INDIANA COMMISSION *for* HIGHER EDUCATION

MEMORANDUM

To: Those Concerned

From: Teresa Lubbers
             Commissioner

Date: February 4, 2010

Subject: Commission Meeting

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

Thursday, February 11, 2010 *(Eastern time)*

Indiana Wesleyan University
1500 Windhorst Way
Greenwood, IN 46143
317.859.3101

>   3:30 – 5:00 p.m.   **Strategic Directions Subcommittee Meeting**
>   Room 202, 1st floor
>
>   5:00 – 6:00 p.m.   **Reception and Tour of IWU**
>
> * 6:00 - 9:00 p.m.   **Dinner Working Session** *(public meeting),*
>   Room 202, 1st floor

Friday, February 12, 2010 *(Eastern time)*

Indiana Wesleyan University
1500 Windhorst Way
Greenwood, IN 46143
317.859.3101

> * 7:45 - 8:45 a.m..   **Breakfast Working Session** *(public meeting)*
>   Room 202, 1st floor
>
> * 9:00 a.m. - 12:00 p.m.   **Commission Meeting** *(public meeting)* Room 204, 1st floor

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.)

A G E N D A

Commission for Higher Education

COMMISSION MEETING

Indiana Wesleyan University
Room 204
1500 Windhorst Way
Greenwood, IN 46143

Friday, February 12, 2010

VII.   DECISION ITEMS

A.   Academic Degree Programs

- Master of Science in Criminal Justice and Public Safety to be
  offered by Indiana University through its IUPUI Campus

- Certificate of Graduation in Pre-Veterinary Technology to be
  offered by Vincennes University at Vincennes and Jasper

- Associate of Science in Office Administration to be offered by Ivy
  Tech Community College-Fort Wayne at Fort Wayne

- Bachelor of Science in Sport Management to be offered by the
  University of Southern Indiana at Evansville

- Bachelor of Science in Health Sciences to be offered by Indiana
  University at Its IUPUI Campus

- Bachelor of Arts in Philanthropic Studies to be offered by Indiana
  University at Its IUPUI Campus

B.   Capital Projects

VIII.   INFORMATION ITEMS

IX.   OLD BUSINESS

X.   NEW BUSINESS

XI.   ADJOURNMENT -- Approximately 12:00 p.m.

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The next meeting of the Commission will be on March 12, 2010, in Indianapolis.

State of Indiana
Commission for Higher Education

Minutes of Meeting

December 11, 2009
Friday

I.   **CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 9:05 a.m. at IUPUI Campus Center, Room 450C, 420 University Blvd., Indianapolis, IN, with Chair Michael Smith presiding.

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

Members Present: Cynthia Baker, Gerald Bepko (via conference call), Dennis Bland, Jon Costas, Carol D'Amico, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, Chris Murphy (via conference call), George Rehnquist, Ken Sendelweck, Clayton Slaughter, and Michael Smith.

Dr. Linda Bennett, President of the University of Southern Indiana, and Dr. JoAnne Gora, President of Ball State University, attended the meeting. Mr. Anthony Maidenberg, Interim President of Independent Colleges of Indiana, was also present.

III.   **CHAIR'S REMARKS**

Mr. Smith thanked all the institutions, who have responded to the Governor's call to action concerning budget cuts.

Mr. Smith invited Ms. Moran-Townsend to report on the accomplishments of the Strategic Directions Committee.

Ms. Moran-Townsend said that the Strategic Directions Committee, in concert with the staff and the institutions, will be developing tactical recommendations to address both the realities and the misconceptions surrounding the affordability of higher education. Ms. Moran-Townsend said the Committee was hoping to have specific recommendations in coming months.

Ms. Moran-Townsend said that Committee members discussed efficiency and degree productivity initiatives in Florida, Kentucky, Ohio and Maryland. They uncovered a number of gems that would be very timely to Indiana's current focus on funding reductions, but more importantly, to the Committee's commitment to innovate the system of higher education.

Ms. Moran-Townsend said that Committee members began a discussion that will continue next month about the role of regional campuses in Indiana's system of higher education. The Committee will build on the work of the Commission in 1994, which identified the defining characteristics of each institution. The Strategic Directions Committee will be developing new defining characteristics for consideration by the Commission and the institutions that will address the unique and desired role of the regional campuses in the attainment of *Reaching Higher* goals. They will also be refining the Commission's Dashboard of Key Indicators to measure the progress of regional campuses in these metrics.

Mr. Smith invited Commissioner Lubbers to present her report.

IV.   **COMMISSIONER'S REPORT**

Ms. Lubbers began her report by thanking Ms. Moran-Townsend for the work she was doing on the Strategic Directions Committee.

Ms. Lubbers talked about the directive from the Governor to the Commission to make recommendations on $150 million in budget cuts, with recommendations due before the New Year. Chair Mike Smith, Commissioner Lubbers and Commission staff met with all college and university presidents to discuss the cuts. Indiana was $144 million off in the budget forecast from last May during the month of November, $475 million below that forecast for the first five months of the fiscal year.

Ms. Lubbers said the Commission believes it is important to partner with the universities to develop the formula for funding cuts. The Commission will consider factors such as current fiscal condition, cost-saving efforts, missions and directions outlined in *Reaching Higher.* The Commission's goal is to complete its recommendations at the earliest possible time and hopefully short of the 30 day mark to give to the Governor and to give the institutions as much time as possible to move forward.

Ms. Lubbers said that the Commission for Higher Education is also doing its part trying to control costs, as all other state agencies were asked to do. The Commission has reverted ten percent to the general fund, and has reduced the personnel budget by $100,000 below last year's budget.

Ms. Lubbers spoke about the Lumina Making Opportunity Affordable Productivity Grant. The Commission for Higher Education and the Indiana Chamber of Commerce jointly applied for the grant, and Indiana has been one of the seven states elected to receive it. Ms. Lubbers said that Indiana has a direct charge from the Governor to save money, and now it has a vehicle, through the Productivity Grant, to look more systemically at the things that can be done from both the instructional and administrative standpoint to save money.

Ms. Lubbers explained that this is a multi-year, multi-million dollar grant given to seven states over four years. Grants were awarded based on the degree of innovation and other factors that would drive greater productivity and efficiency in higher education. The Commission will partner with institutions and provide leadership in the effort to make Indiana's higher education system more productive and efficient.   It will be looking at sustaining and refining the performance funding formula. The grant will also help the Commission work with the regional campuses in terms of productivity and efficiency on those campuses.

V.   **CONSIDERATION OF THE MINUTES OF THE NOVEMBER COMMISSION MEETING**

Mr. Fisher stated that on p. 13, paragraph 6 the words "forward with" in a sentence "to explain why it is going forward with this research" were missing.

R-09-10.1   **RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the November 2009 regular meeting as amended. (Motion – Fisher, second – Lehman, unanimously approved)

VI.   DISCUSSION ITEMS

A.   **Discussion with Jamie Merisotis, President and CEO of the Lumina Foundation for Education**

Mr. Jamie Merisotis, President and CEO of Lumina Foundation of Education spoke about the importance of higher education to the nation's economy and culture and the Lumina Foundation's readiness to provide leadership in that regard.

Lumina is America's largest private foundation, focused exclusively on building access and success in education. Lumina's "Big Goal" is to see 60 percent of Americans with high-quality college degrees and credentials by 2025.

This Big Goal, which is an intersection of Lumina's work and efforts of the higher education community and states, is seen by Lumina as absolutely essential to the economic, social and cultural viability of the whole country. There is overwhelming evidence that individuals with college degrees not only personally benefit from their education, but that the society benefits from their contributions to it.

Mr. Merisotis explained that the Big Goal was created through two strands of thinking. The first is global competitiveness. From the global competition perspective, the United States of America is no longer number one in the world with regards to the proportion of its citizens with college degrees and credentials. Second, labor economists estimate that two thirds of jobs in this country require some form of postsecondary education and training. Mr. Merisotis pointed out that a credential, whether it is a certificate or a degree, is not a guarantee of success, but it is most definitely a prerequisite.

Mr. Merisotis mentioned Indiana's financial situation. He said that, like other states, Indiana is facing a shrinking budget. The National Governor's Association and the National Association of State Budget Officers recently issued a report of the revenue projections for states for the next few years, from which it is clear that declining state revenues will have a tremendous impact on higher education. This is particularly important in Indiana, where only 31 percent of the working age population holds college degrees and credentials, which is well below the national average of 40 percent.

Mr. Merisotis said that while the achievement of the Big Goal will be a difficult challenge, this is also an opportunity for the state to make significant progress. 670,000 of working age adults, which is almost 20 percent of Indiana's workforce, already have some college credit, but not a degree. Focusing just on that population and making sure at least some portion of them completes their college degree would be a significant step forward in reaching the Big Goal.

Mr. Merisotis commended the Commission on creating *Reaching Higher*. It is recognized nationally as a well-thought-out and carefully constructed approach in improving access, affordability and success of students.

The Commission needs to focus on three approaches that are interrelated in order to succeed in reaching the Big Goal. First is to improve the academic, financial and social preparation of the citizens for college. Along these lines Mr. Merisotis noted the importance of expanding the state and community based higher education networks, like Learn More Indiana and 21st Century Scholars.

Second is moving students from access to success. Mr. Merisotis spoke about the importance of helping students to succeed in college, and of improving developmental education as a first step in this direction. Progress has been made towards accelerated degrees, for example, in Ivy Tech. This effort will help people who are unemployed or underemployed, or who are coming out of high schools with no real prospects, to get skills and experience that will help them to get a job quickly.

Third is the importance of focusing on the outcomes of student learning, which is essential to the success of the higher education system. Mr. Merisotis noted that an easy way to achieve the Big Goal would be to generate a large number of low-quality degrees, that have little value, but this is not the American way. It is important for the students to understand what they will be able to do with a college degree. That's why it is important to have better ways of measuring student learning and of using this measurement to improve the quality of the teaching and learning process.

Mr. Merisotis also spoke about improving productivity in higher education. Productivity means achieving the maximum efficiency with the resources available and ensuring that investment of those resources is effective. Efficiency and effectiveness are important in order to have the capacity of serving more students. Mr. Merisotis also mentioned the importance of improving academic efficiency. He gave as an example Maryland's initiative of redesigning courses in 2- and 4-year institutions, improving student success. Mr. Merisotis also spoke about the different ways of delivering high quality education. He mentioned so-called "no-frills" degrees, an approach that is being tried in Arizona, in which academic programs are limited to subject-area courses, and do not include general education requirements.

In conclusion, Mr. Merisotis again mentioned the Commission's leadership with *Reaching Higher* to dramatically improve degree attainment. He said that Indiana should adopt its own Big Goal for higher education and set specific degree attainment targets. Indiana needs to rethink the business model of higher education, and think about revenue, budgets, tuition and financial aid in their totality, not as separate pieces. It is necessary to share data and information with policy makers, educating the public on what higher education represents to the citizens of Indiana.

Ms. Lubbers said she had come across a study that dealt with the problem of students not completing college due to the necessity to work and study at the same time. Ms. Lubbers asked Mr. Merisotis to share his experience on this subject. Mr. Merisotis responded that research shows that some work is good for students, particularly work that is related to the credentials the students are seeking. However, if the student works more than 20 hours per week, this has very negative implications on college success. Mr. Merisotis again brought up accelerated degrees and programs, currently being piloted at Ivy Tech, providing students with stipends, thus making it students' "job" to get a degree in a short timeframe.

Mr. John Costas said that Indiana is traditionally a manufacturing state. There has been a mindset for generations that the college education is not necessary; one can make a good living working hard. This has changed over several decades, but this attitude still persists to some degree. Mr. Costas asked how the educators can create a sense of urgency in a new paradigm for the families, as they approach higher education.

Mr. Merisotis answered that Lumina is trying to influence public policy in state and on the federal level, but they also must focus on changing public understanding of why higher education matters and what it represents. It is important to be very deliberate about changing public attitudes; it is important to meet people where they are, and to provide hope for people, and to assure them that the time they would spend getting a degree or credential is well spent and will bring a long term benefit for them and their families.

Mr. Fisher asked how Lumina is seeking out partners for funding the programs, and how Lumina is looking for current models on which to build these programs.

Mr. Merisotis responded that achieving the Big Goal is a national effort. One way is to collaborate with fellow foundations. A vast number of large foundations are now focusing on college completion and college attainment as important parts of their agendas, which they did not do a few years ago. Mr. Merisotis pointed out that it is also important that employers in the business community realize that this is a priority not only to invest the resources, but to use their leverage on the policy makers to provide the highest quality, most affordable higher education possible for their workers.

B. Update on Performance Funding Initiatives, November 2009 MHEC Policy Conference

Ms. Lubbers spoke about the Midwestern Higher Education Compact (MHEC) meeting this year. The subject of the meeting was "*Investing in Success,*" and the discussion was about performance funding formulas. Indiana among other states was invited to present on the topic in this meeting. Fifteen states have some sort of performance funding formula under development, and Ohio and Washington are of particular interest to Indiana.

Ms. Lubbers pointed out that in all performance funding formulas the most common feature is completion rates. Ohio has had some kind of performance funding formula since 1980, and their formula is based on research, access, success and jobs. Possible lessons for Indiana from Ohio are that they created three formulas: one for university main campuses, one for regional campuses, and one for community colleges.

Ms. Lubbers said that state of Washington was referred to at the meeting because of their concept of "Momentum Points." This initiative is directed toward community colleges and acknowledges the milestones community college students reach: passing a remedial course; taking first five credit hours of math in college, etc.

