MEMORANDUM

To: Interested Parties

From: Teresa Lubbers
               Commissioner

Date: March 2, 2012

Subject: Commission Meeting

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

<u>**Thursday, March 8, 2012**</u> *(Eastern time)*

University Place Conference Center and Hotel
IUPUI Campus
850 W. Michigan St.
Indianapolis, IN 46202

4:00 – 5:30 p.m.	**Academic Affairs Committee Meeting,** Room 223, 2nd floor
	Student Success Committee Meeting, Room 219, 2nd floor
* 6:00 - 9:00 p.m.	**Dinner Working Session** *(public meeting),* Indiana Room, 2nd floor

<u>**Friday, March 9, 2012**</u> *(Eastern time)*

Ivy Tech Community College
Illinois Fall Creek Center *(IFC; old St. Vincent Hosp.)*
50 W. Fall Creek Pkwy. N. Dr.
Indianapolis, IN 46208

* 7:45 - 8:45 a.m.	**Breakfast Working Session** *(public meeting)* Boardroom – 322, 3rd floor
* 9:00 a.m. - 12:00 p.m.	**Commission Meeting** *(public meeting)* Community Room, 1st floor *(visitors please park in the lot on north side of 26th Street in front of the IFC building; enter through* **Door #1***)*
12:00 p.m.	*(Or immediately following CHE meeting adjournment)* **Tour** of IFC building **Lunch** in Community Room lobby area

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

Ivy Tech Community College
Illinois Fall Creek Center
Community Room, 1st floor
50 W. Fall Creek Parkway, N. Drive
Indianapolis, IN 46208
Phone: 317-921-4265

Friday, March 9, 2012

I.   CALL TO ORDER -- 9:00 a.m.

II.   ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

III.   CHAIR'S REMARKS

IV.   COMMISSIONER'S REPORT

VI.   DISCUSSION ITEMS

VII.   DECISION ITEMS

     A.   Academic Degree Programs

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 May 11, 2012, in Vincennes.

State of Indiana
Commission for Higher Education

Minutes of Meeting

Friday, February 10, 2012

I.   **CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 9:00 a.m. at the
University Place Conference Center, IUPUI Campus, Room 132, 850 W. Michigan St.,
Indianapolis, Indiana, with Chair Ken Sendelweck presiding.

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

Members Present: Gerald Bepko (via conference call), Dennis Bland, Carol D'Amico (via
conference call), Susana Duarte de Suarez, Keith Hansen, Chris LaMothe, Marilyn Moran-
Townsend, Eileen O'Neill Odum, George Rehnquist, Kent Scheller, and Ken Sendelweck.

Members Absent: Jud Fisher, Mike Smith.

Dr. France Córdova, President, Purdue University, also attended the meeting.

III.   **CHAIR'S REPORT**

Mr. Sendelweck announced that the first meeting of the 2012 Student Nominating Committee
will be held that afternoon via conference call. During this meeting the Committee will choose a
date to begin accepting applications for the next student representative on the Commission. The
date is expected to be before the end of February. On that date, the application will be available
via the Commission's website.

Mr. Sendelweck expressed his appreciation of Mr. Hansen's two years with the Commission. He
also acknowledged Mr. Hansen's January 25th editorial in the *Lafayette Journal and Courier*
regarding Credit Creep. Mr. Sendelweck thanked Mr. Hansen's for his timely article.

Mr. Sendelweck asked for a moment of silence to honor Dr. George Weathersby, who passed
away recently. Dr. Weathersby served as a Commissioner of Indiana Commission for Higher
Education from 1977-1983.

IV.   **COMMISSIONER'S REPORT**

Ms. Teresa Lubbers, Commissioner, Indiana Commission for Higher Education, introduced Mr.
Shane Hatchett, Manager of Business/Human Resources. Mr. Hatchett has been with the
Commission for approximately six months following his internship. He is a graduate of IUPUI's
SPEA School, where he majored in Public Management. Mr. Hatchett's work experience
includes serving as the assistant to the chairperson of the School of Dentistry and as a student
human resources assistant in the school's Campus Facility Serviced Division.

