make the decision next month.

Dr. Sauer answered that there were a number of issues that came up in previous discussions. Cost is an issue that has not come up in the past, but the Commission staff has a sense of what additional information needs to be gathered for the next discussion either next month or a month after.

R-09-07.5 RESOLVED: That the Commission for Higher Education hereby defers approval of the *Master of Business Administration* to be offered by Indiana State University at the Indianapolis Aviation Technology Center to a future Commission Meeting. (Motion – Lehman, second – Moran-Townsend, unanimously approved)

3. Master of Liberal Studies To Be Offered by Indiana University Northwest at Gary

Dr. David Malik, Interim Vice Chancellor at Indiana University Northwest, introduced this degree proposal. He introduced Dr. Mark Hoyert, Dean, College of Arts and Sciences, to speak about this proposal.

Dr. Hoyert said that this program is interdisciplinary. This kind of program is offered at four other IU campuses. This program will serve several groups of students: teachers who need a Master's degree; students who are interested in pursuing further education; and those who need more credentials to gain admission to graduate programs.

Dr. Sauer said that there are two elements in favor of this program: the degree can be easily offered, since it is based on existing courses, and it will have significant economic outcomes for students.

Dr. Sauer gave the staff recommendation.

R-09-07.6 RESOLVED: That the Commission for Higher Education hereby approves the *Master of Liberal Studies* to be offered by Indiana University Northwest through its Gary campus, in accordance with the background discussion in the agenda item and *Abstract*, August 28, 2009, and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary, August 28, 2009* (Motion – Rehnquist, Second – Bepko, unanimously approved)

4. Technical Certificate and Associate of Applied Science in Manufacturing Production and Operations To Be Offered by Ivy Tech Community College of Indiana Statewide via Distance Education Technology

Dr. Marnia Kennon, Vice Provost for Academic Affairs, Ivy Tech Community College, spoke about this program proposal. Manufacturing is the single largest economic sector in Indiana and has been a part of Ivy Tech's academic offerings since 1971. This fall Ivy Tech has over 3,000 students in Manufacturing and Industrial Technology Programs. The proposed program will complement and extend these existing programs, providing new options for students. This is Ivy Tech's twelfth distance-based program, and the second program offered only via distance education.

Dr. Kennon said that the Indiana Department of Workforce Development projects annually 8,500 average job openings in production field. Only seven percent of these are new jobs; mostly needs are for replacement workers.

Ms. Moran-Townsend asked whether the tuition for distance education is higher or lower. Dr. Kennon answered that Ivy Tech will charge \$10 more per credit hour for each Internet-based program.

Mr. Lehman had a question about the number of credit hours. Dr. Kennon explained that there was a mistake, and it would be corrected.

Mr. Smith asked whether anyone from the manufacturing industry helped Ivy Tech establish the curriculum. Dr. Kennon asked Mr. Vearl Turnpaugh, Executive Director of Advanced Manufacturing Initiatives, Ivy Tech Central Office, to answer this question. Mr. Turnpaugh said that Ivy Tech worked directly with Conexus Indiana on the advanced manufacturing and on skills gatherings. Conexus provided Ivy Tech with their introductory skills set; Ivy Tech cross-mapped that, and developed programs according to this information. Ivy Tech also did two online distance education forms and sought out information on what manufacturers would like to see in their online classes.

Mr. Moran-Townsend recommended having 30 days deferment of this program for the same reason as the MBA program, to understand why distance education costs should be higher than the classroom-based costs.

Mr. Smith asked whether the Commission could have a cost of the program in absolute numbers, rather than as a relative comparison.

Mr. Jeff Terp answered that at another time he could share with the Commission a number of distance education programs and how Ivy Tech is delivering them. He answered that the higher cost is for the additional technology. Mr. Terp encouraged the Commission to approve this program. He said Ivy Tech has a sense of urgency in moving forward with this program. This is a national first on-line degree program in Advanced Manufacturing.

Mr. Terp said Ivy Tech would have more information for the Commission regarding cost of tuition next month.

Dr. Bepko said he would like to move approval on these terms.

R-09-07.7 RESOLVED: That the Commission for Higher Education hereby approves the *Technical Certificate and Associate of Applied Science in Manufacturing Production and Operations* to be offered by Ivy Tech Community College of Indiana Statewide via distance education technology, in accordance with the background discussion in this agenda item and Abstract, August 28, 2009 and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, August 28, 2009. (Motion – Bepko, Second – D’Amico, unanimously approved)

5. Academic Degree Programs on Which Staff Propose Expedited Action

Staff presented a list of degree program proposals for expedited action.

R-09-07.8 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*, July 31, 2009:

- B.A. in Africana Studies to be offered by Indiana University at its IUPUI Campus
- B.S. in Athletic Training to be offered by Indiana University Bloomington in Bloomington
- Technical Certificate in Industrial Technology to be offered by Ivy Tech Community College of Indiana-Richmond at Richmond and Connersville (Motion – Bepko, second – Fisher, unanimously approved)

B. Capital Projects (continued)

1. Ball State University Central Campus Academic and Utility Project - Phase I

Mr. Phillip Satchleben, Associate Vice President, Government Relations, Ball State University, presented the proposed item and its funding.

Mr. Hannon gave the staff recommendation.

R-09-07.9 RESOLVED: That the Commission for Higher Education hereby recommends approval to the State Budget Agency and the State Budget Committee of the project *Central Campus Academic and Utility Project – Phase I*, at Ball State University, as presented in the project description and staff analysis dated September 11, 2009. (Motion - Sendelweck, second – Moran-Townsend, unanimously approved)

2. Indiana State University Life Sciences/Chemistry Laboratory Renovations and Chiller

Dr. Brian Hasler, Director for External Relations, Indiana State University, presented the proposed item and its funding.

Mr. Hannon gave the staff recommendation.

R-09-07.10 RESOLVED: That the Commission for Higher Education hereby recommends approval to the State Budget Agency and the State Budget Committee of the project *Life Sciences/Chemistry Laboratory Renovations and Chiller*, at Indiana State University, as presented in the project description and staff analysis dated September 11, 2009. (Motion - Lehman, second - Bepko, unanimously approved)

3. Indiana University South Bend Education and Arts Building Renovation

4. Indiana University Bloomington Laboratory Renovations – Jordan Hall

5. Indiana University Purdue University Indianapolis Life Sciences Laboratory Renovations

6. Indiana University Bloomington Cyber Infrastructure Building New Construction

Mr. Morrison presented all the proposed items and their funding.

Brief discussion followed.

Mr. Hannon gave the staff recommendation.

R-09-07.11 RESOLVED: That the Commission for Higher Education hereby recommends approval to the State Budget Agency and the State Budget Committee of the following projects:

- Indiana University South Bend Education and Arts Building Renovation
- Indiana University Bloomington Renovations – Jordan Hall
- Indiana University Purdue University Indianapolis Life Sciences Laboratory Renovations
- Indiana University Bloomington Cyber Infrastructure Building New Construction

as presented in the project description and staff analysis dated September 11, 2009. (Motion – Bepko, Second – Sendelweck, unanimously approved)

9. Vincennes University Physical Education Building Renovation

10. Vincennes University Davis Hall Renovation

11. Vincennes University Multicultural Center New Construction

President Richard Helton presented all proposed items and their funding. He mentioned that they presented four projects to the State Budget Committee. The first priority was Jasper Facility construction, but the State Budget Committee approved only the three of presented projects. President Helton said that they were assured that the Jasper project will be approved, as well, in the near future.

Brief discussion followed.

Mr. Slaughter asked President Helton to list the projects in the order of their priorities. President Helton reconfirmed that Jasper Facility was still their first priority, and the rest were listed in the order they were presented at the meeting.

Mr. Sendelweck asked why the State Budget Committee did not respect the request for approval Jasper Facility construction. President Helton said he could not speak for the State Budget Committee, but he thought it was because the three proposed projects were not requesting any new state funds. Mr. Sendelweck pointed out that the Jasper project was approved by the Legislature in the last biennium.

Mr. Hannon gave the staff recommendation.

R-09-07.12 RESOLVED: That the Commission for Higher Education hereby recommends approval to the State Budget Agency and the State Budget Committee of the following projects:

- Vincennes University Physical Education Building Renovation
- Vincennes University Davis Hall Renovation
- Vincennes University Multicultural Center New Construction

as presented in the project description and the staff analysis dated September 11, 2009 (Motion – Slaughter, Second – Moran-Townsend, unanimously approved)

As approved by the Commission members, the following item was brought forward for consideration as a regular Agenda item instead of a New Business item.

12. Indiana University–Purdue University Fort Wayne Parking Garage No. 3

Mr. Kevin Green, Director of State Relations, Purdue University, briefly spoke about this project.

Mr. Walter Branson, Vice Chancellor, Financial Affairs, Indiana University Purdue University Fort Wayne, presented the proposed project and its funding.

R-09-07.13 RESOLVED: That the Commission for Higher Education hereby recommends approval to the State Budget Agency and the State Budget Committee project *Parking Garage No. 3 at Indiana University Purdue University at Fort Wayne campus*, as presented in the project description and staff analysis dated September 11, 2009. (Motion – Moran-Townsend, Second – Fisher, unanimously approved)

13. Capital Projects on Which Staff Proposes Expedited Action

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

- Indiana University Purdue University Indianapolis Lilly House Renovation

R-09-07.14 RESOLVED: That the Commission for Higher Education hereby approves by consent the following capital project, *Indiana University Purdue University Indianapolis Lilly House Renovation*, in accordance with the background information provided in this agenda item. (Motion – D’Amico, second - Lehman, 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 August Commission Working Sessions
- E. ACT and SAT Test Results

There was no discussion of these items.

X. NEW BUSINESS

There was none.

IX. OLD BUSINESS

Dr. Bepko asked that the Commission express its prospective regarding the expedited nature of the review of capital projects. Despite the limited time for a review, in the light of the urgency in which these capital projects were forwarded, and mindful of their importance, the Commission took an expedited action to review all eleven projects on the Agenda on September 11, 2009.