Mr. Lubbers concluded that there are three next steps to consider in refining the performance funding formula for Indiana: to use the productivity grant as a way to built institutional and legislative support for the formula; to consider this mission of differentiation of three kinds of institutions; and to utilize the momentum points as a way of acknowledging success and completion.

C. Budget Line Item Reports:

Mr. Bernard Hannon, Senior Associate Commissioner and Chief Financial Officer, spoke about this item. He explained that as part of the biennial budget process, the Commission is taking time during this off-budget year to take a closer look at the several line items in the budget.

1. **Purdue University: Agricultural Research and Extension**

    Dr. Chuck Hibberd, Associate Dean and Director of Extension Service, introduced the first item. As part of Purdue University's traditional Land Grant status, the University engages the state agricultural economy through various means. One of those is through agricultural research and extension services.

    Through a funding partnership between the state of Indiana and the federal government through the United States Department of Agriculture, Purdue University works to meet critical needs of Indiana agriculture. The state's contribution to agricultural research and extension programs at Purdue University provides the critical infrastructure necessary to address high-priority issues for Indiana citizens and farmers.

2. **Purdue University: County Agriculture Extension Educators**

    Dr. Hibberd continued his presentation of Purdue University budget line items. As part of Purdue University's traditional Land Grand status, the University engages the state agricultural economy through various means. One of those is through County Agriculture Extension and Educators. Purdue University's educators, specialists, and volunteers live and work in all 92 Indiana counties, where they bring all of the expertise from Purdue University to their local constituents.

    Dr. Hibberd spoke about the Purdue University Cooperative Extension Service, which is a synergistic and collaborative partnership between the state of Indiana, county government, and the United States Department of Agriculture. Dr. Hibberd also spoke about major initiatives that include plant disease and diagnostic lab; water quality field stations; crop diagnostic and training center, and several more.

    Dr. Hibberd mentioned the programs and information on agricultural production and financial management, being offered by extension educators in agricultural and natural resources for farmers, food processors, bio-energy refiners, manufacturers, and consumers. Consumer and family sciences extension specialists and educators provide education to Hoosiers in key areas of families, community volunteers, health and nutrition, with focus on obesity, diabetes, and healthy eating.

    Dr. Hibberd spoke about Indiana 4-H youth development program. This program develops individual talents, life skills and leadership abilities among Indiana's young people. Over 280,000 age-eligible youth are engaged in 4-H programming in Indiana, making it the largest youth development program in Indiana outside of the public school system. Dr. Hibberd pointed out that ninety four percent of the college age kids go to college.

    In conclusion, Dr. Hibberd summarized that this line item leverages $3.1 million in local and federal funds, as well as positions Purdue University as a key knowledge resource for the entire state of Indiana.

    Ms. Moran-Townsend asked how many of those ninety four percent kids, who go to college, complete it. Dr. Hibberd said that he didn't have the information, but he will try to get it.

Mr. Fisher asked how many students comprise ninety four percent. Dr. Hibberd said that approximately 7,000 students graduate from high school every year, so this would be ninety four percent of 7,000.

Mr. Smith said that this line item is a large enterprise, considering leveraging the additional funding plus using the specific line item appropriation. He asked how this line item compares with other agricultural states, like Illinois or Iowa.

Dr. Hibberd answered that with the inclusion of all resources, the extension program utilizes about $50 million. Other states will be a little larger, since these programs are relative to the population; for example, Ohio has a larger budget. But all these states are approximately in the same range, $50-70 million. Smaller states will have a smaller operation; for example, Nebraska operates with about $30 million.

Mr. Smith asked whether the extension has any data on its epidemiological impacts, like diabetes. Dr. Hibberd confirmed that they did have some data regarding diabetic impact.

Ms. D'Amico asked how much of the state money ($30 million) the operation was leveraging. Dr. Hibberd's answer was $15 million.

3. **Ivy Tech Community College of Indiana: Workforce Certification Centers**

Mr. Jeffrey Terp, Vice President, Policy Analysis and Engagement, presented this item. He said that Ivy Tech Community College has created a Statewide Workforce Certification Center and Regional Centers on its campuses to deliver certification-based training courses, certification-testing services, and other activities directed toward the certification of Indiana's workforce. Ivy Tech recognizes the value of portable, nationally-recognized certification to individuals preparing for careers or upgrading their skills, as well as to employers who need verification of their employees' skills.

The certification centers began with a focus on Information Technology (IT) certification exams. There has been significant growth not only in the number of exams that are now available through vendor partnerships, but also by acting as a full service provider to Indiana Department of Insurance, Indiana Department of Homeland Security and Indiana State Department of Health. Mr. Terp mentioned that Ivy Tech integrates testing services through partnership with several testing providers, such as Pearson VUE, ACT, Prometric, and several others.

Mr. Terp said that there are now 24 workforce certification centers located at Ivy Tech campuses around the state, as well as three additional sites in outlying areas. Although the initial target for delivery of certification was in the Information Technology area, the College now delivers training and testing for dozens of non-IT certification areas, which include: Microsoft Office, Emergency Medical Technician, Healthcare Administrator, Airport Security Screener and Food Safety Manager.

Mr. Terp also said that in addition to their testing and assessment services, Ivy Tech offers both credit and non-credit training options that prepare students for certification and licensing exams. Many certification courses must be taught by faculty, who are themselves certified, so Ivy Tech has been supporting faculty in training and testing for certifications.

Mr. Terp pointed out that funds appropriated by the state for the Workforce Certification line item in the budget bill are being primarily used to fund research and development of new certification opportunities for the College, as well as to update equipment, systems, and software used in the laboratories. The funding is also used to maintain the equipment in the testing centers.

Mr. Slaughter asked Mr. Terp to describe the relationship with the vendors in terms of financial endeavor. Mr. Terp responded that potential vendors may do random checks of the sites, to see whether these sites meet the state requirements in terms of security. Then the vendors send a contract to Ivy Tech, asking Ivy Tech to become one of their testing sites.

Mr. Bernie Hannon added that money comes from the student to the vendor, and Mr. Terp confirmed that Ivy Tech does not get any money for its services. Mr. Terp added that in order to get more certifications, it is necessary to create a funding source for the students of Indiana, so that they do not have to pay for these tests. Some tests may cost up to $300. These are typically the IT tests, necessary to be taken to get a promotion in the IT field.

Mr. Smith asked whether it is possible to make the program more economically free-standing for the state. He was wondering whether there was a chance that the vendor would be sharing the revenue with Ivy Tech.

Mr. Terp gave an example of the Microsoft certification. If Ivy Tech would ask Microsoft to change their paradigm and start sharing their revenue with Ivy Tech, Microsoft, as some other vendors have done before, may say that in this case they will not let anyone in the state get this certification.

Mr. Terp added that some vendors, like State of Indiana, are not being charged by Ivy Tech at all. He said that Ivy Tech would not mind making this service a profitable venture, but he pointed out that Ivy Tech had consistently announced this as a free service to the citizens of Indiana. If Ivy Tech would try to become self-sufficient, and increase the charges for the testing services, this will mean higher prices for the tests for Indiana citizens.

Mr. Smith referred to the insurance or real estate industry, indicating that it is in these industries' economic and professional interest to have high quality licensing process. Mr. Smith noted that the way higher education system accommodates this process does not seem economically fair to the taxpayers, who are in fact paying for these services.

Mr. Terp said that this is a part of the challenge. Ivy Tech can only charge $7.00 for the test. Mr. Lehman asked who dictates this price, and Mr. Terp responded that the vendor does.

Ms. D'Amico asked if the sites were to close, where vendors would go. Mr. Terp responded that in this case the private sector might take over. He also mentioned that some states do not have the certification sites, so the students have to go out of state to get the certification.

Mr. Lehman was wondering how the Microsoft would be able to refuse granting certificates to the citizens of Indiana, in case the testing process was to change.

Mr. Smith said that the Commission would strongly encourage Ivy Tech to test this model, because it seems unfair to taxpayers to be responsible for this expense. Mr. Terp said that last year Ivy Tech paid $40,000 for these tests.

Mr. Smith repeated that this did not make sense, especially from business point of view. Mr. Smith was wondering whether the Commission could anything do to bring this message to the industries.

Mr. Lehman asked whether all the vendors allow Ivy Tech the same amount of the revenue. Mr. Terp responded that the fee varies with the exam. Ivy Tech can charge from $5 to $7, depending on the vendor.

Ms. Slaughter asked whether any of these vendors were operating on their own sites. Mr. Terp responded in negative. Mr. Slaughter said that it looked like the vendors were using Indiana sites in order to avoid spending their own money.

Mr. Smith wanted to include in the record that the Commission would like to help Ivy Tech to change the existing model. Mr. Terp said that Ivy Tech would welcome the Commission's support on this matter.

Ms. D'Amico asked whether it would be possible to see what regions got the money during the last few years. Mr. Terp answered that he will need to find it out.

D. Associate Degree Programs Offered at Indiana Public Universities

Dr. Ken Sauer started his presentation by saying that this is the third meeting at which the Commission will have the discussion regarding the Associate Degree programs, offered at Indiana public universities. Close to 200 Associate Degree programs are currently offered at the public universities, and about 50 are projected to be still admitting students in FY2015.

Dr. Sauer presented charts reflecting actual and projected Associate Degree production at Indiana public institutions. He also spoke about the projected changes between FY2008 and FY2015 in Ivy Tech Community College and Vincennes College.

Dr. Sauer summarized that, based on FY2007 data, Indiana's public sector produced 22 percent fewer associate degrees per 10,000 population aged 25 years and older than the United States as a whole. He also added that assuming no changes other than a net increase of 1,306 associate degrees, Indiana's public sector would still be under-producing associate degrees relative to the nation by 10 percent.

Ms. Moran-Townsend commented on a large increase in enrollment in Ivy Tech, and she was surprised that, given Ivy Tech's projections for 2015, the college shows only a small increase in degree production. Ms. Moran-Townsend also wanted to know how the decisions are made pertaining to the degree production at the regional campuses; whether they are made at the regional campuses level or by Indiana University and Purdue University.

Dr. Sauer responded that the decisions were made at the campus level. He added that there were conversations with main offices of Indiana University and Ivy Tech, where the system office was deeply engaged in those conversations. There were also numerous conversations with Purdue system office, as well as with IPFW.

Mr. Smith referred to page 6 of the Minutes of November meeting, quoting his own request that in December Commission staff would share with the Commission members more details regarding the issue that more than one third of remaining admitting programs for Associate Degrees are being offered at Fort Wayne campus at IU. Mr. Smith added that the Commission was making a good progress in agreement with some of the *Reaching Higher* stipulations concerning the Associate degrees being offered at the right setting. However, Mr. Smith wanted to know why Ft. Wayne campus still remains such a unique campus among others within the system by offering more than one third of all Associate Degrees that are not being offered at the Community College.

Dr. Sauer said he had two conversations with Ft. Wayne campus. He added that he and Commissioner Lubbers have noted Mr. Smith's request, and they are intending to provide the answer to this question in February.

Ms. D'Amico and Dr. Baker had questions regarding a number of Ivy Tech graduates per year from the chart, presented by Dr. Sauer. Dr. Sauer confirmed that Ivy Tech will graduate 7,922 students per year by 2015.

Dr. Donald Doucette, Senior Vice President and Provost, Ivy Tech Community College, added that this number was exactly the number asked of Ivy Tech in the *Reaching Higher"* Dashboard of Key Indicators, which is the 50 percent increase in Associate Degree production by 2015 that was called for in *Reaching Higher.*

Dr. Doucette noted that this is a plug number, assuming there are no other changes in the system. However, substantial changes are occurring in Ivy Tech's system: enrollment increases, real attention to improving the certificate and degree completion; realignment of degree programs, etc. The results of these changes will start to show in several years, so Ivy Tech cannot tell the Commission how the increased enrollment will affect the number of degrees.

Dr. Doucette added that a large number of the new students are transfer students. Very few of the transfer students earn Associate degrees before they move on to the institution, because there is no incentive for them to do so. Dr. Doucette said that incentives and the state policies, as well as a lot of other things will have to be changed in order to have a higher conversion rate of those students.

Ms. Moran-Townsend asked whether the Commission could get better numbers. Dr. Doucette said it was possible, depending on how soon these numbers were needed.

Ms. D'Amico had a question about the number of FTEs, referring to the chart, presented by Dr. Sauer. Brief discussion followed.

Dr. Doucette mentioned the relationship between IU East and Ivy Tech Richmond. He said that students who earn Associate degree in Ivy Tech prior to transferring to IU get a $1,500 scholarship a year automatically. If that incentive existed in other universities in

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the state, Ivy Tech would be producing a considerably larger number of Associate degrees.

Mr. Smith asked whether this incentive was created by Chancellor Steck and Dr. Paydar. Dr. Doucette confirmed that, and said that Ivy Tech would like to have such arrangement at each campus. He added that this initiative is being considered during the discussion on improving transfer for the Achieving the Dream state policy team.

Dr. Sauer added that such incentives benefit the students, who save money, as well as the Community College, because more students will complete the degree and generate degree completion incentive dollars. It also benefits the four-year institutions, which get more transfer students, who complete degrees faster, thus resulting in degree completion funding.