Ms. Lubbers mentioned that Jean Dugan, who held the position of the Business/Human Resource Manager at the Commission prior to Mr. Hatchett, retired but is still working at the Commission in a part-time contract position; Mr. Hatchett has assumed the leadership role in the Commission's human resources area and is doing a great job.

Ms. Lubbers announced that on February 21st the Commission will convene the first meeting of Indiana's College Completion Council. The initial meeting will include presidents of all sectors of Indiana's postsecondary education system: all seven public institutions, seven independent colleges, WGU (Western Governor's University), and two Indiana-based proprietary schools. Ms. Lubbers mentioned that she and President Beverley Pitts of the University of Indianapolis will co-chair the Council. Ms. Lubbers said that President Pitts has both public and private university leadership experience and will be retiring from University of Indianapolis this year; however, she is willing to continue her involvement with the Council.

Ms. Lubbers said that at the first meeting they will be discussing the Commission's "*Reaching Higher, Achieving More*" document. The meeting will be a couple of weeks prior to official approval of this document. This will also be an opportunity to begin the discussion with the presidents on how to achieve the state targets for increasing postsecondary completion to 60 percent of Indiana's adult population, and how each of Indiana's institutions and sectors might be involved in helping to reach this goal. Subsequent meetings might include representatives from the Governor's office, Department of Education, Department of Workforce Development and Education Roundtable.

Ms. Lubbers spoke about the MHEC (Midwestern Higher Education Compact) 2010-2011 State Report, which was recently released. Indiana is one of twelve states participating in MHEC. Based on MHEC's report, 21.8 percent of the nation's population resides in the Midwest, with 23 percent of the nation's associate degrees and 24.6 percent of the nation's bachelor's degrees awarded in this region. The Indiana Report showed the following: Indiana is the largest user of the e-Transcript program in the Midwest; this program was led by Dr. Ken Sauer from the Commission for Higher Education. Indiana's participation in the Midwest Student Exchange Program remains lower than other participating Midwestern states with an average saving of slightly over $3,000 per student.

Ms. Lubbers noted that the state commitment to MHEC is $95,000 a year; total $1.2 million for the period since Indiana joined in 1996, which is clearly a sound investment for the state, considering that the savings accrued to Indiana through MHEC cooperative purchasing totaled approximately $2.5 million this year alone with a cumulative savings since 1996 of slightly over $24 million. Ms. Lubbers added that the MHEC's Report includes a variety of other state performance indicators, and the detailed report could be found on MHEC's website.

In conclusion, Ms. Lubbers said that at its March meeting the Commission will consider for final approval Indiana's new strategic plan, "*Reaching Higher, Achieving More,*" and will provide an update on actions taken by the General Assembly.

V. CONSIDERATION OF THE MINUTES OF THE DECEMBER 2011 COMMISSION MEETING

R-12-01.1   **RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the December 2011 regular meeting (Motion – Rehnquist, second – Moran-Townsend, unanimously approved)

VI.   DISCUSSION ITEMS

A. Purdue University's Decadal Funding Plan

Dr. Córdova presented the Plan and spoke about the goals of Purdue University. The first goal is to maintain the value of a Purdue University degree, so that the graduates would be attractive to recruiters and businesses; and that Purdue would continue to attract top students throughout the state.

The second goal is to increase quality in academics, which cannot be achieved without insuring that Purdue faculty is of the highest quality, as is their instruction and research. The third goal, mentioned by Dr. Córdova, is to contribute to the economic development of the state. With more than $4 billion in economic contributions to the state and the estimated employment impact of about 55 thousand jobs, the success of Purdue University is closely tied to the success of the state.