Mr. Smith asked that the record of the meeting would include such recognition. He asked that it be stated in the Minutes that the Commission expresses its concern about the capital project review process. The amount of time left for a review was not sufficient, which contradicts the nature of a standard of conduct. The Commission would like to let every institution know that it wants to be constructive and not obstructive, and it is its duty to make a thoughtful review of each project. However, notwithstanding the limited time, the members of the Commission were able to take all the action that was requested of them.

Mr. Smith reminded Mr. Hannon that, when he communicates with the State Budget Agency, to make it clear that the Commission is happy to cooperate, but this is not the way it prefers to do business.

XI. ADJOURNMENT

The meeting was adjourned at 12:20 p.m.

Mike Smith, Chair

Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION

Friday, October 9, 2009

DISCUSSION ITEM A: **Fall 2009 Enrollment At Indiana Public Higher Education Institutions**

Staff Recommendation For information only.

Backgrounds Each fall, in the context of the Student Information System (SIS) data cycle, institutions submit a fall enrollment survey to the Commission for Higher Education. This survey details current-term, aggregate enrollment statistics from each institution, including headcount enrollment, full-time or part-time standing by residency status, full-time equivalency (FTE) enrollment and student entry type. Entry type records students as continuing, first-time entry, transfer or dual credit.

Originally Commission staff had requested that the institutions submit the fall 2009 fall enrollment data by September 15, 2009. All institutions have submitted this data, but all the data will not be available prior to the publishing of this agenda book. As such, the data tables will be distributed at the Commission meeting.

Supporting Documents To be distributed:
Fall 2009 Enrollment Summary
Ten Year Fall Enrollment Trends

COMMISSION FOR HIGHER EDUCATION

Friday October 9, 2009

DISCUSSION ITEM B: National and State Trends in Associate Degree Production

Staff Recommendation For discussion only.

Background In approving *Reaching Higher: Strategic Directions for Higher Education in Indiana*, the Commission highlighted and reaffirmed the need to achieve greater system efficiency, through expansion of the community college sector, and to increase student success, especially by higher degree completion rates. One consequence of these strategic directions is to have more associate degrees conferred by Indiana's community colleges, both in absolute terms and relative to the four-year sector.

When the decision was made in 1999 to create a comprehensive community college system, Indiana occupied an almost unique position in the nation, in that about one-half of all associate degrees conferred were attributed to the four-year sector. This agenda item is intended to take stock of what has happened in Indiana in recent years and in the context of national trends, regarding associate degree production. Given the strategic directions embraced in *Reaching Higher*, Commission staff believes this report would be instructive. This will help to assess where Indiana stands today and what might be expected in coming years.

Supporting Document *National and State Trends in Associate Degree Production* (to be distributed)

COMMISSION FOR HIGHER EDUCATION

Friday, October 9, 2009

DISCUSSION ITEM C: Higher Education Capital Projects Report

Staff Recommendation For information only.

Background The Indiana General Assembly has authorized or appropriated more than \$1,000,000,000 in higher education capital projects between the 2007 and 2009 legislative sessions. This discussion item will help put those projects in the context of the state and higher education budgets, list the projects that have been reviewed and approved and those awaiting action, discuss the fiscal implications of the future debt service and raise issues of legislative and administrative process and procedures.

Supporting Document *Higher Education Capital Projects Report, October 9, 2009. To be distributed.*

COMMISSION FOR HIGHER EDUCATION

Friday, October 9, 2009

DISCUSSION ITEM D: College GO! Week (October 12-16)

Staff Recommendation

For discussion only.

Background

College GO! Week is a statewide effort launching fall 2009 (October 12-16) to help more Hoosier students to and through college. The goal is to have every Indiana high school student take specific, practical steps to prepare for college, including but not limited to the following:

- Every **senior** will complete a **college application**.
- Every **junior** will register for **Indiana's e-Transcript**.
- Every **sophomore** will complete the **PSAT**.
- Every **freshman** will complete a **career and college survey**.

Led by the state's Learn More Indiana outreach partnership, College GO! Week is mobilizing local high schools, colleges and universities, municipalities, and community organizations across the state to take action in preparation for college and careers.

Supported by the federal College Access Challenge Grant from the U.S. Department of Education, College GO! Week is made possible by the state's Learn More Indiana partnership, a joint effort of the Indiana Department of Education, Indiana Commission for Higher Education, the Indiana Department of Workforce Development and the State Student Assistance Commission of Indiana, with additional support from Indiana's colleges and universities, USA Funds, and the Lumina Foundation for Education.

In print, in person, over the phone and on the web, Learn More Indiana works with local partners across the state to increase the educational attainment and workforce skills of Hoosiers through a variety of outreach and alliance-building strategies. Students and families can get advice on how to do better in high school, plan for college, apply for financial aid, and more. Learn more online at www.learnmoreindiana.org or by calling the toll-free helpline at 1-800-992-2076.

Supporting Documents

- 1) Letter from Commissioner Lubbers, August 25, 2009
- 2) Media Advisory: State's top educators to help Indiana students launch College GO! Week
- 3) College GO! Week Implementation Guide



August 25, 2009

Indiana College and University Presidents:

We are all well aware that recent economic conditions have placed a strain on many Hoosier families at a time when higher education has never been more essential to our personal and collective prosperity. With that thought in mind, I wanted to take this opportunity to enlist your support for ***College GO! Week***, a new statewide effort we are launching this fall (**October 12-16**) to help more Hoosier students get to college.

As part of the ***College GO! Week*** kick-off, the Commission for Higher Education is **asking all Indiana colleges and universities to waive student application fees during that week (Oct. 12-16)**.

At only a nominal cost to each institution, this represents an important opportunity for our higher education community to make a highly visible and impactful show of support for Hoosier college students and their families during a period when many need it the most. We recognize that this request may present logistical challenges for your staff, but we are confident the benefits more than justify any additional effort.

During informal conversations with university representatives regarding this proposal, the response has been extremely positive, and we are hopeful that all Indiana colleges and universities will join us in this effort. Some universities even have indicated that they would be willing to extend the fee waiver window beyond ***College GO! Week***, but that decision would of course be left to the discretion of each institution.

In order to effectively promote ***College GO! Week*** and address any related logistical issues, **we need to confirm your institution's participation by September 7, 2009**. To do so, please contact Jason Bearce, our Associate Commissioner for Strategic Communications, via e-mail at jasonb@che.in.gov or by phone at (317) 464-4400 ext. 19.

College GO! Week is about much more than application fee waivers, and we are encouraging our college campuses to get even more involved. Led by our Learn More Indiana outreach partnership, our goal is to have every Indiana high school student take specific, practical steps to prepare for college.

Our suggested grade-specific goals for high school students include:

- Every **senior** will complete a **college application**.
- Every **junior** will register for **Indiana's e-Transcript**.
- Every **sophomore** will complete the **PSAT**.
- Every **freshman** will complete a **career and college survey**.

In addition to waiving student applications fees during ***College GO! Week***, here are just a few other ways your institution can show your support:

- Encourage student organizations on your campus to sponsor a local high school's ***College GO! Week***, including serving as mentors or campus contacts for area high school students.

- Host and/or provide transportation to special on-campus visits or promote virtual tours.
- Encourage alumni to reach out to schools and students in their community with a list of simple ways they can help.
- Recognize *College GO! Week* at a college football game, campus rally or other public event leading up to the start of *College GO! Week*.
- Engage your college marketing staff by:
 - Adding the *College GO! Week* logo and event details to your Web site and campus calendar,
 - Promoting the event as part of your campus activities, and
 - Sending a personalized letter, note or other sign of encouragement to area high school students.

We are asking local high schools and communities to be creative in promoting and implementing *College GO! Week*, and we encourage our institutions of higher education to do likewise.

Thank you in advance for your assistance and support.

Sincerely,

A handwritten signature in black ink, appearing to read "Teresa Lubbers". The signature is fluid and cursive, with a long horizontal stroke at the end.

Teresa Lubbers
Commissioner, Indiana Commission for Higher Education

cc: University Chief Financial Officers

EMBARGOED UNTIL:

October 12, 2009

CONTACT:

Elizabeth Crouch, Learn More Indiana
317-464-4400 x40; elizabethc@learnmore.org



Your college and career connection!

Media Advisory

State's top educators to help Indiana students launch College GO! Week

On Tuesday, October 13, State Superintendent of Public Instruction Tony Bennett and Higher Education Commissioner Teresa Lubbers will join more than 1,000 students at Ben Davis High School in Indianapolis for the launch of College GO! Week (October 12-16).

College GO! Week is a new, statewide effort designed to help Indiana students take practical steps to get to and through college. Grade-specific goals for high school students include:

- Every **senior** will complete a **college application** (or apprenticeship program).
- Every **junior** will register for Indiana's **e-Transcript**.
- Every **sophomore** will complete the **PSAT**.
- Every **freshman** will complete a **career and college survey**.

WHO: State Superintendent of Public Instruction Tony Bennett and Higher Education Commissioner Teresa Lubbers along with more than more than 1,000 area high school students.

WHAT: To commemorate the statewide launch of College GO! Week (October 12-16), state and local leaders from government and education will hold a press conference at Ben Davis High School in Indianapolis.

Immediately following the 11 a.m. press conference, media will be invited to the school's gymnasium where representatives from all of Indiana's public colleges and the University of Indianapolis will be helping more than 1,000 high school seniors apply to college as part of a special onsite admissions day. Laptop computers will be set up for students to help students apply, to check on existing applications, to register for Indiana's free e-Transcript service, and to sign up for future test dates. Visit www.learnmoreindiana.org/CollegeGoWeekcoalition.

WHEN: 11 a.m. (EDT), Tuesday, October 13, 2009

WHERE: Ben Davis High School, Hall of Champions
1200 N. Girls School Road, Indianapolis

WHY: Recent economic conditions have placed a strain on many Hoosier families and communities at a time when higher education has never been more essential to our personal and collective prosperity. Led by the state's Learn More Indiana outreach partnership, College GO! Week is a part of an ongoing statewide effort to engage local communities in encouraging and helping more Hoosier students get to college.