VII.   DECISION ITEMS

A.   Academic Degree Programs

1.   Bachelor of Science in Engineering Technology To Be Offered by Purdue University West Lafayette via Statewide Technology at Anderson (Madison County), Kokomo (Howard County), South Bend (St. Joseph County), and Richmond (Wayne County)

Dr. Duane Dunlap, Associate Dean for Statewide Technology, presented this item. Statewide Technology was created in Indiana in 1967 to serve the economic needs and communities, when no other Associate Degree granting institutions existed.

Dr. Dunlap said that the mission of the Statewide Technology is to work with the communities and regions in Indiana in order to: 1) Keep jobs that exist in these communities and regions; 2) Create economic opportunities that did not exist before; and 3) Improve the quality of life for people in Indiana. Dr. Dunlap noted that 80 percent of students who graduate via Statewide Technology stay within these communities and regions. Statewide Technology currently offers more than 30 Associate Degree programs.

Dr. Dunlap said that as a result of the collaborative efforts between Purdue University and Ivy Tech Community College, a curriculum has been developed for a new Ivy Tech associate degree program. Dr. Dunlap also said that Purdue University will coordinate its phase-out of Statewide Technology associate degrees with Ivy Tech plans to expand its capacity to offer associate degree programs. Dr. Dunlap spoke about the necessity of having the new program in South Bend, Kokomo, Richmond and Anderson.

Dr. Sauer gave the staff recommendation. He commended Dr. Dunlap and his colleagues from Purdue University and Ivy Tech for the collaborative efforts that they have undertaken in creating the new program. He said that there is an articulation agreement for a new Ivy Tech program that will be presented to the Commission soon.

Dr. Baker asked how the credit hours for the new program will be structured. Dr. Dunlap answered that they have an advisory board, which will make all the recommendations.

Mr. Slaughter asked whether the articulation agreement would be completed prior to admitting the students in the fall of 2010. Dr. Mary Sadowski, Associate Dean for Undergraduate Programs and Learning, answered that they have identified 63 hours that would be articulated from Ivy Tech into this new Baccalaureate degree. There are still four or five courses at the upper division level, that need to be finished. The students can start in the fall with the first semester.

R-09-10.2   **RESOLVED:** That the Commission for Higher Education hereby approves the *Bachelor of Science in Engineering Technology* to be offered by Purdue University West Lafayette via Statewide Technology at Anderson (Madison County), Kokomo (Howard County), Richmond (Wayne County), and South Bend (St. Joseph County), in accordance with the background discussion in this agenda item and the *Abstract*, November 25, 2009; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary,* November 25, 2009. (Motion – Bland, second – Sendelweck, unanimously approved)

2. **Associate of Applied Science in Health Care Support and Certificates in Pharmacy Technician, Patient Care, Phlebotomy Technician, Therapeutic Massage, and Electrocardiography Technician To Be Offered by Ivy Tech Community College of Indiana at all 23 Campuses and Centers and the following Sites: Wabash, Greencastle, Connersville, and Batesville**

Dr. Doucette introduced Dr. Mary Ostrye, the newly appointed Ivy Tech Vice Provost for Academic Affairs, who presented this item. She said this program is unique and extremely flexible; the student may earn a certificate, and then return to the college to get an associate degree, and the credit will be awarded toward that degree. This way Ivy Tech is creating career ladder opportunities for students, who can pursue a single certificate, multiple certificates, or an associate degree.

Dr. Ostrye noted that the Certificates that are being offered are in demand. Ivy Tech has already been providing a large number of educational modules, both credit and non-credit, but now the college is providing credentials. These credentials will allow students get the certifications that will make the students employable. The advantage of providing these certificates in this format is that students can get financial aid.

Dr. Ostrye said that representatives from Indiana Hospital Association were present at Ivy Tech's recent Board of Trustees meeting. At that meeting Ivy Tech reported the results of the survey, which show that many of certifications and job descriptions listed in the proposal, are in great demand.

Dr. Ostrye pointed out that Ivy Tech will not offer all five Certificates at all 27 locations simultaneously. Some certificate programs would be offered

intermittently, shutting down or re-starting in response to changing market conditions.

Dr. Sauer gave the staff recommendations. He noted that the Associate Degrees will be offered at all sites, so Ivy Tech and Commission wanted to strike a balance between giving the College maximum flexibility to respond quickly to local workforce demands, and being clear about what Certificates are being offered. The College will provide a list to the Commission each year of what Certificates would be offered at what site.

Mr. Bland asked whether there was a demand for these certificate courses on a high school level. Dr. Ostrye responded that there are opportunities for dual credit for these classes, for example, EMT.

Ms. Moran-Townsend asked whether there was an end-of-the-course exam for each certificate. Dr. Ostrye said that for every certificate there is an industry recognized certification process, but they vary depending on how the certification is offered. Mr. Moran-Townsend asked whether the fee for the course will include the fee for the certification. Dr. Ostrye said that Ivy Tech is still working on this.

R-09-10.3   **RESOLVED:** That the Commission for Higher Education hereby approves the *Associate of Applied Science in Health Care Support and Certificates in Pharmacy Technician, Patient Care, Phlebotomy Technician, Therapeutic Massage, and Electrocardiography Technician* to be offered by Ivy Tech Community College of Indiana at all 23 Campuses and Centers and the following sites: Wabash, Greencastle, Connersville, and Batesville, in accordance with the background discussion in this agenda item and the *Abstract*, November 25, 2009; and

That the Commission recommends no new funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, November 25, 2009. (Motion – Slaughter, second – Costas, unanimously approved)

3. **Doctor of Nursing Practice To Be Offered by Indiana University at its IUPUI Campus and Statewide via Distance Education Technology**

Dr. Robert Sandy, Assistant Executive Vice President, IU presented this item. The IU School of Nursing has a high national ranking for its post-graduate program; it was named 15th in the *US News and World Report*. This new program will expand the school's commitment to combine research and teaching.

Dr. Sandy introduced Dr. Judy Halstead, Executive Associate Dean for Academic Affairs, and invited her to continue the presentation.

Dr. Halstead said that the Doctor of Nursing Practice (DNP) proposal is in response to a national position statement, issued by the American Association Colleges of Nursing, which calls for the DNP to be the preferred credential for the practice nursing by 2018. This program will serve Registered Nurses who have Master's degree in Nursing.

Dr. Halstead spoke about the curriculum of the new program, adding that the DNP is designed as a distance education degree, with only one course requiring an on-campus presence. Dr. Halstead said that graduates of the DNP program would be qualified to fill leadership positions.

Ms. Moran-Townsend asked whether there was a difference in tuition between students taking classes on campus versus those taking classes via distance education. Dr. Halstead responded that there was no difference.

Mr. Smith had a question about the amount of tuition. Dr. Halstead responded that for in-state students the tuition will be approximately $16,000 a year.

Mr. Smith said that the Commission has heard from IU about the faculty shortage or limited capacity in the School of Nursing. He was wondering whether this will challenge the faculty capacity in the undergraduate programs. Dr. Halstead responded that they looked at their Master of Nursing program, and they were able to redirect their resources.

Dr. Sauer gave the staff recommendations.

R-09-10.3   **RESOLVED:** That the Commission for Higher Education hereby approves the *Doctor of Nursing Practice* to be offered by Indiana University at its IUPUI Campus and Statewide via Distance Education Technology, in accordance with the background discussion in this agenda item and the *Abstract*, November 25, 2009; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, November 25, 2009. (Motion – Rehnquist, second – Lehman, unanimously approved)

4. **Academic Degree Programs on Which Staff Propose Expedited Action**

Staff presented a list of degree programs proposed for expedited action. There was no discussion of these items.

R-09-10.4   **RESOLVED:** That the Commission for Higher Education hereby approves by consent the following degree program(s), in accordance with the background discussion in this agenda item*:

- B.A./B.S. in Biochemistry to be offered by the University of Southern Indiana in Evansville

- B.S. in Nursing (Completion) to be offered by Purdue University Calumet Statewide via Distance Education Technology. (Motion – Murphy, second - Slaughter, unanimously approved)

B. **2009 Improving Teacher Quality Partnership Program Funding Recommendations**

Ms. Catisha Coates, Special Projects Coordinator, presented this item.

R-09-10.5 **RESOLVED:** That the Commission for Higher Education hereby approves the awards outlined in the document *2009 Improving Teacher Quality Partnership Program: Proposals Recommended for Funding,* December 11, 2009. (Motion – Slaughter, second – Fisher, 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 October Commission Working Sessions

There was no discussion of these items.

IX. **OLD BUSINESS**

There was none.

X. **NEW BUSINESS**

There was none.

XI. **ADJOURNMENT**

The meeting was adjourned at 12:00 p.m.

_____
Mike Smith, Chair

_____
Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION
Friday, February 12, 2010

DISCUSSION ITEM A:	**Indiana's Cash for College Campaign (January – March 2010)**

Staff Recommendation   For discussion only.

Background   Indiana's Cash for College is a statewide campaign designed to encourage Hoosier students and families to plan to pay for college. Made possible by a federal grant from the U.S. Department of Education, Indiana's Cash for College campaign promotes practical, grade-specific steps for Hoosier students, all leading up to the state's March 10th deadline for completing the Free Application for Federal Student Aid (FAFSA).

Led by the state's Learn More Indiana outreach partnership, Cash for College goals for high school students include (but are not limited to) the following:
- Every **senior** will **file a FAFSA**.
- Every **junior** will **scout out scholarships**.
- Every **sophomore** will **calculate the cost** of college.
- Every **freshman** will **learn the lingo** (financial aid terms).

Indiana's Cash for College campaign is designed to mobilize local communities and to leverage existing statewide events, including College Goal Sunday and FAFSA Fridays. Moreover, to encourage early awareness and preparation, the Cash for College campaign extends goals for younger students:
- Every **middle school** student will **plan to pay** by looking into Indiana's Twenty-first Century Scholars GEAR UP program and planning to take rigorous courses in high school.
- Every **elementary student** will **start to save** by asking their parent or guardian to open a CollegeChoice529 savings account.

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. Learn more online at www.learnmoreindiana.org.

Supporting Documents   Indiana's Cash for College Promotional Flyer

PAYING FOR COLLEGE CAN BE DAUNTING. BUT IT IS POSSIBLE. BILLIONS OF DOLLARS ARE AVAILABLE, SO HELP YOUR SCHOOL GET THEIR HANDS ON...

INDIANA'S CA$H FOR COLLEGE

Indiana's **Cash for College** campaign includes practical, grade-specific steps to help students prepare to pay for college, all leading up to the annual **March 10 deadline** for students to complete the **Free Application for Federal Student Aid (FAFSA)**. In addition to promoting financial aid, the Cash for College push promotes fiscal responsibility and awareness, scholarships, graduation plans, and college savings plans, such as **Indiana's CollegeChoice 529 plan**.

Find out how your school can get involved with **FREE Cash for College Toolkits** geared specifically for K-12 school leaders and community partners. Get yours at **LearnMoreIndiana.org/CashforCollege**

SAVE THE DATES

$40,000 in Scholarships Available

College Goal Sunday,
get help and file the FAFSA at this FREE statewide event
Feb. 21 • 2 p.m. (local time)
37 sites across Indiana
www.collegegoalsunday.org

FAFSA Fridays
get FREE information and chat online with financial aid experts
Feb. 12 and **19**
12 to 2 p.m. and 6 to 8 p.m. (EST)

LearnMoreIndiana.org/CashForCollege
1-800-992-2076

LEARNMORE INDIANA

COMMISSION FOR HIGHER EDUCATION
Friday February 12, 2010

DISCUSSION ITEM B1-3:   <u>**Indiana University – Abilene Network Operations Center; I-Light Operations Network; GigaPop Project**</u>

Staff Recommendation   For discussion only.

Background   As part of the biennial budget process, the Commission makes recommendations on the so called higher education line items. The Commission is taking time during this off-budget year to take a closer look at the several line items in the budget than is typically possible during the busy budget session. This third group of line items to be reviewed by the Commission consists of three line items assigned to Indiana University: Abilene Network Operations Center; I-Light Operations Network; GigaPop Project

Supporting Documents   *2009-2011 Biennial Budget Request from Indiana University.*
                                  Additional documents to be distributed by Indiana University.

IU is the home of the Abilene Network Operations Center (NOC)

In August of 1998, Indiana University was chosen as the home for the Abilene network operations center. The Abilene network operations center provides comprehensive network management services for all the physical and operational aspects of the Abilene network and plays a critical role in the deployment of the advanced networking initiatives and services that are the focus of the Internet2 project.

The Abilene/Internet2 Network

The Abilene Network is an Internet2 high-performance backbone network that enables the development of advanced Internet applications and the deployment of leading-edge network services to Internet2 universities and research labs across the country. The network has become the most advanced native IP backbone network available to universities participating in Internet2.

The Abilene Network supports the development of applications such as virtual laboratories, digital libraries, distance education and tele-immersion, as well as the advanced networking capabilities that are the focus of Internet2. Abilene complements and peers with other high-performance research networks in the U.S. and internationally.

Created by the Internet2 community, Abilene connects regional network aggregation points—called gigaPoPs—to provide advanced network services to Internet2 university, corporate, and affiliate member institutions in all 50 states, the District of Columbia, and Puerto Rico. Today Abilene has 44 direct connectors including the Indiana GigaPop, 228 participants in all 50 states, 104 sponsored participants and 33 state education group partners (SEG-P) such as IHETS here in Indiana.

Abilene is a proving ground for high-bandwidth technologies. The cross-country backbone is a primarily OC-192c 10 (gigabits per second) backbone employing optical transport technology and advanced high-performance routers, with the goal of offering 100 megabits per second of connectivity between every Abilene connected desktop.