Dr. Córdova said that in 2007 Purdue University embarked on the strategic plan. She spoke about the three main goals of the plan: launching tomorrow's leaders, discovery with delivery, and meeting global challenges.

Dr. Córdova showed several slides with metrics included into their strategic plan. She spoke about the summary of the areas that are very important to Purdue: student success, faculty resources, research expenditures, economic development, and financial resources. One of the slides was comparing Purdue ten years ago with Purdue today, indicating progress in all these areas. Dr. Córdova stated the current student retention rate at Purdue is over 90 percent, which is the highest in the university's history.

Dr. Córdova showed a slide that summarized the challenges facing the university's growth opportunities. She pointed out the two predominant trends: the trend of state appropriations over the past couple of decades, which is headed downwards; and the trend of rising tuition and fees. The path of rising tuition and fees is faster than the consumer price index, and even faster than the higher education price index.

Dr. Córdova presented a "scissors chart", which showed tuition and fees, as well as state appropriations. Dr. Córdova said that starting in 2001-02, state appropriations were not equal to Purdue's tuition and fees, so the university is working on other sources of income, especially philanthropy. Purdue's public endowment is 11th among public universities, with just over $2 billion.

To illustrate it in another way, Dr. Córdova showed a pie chart, which explains the sources of funding for the general fund. 90 percent of the general fund comes from two sources: tuition and fees, which is 60 percent, and state funds, which are about 30 percent. Dr. Córdova told the Commission that a year ago in her State of the University address she challenged the university to "look where the puck was going and to skate toward this direction" over this ten-year period.

Dr. Córdova reminded the Commission that every two years Purdue prepares for the biennial budget process. They completely focus on that and on what level they can encourage the state to keep supporting the university, as well as how they set tuition and fees. This time, however, they wanted to take a much longer view than that, and

the result of it is the decadal funding plan, with goals to double the university's resource capacity, including cost cutting, cost containment and generating new revenue.

Dr. Córdova explained how the ten-year plan had been devised. She said that last spring many groups within the university, as well as the stakeholders, got together to talk about the revenue generation. They had about 13 various subcommittees, which were cross-disciplinary across the academy; students, faculty and staff were also involved. About 60 ideas had been generated through the entire university, and during last summer the financial office and other administrative offices at Purdue analyzed which of these 60 ideas were truly pointed at quality, institutional mission, and revenue generation.

Dr. Córdova said that the university ended up with ideas in three categories: Efficient and Effective Purdue, Global Purdue, and Innovative Purdue. There are also three main initiatives under each of those categories, so in total the university has nine big ideas that it wants to launch out on. Dr. Córdova pointed out that this planning received such positive reception on the campus and with the trustees, that what they made a commitment every two years to renew and refresh the decadal funding plan approach, to see how well the university is doing with the goals that were set out two years previously, and what new opportunities could lie ahead.

Dr. Córdova gave a summary of each category. She spoke about sustaining new synergies and seeking ways to sustain the plan through cost savings and cost containment in the area of university operations. She said that Purdue saved in their present annual budget $67 million through this process, and plans to continue doing this.

Then Dr. Córdova spoke about the second initiative called The Academic Program Assessment. This is an internal evaluation of more than three hundred degree granting programs to ensure that the strongest programs are well supported, and less effective programs are improved or modified.

The next initiative is called Improving Utilization of Assets. Dr. Córdova spoke about the Balanced Trimester Program, the initiative that Purdue recently announced. At present, the summer programs are being utilized only at seven percent of the credit capacity of the other two semesters. By using campus facilities with the greater efficiency and having a lot of students on campus in summer, Purdue can generate substantial revenue and it will also boost the local community. The trimester format will provide scheduling flexibility for the faculty and for the students who study abroad and have research and community service experiences. The students who will take advantage of this program and study every summer can finish in three years instead of four.