**COLLEGE
GO!**



IMPLEMENTATION GUIDE

OCTOBER 12-16

SECTION 1: INTRODUCTION TO COLLEGE GO! WEEK

Thank you for your interest in College GO! Week. As part of this new initiative, activities throughout the state are being planned to help students take steps to pursue education after high school.

This guide explains the purpose of College GO! Week and gives you ideas on how to get students, teachers, parents and community members involved. We have even put together a timeline to help you organize your school's College GO! Week initiative.

There are many activities and events you can get involved with during College GO! Week. Our suggested goals include:

- Seniors **complete a college application** (or apprenticeship program).
- Juniors **sign up for Indiana's e-Transcript** and take *Indiana's Annual Career and College Information Survey*.
- Sophomores **take the PSAT**.
- Freshmen **take *Indiana's Annual Career and College Information Survey*** and explore careers.

We encourage you to make the most of College GO! Week by supplementing the ideas presented in this guide with your own. Think BIG and be CREATIVE! And remember, you don't have to do it alone—we are here to help you. Visit www.learnmoreindiana.org/CollegeGoWeek for more ideas or to submit questions.

Before getting started, you'll need to make sure you have the right person in charge of this event. You've received this kit because you're the school counselor, but anyone can run the event at your school—even the students themselves! Look for students who are already showing leadership through clubs and organizations: student council members, student newspaper staff, yearbook staff, athletes, Key Club members, band members, art students, National Honor Society members, and members of DECA, BPA, FFA, HOSA, FCCLA, Skills USA, etc. Think outside the box and make sure whoever you put in charge will ensure that College GO! Week is a success at your school.

Once a leader has been selected, you can get started!

SECTION 2: KIT CONTENTS

There are three main components of your College GO! Week materials:

1. College GO! Week Starter Kit
2. *NEXT Indiana: A Guide to Life After High School*
3. *Indiana's Annual Career and College Information Survey* (arriving early October)

Your starter kit includes:

- 1 College GO! Week banner
- 4 student posters with 12 tear-off pads
- 10 mirror clings
- 5 floor graphics
- locker magnets
- 1 activity book
- 3 community posters
- 10 copies of *NEXT Indiana* magazine
- Contact information for local volunteers

Depending on your school's enrollment of 11th- and 12th-grade students, additional copies of *NEXT Indiana* may have arrived in separate boxes along with your starter kit.

If you do not receive all of the materials listed here, please contact Learn More Indiana at 1 (800) 992-2076.

Promotional materials are designed to appeal to students through the use of attention-grabbing illustrations and relevant, impactful copy.

College GO! Week Banner

Post wherever the greatest number of students will see it. A main entrance, busy hallway, gym or cafeteria are great options. The banner does not include dates for the 2009 College GO! Week, so it may be reused at a later date as long as it is properly stored.



College GO! Week Banner

Student Posters

This series of four posters illustrates the monotony of typical high school jobs so that students will ask themselves "could I really do that for a living?" and then see that postsecondary education is the path to an interesting career.



Student Poster Series

Posters should be placed in high-profile locations throughout your school.

We have included 12 tear-off pads that feature a free T-shirt offer for students visiting www.learnmoreindiana.org/CollegeGoWeek (while supplies last). T-shirt fulfillment will be handled by Learn More Indiana. At this Web site, students will be encouraged to post pictures, video footage and information on how College GO! Week went at your school to earn bragging rights and additional prizes.

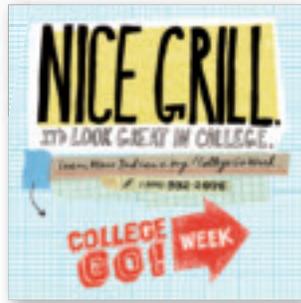


Tear-off Pad

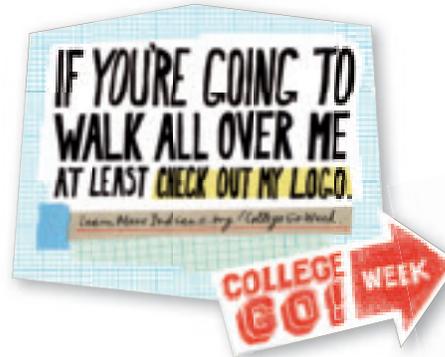
Tear-off pads slip into the opening on each of the student posters. Please affix a tear-off pad to each poster prior to posting. Use remaining tear-off pads to refill posters when necessary, and feel free to keep posters up after removing the tear-offs when the event is over. The message has no limited shelf life!

Mirror Clings

These pieces are perfect to post on mirrors in student bathrooms! Just remove the paper backing to expose the low-tack adhesive and place on the mirror or window. The message offers students a nice compliment while suggesting higher education. And tell your custodians to have no fear—these clings won't leave any residue.



Mirror Cling



Floor Graphic

Floor Graphics

A promotional item with attitude, these large non-skid floor graphics are well-suited for entrances and other high-traffic areas. Simply remove the paper backing to expose the temporary adhesive and attach to the floor.

Locker Magnets

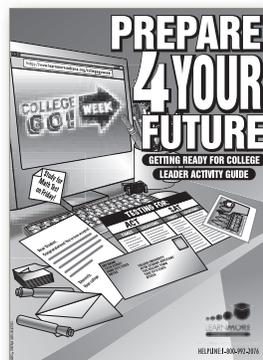
Your allotment of locker magnets is based on 2008–2009 enrollment of 9th- to 12th-grade students, as submitted to the Indiana Department of Education. Most counselors will receive enough magnets for each student. Be creative when distributing your magnets: Hand them out to the students during general classes like homeroom or English class or stick them to every locker throughout the school. Students will enjoy keeping these magnets, and they provide contact information for all their college/career needs.



Locker Magnet

Activity Book

Activities are designed to help high school students make decisions on how to plan for college and careers. They can be incorporated in the classroom or in after-school activities. They have also been mapped to Indiana's Academic Standards.



Activity Book

Community Posters

Local community partners and members of Indiana's College Success Coalition have expressed an interest in helping your high school make College GO! Week a success. A quick and easy way for them to get involved is to hang these posters at their places of business. A list of local Coalition members in your area can be found in this kit.



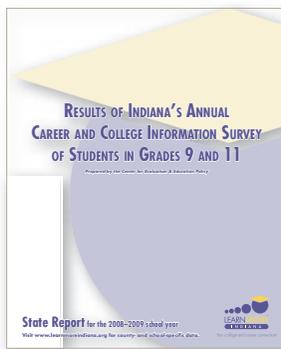
Community Poster Series

NEXT Indiana

This magazine should be distributed to every junior and senior. The articles in *NEXT Indiana* can be used to help 12th-grade students submit their applications and to help 11th-grade students explore their options for life after high school. (See page 9 of *NEXT Indiana* for details.) There is also a postcard within this magazine that students can use to enter a drawing for a college scholarship from USA Funds.



NEXT Indiana Magazine:
A Guide to Life After High School



Survey

Indiana's Annual Career and College Information Survey

This survey should be completed by all 9th- and 11th-grade students. It assesses perceptions about education and how well students are planning for life after high school. Data from the surveys informs schools, communities and policymakers about the career interests, postsecondary aspirations, perceived barriers, and college access needs of Indiana students. The survey also gives students the opportunity to connect directly to Indiana's colleges and universities.

The surveys will arrive in schools in early October. The school counselor should administer and return the completed surveys using the FedEx materials provided no later than NOVEMBER 25, 2009. All instructions and shipping materials will accompany the surveys.

SECTION 3: THOUGHT STARTERS

College GO! Week can be as big as your imagination will allow. With planning and out-of-the-box thinking, College GO! Week can inspire all students to prepare for life after high school. It's time to get the whole school involved and pull out all the stops. Here are just a few ideas to get you thinking:

1. Use daily PA announcements to generate awareness of upcoming College GO! Week activities.

- a. Begin the week prior to College GO! Week with these sample scripts.
 - i. Seniors...it's not too late. Freshmen...it's not too early. Everyone, now's the perfect time to plan for the perfect career and the education you'll need to get it. Next week is College GO! Week, so help us on the way. Talk to your counselor or go to LearnMoreIndiana.org and get ready for a better future.
 - ii. High school jobs are great for high schoolers. They're not as great for graduates. Find out what higher education can do for you during College GO! Week, all week next week. Talk to your counselor or go to LearnMoreIndiana.org and start planning your future.
 - iii. High school jobs mean minimum wage. Your career shouldn't. Plan for a more fulfilling career during College GO! Week, taking place all next week. Talk to your counselor or go to LearnMoreIndiana.org and find out how to take your career to the maximum.
- b. During College GO! Week, use these sample scripts.
 - i. [TUESDAY] Freshmen, listen up. It's College GO! Week. All week long, you'll find help and advice for furthering your education around every corner. There are plenty of reasons to go to college, trade school, or tech school, and these days, there's no excuse not to. So talk to your counselor and visit LearnMoreIndiana.org.
 - ii. [WEDNESDAY] College GO! Week is in full swing! Sophomores are taking the PSAT today so wish them luck! Any sophomore not registered to take the PSAT should visit LearnMoreIndiana.org to find information and tools to prepare you for the SAT.
 - iii. [THURSDAY] Good morning, juniors! Did you know you can send your transcripts to any college in the nation for free? Just visit your school's Web page and click on the Indiana e-Transcript logo. It's easy, secure and free. Talk to your counselor or visit LearnMoreIndiana.org to find out more.
 - iv. [FRIDAY] Good morning, seniors!! There's no time like College GO! Week to finalize those college and trade school applications! It's already crunch time to get your college applications in, so why not go online and get the help you need today. For a link to all college admissions departments in Indiana, visit the "Seniors" page at LearnMoreIndiana.org.

2. Host a College GO! Week pep rally.

- a. Talk with your school administrators about holding a kick-off pep rally to get everyone in the college frame of mind.
- b. Ask students to wear college gear from their favorite schools.
- c. Introduce seniors who have already been accepted into a school or apprenticeship program and have them tell the student body the one thing they are most looking forward to in college or trade school; why they selected the school or program they did; etc.—any first-hand account of actions already taken.