The Abilene Network is partnership of Internet2, Qwest Communications, Nortel Networks, Juniper Networks, and Indiana University.

Impact of IU's Role in the Abilene Network

The Abilene network operations center is physically located on the IUPUI campus. The selection of IU as the home of the Abilene network operations center confirms the increasing importance of Indianapolis as a national networking center.

Strong support from the State of Indiana enabled Indiana University to be selected as home of the NOC. The State recognizes the importance of supporting the development of the new generation of high-speed Internet technologies that provide promise of major impacts in such diverse areas as distance and lifelong learning, healthcare and geographically distributed design and planning.

In large part due to the existence of ongoing State funding for the Indiana GigaPoP and the Abilene NOC, IU has been able to further leverage this investment with additional national and international responsibilities which bring great acclaim and prestige to IU and the State of Indiana.

A. Global Networks

Being the NOC for Abilene has enabled IU to develop the reputation and critical mass of expertise in managing the operations center of high performance networks and led to the establishment of the Indiana University Global Research Network Operations Center (Global NOC.)

The Global Research Network Operations Center is housed on the IUPUI (Indianapolis) campus, in the University Library building. Staffed by fifteen full-time technicians, the NOC operates on 24 hour, 7 day a week, 365 days a year schedule. The NOC has been awarded contracts to support not only the Abilene Internet2 network, but also the following Global Networks: TransPAC, STAR TAP, Euro-Link., MIRNet and AMPATH.

TransPAC

TransPAC provides high performance Internet2 network connectivity from the Asia Pacific Advanced Network to other global networks for the purpose of international collaborations in research and education.

STAR TAP

STAR TAP is the Science, Technology, And Research Transit Access Point -- which facilitates the long-term interconnection and interoperability of advanced international networking in support of applications, performance measuring, and technology evaluations. It enables traffic to flow to international collaborators from over 100 U.S. leading-edge research universities and supercomputer centers that are attached to high-performance global research networks.

Euro-Link

Euro-Link is a National Science Foundation-funded initiative that facilitates the connection of European and Israeli National Research Networks (NRNs) to the high-performance vBNS and Abilene networks.

MIRnet

MIRnet is a joint US-Russian project to provide next generation Internet services to collaborating US-Russian scientists and educators. Its goals include assisting meritorious scientific collaborations requiring advanced, high performance Internet services; connecting the Russian next generation Internet network to the US and other next generation networks in the US and elsewhere; and, more broadly, encouraging and supporting productive cooperation between the US and Russian scientific communities.

AMPATH

The AmericasPATH (AMPATH) network is a project that interconnects the R&E networks in South and Central America, the Caribbean and Mexico to US and non-US Research and Education (R&E) networks via Internet2's Abilene network.

B. Other National Networks

National Lambda Rail (NLR)

In addition to being awarded the NOC for the global research networks listed above, IU has responsibility for providing similar services to the newest advanced high performance network, **National LambdaRail**

(NLR). IU was selected in 2003 to provide both Network Operations Center and Network Engineering services to NLR, which will in FY 2007-08 add almost $700,000 in additional annual contract income. This would not have been possible without the base level of support provided by the appropriation for the Abilene NOC and the Indiana GigaPoP. IU is also positioned to further increase its involvement in several other national networking initiatives, including the **TeraGrid project**. And the IU Global Research Network Operations Center has proposed to service the international high performance networking community, which will bring even more prestige and external funding to the University and the State.

Impact of the Indiana GigaPop

The Indiana GigaPoP continues to play an expanding role in Indiana's linkage to the developing national cyberinfrastructure. As a key infrastructure component of I-Light and now I-Light2, the GigaPoP has become one a of a very few premier network interface points in the nation. The GigaPoP now services not only IU and Purdue, but also the rest of the State through the connectivity of IHETS and the rest of the Indiana Telecommunications Network. The GigaPoP is now the single interface point for the State's entire higher education sector to not only Internet2 and other advanced networks, but also the commodity Internet. Its placement and use have enabled Indiana's K-20 community to take advantage of tremendous reductions in rates for internet connectivity, which in turn has allowed the State to dramatically increase its connectivity without a single dollar increase in the funding required to provide that service. And in the future, we expect to see costs actually decrease, while capacity continues to increase significantly. The Indiana GigaPoP is the State's main point of presence on the national internet infrastructure, and is helping Indiana secure a place in the lead nationally.

Ilight

Ilight has become an integral part of keeping Indiana's status as a leader in networking. Well-developed, integrated networking connectivity and capacity statewide is vital to the strategy of promoting Indiana's research and collaboration requirements. Ilight has the capability to provide all higher education institutions across the state with access to other state, regional, and national networks. In addition, Ilight will allow new and deaper partnerships with neighboring states, by allowing interconnections between Ilight and similar networks in those states.

Committee on Institutional Cooperation (CIC) OmniPoP

In 2007, the Committee on Institutional Cooperation selected IU in a competitive bid to be the operator of the new CIC OmniPoP network in Chicago. This network provides access to all CIC schools, including all Big Ten schools and the University of Chicago, to each other, NLR, and Internet2. It promotes the rich connectivity that is required for the Big Ten schools to play a critical role in the networking serving cutting edge research and education. IU beat several qualified regional entities to be selected, and our success was a testament to the reputation and track record we've built and continue building using the state's investment.

Connecticut Education Network (CEN)

In 2008, IU was selected to provide Networks Operations Center and Network Monitoring services for the Connecticut Education Network, which provides networking services for Connecticut's school districts, libraries, and higher education institutions with high-speed access to the Internet, next-generation Internet2, and iCONN - Connecticut's research engine. This positions IU well in a new arena -- provider

of networking operations support for other state and regional networks, and cements Indiana's place as a leader in the field. This would not be possible without the investment made by the state in the 24x7 Network Operations Center that many other states struggle to provide.

Maintenance of Operations

Maintenance of the base is a key factor in the institution's ongoing delivery of high-quality services. Higher education in general must address a highly competitive market for talented faculty and the cost of unfunded mandates. These factors must then be considered within the context of the rate of inflation in determining an appropriate maintenance increase for the base budget. Our request follows the instructions of the Commission for Higher Education and the State Budget Agency and therefore makes no specific request; it assumes that adequate price inflation funding will be recommended by the Commission and funded by the General Assembly.

COMMISSION FOR HIGHER EDUCATION
Friday, February 12, 2010

DISCUSSION ITEM C: **Discussion Relating to Two Master's Degrees in Education**

Staff Recommendation   For information only.

Background   The Commission for Higher Education currently has before it two master's degrees in education that are awaiting action: (1) the M.S. in Education proposed by Indiana University East for delivery to Lawrenceburg and (2) the M.A. in Secondary Education proposed by Ball State University for delivery statewide via distance education technology. The purpose of this agenda item is to allow for a discussion, with IU East and Ball State, of master's programs in general before the Commission might take action on these two specific programs.

All of the attention that has been directed toward teacher education programs in Indiana over the past year has raised a number of questions regarding the optimal preparation for entry-level teachers and the best professional development opportunities for currently employed teachers. With respect to the latter, what is the extent to which master's programs should incorporate topics such as:

- Advanced subject matter content for areas in which the teacher is teaching
- Learning assessment
- Diagnosing learning disabilities
- Cognitive development
- The science of learning
- Data analysis and interpretation
- Methods for undertaking applied research that can lead to better teaching and learning in the classroom
- Interpretation of research results
- Teaching and designing web-based courses

Are our current master's programs in education structured optimally for equipping our teachers to address the needs of today's children? For programs aimed at teachers who are already licensed, do they re-visit material already covered in the undergraduate teacher education curriculum or do they introduce new topics?

Supporting Document   None.

COMMISSION FOR HIGHER EDUCATION
Friday February 12, 2010

DISCUSSION ITEM D: *Reaching Higher: Strategic Initiatives for Higher Education in Indiana* **– State-Level Dashboard of Key Indicators, 2010 Update**

Staff Recommendation For discussion only.

Background The State-Level Dashboard of Key Indicators is an assessment of higher education performance at the state level, and creates a benchmark to which the state as a whole should aspire for competing effectively with other states and internationally. The core metrics utilized in the Dashboard of Key Indicators capture the core objectives of the 2007 Reaching Higher, and serve as guideposts from which additional data and indicators may be generated to better understand and analyze issues.

The information presented in this 2010 update reflects progress made towards the identified goals, and an assessment of performance. The 2010 update utilizes the most recent data available.

Supporting Document *To Be Distributed*

COMMISSION FOR HIGHER EDUCATION
Friday, February 12, 2010

DECISION ITEM A-1:   **Master of Arts in Applied Behavior Analysis 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 Applied Behavior Analysis to be offered by Ball State University Statewide via Distance Education Technology, in accordance with the background discussion in this agenda item and the *Abstract*, January 29, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, January 29, 2010.

Background   Ball State University Department of Special Education, which will deliver the proposed program, currently offers a master's degree in Special Education, which enrolled 210 headcount or 88 FTE students and had 35 graduates in FY2008. The Department also offers two 15-semester hour certificate programs: one in Applied Behavior Analysis (ABA) and one in Autism. The certificate programs currently enroll 65 and 80 students, respectively. The proposed program will build on the foundation and track record of the certificate programs, so that students will be able to earn a master's degree in Applied Behavior Analysis with a special emphasis on Autism.

The Indiana Department of Education reports there are over 10,000 children in public schools who are diagnosed with autism. Prevalence rates from the Center for Disease Control suggest there are a minimum of 31,000 adults with autism spectrum disorders in Indiana.

Available to treat this population are just 47 Board Certified Behavior Analysts (BCBA), who are best positioned to treat this disorder. Medicaid is required to provide reimbursement for services provided by BCBA personnel, which is also true for private insurers, as a result of the Autism Insurance Mandate that was passed by the Indiana General Assembly in 2001. For these reasons, schools, hospitals, residential facilities, and other mental health employers have a strong preference for hiring individuals who are BCBA credentialed. Individuals who are BCBAs are also able to set up their own centers and private practices for treating people with autism.

Ball State University is the only university in the state that is accredited to prepare students – through the existing certificates and the proposed master's program – for BCBA certification. Every state in the 12-state MHEC region has at least one program -- certificate or master's – for preparing BCBAs. With the exception of the practicum, the proposed M.A. in Applied Behavior Analysis will be delivered entirely through Internet-based courses.

Supporting Documents

(1) *Abstract* - Master of Arts in Applied Behavior Analysis To Be Offered by Ball State University Statewide via Distance Education Technology, January 29, 2010.

(2) *New Academic Degree Program Proposal Summary* – M.A. in Applied Behavior Analysis, January 29, 2010.

Abstract

Master of Arts in Applied Behavior Analysis
To Be Offered by
Ball State University Statewide via Distance Education Technology

January 29, 2010

Objectives: To fill the shortage of Board Certified Behavior Analysis in the State of Indiana.

Clientele to be Served: Teacher, psychologists, and other human service professionals throughout the state who deal with various issues related to autism. The program is designed to meet the needs of part- and full-time students, currently employed professionals, non-traditional students, and career-changers.

Curriculum: A total of 30 semester credit hours are required to complete the program, distributed as follows:

Required Courses (30)
- Introduction to Applied Behavior Analysis (3)
- Behavioral Consultation (3)
- Advanced Applied Behavior Analysis (3)
- Professional Issues in Applied Behavior Analysis (3)
- Research in Special Education (3)
- Practicum in Applied Behavior Analysis (6)
- Introduction to Persons with Autism Spectrum Disorders (3)
- Interventions and Treatments for Persons with Autism (3)
- Practicum in Autism (3)

Employment Possibilities: Schools, hospitals, residential facilities, and other mental health settings. There is also a strong demand for behavior analysts to work with individuals with disruptive behavior disorders, individuals with developmental delays, and learning problems. Parents also hire behavior analysts to work with them when modifying specific behaviors that interfere with development and learning.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

January 29, 2010

I. Prepared by Institution

Institution/Location: Ball State University to be offered statewide via distance education technology

Program: M.A. in Applied Behavior Analysis

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	0	0	0	0	0
Part-Time	47	57	70	75	80
Total	47	57	70	75	80
Enrollment Projections (FTE)					
Full-Time	0	0	0	0	0
Part-Time	73	83	88	95	101
Total	73	83	88	95	101
Degree Completions Projection	14	20	30	36	40
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

II. Prepared by CHE

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

CHE Code: 09-34
Campus Code: 1786
County: All 92 Counties
Degree Level: 07
CIP Code: Federal – 131013; State – 131013

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

COMMISSION FOR HIGHER EDUCATION
Friday, February 12, 2010

DECISION ITEM A-2:   <u>**Master of Science in Physician Assistant Studies To Be
Offered by Indiana State University at Terre Haute**</u>

Staff Recommendation   That the Commission for Higher Education approve the Master
of Science (M.S.) in Physician Assistant Studies to be offered
by Indiana State University at Terre Haute, in accordance with
the background discussion in this agenda item and the *Abstract*,
January 29, and

That the Commission recommend no new state funds, in
accordance with the supporting document, *New Academic
Degree Program Proposal Summary*, January 29, 2010.

Background   While there are no public institutions that offer programs to
prepare Physician Assistants (PAs), two independent
institutions – Butler University and the University of St. Francis
– have such programs. Butler began preparing Physician
Assistants through its baccalaureate program in 1996, but in
2005 implemented a master's program to prepare Physician
Assistants. Butler has graduated an average of 33 Physician
Assistants over the past ten years. The University is currently
admitting about 50 students per year.