3. Organize an all-day college/career fair.

- a. Invite recent graduates from your high school now enrolled in Indiana colleges or trade schools to come back to the school to talk to students about their postsecondary experience.
- b. Ask Coalition members in your community to come in to speak to students about their career or postsecondary experiences—see the list on the enclosed Coalition roster.
- c. Allow current students to select two sessions that they would like to attend that day (e.g., IU student and IVY Tech student).

4. Inspire a class contest among the different grades to take postsecondary preparatory action during College GO! Week.

- a. Classes compete against each other to have the most students taking action.
- b. Keep a tally on school Web site or Facebook page.
- c. Students turn in surveys of actions taken to student ambassadors, teachers, or other "judge" to track.

5. Place the College GO! Week ad in your school newspaper.

You can download the ad from any of the "Leader" sections of www.learnmoreindiana.org/CollegeGoWeek.



SECTION 4: GETTING THE HELP YOU NEED

From Students:

Recruit students to be your “feet on the street” to implement College GO! Week. There are probably student leaders from each grade who would love to bring their own ideas to the table.

A few simple ways to engage students:

1. Select “student ambassadors” from each grade and educate them on the purpose of College GO! Week. Ask them to share implementation ideas, post collateral, and distribute materials.
2. Allow student ambassadors to apply their College GO! Week experience as community service hours.
3. Recruit seniors to mentor freshmen on preparing for postsecondary education. Senior mentors could meet with their assigned freshmen during College GO! Week or recruit them for the program.
4. Ask students to promote College GO! Week through their Facebook, MySpace or Twitter accounts. Suggest creating an “Event” and inviting their peers to attend.
5. Ask select students to help contact Indiana’s College Success Coalition members in your area for volunteer opportunities. A sample e-mail template and phone script are featured on the following page.
6. Recruit students to help your school win the College GO! Week contest where collaboration is key. Show off your ideas and share best practices with other high schools at www.learnmoreindiana.org/CollegeGoWeek.

From Teachers:

Teachers are your greatest allies in motivating students to pursue higher education. It’s not only their job; it’s their passion. We recommend engaging them as soon as possible to enlist their help to make your school’s College GO! Week a huge success. Share the planning calendar with them and ask for their help in brainstorming ways to make this event something the whole school embraces.

A few simple ways to engage teachers:

1. Ask them to distribute items such as locker magnets and *NEXT Indiana*.
2. Suggest that teachers use the month prior to College GO! Week to encourage their students to come up with ideas on how to get the word out to all their friends.
3. Have teachers recruit “student ambassadors” to help decorate the school, distribute College GO! Week materials and encourage their friends to take the appropriate action steps for their grade.
4. Ask them to dedicate one class during College GO! Week to have 9th and 11th grades complete the Learn More Indiana Student Survey; have 10th graders prepare for the SAT; and have seniors fill out applications for colleges or apprenticeship programs.
5. Encourage them to use the activities available in the activity book and *NEXT Indiana* magazines.

From the Community:

More than 700 volunteers throughout the state are members of Indiana’s College Success Coalition and are committed to helping students succeed in postsecondary education. College GO! Week is the perfect time to call on these volunteers to make sure your plans extend beyond the school walls. A list of local contacts is included in your kit.

A few simple ways to engage Coalition members:

1. Contact Coalition members to take an active role in College GO! Week for your school. On the next page is a sample email template. A phone script is also included if you know of other local groups who may want to help.
2. Register Coalition members and volunteers prior to September 30th to make sure they can make the most of their volunteer experience. Outline opportunities for their participation in College GO! Week, but be open to their ideas as well.
 - a. Speaking to classes
 - b. Providing job shadow opportunities
 - c. Volunteering at your school, etc.
3. Secure placement of the community posters in two high-traffic businesses.
4. Encourage them to go to www.learnmoreindiana.org/CollegeGoWeek to learn more.

EMAIL TEMPLATE

Dear [Mr./Mrs. LAST NAME],

As a College Success Coalition member, you're aware that far too few of our state's high school students are pursuing higher education. In fact, only one out of three high school students complete a college degree. With your help, we're going to change that.

We're getting in touch with you to see if you'd be interested in volunteering for College GO! Week—October 12th through the 16th—to help [SCHOOL NAME] students take action steps to pursue higher education.

There are a number of ways you can help:

- Volunteer at the school to help with College GO! Week activities.
- Let a student job shadow you to gain valuable workplace insight.
- Speak to students in a classroom setting about the importance of higher education.
- Speak to students about choosing their career or field.
- And of course, we'd love for you to hang a College GO! Week poster—that we'll supply—in your business.

So please, make the decision to help our students. Sign up as a College GO! Week volunteer by responding to this email or calling [SCHOOL PHONE #]. Thank you for your consideration.

Sincerely,

The College GO! Week Team

PHONE SCRIPT

Hello [Mr./Mrs. LAST NAME], this is [FIRST NAME] calling on behalf of [SCHOOL NAME]. We're getting in touch with you to see if you'd be interested in volunteering for College GO! Week—October 12th through the 16th—to help [SCHOOL NAME] students pursue higher education.

Here are some ways you may be able to help:

- You can volunteer at the school to help with College GO! Week activities.
- Let a student job shadow you to gain valuable workplace insight.
- Speak to students in a classroom setting about the importance of higher education OR about choosing their career or field.
- And of course, we'd love for you to hang a College GO! Week poster—that we'll supply—in your business.

[Mr./Mrs. LAST NAME], can we sign you up as a College GO! Week volunteer?

[IF YES] Great! Thank you so much for your support! Please stop by [SCHOOL NAME] before Wednesday, September 30th, to sign up and discuss ways you can get involved with College GO! Week. We look forward to working with you on this great event. Thank you for your time, [Mr./Mrs. LAST NAME].

[IF NO] Well if you change your mind, please feel free to give us a call back, because we'd be happy to have you help. Our phone number is [SCHOOL PHONE #]. In the meantime, you can visit LearnMoreIndiana.org/CollegeGOWeek to find out how you can positively influence a high school student in Indiana. Thank you for your time, [Mr./Mrs. LAST NAME].

[IF MAYBE] Well for more information, please visit LearnMoreIndiana.org/CollegeGOWeek to discover how important it is that students receive support from their community. And if you decide to contribute your time to this great cause, please give us a call back at [SCHOOL PHONE #] and we'd be happy to sign you up. Thank you for your time, [Mr./Mrs. LAST NAME].

SECTION 5: WE WANT TO HEAR FROM YOU

Your College GO! Week feedback is critical to the continued success of this program. Please take a few minutes to visit www.learnmoreindiana.org/CollegeGoWeek to tell us what you liked and didn't like about the program and the materials you have received and how we can make it better next year. You will find a short survey online and we also welcome any and all feedback throughout the year.

Please do not hesitate to contact the Learn More Indiana Helpline if you need any assistance for College GO! Week or the student surveys. Call 1 (800) 992-2076.

OCTOBER - COLLEGE GO! WEEK HIGHLIGHTS

9 **FRIDAY BEFORE COLLEGE GO! WEEK**

Take College GO! Week banner to tonight's sporting events. Make announcements during sporting events that College GO! Week is coming up!

10/11

12 **MONDAY**

(Columbus Day – No School)

Check with the school administration to see if you can come in for a few hours in the afternoon to decorate for College GO! Week.

13 **TUESDAY**

Kick-off events: Pep rally, musical acts at lunch, etc.

Spotlight on Freshmen! Encourage 9th graders to explore career options and complete *Indiana's Annual Career and College Information Survey*.

14 **WEDNESDAY**

Spotlight on Sophomores!

Sophomores should be taking the PSAT today. Any sophomore not registered should visit LearnMoreIndiana.org/CollegeGOWeek to find information and tools to prepare you for the SAT. Also, consider taking the PSAT your junior year.

15 **THURSDAY**

Spotlight on Juniors!

Let juniors know how to register for Indiana's e-Transcript. Also remind them to take *Indiana's Annual Career and College Information Survey*.

16 **FRIDAY**

Spotlight on Seniors!

Encourage seniors to complete college and apprenticeship applications this week. Provide time to allow seniors to get together to complete applications with teacher and counselor assistance.

Be sure to take pictures and capture video footage all week. Visit www.learnmoreindiana.org/CollegeGOWeek to compete in the College GO! Week contest and earn bragging rights for your high school.

SEPTEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

*Get the word out that all sophomores must sign up by September 23 to take the free PSAT on October 14.

OCTOBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
	4	5	6	7	8	9
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

COMMISSION FOR HIGHER EDUCATION

Friday, October 9, 2009

DECISION ITEM A-1:

Master of Arts in Family and Consumer Science (Interior Design Option) and

Master of Arts in Curriculum and Educational Technology

To Be Offered by Ball State University-Statewide via Distance Education Technology

Staff Recommendation

That the Commission for Higher Education approve the Master of Arts in Family and Consumer Science (Interior Design Option) and the Master of Arts in Curriculum and Educational Technology to be offered by Ball State University-Statewide via distance education technology, in accordance with the background discussion in this agenda item and the *Distance Education Program Proposal*, June 6, 2009, and May 1, 2009, one of which is attached for each of the two proposed master's programs; and

That the Commission recommend no new state funds, in accordance with each supporting document, *Distance Education Program Proposal*, June 6, 2009, and May 1, 2009.

Background

At its last meeting, the Commission raised a number of questions related to programs delivered through distance education technology, especially those dealing with fees charged to students. In order to provide additional opportunity to explore these issues further and to better understand the dynamics as play in tuition and fee pricing decisions, these two Ball State requests have been placed on the agenda as regular decision items.