Indiana has the third lowest ratio of physician assistants per
million population (98 PAs/million population); only Arkansas
and Mississippi have lower ratios (54 and 29, respectively). In
the 12-state MHEC region, two-thirds of the states have PA-to-
population ratios that fall between 235 and 524, well above
Indiana's ratio (see table below). MHEC states with ratios
closest to that of Indiana's are Missouri (108), Illinois (152),
and Ohio (170).

	Physician Assistants per 1 Million Population
Illinois	152
Indiana	98
Iowa	255
Kansas	286
Michigan	291
Minnesota	235
Missouri	108
Nebraska	416
North Dakota	381
Ohio	170
South Dakota	524
Wisconsin	275

In Indiana, licensure as a Physician Assistant requires graduating from an accredited college or university and successfully completing the national certifying examination (PANCE), which is administered by the National Commission of Certification of Physician Assistants.

Physician Assistants have roles that are somewhat comparable to Nurse Practitioners (NPs), especially Family NPs, although Physician Assistants tend to work more directly under a supervising physician and are mostly trained as generalists. Physician Assistants are eligible for certification as Medicare and Medicaid providers, and generally receive favorable reimbursement from commercial payers. They also perform the duties and responsibilities that are delegated by the supervising physician and within the physician's scope of practice, including assessment, diagnosis, patient teaching, prescribing and dispensing medications, and providing referrals.

Nurse Practitioners are typically prepared at the master's level and above. There are 148 accredited Physician Assistant programs, most of which are at the master's level, although there are some baccalaureate level and even a few remaining associate degree programs.

Indiana State University has a strong track record of preparing nursing and health professionals for rural areas. This emphasis will also characterize the PA program, with special attention given to placing students in rural clinical rotations. At the same time, clinical rotations in underserved urban locations will also be sought. The program proposal has the endorsement of the Indiana Primary Care Health Association.

Supporting Documents

(1) *Abstract* – Master of Science in Physician Assistant Studies To Be Offered by Indiana State University at Terre Haute, January 29, 2010.

(2) *New Academic Degree Program Proposal Summary* – M.S. in Physician Assistant Studies, January 29, 2010.

Abstract

Master of Science in Physician Assistant Studies
To Be Offered by
Indiana State University at Terre Haute

January 29, 2010

Objectives: To create a student-centered educational environment that engages individuals to become compassionate, competent physician assistants who possess the clinical skills to contribute positively to the dynamic health care needs of rural and underserved populations.

Clientele to be Served: Baccalaureate prepared students from a variety of backgrounds who may enroll directly after completion of their undergraduate degree or, after working in the health care fields for a variable length of time.

Curriculum: A total of 93 semester credit hours are required to complete the program, distributed as follows:

Didactic Year (45 credit hours)
- Bioscience (4)
- Physical Diagnosis (3)
- Clinical Science (3)
- Intro to Physician Assistant Practice (2)
- Health Behavior Theory (3)
- Clinical Medicine I & II (8)
- Specialty Care I (4) & II (3)
- Pharmacotherapeutics I & II (6)
- Clinical Management I (4) & II (3)
- Applied Research (2)

Clinical Year (36 credit hours)
- Clinical Skills (3)
- Family Medicine Rotation (3)
- Emergency Medicine Rotation (3)
- General Surgery Rotation (3)
- Clinical Project (3)
- Women's Health Rotation (3)
- Internal Medicine Rotation (3)
- Geriatrics Rotation (3)
- Behavioral Medicine Rotation (3)
- Pediatrics Rotation (3)
- Floating Rotation (3)
- Elective Rotation I (3)

<u>Clinical/Didactic</u> (12 credit hours)
- Elective Rotation II (3)
- Clinical Management III (4)
- Physician Assistant Practice Transition (5)

Employment Possibilities: Employment opportunities are available in a wide range of medical settings.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

January 29, 2010

I. Prepared by Institution

Institution/Location: Indiana State University to be offered at Terre Haute

Program: M.S. in Physician Assistant Studies

	Year 1 FY2011	Year 2 FY2012	Year 3 FY2013	Year 4 FY2014	Year 5 FY2015
Enrollment Projections (Headcount)					
Full-Time	30	60	90	90	90
Part-Time	0	0	0	0	0
Total	30	60	90	90	90
Enrollment Projections (FTE)	30	60	90	90	90
Full-Time	0	0	0	0	0
Part-Time					
	30	60	90	90	90
Total					
Degree Completions Projection	0	0	30	30	30
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

II. Prepared by CHE

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

CHE Code: 10-02

Campus Code: 9563

County: Vigo

Degree Level: 07

CIP Code: Federal – 510912; State – 510912

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

COMMISSION FOR HIGHER EDUCATION
Friday, February 12, 2009

DECISION ITEM A-3: <u>**Doctor of Philosophy in Youth Development and Agricultural Education To Be Offered by Purdue University West Lafayette at West Lafayette**</u>

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Philosophy (Ph.D.) in Youth Development and Agricultural Education to be offered by Purdue University West Lafayette at West Lafayette, in accordance with the background discussion in this agenda item and the *Abstract*, January 29, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, January 29, 2010.

Background

At all levels – undergraduate and graduate – Purdue University programs in Agriculture enroll approximately 2,000 students each year and confer well over 400 degrees. In FY2008, Purdue conferred 38 Ph.D. in Agriculture disciplines.

The primary purpose of the program will be to prepare students for academic positions in extension and education, as well as for research, training, management and education administration positions in industry, government, and the K12 system. A central focus of the Department of Youth Development and Agricultural Education, which was created by within the College of Agriculture in 2003, is life science education, as well as the teaching and learning of all Science, Technology, Engineering, and Math (STEM) fields. Graduates of the program will likely occupy leadership roles in fields such as program evaluation and assessment, international agricultural extension, or advanced leadership development in private and public sector agencies.

In the surrounding states, only one university – Ohio State – is conferring doctoral degrees in all three areas that will be covered by the proposed degree: agricultural education, extension education, and agricultural communication.

Supporting Documents

(1) *Abstract* - Doctor of Philosophy in Youth Development and Agricultural Education To Be Offered by Purdue University West Lafayette at West Lafayette, January 29, 2010

(2) *New Academic Degree Program Proposal Summary –*
Ph.D. in Youth Development and Agricultural Education,
January 29, 2010

Abstract

Doctor of Philosophy in
Youth Development and Agricultural Education
To Be Offered by
Purdue University West Lafayette at West Lafayette

January 29, 2010

Objectives: To provide a rigorous research base for guiding agricultural and extension education practice; to prepare expert agricultural and extension education practitioners; and, develop curriculum leaders in agricultural and extension education.

Clientele to be Served: The program is primarily designed for students possessing a M.S. degree in an agricultural and/or human development discipline. Student with a master's degree in another technical field would also be eligible for the program.

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

- Master's degree in an Agricultural and/or Human Development discipline or other technical field (30 credit hours)

- Philosophical, Historical, Social-Cultural (Chosen from a list of seven required courses, 3 credit hours)

- Research, Assessment, and Evaluation (Chosen from a list of three required courses, 3 credit hours)

- Educational/Developmental Psychology (Chosen from a list of six required courses, 3 credit hours)

- Research Competency, including Qualitative and Quantitative Research Methodology (Chosen from a list of ten required courses,15 credit hours)

- Major course work devoted to Agricultural and Extension Education (Choose 5-7 courses from a list of nine required courses, 15 credit hours)

- Coursework in a Related Field (Choose 3-4 courses from four discipline areas, 9 credit hours)

- Dissertation (12 credit hours)

Employment Possibilities: Graduates will be prepared for academic, business, and research careers in the agricultural and/or extension education field. Graduates will be placed in two-year and four-year agricultural and extension education programs (with and without graduate programs) and in community colleges. Graduate will be employed as teachers, extension state specialists, educational training specialists, technical communication specialists, and directors of teaching/learning centers, diversity programs, or outreach programs.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
January 29, 2010

I. Prepared by Institution

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

Program: Ph.D. in Youth Development and Agricultural Education

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

II. Prepared by CHE

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

CHE Code: 09-31
Campus Code: 1825
County: Tippecanoe
Degree Level: 09
CIP Code: Federal – 010801; State – 010801

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

COMMISSION FOR HIGHER EDUCATION
Friday, February 12, 2010

DECISION ITEM A-4:   **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:

- Master of Science in Criminal Justice and Public Safety to be offered by Indiana University through its IUPUI Campus

- Certificate of Graduation in Pre-Veterinary Technology to be offered by Vincennes University at Vincennes and Jasper

- Associate of Science in Office Administration to be offered by Ivy Tech Community College-Fort Wayne at Fort Wayne

- Bachelor of Science in Sport Management to be offered by the University of Southern Indiana at Evansville

- Bachelor of Science in Health Sciences to be offered by Indiana University at Its IUPUI Campus

- Bachelor of Arts in Philanthropic Studies to be offered by Indiana University at Its IUPUI Campus

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*, January 29, 2010

(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

January 29, 2010

CHE 09-46   **Master of Science in Criminal Justice and Public Safety to be offered by Indiana University through its IUPUI Campus**

Proposal received on October 26, 2009
CIP Code: Federal – 430104; State – 430104
Projected Annual Headcount: 41; FTEs: 26; Degrees: 40
New State Funds Requested, Actual:
>   Year 1: $ 0
>   Year 2: $ 0
>   Year 3: $ 0
>   Year 4: $ 0
>   Year 5: $ 0

IUPUI currently offers a Master of Public Affairs with a concentration in Criminal Justice, which is attractive to senior level administrators who want to move into public sector management. The proposed degree is designed to also attract lower- to middle-level managers, including working professionals in criminal justice and public safety.

CHE 09-48   **Certificate of Graduation in Pre-Veterinary Technology to be offered by Vincennes University at Vincennes and Jasper**

Proposal received on October 26, 2009
CIP Code: Federal – 511104; State – 511104
Projected Annual Headcount: 22; FTEs: 26; Degrees: 14
New State Funds Requested, Actual:
>   Year 1: $ 0
>   Year 2: $ 0
>   Year 3: $ 0
>   Year 4: $ 0
>   Year 5: $ 0

This 39 semester hour Certificate of Graduation – which consists of courses in the life sciences, chemistry, mathematics, and communication – is specifically designed to articulate with the Purdue baccalaureate program in Veterinary Technology. All credits will count toward the Purdue degree and will fully satisfy the first year of the baccalaureate program.

CHE 09-49   **Associate of Science in Office Administration to be offered by Ivy Tech Community College-Fort Wayne at Fort Wayne**

Proposal received on October 30, 2009
CIP Code: Federal – 520499; State – 520499
Projected Annual Headcount: 10; FTEs: 8; Degrees: 2
New State Funds Requested, Actual:
>   Year 1: $ 0

Year 2: $ 0
Year 3: $ 0
Year 4: $ 0
Year 5: $ 0

Ivy Tech Community College of Indiana currently offers the A.A.S. in Office Administration at its Ft. Wayne campus. Given that IPFW and the College have worked out an articulation agreement, by which all Ivy Tech credits will count toward the Purdue B.S. in Organizational Leadership and Supervision, the College seeks to add an A.S. option to its Office Administration program.

CHE 09-53   **Bachelor of Science in Sport Management to be offered by the University of Southern Indiana at Evansville**

Proposal received on December 1, 2009
CIP Code: Federal – 310504; State – 310504
Projected Annual Headcount: 113; FTEs: 118; Degrees: 28
New State Funds Requested, Actual:
       Year 1: $ 0
       Year 2: $ 0
       Year 3: $ 0
       Year 4: $ 0
       Year 5: $ 0

While USI offers programs in physical education and exercise science, this program is designed to meet the accreditation standards of the Commission on Sport Management Accreditation, which is affiliated with the North American Society for Sport Management. The University already has relevant articulation agreements with Vincennes University, which will apply to the proposed degree, and students pursuing an Ivy Tech A.S. in Liberal Arts degree will be able to count all of those credits toward the B.S. in Sport Management.

CHE 09-55   **Bachelor of Science in Health Sciences to be offered by Indiana University at Its IUPUI Campus**

Proposal received on December 18, 2009
CIP Code: Federal – 510701; State – 510701
Projected Annual Headcount: 60; FTEs: 58; Degrees: 50
New State Funds Requested, Actual:
       Year 1: $ 0
       Year 2: $ 0
       Year 3: $ 0
       Year 4: $ 0
       Year 5: $ 0

This program will provide opportunities for students who are interested in entry- and mid-level positions in a variety of health professions or who are seeking admission to graduate health professional programs. It will also provide baccalaureate completion opportunities for Ivy Tech associate degree graduates of any of the College's allied health programs, who can apply all of their credits toward this degree.

CHE 09-58   **Bachelor of Arts in Philanthropic Studies to be offered by Indiana University at Its IUPUI Campus**

Proposal received on December 18, 2009
CIP Code: Federal – 309995; State – 309995
Projected Annual Headcount: 80; FTEs: 72; Degrees: 20
New State Funds Requested, Actual:
          Year 1: $ 0
          Year 2: $ 0
          Year 3: $ 0
          Year 4: $ 0
          Year 5: $ 0

At its IUPUI campus, Indiana University offers an M.A. and Ph.D. in Philanthropic Studies, which together enrolled a total of 125 headcount or 53 FTE students in FY2008. With resources in place, this program will expand opportunities to students at the undergraduate level, who are interested in working in philanthropy or for non-profit organizations. Ivy Tech students graduating with an associate degree in Liberal Arts will be able to apply all of their credits toward meeting the requirements of the proposed B.A. in Philanthropic Studies.