As part of its program proposal, Ball State University submitted the following schedule of fees associated with both on-campus and distance education technology delivery to both part-time Indiana residents and part-time students who were non-residents:

	Fees ¹ Charged per Semester Hour For Part-Time Students	
	IN Residents	Non-IN Residents
On-Campus Instruction	\$1,078 (3 cr. hrs.)	\$2,646 (3 cr. hrs.)
Dist. Educ. Instruction	\$768 (3 cr. hrs.)	\$1,362 (3 cr. hrs.)

¹ All tuition and mandatory fees

This fee schedule applies to both the M.A. in Family and Consumer Sciences and the M.A. in Curriculum and Educational Technology. It should be noted that the fees for a three-credit hour course delivered on campus to part-time, Indiana residents (\$768) is \$310 or 28.8 percent less than the fees charged to a part-time Indiana resident (\$1,078). The University will provide additional detail for the differential between instruction offered on-campus and that offered through distance education technology.

Supporting Documents

- (1) *Distance Education Program Proposal*, June 6, 2009 – Master of Arts in Family and Consumer Sciences (Interior Design)
- (2) *Distance Education Program Proposal*, May 1, 2009 – Master of Arts in Curriculum and Educational Technology

Indiana Commission for Higher Education

DISTANCE EDUCATION PROGRAM PROPOSAL

Institution: Ball State University
Degree Program: Master of Arts in Family and Consumer Sciences (Interior Design Option)
Date: June 6, 2009

Item:

1. On-Campus Enrollment/Degree History (from SIS):

	<u>FY2005-06</u>	<u>FY2006-07</u>	<u>FY2007-08</u>
Headcount	20	26	29
FTE	12.20	14.12	15.70
Degrees	7	13	9

2. Mix of Technologies:

This program will be delivered by using the following mix of technologies (select as many as apply):

- Television:
- | One Way Video | Two-Way Video |
|--|--|
| <input type="checkbox"/> IHETS - Satellite | <input type="checkbox"/> IHETS - Satellite |
| <input type="checkbox"/> IHETS - Terrestrial | <input type="checkbox"/> IHETS - Terrestrial |
| <input type="checkbox"/> IU VIC System | <input type="checkbox"/> IU VIC System |
| <input type="checkbox"/> Cable/Public TV | <input type="checkbox"/> Other: (explain here) |
| <input type="checkbox"/> Videocassette | |
| <input type="checkbox"/> Other: (explain here) | |
- Internet/Web
- IHETS INDnet
 - IU VIC System
 - Other: (Internet)
- Computer-Based (CD-ROM, DVD, diskette, etc.)
- Audioconferencing/Audiocassette
- Print Correspondence
- Other: (explain here)

3. Access to the Instruction:

- a. The selected mix of technologies allows students to receive the instruction in the following settings (select as many as apply):

- Home
- Workplace (Including Hospitals)
- Libraries and Other Public, Non-Educational Settings
- K-12 Schools
- Campuses/Centers within the Same System
- All Public Campuses/Centers

- b. Will the institutions enroll students in the program from anywhere in the state?

- Yes
- No (If “No”, please explain here)

4. Schedule for Delivering Coursework:

- a. All required coursework in the major will be offered via distance education technology over a 3-year period.
- b. A minimum of 0 elective courses will be offered via distance education technology each year. (All courses for the degree are required/non-elective courses.)
- c. Please explain how students will be able to complete general education, minor, and other curricular requirements outside the major. (All requirements for the degree will be available via the Internet.)

5. Off-Campus Curriculum and Instruction:

- a. Will the off-campus curriculum be identical to the on-campus curriculum?

- Yes
- No (If “No”, please explain here)

- b. Will the program require students to complete laboratory or studio work?

- No
- Yes (If “Yes”, explain here)

- c. Please explain how the program will provide for timely and appropriate interaction between students and faculty members.

The program will provide for timely and appropriate interaction between students and faculty members using Blackboard™ technology via discussion boards, email, and chat rooms. Access to faculty will also be available via telephone.

- d. Will the program require students to come to campus for any period of time?

- No
 Yes (If “Yes”, explain here)

- e. Please explain how the program will provide for timely and appropriate interaction between students and other students.

The program will provide for timely and appropriate interaction between students and other students using Blackboard™ technology via discussion boards, email, and chat rooms.

6. Assessment of Student Learning:

Please explain how student learning will be assessed.

A host of student performance assessment techniques will be used, including: formative assessments such as online quizzes, professor’s comments on draft reports, project assessments, pretests/posttests, etc., summative assessments such as review of projects, reports, essays, etc., and on-line examinations.

7. Availability of Academic Support and student Services:

Please explain how student will have access to each of the following academic support and student services:

- a. Admissions -- Students may apply for admissions online at: <http://www.bsu.edu/gradschool/admissions/>.
- b. Financial Aid -- Financial aid information and assistance are available online at: <http://www.bsu.edu/finaid/>.

- c. Course Materials (including delivery mechanism) -- Course materials will be placed in restricted Internet locations allowing only students who are registered to access the materials. The delivery mechanism will be “100% online.” Instruction will be entirely asynchronous and the curriculum will be designed to make good use of the Internet’s rich media capabilities and facilities for interaction. Instructors may choose to supplement these materials with other resources in print or on CD which can be mailed to students.
- d. Library Materials (including delivery mechanism) -- Students may access library resources and services at <http://www.bsu.edu/library/collections/distanced/>. Students will have database access, interlibrary loan privileges, reference librarian assistance, online electronic reserve capability, and mailed or electronically distributed articles and books.
- e. Placement and Counseling -- Students can access occupational counseling and placement assistance through the university’s Career Center at: <http://www.bsu.edu/students/careers>.
- f. Technical Support (e.g., on-line help desk) -- Technical support will be available to students through the university’s Computing Services Help Desk via telephone or email. Students will also have access to support from the School of Extended Education via telephone and on the school’s Webpage. The school’s Webpage will also include information about the minimum Internet access capabilities required; a section of frequently asked technical questions/answers regarding internet access issues; audio/video tech-clips, and an orientation to learning online. The university will also provide technical training and support for the instructors teaching in this program.
- g. Course Registration -- Students will register for courses online.

)

8. Student Fees:

Participating students will be assessed fees as follows:

<u>Access Location</u>	<u>Fees¹ Charged per Semester Hour for Part-Time Students</u>	
	<u>IN Residents</u>	<u>Non-IN Residents</u>
On-Campus Instruction	\$1,078 (3 cr. hrs.)	\$2,646 (3 cr. hrs.)
Distance Education Instruction	\$768 (3cr. hrs.)	\$1,362 (3 cr. hrs.)

9. Review Process:

This program will have the following evaluative components:

- The program will be reviewed at the departmental level using the results of electronic student surveys (course/instructor) administered at the end of each semester; and
- Students will also have the opportunity to evaluate support services (e.g., helpdesk, communication, student services, School of Extended Education, etc.) at least once per year.

Indiana Commission for Higher Education

DISTANCE EDUCATION PROGRAM PROPOSAL

Institution: Ball State University
Degree Program: Master of Arts in Curriculum and Educational Technology
Date: May 1, 2009

Item:

1. On-Campus Enrollment/Degree History (from SIS):

	<u>FY2005-06</u>	<u>FY2006-07</u>	<u>FY2007-08</u>
Headcount	18	16	31
FTE	10.00	9.00	14.33
Degrees	8	3	8

2. Mix of Technologies:

This program will be delivered by using the following mix of technologies (select as many as apply):

- Television:
- | One Way Video | Two-Way Video |
|--|--|
| <input type="checkbox"/> IHETS - Satellite | <input type="checkbox"/> IHETS - Satellite |
| <input type="checkbox"/> IHETS - Terrestrial | <input type="checkbox"/> IHETS - Terrestrial |
| <input type="checkbox"/> IU VIC System | <input type="checkbox"/> IU VIC System |
| <input type="checkbox"/> Cable/Public TV | <input type="checkbox"/> Other: (explain here) |
| <input type="checkbox"/> Videocassette | |
| <input type="checkbox"/> Other: (explain here) | |
- Internet/Web
- IHETS INDnet
 - IU VIC System
 - Other: (Internet)
- Computer-Based (CD-ROM, DVD, diskette, etc.)
- Audioconferencing/Audiocassette
- Print Correspondence
- Other: (explain here)

3. Access to the Instruction:

- a. The selected mix of technologies allows students to receive the instruction in the following settings (select as many as apply):

- Home
- Workplace (Including Hospitals)
- Libraries and Other Public, Non-Educational Settings
- K-12 Schools
- Campuses/Centers within the Same System
- All Public Campuses/Centers

- b. Will the institutions enroll students in the program from anywhere in the state?

- Yes
- No (If “No”, please explain here)

4. Schedule for Delivering Coursework:

- a. All required coursework in the major will be offered via distance education technology over a 3-year period.
- b. A minimum of 0 elective courses will be offered via distance education technology each year. (All courses for the degree are required/non-elective courses.)
- c. Please explain how students will be able to complete general education, minor, and other curricular requirements outside the major. (All requirements for the degree will be available via the Internet.)

5. Off-Campus Curriculum and Instruction:

- a. Will the off-campus curriculum be identical to the on-campus curriculum?

- Yes
- No (If “No”, please explain here)

- b. Will the program require students to complete laboratory or studio work?

- No
- Yes (If “Yes”, explain here)

- c. Please explain how the program will provide for timely and appropriate interaction between students and faculty members.

The program will provide for timely and appropriate interaction between students and faculty members using Blackboard™ technology via discussion boards, email, and chat rooms. Access to faculty will also be available via telephone.

- d. Will the program require students to come to campus for any period of time?

- No
 Yes (If “Yes”, explain here)

- e. Please explain how the program will provide for timely and appropriate interaction between students and other students.

The program will provide for timely and appropriate interaction between students and other students using Blackboard™ technology via discussion boards, email, and chat rooms.

6. Assessment of Student Learning:

Please explain how student learning will be assessed.

A host of student performance assessment techniques will be used, including: formative assessments such as online quizzes, professor’s comments on draft reports, project assessments, pretests/posttests, etc., summative assessments such as review of projects, reports, essays, etc., and on-line examinations.