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, February 12, 2010

DECISION ITEM B-1:   <u>**Renovation of Pickerl Residence Hall at Indiana State University**</u>

Staff Recommendation   That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *Renovation of Pickerl Residence Hall*, as described in the project description and staff analysis dated February 3, 2010.

Background   By statute, the Commission for Higher Education must review all repair and rehabilitation projects, which exceed $1,000,000, regardless of the source of funding. If any state-appropriated funds or mandatory student fees assessed all students are used, the threshold above which Commission review is required is $750,000.

The Trustees of Indiana State University request approval to proceed with the renovation and reconfiguration of Pickerl Residence Hall on the Terre Haute campus. Indiana State University is in the process of a systemic renovation of residence hall facilities throughout campus. The project includes the reconfiguration of existing space in Pickerl Hall, constructed in 1963, to accommodate double rooms with private baths, individual heat and air conditioning controls, and fire suppression systems. The project will be funded from $10,000,000 in revenue bonds repaid through Residence Hall System Operating Budgets. No state funds or mandatory student fees support the project.

Supporting Document   *Renovation of Pickerl Residence Hall, February 12*, 2010.

RENOVATION OF PICKERL RESIDENCE HALL

February 12, 2010

Project Description and Staff Analysis[*]

PROJECT SUMMARY:

The Trustees of Indiana State University request approval to proceed with the renovation and reconfiguration of Pickerl Residence Hall on the Terre Haute campus. Indiana State University is in the process of a systemic renovation of residence hall facilities throughout campus. The project includes the reconfiguration of existing space in Pickerl Hall, constructed in 1963, to accommodate double rooms with private baths, individual heat and air conditioning controls, and fire suppression systems. The project will be funded from $10,000,000 in revenue bonds repaid through Residence Hall System Operating Budgets. No state funds or mandatory student fees support the project.

PROJECT DESCRIPTION:

This project consists of the renovation and reconfiguration of Pickerl Hall from the traditional dormitory floor plan to create double rooms with private bathrooms and individual heat and air conditioning controls. This project is part of a systematic upgrading of residence hall facilities to provide living and learning spaces that are attractive to prospective and returning students. The renovation will also include the installation of air conditioning throughout the facility, fire suppression systems with sprinklers and alarms in each room, replacement of roof, heating systems, windows, and electrical structural repairs.

Project Summary:		
Space in Project:	70,018 GSF	40,676 ASF
Project Cost:	$10,000,000	$143 per GSF
Sources of Funds:		
Revenue Bonds (Housing and Dining Operating)		$10,000,000
Expected Increase in Operating Costs: N/A		

The University anticipates that the projected will be completed in July 2010.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING:

This project is a part of a systematic renovation of all residence halls and is consistent with Indiana State University's mission as a four year residential campus.

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

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES:

Pickerl Hall, constructed in 1963, has received only limited upgrades and maintenance since original construction. The proposed renovation of Pickerl Hall will provide for a reconfiguration of interior space to accommodate double rooms with private baths and individual heat and air conditioning controls in order to both meet the needs of, and be attractive to, students and create an atmosphere conducive to living and learning.

RELATIONSHIP TO LONG-RANGE FACILITY PLANS:

This project is a continuation of the Indiana State University's desire to provide well-maintained, up-to-date accessible residence hall facilities.

STAFF ANALYSIS

1.   This project would be funded through revenue bonds, tax exempt borrowing, repaid through Residence Halls System Operating budgets, or user fees paid by users of the Residence Halls system. No state appropriations or mandatory student are budgeted for the project.

2.   Pickerl Hall is part of a systemic renovation of residence halls on the Indiana State University campus. In 1998-99, Indiana State University renovated Hines Residence Hall, and Jones Residence Hall was renovated in 2000-01. In 2005-06, the University renovated Burford residence Hall. ISU is currently undertaking a renovation of Sandison Hall.

3.   ISU has recently completed a comprehensive, campus-wide Land Use Plan with Ratio Architects. This renovation is consistent with that plan.

4.   Currently, about 33% of campus enrollment at ISU lives in residence halls. While the number of students living in residence halls has declined, the percentage of students living in residence halls has remained fairly constant at the University.

5.   Indiana State University's current overall capacity in its residence halls is 3,312 beds with 97% occupancy. Following the renovation of Sandison Hall, there will be 240 additional beds available.

6.   Debt service for the project will be spread across the residence hall system. For 2009-10, the room and board rate for the Indiana State University residence hall system range from approximately $7,460 to $8,100.

DECISION ITEM B-2:   <u>**Renovation of Tulip Tree Apartments at Indiana University Bloomington**</u>

Staff Recommendation   That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *Renovation of Tulip Tree Apartments at Indiana University Bloomington*, as described in the project description and staff analysis dated February 3, 2010.

Background   By statute, the Commission for Higher Education must review all repair and rehabilitation projects, which exceed $1,000,000, regardless of the source of funding. If any state-appropriated funds or mandatory student fees assessed all students are used, the threshold above which Commission review is required is $750,000.

The Trustees of Indiana University respectfully request authorization to proceed with the complete renovation of Tulip Tree Apartments located on the Bloomington campus. This project is estimated to cost $32,500,000 and will be funded through auxiliary revenue bonds repaid by Residential Programs and Services (RPS) operating funds. This project will be completed in two phases: The first phase begins with the renovation of the South wing. The second phase renovates the North wing. The interior space of this facility will not be reconfigured other than accommodating new mechanical components and ADA requirements and will receive new finishes including paint, carpet, and tile; the bathrooms and kitchens will be totally modernized including the finishes, fixtures, and cabinets. Work includes the upgrading of all building safety and security systems, all mechanical, electrical and building lighting systems, and all plumbing/waste systems. This facility will also become fully sprinklered for fire protection. Metal windows and walls will be upgraded to meet new thermal standards, and limestone façade will be repaired, replaced, cleaned, and tuck-pointed and/or caulked. No state funds or mandatory student fees support the project.

Supporting Document   *Renovation of Tulip Tree Apartments at Indiana University Bloomington, February 12*, 2010.

RENOVATION OF TULIP TREE APARTMENTS AT INDIANA UNIVERSITY BLOOMINGTON

February 12, 2010

Project Description and Staff Analysis[*]

PROJECT SUMMARY:

The Trustees of Indiana University respectfully request authorization to proceed with the complete renovation of Tulip Tree Apartments located on the Bloomington campus. This project is estimated to cost $32,500,000 and will be funded through auxiliary revenue bonds repaid by Residential Programs and Services (RPS) operating funds. This project will be completed in two phases: The first phase begins with the renovation of the South wing. The second phase renovates the North wing. The interior space of this facility will not be reconfigured other than accommodating new mechanical components and ADA requirements and will receive new finishes including paint, carpet, and tile; the bathrooms and kitchens will be totally modernized including the finishes, fixtures, and cabinets. Work includes the upgrading of all building safety and security systems, all mechanical, electrical and building lighting systems, and all plumbing/waste systems. This facility will also become fully sprinklered for fire protection. Metal windows and walls will be upgraded to meet new thermal standards, and limestone façade will be repaired, replaced, cleaned, and tuck-pointed and/or caulked. No state funds or mandatory student fees support the project.

PROJECT DESCRIPTION:

This project completely renovates Tulip Tree Apartments located on the Bloomington campus. The interior space of this facility will be painted, carpeted, and tiled, and the bathrooms and kitchens will be totally modernized including the finishes, fixtures, and cabinets. Work includes the upgrading of all building safety and security systems, all mechanical, electrical and building lighting systems, and all plumbing/waste systems. Metal windows and walls will be upgraded to meet new thermal standards, and limestone façade will be repaired, replaced, cleaned, and tuck-pointed and/or caulked. New finishes would include paint, carpet, and tile. The bathrooms and kitchens will be totally modernized including the finishes, fixtures, and cabinets.

This project does not affect the interior space other than accommodating new mechanical components and ADA requirements. The project will be completed in two phases: The first phase begins with the renovation of the South wing. The second phase renovates the North wing.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES:

Tulip Tree Apartments was originally constructed in 1965. Although it has been well maintained, the infrastructure of this 44-year old, 223-apartment unit building is in desperate need of repair. Outdated kitchens, bathrooms and fire safety devices need replacement, along with the addition of sprinklers which are required by state codes.

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

Project Summary:

Space in Project:	263,003 GSF	191,159 ASF
Project Cost:	$32,500,000	$124 per GSF
Sources of Funds:		
Auxiliary Revenue Bonds		$32,500,000
Expected Increase in Operating Costs: N/A		

The University anticipates that the projected will be completed in December 2011.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING:

This project is part of the overall Residential Programs and Services Master Plan for facility renovation.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

The completion of this project is consistent with the master plan developed by the Department of Residential Programs and Services. This plan has been developed to keep the facilities in proper operating condition, to foster the retention/recruitment of students, and to provide students with an appropriate living area/environment serving the academic mission of Indiana University at Bloomington.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

This building is over forty years old and is very outdated. Renovations need to be completed to be in compliance with current expectations and to provide suitable student housing facilities on campus which supports maintaining a residential campus.

ALTERNATIVES CONSIDERED

This project was found to be the most cost-effective option to renovate through adaptive reuse of the existing structure, in lieu of all new construction.

RELATIONSHIP TO LONG-RANGE FACILITIES PLANS

This project is part of the university's long-term master plan for the revitalization of the Bloomington campus

STAFF ANALYSIS

1.   This project would be funded through auxiliary revenue bonds, and repaid through user fees paid by users of the Residential Programs and Services system. No state appropriations or mandatory student are budgeted for the project.

2.   The Tulip Tree Apartments renovation is part of a systemic renovation of residence halls on the Indiana University Bloomington campus.   IU expects to open the newly constructed Ashton Hall residences next academic year, and have undertaken a systematic renovation of existing residence halls over the past several years.

3.   The Trustees of Indiana University approved a policy that requires all undergraduate first-year students (with some exceptions) to live in the residence halls or on-campus apartments. This policy is in place because the University believes that living on campus provides distinct advantages and optimum learning environments for students.

4.   IU has located Academic Learning Communities throughout the residence halls system as a way to increase academic achievement and promote student retention and completion.

5.   Tulip Tree Apartments are primarily aimed at married students, and students with children. The apartments are rented at a monthly cost ranging from $519 to $1,100 per month for efficiencies to 3-bedroom apartments. The most commonly chosen room and board plan in the 2009-10 academic year costs $7,546.

DECISION ITEM B-3: <u>**Renovation of Briscoe Quad at Indiana University Bloomington**</u>

Staff Recommendation   That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *Renovation of Briscoe Quad at Indiana University Bloomington*, as described in the project description and staff analysis dated February 3, 2010.

Background   By statute, the Commission for Higher Education must review all repair and rehabilitation projects, which exceed $1,000,000, regardless of the source of funding. If any state-appropriated funds or mandatory student fees assessed all students are used, the threshold above which Commission review is required is $750,000.

The Trustees of Indiana University respectfully request authorization to proceed with the complete renovation of Briscoe Quad located on the Bloomington campus. This project is estimated to cost $46,000,000, comprised of $42,700,000 for construction and related project costs funded through auxiliary revenue bonds repaid by Residential Programs and Services (RPS) operating funds and $3,300,000 for a chiller plant funded by RPS reserves. This project will be completed in two phases: The first phase begins with the renovation of Shoemaker Tower, the center building, and the construction of a satellite chilled water facility. The second phase consists of the renovation of Gucker Tower. Both towers will be upgraded to provide more private, independent housing accommodations which will be focused on two-, three-, and four-person suites with separate ADA compliant restrooms and mechanical, electrical, and telecommunications infrastructure in each suite. This facility will become fully sprinklered for fire protection, and it will be upgraded with a more secure card-access system. The limestone exterior of the building will be cleaned/tuck-pointed, all windows/exterior doors replaced, and a new exterior canopy provided at the main entry. No state funds or mandatory student fees support the project.

Supporting Document   *Renovation of Briscoe Quad at Indiana University Bloomington, February 12*, 2010.

RENOVATION OF BRISCOE QUAD AT INDIANA UNIVERSITY BLOOMINGTON

February 3, 2010

Project Description and Staff Analysis[*]

PROJECT SUMMARY:

The Trustees of Indiana University respectfully request authorization to proceed with the complete renovation of Briscoe Quad located on the Bloomington campus. This project is estimated to cost $46,000,000, comprised of $42,700,000 for construction and related project costs funded through auxiliary revenue bonds repaid by Residential Programs and Services (RPS) operating funds and $3,300,000 for a chiller plant funded by RPS reserves. This project will be completed in two phases: The first phase begins with the renovation of Shoemaker Tower, the center building, and the construction of a satellite chilled water facility. The second phase consists of the renovation of Gucker Tower. Both towers will be upgraded to provide more private, independent housing accommodations which will be focused on two-, three-, and four-person suites with separate ADA compliant restrooms and mechanical, electrical, and telecommunications infrastructure in each suite. This facility will become fully sprinklered for fire protection, and it will be upgraded with a more secure card-access system. The limestone exterior of the building will be cleaned/tuck-pointed, all windows/exterior doors replaced, and a new exterior canopy provided at the main entry. No state funds or mandatory student fees support the project.

PROJECT DESCRIPTION:

This project completely renovates two eleven-story student-housing towers of Briscoe Quad and much of the two-story center building connecting the two towers located on the Bloomington campus. The project will be completed in two phases: The first phase begins with the renovation of Shoemaker Tower, the center building, and the construction of a satellite chilled water facility. The second phase consists of the renovation of Gucker Tower.