7. Availability of Academic Support and student Services:

Please explain how student will have access to each of the following academic support and student services:

- a. Admissions -- Students may apply for admissions online at: <http://www.bsu.edu/gradschool/admissions/>.
- b. Financial Aid -- Financial aid information and assistance are available online at: <http://www.bsu.edu/finaid/>.

- c. Course Materials (including delivery mechanism) -- Course materials will be placed in restricted Internet locations allowing only students who are registered to access the materials. The delivery mechanism will be “100% online.” Instruction will be entirely asynchronous and the curriculum will be designed to make good use of the Internet’s rich media capabilities and facilities for interaction. Instructors may choose to supplement these materials with other resources in print or on CD which can be mailed to students.
- d. Library Materials (including delivery mechanism) -- Students may access library resources and services at <http://www.bsu.edu/library/collections/distanced/>. Students will have database access, interlibrary loan privileges, reference librarian assistance, online electronic reserve capability, and mailed or electronically distributed articles and books.
- e. Placement and Counseling -- Students can access occupational counseling and placement assistance through the university’s Career Center at: <http://www.bsu.edu/students/careers>.
- f. Technical Support (e.g., on-line help desk) -- Technical support will be available to students through the university’s Computing Services Help Desk via telephone or email. Students will also have access to support from the School of Extended Education via telephone and on the school’s Webpage. The school’s Webpage will also include information about the minimum Internet access capabilities required; a section of frequently asked technical questions/answers regarding internet access issues; audio/video tech-clips, and an orientation to learning online. The university will also provide technical training and support for the instructors teaching in this program.
- g. Course Registration -- Students will register for courses online.

8. Student Fees:

Participating students will be assessed fees as follows:

<u>Access Location</u>	<u>Fees¹ Charged per Semester Hour for Part-Time Students</u>	
	<u>IN Residents</u>	<u>Non-IN Residents</u>
On-Campus Instruction	\$1,078 (3 cr. hrs.)	\$2,646 (3 cr. hrs.)
Distance Education Instruction	\$768 (3cr. hrs.)	\$1,362 (3 cr. Hrs.)

9. Review Process:

This program will have the following evaluative components:

- The program will be reviewed at the departmental level using the results of electronic student surveys (course/instructor) administered at the end of each semester; and
- Students will also have the opportunity to evaluate support services (e.g., helpdesk, communication, student services, School of Extended Education, etc.) at least once per year.

¹All tuition and mandatory fees

COMMISSION FOR HIGHER EDUCATION

Friday, October 9, 2009

DECISION ITEM A-2: Academic Degree Programs on Which Staff Propose Expedited Action

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.A. in Social Work to be offered by Purdue University-North Central at Westville
- B.S. in Communication Studies to be offered by Indiana University East at Lawrenceburg

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*, September 25, 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

September 25, 2009

CHE 09-29 B.A. in Social Work to be offered by Purdue University-North Central at Westville

Proposal received on June 9, 2009

CIP Code: Federal – 440701; State – 440701

Projected Annual Headcount: 50; FTEs: 50; Degrees: 25

New State Funds Requested, Actual:

Year 1: \$ 0

Year 2: \$ 0

Year 3: \$ 0

Year 4: \$ 0

Year 5: \$ 0

The Purdue University-North Central campus currently offers a Bachelor of Liberal Studies program, which in FY2008 enrolled 444 students, many of whom are thought to be seeking more specific, occupationally oriented degree programs, such as the proposed B.A. in Social Work. A baccalaureate in Social Work will prepare graduates for a variety of entry-level positions in community and social service agencies. An articulation agreement for the proposed program has been worked out with the Ivy Tech A.A. in Liberal Arts. This request is consistent with the Regional Campus Agreement and *Reaching Higher*.

CHE 09-37 B.S. in Communication Studies to be offered by Indiana University East at Lawrenceburg

Proposal received on August 14, 2009

CIP Code: Federal – 090101; State – 090101

Projected Annual Headcount: 20; FTEs: 20; Degrees: 10

New State Funds Requested, Actual:

Year 1: \$ 0

Year 2: \$ 0

Year 3: \$ 0

Year 4: \$ 0

Year 5: \$ 0

IU East developed this request in response to a need expressed by Ivy Tech Community College for additional opportunities for community college students to pursue baccalaureate degrees in the region. Hence, IU East and Ivy Tech have worked out an articulation agreement between the proposed degree and the A.A. in Liberal Arts. This request is consistent with the Regional Campus Agreement and *Reaching Higher*.

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, October 9, 2009

**DECISION ITEM B-1: HPER Courtyard – Build-Out at Indiana University
Bloomington**

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *HPER Courtyard – Build-Out at Indiana University Bloomington*, as described in the project description and staff analysis dated September 30, 2009.

Background

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 to all students.

The Trustees of Indiana University respectfully request authorization to enclose and build-out the courtyard of the Health, Physical Education, and Recreation Building (HPER) on the Bloomington campus. This project is estimated to cost \$6,340,000 and will be funded as follows: \$573,000 in gift funds; \$500,000 indirect cost recovery reserves; and \$5,267,000 through the issuance of certificates of participation in capital lease-purchase obligations between the university and the Indiana University Building Corporation.

Supporting Document

HPER Courtyard – Build-Out at Indiana University Bloomington, September 30, 2009.

HPER COURTYARD – BUILD-OUT AT INDIANA UNIVERSITY BLOOMINGTON

Project Description and Staff Analysis*

September 30, 2009

SUMMARY

The Trustees of Indiana University respectfully request authorization to enclose and build-out the courtyard of the Health, Physical Education, and Recreation Building (HPER) on the Bloomington campus. This project is estimated to cost \$6,340,000 and will be funded as follows: \$573,000 in gift funds; \$500,000 indirect cost recovery reserves; and \$5,267,000 through the issuance of certificates of participation in capital lease-purchase obligations between the university and the Indiana University Building Corporation.

The Trustees of Indiana University also request authorization to issue certificates of participation (COPs) in capital lease-purchase obligations between the university and the Indiana University Building Corporation under IC 21-33-3-5. Repayment of the certificates of participation in the capital lease-purchase obligations would be made from legally available funds of the university, specifically indirect cost recovery funds, excluding mandatory student fees, state appropriations, and any interest earnings on such fees and appropriations. The principal amount of the COPs will be \$5,267,000 for costs of construction, renovation, equipment, and other related project components of the HPER Courtyard – Build-Out project, plus the costs of issuance.

The university may enter into a long-term agreement to lease a portion of the existing facility to the IUBC for a term in excess of four years pursuant to I.C. 21-31-4-2 or may grant a license or easement to IUBC for a portion of the existing facility, for purposes of facilitating construction of the build-out. The university would enter into a capital lease-purchase agreement with the IUBC to lease back the related build-out capital improvements. At such time as the COPs obligations are retired, any lease and lease-purchase agreements would terminate and the HPER courtyard build-out capital improvements would revert to the university.

The issuance of the COPs and the related plan of finance would be subject to review by the Indiana Finance Authority and approval by the State Budget Director.

DESCRIPTION OF THE PROJECT:

Indiana University proposes to enclose the courtyard of the Health, Physical Education, and Recreation Building on the Bloomington campus to gain additional area for use as faculty office and instructional space. The courtyard is entirely enclosed by the building and is not open for public use. This project entails constructing a roof over the courtyard and building three levels within the space.

Access to the offices on the first level would be through an existing entry on the north side of the courtyard and through a new entry constructed on the south side of the courtyard.

* 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.

The courtyard measures approximately 108 feet x 81½ feet or 8,802 square feet. The construction of two-and-a-half levels within the courtyard would yield approximately 22,000 additional gross square feet (gsf) to the building which equates to approximately 16,000 asf of new building space. This new space would be organized to include the following:

- Auditorium
- Faculty Offices to include:
 - Center for Minority Health
 - Center for Sexual Health Promotion
 - National Center for Accessibility
 - Uptake Center for Physical Activity
 - HPER Career Advising Center
 - OSHA Administrative Office
- Conference Room
- Half level of shell space on third level

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The School of Health, Physical Education and Recreation (HPER) is experiencing a serious shortage of faculty/staff offices and laboratory space. The school is also in need of a large dedicated auditorium. The current HPER classroom and office facility was built in 1961 when there were approximately 500 students enrolled in the program. The program has grown dramatically as the opportunities for careers in the leisure sports management and recreation fields have grown. Today, there are approximately 2,400 undergraduate and graduate majors enrolled in the HPER program. This growth has caused severe shortages of space within the facility. Additional offices and classrooms are urgently needed to meet the academic needs of students and faculty.

In addition to HPER majors, the program accommodates another approximately 12,000 students annually in service courses for the campus in general education, lab, and theory courses. Each semester the demand for large classes exceeds the availability of classroom space. This project would help alleviate the shortage.

As HPER programs have experienced substantial growth, faculty/staff levels have grown to the extent they are now located at four temporary sites outside of the HPER building. This dislocation has created additional administrative discontinuities. This project would bring faculty/staff from these outlying areas back within the HPER Building, reinforce collegiality, and ease the administrative and logistical burden of so many satellite locations.

The HPER program has approximately 20 assistant instructors located in three locations outside the building. This project would provide space within the building so that they could be housed near the faculty and students with whom they work. The benefits include increased peer group interaction and collegiality, and decreased administrative and logistical burden of three satellite locations.

There have been increases in professional staff at HPER, which have added to space needs. To meet the needs of the expanded nature of carrying out the every-day business at the school and the university, more professional staff positions have been created during the past ten years. The additional staff is involved with directing the various programs related to Recreational Sports, and more staff is involved with support functions such as business affairs, personnel administration, and facility management, among others. Overall, increases in both professional- and support-staff positions have mirrored the trend in all

of higher education. It takes more people to manage the institution given the increased diversity of functions and responsibilities.

The completion of this project would help to address all of the issues as described above. The new space would provide modern and appropriate space as well as a much needed auditorium

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS

No other projects are directly dependent upon the completion of this project.

HISTORICAL SIGNIFICANCE

Indiana University does not consider any of the buildings affected by this project to be historically significant.