Both towers will be upgraded to provide more private, independent housing accommodations which will be focused on two-, three-, and four-person suites with separate ADA compliant restrooms and mechanical, electrical, and telecommunications infrastructure in each suite. Each suite will be completely re-configured with new walls, finishes, and furnishings. This facility will become fully sprinklered for fire protection, and it will be upgraded with a more secure card-access system. The limestone exterior of the building will be cleaned/tuck-pointed, all windows/exterior doors replaced, and a new exterior canopy provided at the main entry. This renovation provides 307 suites and 693 beds.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES:

Briscoe Quad is over 44 years old and has not had any major renovations done and, therefore is outdated. This renovation is necessary for the provision of student-housing options more attractive to students beyond the freshman year. This project addresses student-identified housing priorities: independent housing accommodations, elimination of group bathrooms, facilities to prepare simple meals, a more adult environment and living-space privacy. It will build on traditional residence-hall strengths including

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the security and sense of community of being on campus, convenience to academic services, proximity to campus amenities and services, and leadership development opportunities.

Consistent with societal changes and the growing off campus housing market, the time is past when all students could be expected to want to live in the present dormitory structures. However, Indiana University believes it is important to offer on-campus living opportunities to those students who recognize the special advantages. To do so, however, Indiana University must showcase these special advantages of living on campus while at the same time providing the amenities typically associated with off-campus living that students have identified to be most important

Project Summary:		
Space in Project:	279,424 GSF	182,769 ASF
Project Cost:	$46,000,000	$164 per GSF
Sources of Funds:		
Auxiliary Revenue Bonds		$42,700,000
Residential Services & Programs Reserves		$3,300,000
		$46,000,000
Expected Increase in Operating Costs: N/A		

The University anticipates that the projected will be completed in August 2012.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING:

This project is part of the overall Residential Programs and Services Master Plan for facility renovation.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

The completion of this project is consistent with the master plan developed by the Department of Residential Programs and Services. This plan has been developed to keep the facilities in proper operating condition, to foster the retention/recruitment of students, and to provide students with an appropriate living area/environment serving the academic mission of Indiana University at Bloomington.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

This building is over forty years old and is very outdated. Renovations need to be completed to be in compliance with current expectations and to provide suitable student housing facilities on campus which supports maintaining a residential campus.

ALTERNATIVES CONSIDERED

This project was found to be the most cost-effective option to create suites required through adaptive reuse of the existing structure, in lieu of all new construction.

RELATIONSHIP TO LONG-RANGE FACILITIES PLANS

This project is part of the university's long-term master plan for the revitalization of the Bloomington campus

STAFF ANALYSIS

1. This project would be funded through auxiliary revenue bonds, and repaid through user fees paid by users of the Residential Programs and Services system. No state appropriations or mandatory student are budgeted for the project.

2. The Briscoe Quad renovation is part of a systemic renovation of residence halls on the Indiana University Bloomington campus. IU expects to open the newly constructed Ashton Hall residences next academic year, and have undertaken a systematic renovation of existing residence halls over the past several years.

3. The Trustees of Indiana University approved a policy that requires all undergraduate first-year students (with some exceptions) to live in the residence halls or on-campus apartments. This policy is in place because the University believes that living on campus provides distinct advantages and optimum learning environments for students.

4. IU has located Academic Learning Communities throughout the residence halls system as a way to increase academic achievement and promote student retention and completion.

5. The most commonly chosen room and board plan in the 2009-10 academic year costs $7,546.

COMMISSION FOR HIGHER EDUCATION
Friday, February 12, 2010

DECISION ITEM B-4:   <u>**Capital Projects for Which Staff Proposes Expedited Action**</u>

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

- Herron Ceramics and Sculpture Building Addition: $3,200,000

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

Supporting Document   *Background Information on Capital Projects on Which Staff Propose
                                Expedited Action*, February 3, 2010

Background Information on Capital Projects on Which Staff Propose Expedited Action

September 2, 2010

A-2-10-1-15   **IUPUI**
Herron Ceramics and Sculpture Building Addition
Project cost: $3,200,000 (gift funds)

The Trustees of Indiana University request authority to proceed a project to construct an addition of 16,400 square feet onto the Herron Ceramics and Sculpture Building, located on the IUPUI campus. The project would create a direct physical connection to the existing studios and workrooms. Construction would include enlarging the metal courtyard space for Sculpture and the kiln in the courtyard along with the refuse area for ceramics. The Sculpture courtyard on the first floor will consist of graduate studio space for the Ceramics kiln courtyard on the first floor and graduate studio space for 20 students. Both the Sculpture and Ceramics will have a common area equipped with deep laundry tub sinks, floor drains, storage and emergency eye washes. The second floor of the Ceramics kiln courtyard will consist of a minimum of five offices for faculty, studio space for figure drawing, and a large multi-purpose room for exhibition and critique space. The total cost of the project is estimated to be $3,200,000 and would be funded through gift funds.

COMMISSION FOR HIGHER EDUCATION
Friday, February 12, 2010

DECISION ITEM C: <u>**Policy on Dual Credit Opportunities in Indiana**</u>

Staff Recommendation   That the Commission for Higher Education approve the *Policy on Dual Credit Opportunities in Indiana*, dated February 3, 2010.

Background   In November 2005, the Commission for Higher Education approved a *Policy on Dual Credit Courses Taught in High Schools by High School Faculty*. The 2008 General Assembly passed legislation creating the Concurrent Enrollment Partnership, which looked at a variety of issues related to dual credit and concluded its work by July 1, 2009 due a to sunset provision in the legislation. At its July 28, 2009 meeting, the Indiana's Education Roundtable passed a resolution stating that:

> "The work of the Concurrent Enrollment Partnership will continue under the direction of the Indiana Commission for Higher Education, in partnership with the Indiana Department of Education, to continue the study and implementation of dual credit in Indiana."

In the spirit of this resolution, the Commission created the Indiana Dual Credit Advisory Council (see attachment for membership), which has been meeting monthly since September of last year. The Council has focused considerable attention on the Commission's 2005 *Policy on Dual Credit*, and at its last meeting on January 26, 2010, reached a consensus on how the Commission's policy might be refined. These changes are reflected in the attachment.

Supporting Document   (1) *Policy on Dual Credit Opportunities in Indiana*, dated February 3, 2010

                                (2) *Indiana Dual Credit Advisory Council*

INDIANA COMMISSION
HIGHER *for* EDUCATION

Policy on Dual Credit Opportunities in Indiana

Updated February 4, 2010
(Proposed for CHE adoption on February 12, 2010)

Preamble

The State of Indiana regards the offering of rigorous dual credit courses as means for expanding access to postsecondary opportunities, encouraging students to pursue higher education, and increasing college completion rates.

For the purposes of this policy, dual credit courses are defined as courses taken by high school students that satisfy requirements for earning credits toward both a high school diploma and a college degree. Dual credit courses are taught by regular high school faculty or by regular or adjunct college faculty.

The principles outlined on the pages that follow are designed to promote greater clarity, quality, consistency, transparency and transferability of dual credit opportunities for the benefit of Hoosier students.

Basic Conditions

All dual credit courses shall meet the following conditions:

1) Postsecondary campuses shall take appropriate steps to ensure that dual credit courses are of identical quality and rigor to qualify for college credit; in this regard, postsecondary dual credit programs shall embody the following characteristics:

   a) All secondary students taking dual credit courses shall meet the same academic prerequisites for taking those courses as apply to students taking the same courses on the postsecondary campus; beyond that, the secondary school and the postsecondary campus may jointly establish additional criteria for determining how students are selected into dual credit courses;

   b) Course syllabi used for dual credit courses in liberal arts[1], professional, and career/ technical disciplines shall be identical to course syllabi used in the same courses taught on the postsecondary campus, including class assignments, laboratory experiments, examinations; and textbooks shall be comparable;

   c) Student learning outcomes expected for dual credit courses in liberal arts, professional, and career/technical disciplines shall be the same as student learning outcomes expected for the same courses taught on the postsecondary campus;

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[1] *The term "liberal arts" includes English language and literature, foreign languages, history, the life sciences, mathematics, philosophy and religion, the physical sciences (such as chemistry, physics, and geology), psychology, the social sciences (such as economics, political science, and sociology), and the visual and performing arts.*

d) An academic unit on the postsecondary campus shall be responsible for monitoring, throughout the school year, the delivery and quality of dual credit instruction; such monitoring shall include visits to the secondary class;

e) The secondary school and academic unit on the postsecondary campus shall work together to identify instructors of dual credit courses based on criteria established by the postsecondary institution. The postsecondary campus shall approve the individuals who will teach the dual credit courses in the secondary school, but the school corporation shall be responsible for hiring and compensating this personnel;

f) Approved instructors of dual credit courses shall have credentials consistent with the credentials required for on-campus faculty or a development plan approved by the postsecondary institution to satisfy this requirement;

g) The academic unit on the postsecondary campus shall be responsible for ensuring that professional development opportunities are available and communicated to secondary faculty, who are teaching dual credit courses;

h) The postsecondary campus shall establish a mechanism for evaluating and documenting, on a regular basis, the performance of students, who complete dual credit courses; and

2) Postsecondary institutions shall generate transcripts for all students, who enroll in dual credit courses.

3) All postsecondary institutions and campuses offering dual credit courses in liberal arts, professional, or career-technical disciplines shall:

a) Maintain compliance with the Commission for Higher Education's (CHE) dual credit policy;

b) Demonstrate adherence to the standards advocated by the National Alliance of Concurrent Enrollment Partnerships to the satisfaction of CHE;

c) Demonstrate ongoing adherence to this policy and NACEP standards by submitting to CHE the results from regular self-audits;

d) Be subject to state reviews conducted on a periodic (and as-needed) basis by a standing subcommittee of CHE's Statewide Transfer and Articulation Committee (STAC).

4) Since a dual credit course in a liberal arts, professional, or career/technical discipline is deemed to be academically equivalent to the same course taught on-campus by the institution offering the course (see #1 above), the dual credit course shall, consistent with the transfer policies developed by CHE's Statewide Transfer and Articulation Committee (STAC):

a) Apply toward meeting the degree requirements of the institution offering the course, in the same way as the on-campus course; and

b) Transfer to the other public postsecondary institutions in the state, in the same way as the on-campus course.

6) Wherever possible, the course syllabi for dual credit courses in the liberal arts shall also prepare students for successfully passing Advanced Placement (AP) examinations in the same academic area.

7) The Commission for Higher Education, Department of Education and the postsecondary institutions, shall ensure greater statewide consistency and transparency of the corresponding exam scores students must demonstrate in order to earn college credit for Advanced Placement and International Baccalaureate coursework.

8) The Commission for Higher Education, in partnership with the Department of Education, postsecondary institutions and local school corporations, shall prioritize state funding, expand accessibility, and build instructional capacity for student dual credit, Advanced Placement and International Baccalaureate opportunities in the following 10 core subject areas: American Government, American History, Biology, Calculus, Chemistry, Economics, English Composition, Physics, Psychology and World Languages.

INDIANA DUAL CREDIT ADVISORY COUNCIL

Co-Chairs

- Dr. Tony Bennett, Superintendent of Public Instruction
- Teresa Lubbers, Commissioner for Higher Education

K-12 Education

- Eric Ban, Principal, Crown Point High School
- Vince Bertram, Superintendent, Evansville-Vanderburgh School Corporation
- Marcus Robinson, Superintendent, Charles A. Tindley Accelerated School
- Debbie Sullivan, Assistant Superintendent, Decatur Township

Higher Education

- Don Doucette, Sr. Vice President and Provost, Ivy Tech Community College
- Carolyn Jones, Assistant Provost of Curriculum and Instruction, Vincennes University
- C. Kurt Zorn, Associate Vice Provost for Undergraduate Education, Indiana University
- Ed Jones, Vice Provost for Outreach and Dean of Extended Services, University of Southern Indiana

General Assembly *(legislative appointees to Indiana's Education Roundtable)*

- Dennis Kruse, Senate Education Committee Chair
- Greg Porter, House Education Committee Chair

Other Organizations

- Dan Clark, Deputy Executive Director, Indiana State Teachers Association
- Christopher Guidry, Director of Career & Technical Education, Department of Workforce Development
- David Dresslar, Executive Director, Center of Excellence in Leadership of Learning (CELL)
- Mary Ellen Hamer, Director of Strategic Communications & Outreach, Independent Colleges of Indiana

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Staff Liaisons

- Carol D'Amico & Matt Fleck, Indiana Department of Education (K-12 Education)
- Jason Bearce & Ken Sauer, Indiana Commission for Higher Education (Higher Education)
- Scott Jenkins, Governor's Office & Jen Oliver, CELL (Other Organizations)

COMMISSION FOR HIGHER EDUCATION
Friday, February 12, 2010

DECISION ITEM D: <u>Acceptance of Public Institution Student Information System</u>
<u>(SIS) Data for 2008-2009</u>

Staff Recommendation   That the Commission for Higher Education adopt 2008-2009 Annual
Student Information System (SIS) data, as submitted by the
institutions, for Indiana University, Purdue University, Ball State
University, Indiana State University, University of Southern Indiana,
Vincennes University and Ivy Tech Community College of Indiana
as the official source for Commission analyses on all pertinent
subjects in accordance with the supporting documentation.

Background   The Commission maintains a comprehensive information system on
Indiana postsecondary education in order to carry out its statutory
responsibilities. A key component of this system is the Student
Information System (SIS).

In preparing the SIS data, staff employs a rigorous editing and
review process, through which all significant errors are eliminated
for each of the above institutions.

The attached document details the basic enrollment figures for 2008-
2009 in Indiana public postsecondary education (headcount, credit
hour, and FTE). Headcount and FTE figures for 2007-2008 are also
listed for comparison with the 2008-2009 data.

Supporting Document   *Public Enrollment Summary By Campus: 2008-2009 Annual SIS*
Data, February 12, 2010.

Indiana Commission for Higher Education
Public Enrollment Summary by Campus
2008-2009 Annual SIS Data
February 12, 2010

Public Institution	2007-2008			2008-2009										
	Total Headcount	Total Credit Hours	FTE	Total Headcount	Undergraduate			Graduate			Status Totals		Total Credit Hours	FTE
					Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time		
Indiana University														
IU-Bloomington	46,464	1,097,875	38,084	47,495	27,766	8,771	36,537	5,525	5,433	10,958	33,291	14,204	1,136,773	39,388
IU-East	3,260	49,446	1,655	3,552	1,157	2,243	3,400	34	118	152	1,191	2,361	55,466	1,861
IU-Kokomo	3,848	58,233	1,961	3,695	1,129	2,308	3,437	53	205	258	1,182	2,513	56,088	1,892
IU-Northwest	6,576	105,287	3,601	6,669	2,185	3,412	5,597	254	818	1,072	2,439	4,230	110,270	3,768
IU-South Bend	10,069	150,317	5,143	10,391	3,134	5,765	8,899	297	1,195	1,492	3,431	6,960	158,608	5,407
IU-Southeast	8,378	134,504	4,584	8,796	2,981	4,269	7,250	160	1,386	1,546	3,141	5,655	141,848	4,838
IUPUI	40,357	720,998	25,723	40,841	12,729	15,980	28,709	5,050	7,082	12,132	17,779	23,062	746,431	26,634
Indiana University Total	118,952	2,316,660	80,751	121,439	51,081	42,748	93,829	11,373	16,237	27,610	62,454	58,985	2,405,484	83,788
Purdue University														
PU_West Lafayette	44,578	1,159,734	40,310	45,098	27,754	7,491	35,245	6,142	3,711	9,853	33,896	11,202	1,164,787	40,522
PU-Calumet	12,148	204,217	6,922	11,712	4,602	5,616	10,218	312	1,182	1,494	4,914	6,798	208,935	7,093
PU-North Central	4,797	83,373	2,789	5,117	1,991	3,006	4,997	34	86	120	2,025	3,092	89,163	2,984
IUPU-Fort Wayne	15,057	263,074	8,875	15,945	6,429	8,142	14,571	193	1,181	1,374	6,622	9,323	274,467	9,245
Purdue University Total	76,580	1,710,398	58,896	77,872	40,776	24,255	65,031	6,681	6,160	12,841	47,457	30,415	1,737,352	59,844
Indiana State University	14,758	271,346	9,322	14,573	6,041	4,919	10,960	770	2,843	3,613	6,811	7,762	267,764	9,212
University of Southern Indiana	12,117	255,912	8,632	12,554	6,658	4,787	11,445	229	880	1,109	6,887	5,667	265,868	8,968
Ball State University	24,035	568,977	19,460	24,521	14,382	4,860	19,242	1,433	3,846	5,279	15,815	8,706	583,197	19,963
Vincennes University														
VU-Vincennes	14,799	207,387	6,913	18,415	4,144	14,271	18,415			-	4,144	14,271	235,791	7,860
VU-Jasper	1,655	20,695	690	1,488	342	1,146	1,488			-	342	1,146	20,391	680
VU-ATC	521	3,464	115	403	50	353	403			-	50	353	3,239	108
VU-Marion County	135	2,141	71	123	39	84	123			-	39	84	2,237	75
Vincennes University Total	17,110	233,687	7,789	20,429	4,575	15,854	20,429	-	-	-	4,575	15,854	261,658	8,723
Ivy Tech Community College of Indiana														
Region 01-Gary	9,579	113,986	3,800	11,493	1,575	9,918	11,493			-	1,575	9,918	129,211	4,307
Region 02-South Bend	8,494	102,215	3,407	10,206	1,283	8,923	10,206			-	1,283	8,923	116,710	3,890
Region 03-Fort Wayne	11,585	146,006	4,867	13,792	2,146	11,646	13,792			-	2,146	11,646	168,188	5,606
Region 04-Lafayette	10,247	121,383	4,046	10,728	1,942	8,786	10,728			-	1,942	8,786	120,568	4,019
Region 05-Kokomo	5,408	66,153	2,205	5,936	1,167	4,769	5,936			-	1,167	4,769	80,355	2,679
Region 06-Muncie	10,001	128,363	4,279	10,393	2,207	8,186	10,393			-	2,207	8,186	142,047	4,735
Region 07-Terre Haute	7,813	105,124	3,504	8,577	1,632	6,945	8,577			-	1,632	6,945	108,471	3,616
Region 08-Indianapolis	23,545	283,636	9,455	25,452	3,648	21,804	25,452			-	3,648	21,804	302,315	10,077
Region 09-Richmond	3,901	46,166	1,539	4,335	730	3,605	4,335			-	730	3,605	55,939	1,865
Region 10-Columbus	5,454	60,981	2,033	6,587	1,031	5,556	6,587			-	1,031	5,556	76,795	2,560
Region 11-Madison	3,409	41,517	1,384	4,113	719	3,394	4,113			-	719	3,394	49,562	1,652
Region 12-Evansville	8,271	103,644	3,455	9,612	1,387	8,225	9,612			-	1,387	8,225	104,855	3,495
Region 13-Sellersburg	5,833	73,520	2,451	6,569	1,011	5,558	6,569			-	1,011	5,558	77,077	2,569
Region 14-Bloomington	6,907	98,095	3,270	7,906	1,872	6,034	7,906			-	1,872	6,034	109,160	3,639
Ivy Tech Community College of Indiana Total	120,447	1,490,789	49,695	135,699	22,350	113,349	135,699	-	-	-	22,350	113,349	1,641,253	54,709
Public Institutions Total	383,999	6,847,769	234,545	407,087	145,863	210,772	356,635	20,486	29,966	50,452	166,349	240,738	7,162,576	245,207

SOURCE: ICHE SIS Annual Data Collection 2007-2008/2008-2009

FTE is calculated by adding the total graduate credit hours/24 and total undergraduate credit hours/30. Full-time status is determined by a minimum of 18 graduate credit hours or 24 undergraduate credit hours attempted during the fiscal year.

COMMISSION FOR HIGHER EDUCATION

Friday, February 12, 2010

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

Institution and Site	Program Title	Date Received	Status
1. ISU-Indpls. Aviation Technology Center	Master of Business Administration	05/05/09	Action deferred; awaiting information from ISU.
2. IU-East @ Lawrenceburg	M.S. in Education	05/18/09	Under CHE review.
3. Purdue-West Lafayette	Ph.D. in Youth Development & Agricultural Education	06/09/09	On February agenda for action.
4. BSU- Statewide via Dist. Ed. Tech.	M.A. in Applied Behavior Analysis	07/28/09	On February agenda for action.
5. IU-East @ Muncie	B.S. in Criminal Justice	08/14/09	Awaiting additional information from BSU.
6. BSU- Statewide via Dist. Ed. Tech.	M.A. in Secondary Education	09/09/09	Under CHE review.
7. Purdue Univ.-Calumet	M.S. in Computer Science	10/19/09	Under CHE review.
8. IU Indianapolis	M.S. in Criminal Justice & Public Safety	10/26/09	On February agenda for action.
9. VU @ Vincennes and Jasper	Certificate of Graduation in Pre-Veterinary Technology	10/26/09	On February agenda for action.
10. ITCCI-Fort Wayne	A.S. in Office Administration	10/30/09	On February agenda for action.
11. USI	M.A. in Communication	11/02/09	Under CHE review.
12. USI	B.S. in Sport Management	12/01/09	On February agenda for action.
13. IU Indianapolis	Ph.D. in Applied Earth Sciences	12/18/09	Under CHE review.
14. IU Indianapolis	B.S. in Health Sciences	12/18/09	On February agenda for action.
15. IU Indianapolis	M.A. in Sports Journalism	12/18/09	Under CHE review.
16. IU Indianapolis	M.A. in Art Therapy	12/18/09	Under CHE review.
17. IU Indianapolis	B.A. in Philanthropic Studies	12/18/09	On February agenda for action.
18.			
19. ISU	Doctor of Physical Therapy	01/12/10	Under CHE review.
20. ISU	M.S. in Physician Assistant Studies	01/12/10	On February agenda for action.
21. ISU	Doctor of Nursing Practice	01/12/10	Under CHE review.
22. Purdue-W. Laf. Statewide via dist.	M.S. in Aeronautics and Astronautics	01/26/10	Under CHE review.

COMMISSION FOR HIGHER EDUCATION
Friday, February 12, 2010

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

B-3-10-1-11   *IPFW*
IPFW Chiller No. 3 Installation
Project cost: $1,330,000

The Trustees of Purdue University request authority to proceed with the installation of a 2,000 ton chiller on the IPFW campus. The installation will include upgrades to piping, valves and controls so the new chiller may be integrated into the central chiller plant. The project would be funded through IPFW reserve funds.

8-0-10-2-09   *Ball State University*
Several R&R Projects - ARRA funds FY2009 restoration
Project cost: $1,358,327

Ball State University requests authority to proceed with several R&R projects, no single one of which exceeds $750,000. The projects would be funded through ARRA funds that restore the FY2009 Operating fund and Line Item reductions.

II.   NEW CONSTRUCTION

   None.

III.   LEASES

   None.

IV.   LAND ACQUISITION

   None.

COMMISSION FOR HIGHER EDUCATION
Friday, February12, 2010

INFORMATION ITEM C: <u>Capital Improvement Projects Awaiting Action</u>

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) <u>Staff Action.</u> 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) <u>Expedited Action</u>. 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) <u>Commission Action.</u> 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.

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

The Trustees of Indiana University request authority to proceed with the new construction of the Education and technology Building on the Indiana University Southeast campus. The new building would be a 90,500 GSF facility and provide expanded space for the IU School of Education and Purdue University College of Technology. The project would be funded through state fee replacement appropriations. 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, February 12, 2010

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

MINUTES OF COMMISSION WORKING SESSIONS
Thursday, December 11, 2009

I.   **CALL TO ORDER**

The Commission for Higher Education met in working session starting at 6:00 p.m. (ET) at the IUPUI University Place Hotel, President's Room, Indianapolis, Indiana. Commission members in attendance were Cynthia Baker, Dennis Bland, Carol D'Amico, Gary Lehman, Marilyn Moran-Townsend, George Rehnquist, Ken Sendelweck, Clayton Slaughter, and Michael Smith.

Also present were William Bogard, Scott Jenkins, and Derek Redelman. Staff present was Jason Bearce, Catisha Coates, Bernie Hannon, Teresa Lubbers, Ken Sauer, and Jennifer Seabaugh.

II.   **DISCUSSION**

A.   Chair Mike Smith called the meeting to order at 6 PM.
B.   Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives presented an overview of Learn More Indiana, and recent efforts to improve the organization's communications strategies. This includes an ongoing website renovation.
C.   Dr. Ken Sauer, Senior Associate Commissioner for Research and Academic Affairs, presented information about Ivy Tech Community College of Indiana certification programs.
D.   Bernie Hannon, Senior Associate Commissioner for Facilities and Financial Affairs and Chief Fiscal Officer, informed the group of budget cuts that will impact higher education institutions.
E.   Commissioner Teresa Lubbers provided an overview of the Commission for Higher Education's legislative agenda.

III.   **ADJOURNMENT**

The Chair adjourned the meeting at approximately 8:45 p.m. (ET).

MINUTES OF COMMISSION WORKING SESSION
Friday, December 12, 2009

I.   **CALL TO ORDER**

The Commission for Higher Education met in working session starting at 7:45 a.m. (ET) at the IUPUI Conference Center, Dean's Room, Indianapolis, Indiana, with Chair Michael Smith presiding. The following members were present: Cynthia Baker, Dennis Bland, Jon Costas, Carol D'Amico, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, George Rehnquist, Ken Sendelweck, Clayton Slaughter, and Michael Smith.

Also present were Lumina Foundation for Education President Jamie Merisotis, and Indiana Chamber of Commerce Vice President for Education and Workforce Development Derek Redelman. Staff present was Jason Bearce, Catisha Coates, Bernard Hannon, Teresa Lubbers, Ken Sauer, and Jennifer Seabaugh.

II.   **DISCUSSION**

A.   Catisha Coates, Special Projects Coordinator, provided an update on the federal grant program, Improving Teacher Quality.
B.   Dr. Ken Sauer, Senior Associate Commissioner for Research and Academic Affairs, provided a brief review of the Statewide Longitudinal Data Grant, a federal program.
C.   Dr. Sauer provided a brief overview of the status of the Tuning Project, a grant program supported by the Lumina Foundation for Education.
D.   Commissioner Teresa Lubbers notified members of the Commission of changes to the 2010 calendar. The Commission will not hold full meetings in November, January and July.
E.   Jamie Merisotis, President of the Lumina Foundation for Education, spoke with members of the Commission about Lumina's work, including efforts to improve productivity and significantly increase the educational attainment of the United States.

III.   **ADJOURNMENT**

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