ALTERNATIVES CONSIDERED

Due to the lack of appropriate space and the specific needs of this project, it was determined that this option was the only feasible alternative.

RELATIONSHIP TO LONG-RANGE FACILITIES PLANS

This project has been on the ten-year capital plan at Indiana University since 2004.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

This project is in direct support of the School of HPER and Bloomington campus teaching, research, and service missions.

Project Summary:			
Space in Project:	22,000 GSF		
	16,080 ASF		
Project Cost:	\$6,340,000		
Sources of Funds:	Debt Issued through Certificates of Participation		\$5,267,000
	Gift Funds		\$573,000
	<u>Indirect Cost Recovery Reserves</u>		<u>\$500,000</u>
	Total		\$6,340,000
Estimated Debt Service:	N/A		
Estimated Plant Expansion:	N/A		
Expected Schedule:	Begin Construction:		October 2009
	Completion:		October 2010

STAFF ANALYSIS:

1. This project is important to IU's ability to renovate and repurpose existing facilities on the Bloomington campus. The School of Health, Physical Education and Recreation (HPER) is experiencing a serious shortage of faculty/staff offices and laboratory space. The growth in HPER program enrollment suggests a real need for additional offices and classroom space to meet the academic needs of students and faculty.
2. This is an R&R project. The Commission has encouraged our public institutions to take care of the existing facilities on campus, and repurposing space where appropriate, as opposed to building new space. This is a creative use of space now underutilized.
3. The facility would be funded through \$573,000 in gift funds, \$500,000 in indirect cost recovery reserves and \$5,267,000 in debt issued through the Indiana University Building Corporation (IUBC), a university affiliated entity created by IU for this purpose. The Indiana University Board of Trustees approved creation of a new Special Purpose Entity, known as the Indiana University Building Corporation (IUBC), which would issue debt in the form of Certificates of Participation (COPs) to fund the balance of the construction costs. Indiana University would then enter into a lease-purchase agreement with IUBC to lease-purchase the renovated facility space, with a lease amount necessary to pay the debt service. This is the third project that IU has proposed funding through this financing model.
4. Construction project and financing, even though the financing is being done through the IUBC, would still be subject to review by the Commission for Higher Education, the State Budget Committee, the State Budget Agency, the Indiana Finance Authority and the Governor.
5. Indiana University would pledge "available funds" toward repayment of the debt. "Available Funds" include, but are not limited to, "unrestricted operating fund balances, auxiliary fund balances and certain other fund balances" of the University. While Indiana University is a large organization with diverse and substantial sources of revenue and expenditures, the University is able to identify interest earned from separate and individual sources of revenue and funds. Therefore, while the University is able to pledge a larger amount of funds, including "unrestricted operating fund balances", Indiana University pledges that they will not use mandatory student fees, state appropriations or the interest earning therefrom. Ultimately, however, all pledged assets would be responsible for the lease costs. The Capital Projects and Land Acquisition Fund at Indiana University receives its funding from interest earnings on certain university fund balances, which exclude earnings from mandatory student fees and state appropriations. The revenue stream to pay the lease-purchase payments (and therefore the debt on the facility) comes from the same sources that fund the Capital Projects and Land Acquisition Fund. The funds from which interest earnings may accrue include the following:

National Survey Center	Bookstores
Child Care Centers	Auditorium
Bradford Woods	Indiana Memorial Union
Intercollegiate Athletics	Natatorium & Sports Services
Tennis Center	University Place Hotel
Ogle Cultural and Community Center	Conference & Catering
Real Estate/ Rental Property	Copy & Duplicating Services
Indiana Daily Student Newspaper	Indiana University Press
Printing & Duplicating Services	University Printing Services
Residential Program Services	Parking & Vehicle Services
Clinical Medical Services	Insurance Reserves
Voice & Telecommunications	

6. Other sources of revenue to Indiana University, including state appropriations and mandatory student tuition and fees, are not pledged to the COPs. However, in the event that the pledged revenues become insufficient to repay the COPs, all sources of the university would likely be drawn to repay the COPs.

COMMISSION FOR HIGHER EDUCATION

Friday, October 9, 2009

DECISION ITEM B-2: **Construction of Marriott Hall on the Purdue University West Lafayette Campus**

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 Marriott Hall on the Purdue University West Lafayette Campus*, as described in the project description and staff analysis dated September 30, 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 funds.

The Trustees of Purdue University request approval to construct Marriott Hall, a new 42,500 GSF facility on the West Lafayette campus. Marriott Hall will house the College of Consumer and Family Sciences' Hospitality and Tourism Management (HTM) Program, one of the leading programs in the field worldwide. The estimated cost of this project is \$13,000,000, to be funded from Gift Funds (\$9,300,000) and Capital Reserve for Buildings (\$3,700,000). No state funds will support the project.

Supporting Document

Construction of Marriott Hall on the Purdue University West Lafayette Campus, September 30, 2009.

**CONSTRUCTION OF MARRIOTT HALL ON THE PURDUE UNIVERSITY WEST
LAFAYETTE CAMPUS**

Project Description and Staff Analysis*

September 30, 2009

SUMMARY:

The Trustees of Purdue University request approval to construct Marriott Hall, a new 42,500 GSF facility on the West Lafayette campus. Marriott Hall will house the College of Consumer and Family Sciences' Hospitality and Tourism Management (HTM) Program, one of the leading programs in the field worldwide. The estimated cost of this project is \$13,000,000, to be funded from Gift Funds (\$9,300,000) and Capital Reserve for Buildings (\$3,700,000). No state funds will support the project.

DESCRIPTION OF THE PROJECT:

Marriott Hall will house the College of Consumer and Family Sciences Hospitality and Tourism Management (HTM) Program. The HTM department intends to maintain its status as one of the leading programs in the field worldwide. In order to accomplish this overall goal, the full utilization of improved resources and facilities is imperative. The facility will create an open, flexible, and service-oriented ambiance consistent with the needs of the guests. The space also will clearly communicate that the department serves both the academic mission and plays an important part of the hospitality and tourism industries. In addition, the space will foster a close collegial experience between students, staff, and industry representatives.

The new facility would be 42,500 GSF or 25,550 ASF and include classroom space (1,400 sq. ft.), class laboratories (1,700 sq. ft.), office facilities (7,340 sq. ft), general use space (14,400 sq. ft), and support space (670 sq. ft.).

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES:

Current HTM facilities are outdated and insufficient to meet departmental needs. The new facility will provide students a better learning environment and allow additional learning opportunities through improved research facilities. Without the new facility, the HTM program will be unable to maintain its top ranked undergraduate program.

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS:

None.

HISTORICAL SIGNIFICANCE:

None.

* 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.

ALTERNATIVES CONSIDERED:

The university considered renovating Stone Hall. Because of the amount of work required, it would not be cost effective to update the food labs sufficiently to provide students a learning experience equivalent to that provided by our peer institutions. In addition, renovating Stone Hall would not provide sufficient space for HTM or the College of Consumer and Family Science to effectively perform their missions in the coming years.

Project Summary:		
Space in Project:	42,500 GSF	25,550 ASF
Project Cost:	\$13,000,000	\$306 per GSF
Source of Funds:	Gift Funds	\$9,300,000
	Capital Reserves for Buildings	<u>\$3,700,000</u>
	Total	\$13,000,000
Expected Increase in Operating Costs:	\$194,096	
Anticipated Construction Start:	March 2010	
Anticipated Completion:	July 2011	

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING:

This building will give the College of Consumer and Family Sciences space to expand the HTM program over the coming years and maintain its status as one of the leading programs in the field worldwide.

STAFF ANALYSIS:

1. The construction of the facility would be funded entirely through gift funds and Purdue University capital reserves. No state funds would be used to construct the facility.
2. The facility would be eligible to be put into the state's Repair and Rehabilitation formula, and would be eligible for plant expansion. The Commission did not recommend plant expansion in the 2009-11 biennium, and the state has not funded plant expansion for at least three consecutive biennia. Purdue University should be prepared to absorb the operating cost of the facility.
3. The cost of the facility at \$306/GSF is relatively expensive. However, because the project is primarily funded through gift funds staff concern is low.
4. Purdue University will cash fund the project. Almost all gift funds are in hand, and the remainder is expected in time to complete the project.

COMMISSION FOR HIGHER EDUCATION

Friday, October 9, 2009

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

<u>Institution and Site</u>	<u>Program Title</u>	<u>Date Received</u>	<u>Status</u>
1. ISU-Indpls. Aviation Technology Center	Master of Business Administration	05/05/09	Action deferred.
2. IU-East @ Lawrenceburg	M.S. in Education	05/18/09	Under CHE review.
3. Purdue-North Central	B.A. in Social Work	06/09/09	On September agenda for action.
4. Purdue-West Lafayette	Ph.D. in Youth Development & Agricultural Education	06/09/09	On September agenda for action.
5. Purdue-West Lafayette @ Anderson, Kokomo, Richmond, and South Bend via Statewide Tech.	B.S. in Engineering Technology	07/15/09	Awaiting information from Purdue.
6. Ball State University	M.A. in Applied Behavior Analysis	07/28/09	Under CHE review.
7. Ball State University	M.F.A. in Visual Arts	07/28/09	Under CHE review.
8. Ball State University	B.A./B.S. in Sport Administration	07/28/09	Under CHE review.
9. IU-East @ Lawrenceburg	B.S. in Communication Studies	08/14/09	On September agenda for action.
10. IU-East @ Muncie	B.S. in Criminal Justice	08/14/09	Under CHE review.
11. ISU-Statewide via Dist. Ed. Tech.	M.A./M.S. in Recreation and Sport Management	09/02/09	Under CHE review.
12. BSU- Statewide via Dist. Ed. Tech.	M.A. in Family and Consumer Sciences (Interior Design Option)	09/09/09	On September agenda for action.
13. BSU- Statewide via Dist. Ed. Tech.	M.A. in Curriculum and Educational Technology	09/09/09	On September agenda for action.
14. BSU- Statewide via Dist. Ed. Tech.	M.A. in Secondary Education	09/09/09	Under CHE review.

COMMISSION FOR HIGHER EDUCATION

Friday, October 9, 2009

INFORMATION ITEM B: Capital Improvement Projects on Which Staff Have Acted

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

- (1) each project to construct buildings or facilities that has a cost greater than \$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

C-1-10-2-01 Indiana State University
Replace Air Handling Units and Temperature Controls – HHS Building
Project cost: \$1,755,000

The Trustees of the Indiana State University request authority to proceed with a project to replace the air handling units and temperature controls in the Health and Human Services Building on the Terre Haute campus. This project would be 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 \$1,755,000.

C-1-10-2-02 Indiana State University
Replace Holmstedt Hall Plaza and Walkways
Project cost: \$580,990

The Trustees of the Indiana State University request authority to proceed with a project to replace the concrete plaza and walkways adjacent to Holmstedt Hall on the Terre Haute campus. This project would be 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 \$580,990.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.

COMMISSION FOR HIGHER EDUCATION

Friday, October 9, 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-0-02-1-12 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.

B-2-09-1-10

Purdue University Calumet Campus
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: \$2,400,000

The Trustees of Purdue University seek authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning 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

The Trustees of Purdue University seek 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

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Friday, October 9, 2009

INFORMATION ITEM D: Minutes of the September 2009 Commission Working Sessions

MINUTES OF COMMISSION WORKING SESSIONS

Thursday, September 10, 2009

I. CALL TO ORDER

The Commission for Higher Education met in working session starting at 5:30 p.m. (ET) at the Parkview Field Conference Room, Ft. Wayne, Indiana. Commission members in attendance were Cynthia Baker, Carol D'Amico, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, Ken Sendelweck, Clayton Slaughter and Michael Smith.

Also in attendance were IPFW Chancellor Michael Wartell, Vice Chancellor for Fiscal Affairs Walter Branson, Director of Enrollment Management Mark Franke, Associate Vice Chancellor for Institutional Research Jack Dahl, and Vice Chancellor for Academic Affairs William McKinney. Staff present was Jason Bearce, Catisha Coates, Haley Glover, Teresa Lubbers, Ken Sauer, and Jennifer Seabaugh.

II. DISCUSSION

- A. Chair Mike Smith provided the group with an overview of Making Opportunity Affordable, and its place in the Lumina Foundation's overall plan. The Foundation is currently pursuing three policy strands; Indiana is now participating in all three. Making Opportunity Affordable exhorts states to increase higher education productivity, gaining degrees at a time of shrinking resources. Know How 2 Go is a large-scale media campaign designed to educate students on how to get to college—currently, Learn More Indiana executes Indiana's KH2G activities. Finally, Achieving the Dream is focused on improving access and success at community colleges.
- B. Associate Commissioner for Policy and Planning Studies Haley Glover provided the group with an overview of the Commission's role in the submission of a proposal to the Making Opportunity Affordable grant program. Indiana is one of eleven states competing for up to five grants of \$2 million over four years. The project centers around three areas: Increasing and Rewarding Performance; Generating and Reinvesting Savings; Educating and Training in Affordable Ways.
 - a. Under Increasing and Rewarding Performance, Indiana will focus on refining the existing performance funding budget, as well as ensure that efforts to improve completion are coupled with efforts to gauge and improve quality.
 - b. Under Generating and Reinvesting Savings, Indiana will focus on reducing the inefficiencies created in Indiana's system resulting from its unique regional education delivery structure. Business leaders will be engaged to ensure that institutions are providing responsive training. The project will also focus on educating and informing members of the Commission, Budget Agency, and General Assembly about the state's capital needs, including the results of a space utilization study.
 - c. Under Educating and Training in Affordable Ways, Indiana will focus on "stop out" students, those with some college but no degree, studying the attitudes, needs and opportunities to re-engage these students. We will also engage faculty and leadership to identify and prioritize

- curriculum- and delivery-based efficiency strategies, like course redesign under the Center for Academic Transformation and Stackable Certificates at Ivy Tech Community College.
- d. Overarching these initiatives will be a Trustees Academy, which will educate new and existing Trustees at Indiana’s institutions about the state’s higher education system, fiscal environment and priorities. We will also create a “business sharing network” with representation from each institution to share best-practices and encourage collaborative efforts in reducing costs. Alongside, a faculty-led “instructional innovation network” will be created to facilitate the sharing of best-practices in effective instructional strategies.
- C. Haley Glover also presented the most recent version of the Major Research Universities *Indicators of Competitiveness and Success* report. This report is the product of months of collaboration between the Commission, IU and Purdue, particularly offices of Institutional Research. The report focuses on what sets MRUs apart from other 4-year institutions: Research, Technology Transfer, Advanced Degrees, and Reputation/Awards. The report also includes a return-on-investment component, which measures direct and indirect economic impact vs. state investment.
- a. Members of the Commission indicated that the information presented in the report was meaningful and should be widely transmitted. The group briefly discussed how the report should be released—it was noted that the release should include “stories” that connect the data presented with the audience.
 - b. The report will be provided to key stakeholders, including the Administration, General Assembly, the Chamber of Commerce, and the IEDC.
 - c. The report will be considered for adoption at the November Commission meeting at IUPUI.
- D. Chancellor Michael Wartell welcomed the Commission to Ft. Wayne, and presented a wide variety of information about IPFW, focusing in particular on IPFW’s relationship with Ivy Tech Community College, enrollment growth, and the university’s collaborative relationships with the community and local businesses.

III. ADJOURNMENT

The Chair adjourned the meeting at approximately 7:00 p.m. (ET).

MINUTES OF COMMISSION WORKING SESSION

Friday, October 9, 2009

I. CALL TO ORDER

The Commission for Higher Education met in working session starting at 7:45 a.m. (ET) at the IPFW Medical Education Building, Room 110, Ft. Wayne, Indiana, with Chair Michael Smith presiding. The following members were present: Cynthia Baker, Jerry Bepko, Carol D'Amico, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, George Rehnquist, Ken Sendelweck, and Clayton Slaughter.

II. DISCUSSION

- A. Senior Associate Commissioner for Facilities and Financial Affairs and Chief Financial Officer Bernie Hannon presented information on the slate of projects under consideration for recommendation. The projects being considered all include funding in the biennium to support debt service, and are among the top priorities of the institutions.
- B. Mike Smith indicated that he wished the group to make a statement during the public meeting regarding the process. The Commission takes seriously its role in reviewing capital projects, and the timeframe in which these projects were provided was not adequate for thorough review.
- C. Manager of Information and Research Jennifer Seabaugh presented 10-year trend data for each institution. This data, particularly for Ivy Tech Community College, provided a context for the information that was presented by Jeff Terp regarding Ivy Tech's 2009 Fall Enrollment.
- D. Associate Commissioner for Strategic Communications and Initiatives Jason Bearce updated the Commission on the latest changes to Indiana's teacher licensing requirements, as voted upon by the Professional Standards Board. The vote has enabled the rules to be released for public comment for 60 days. Commissioner Teresa Lubbers noted that the spirit of the rule changes is in alignment with Reaching Higher's call to improve teacher content knowledge. She added that the Commission has not been asked to take a formal position on the changes. Mike Smith added that many institutions are already in sync with the new changes. He indicated that the Commission needs leadership in determining whether to engage those institutions that are not on board and learn more about those institutions' perspective.

III. ADJOURNMENT

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

COMMISSION FOR HIGHER EDUCATION

Friday, October 9, 2009

INFORMATION ITEM E: Institutional Plans for H1N1/Pandemic Flu Outbreak

Ball State University

Ball State University has developed a comprehensive plan¹ to deal with an outbreak of H1N1 or any other pandemic illness. The plan is articulated at three levels, depending upon the number and severity of cases on campus. The plan identifies responsible parties and assigns duties based on the threat level, as well as identifies the duties of each campus unit, including the President's office, business affairs, dining and housing services, and human resources.

Indiana State University

Indiana State has developed a plan responding to an outbreak of H1N1 that specifically addresses student and staff actions in the event of infection. ISU is also stepping up education about the flu through the Student Health Promotion, which has distributed flu prevention and hand-washing posters and table tents around campus. ISU will also offer flu prevention programs across campus and in residence halls².

Indiana University – System

IU maintains a comprehensive website devoted to tracking data and information about H1N1, and providing students with a one-stop location for all notification and threat level information³. IU has developed a system called IU-Notify, which will be used to alert all students, faculty and staff at all campuses in the event of an emergency. IU is also taking steps to educate students about how to fight the flu using common-sense precautions.

Ivy Tech Community College

Through its student services website, Ivy Tech has provided links to the Center for Disease Control and its toolkit for preparing for the flu, as well as additional information on the flu and its transmission⁴.

Purdue University - System

Purdue has developed a comprehensive website that provides students with up-to-date information on the H1N1 strain⁵, as well as links to the federal governments' guidance to higher education institutions. The Purdue-specific response plan is undergoing revision.

¹ <http://cms.bsu.edu/en/About/AdministrativeOffices/PandemicFluPrep/OperResponsePlan.aspx>

² <http://www.indstate.edu/shp/rsrscflu.htm>

³ <http://www.indianauniversity.info/archive/flu/>

⁴ <http://www.ivytech.edu/student-services/>

⁵ <http://news.uns.purdue.edu/fluinfo/plan.html>

University of Southern Indiana

USI has developed a communications plan for students and staff, and has developed an online reporting form for individuals to report any symptoms, reducing additional exposures and enabling tracking. USI is also providing students and staff with H1N1 information through the Student Health Center website⁶, and has distributed posters throughout campus in public locations and to individual student websites. The University will also be a point of distribution for H1N1 vaccinations when they become available.

Vincennes University

VU has devoted a comprehensive website to notifying and informing students, parents and employees about H1N1 on campus⁷. The website also links to CDC resources, and provides students with information about flu prevention.

⁶ <http://www.usi.edu/studenthealth/h1n1flu.asp>

⁷ http://vinu.edu/cms/opencms/student_services/health_office/