Dr. Córdova showed a graph that illustrates the anticipated growth of cumulative credit hours over a decade as they replace two 15-week semesters with three 13-week trimesters. Ultimately, they anticipate that the summer semester will reach 70 percent of the fall credit hours. This will mean that 20 thousand students in residence will be added, and there will be 25 percent more credit hours per year. The net revenues they expect to generate each year, realizing that there is a cost for adding

faculty and staff, is at least $40 million annually, which is a very conservative estimate.

Dr. Córdova spoke about the initiatives called Global Purdue, which are still in the planning stages. Purdue is developing business plans for these global initiatives and making sure they design programs that enhance the brand, maintain quality of Purdue education and generate new revenue.

The final set of initiatives is called Innovative Purdue. Two weeks ago Purdue announced the Innovation and Commercialization Center, or ICC. It is designed to move the process of discovery to delivery, to help an idea to be commercialized much more quickly, and to spur economic development of the process, as well as increase revenue for the university. The ICC will operate as a coordination and information clearing house for Purdue University commercialization and entrepreneurial outreach programs. It will offer grants for testing concepts, for developing prototypes and partnerships. It will offer business assistance and market assessment, intellectual property protection, legal and regulatory help in communication and marketing. All of the funding to launch this Center is private and came from several alumni.

Dr. Córdova spoke about the Purdue Applied Research Institute. Its goal is to perform contract research for companies, as well as government agencies outside the academic enterprise. This Institute will be able to work with sponsors that need secure facilities in operations, exclusivity clauses, publication restrictions, intellectual property assignments and other restrictions as business considerations dictate.

Next, Dr. Córdova spoke about the International Academy, which is also in the early stages of development. The goal of this initiative is to feature some of the top educators in an environment with minimal student interaction. The courses are being designed in a modular format to fit the interactive benefits of online communication. As an example, Dr. Córdova mentioned a course called Basic Concepts of Nano-Electronics, which is being taught by an award winning researcher, Distinguished Professor of Electronic and Computer Engineering Dr. Supriyo Datta, and has more than 500 students worldwide enrolled in it. Dr. Córdova said that earlier this week Dr. Datta was named a member of the National Academy of Engineering, which is the top honor an engineer can receive in the academy.

Dr. Córdova concluded by saying that the decadal funding plan reaches across many years and many areas within Purdue. The principal enablers of this plan are: private giving, information technology, legislative support, and transformative budget model.

Ms. Moran-Townsend congratulated Dr. Córdova on a very thoughtful plan.

Mr. Bland asked for more details on the West Coast Initiative. Dr. Córdova responded that Purdue initiated the West Coast Partnership Center two years ago. The director is a Purdue alumnus, John Boyle. There are several large companies next to the West Coast Center, and Purdue interacts with its alumni there, bringing its faculties out to show what Purdue is doing in Indiana, to get them to collaborate with the university, possibly providing some funds, mentoring and connections.

Dr. Scheller asked whether the credit hour plot includes three trimesters or just the summer trimester. Dr. Al Diaz, Executive Vice President for Business, Finance and Treasurer, Purdue University, responded that the actual plot is for the summer trimester. Dr. Scheller asked about the projected tuition. Dr. Córdova responded that the projected tuition rates increase will be 2.5 percent.

Ms. Odum asked Dr. Córdova to share with the Commission the ideas on re-launching of Purdue online and on the work of the International Academy. Dr. Córdova responded that International Academy is a much localized part of the online programs. The reason why Purdue has the International Academy as a part of the Innovative Purdue is that it is easier and faster to launch something very specific with the kinds of faculty they have, and to do it through Innovation Center, where they have partners, audience, and customers who want this right away.

Ms. Duarte de Suarez asked about the educational component of the Applied Research Center. Dr. Córdova responded that this would not have happened without the faculty leadership. Dr. Córdova also said that students are already very involved in the Innovation and Commercialization Center; they want to be inventors, entrepreneurs, they are developing business plans for the new businesses. The Center is developing from the ground up, and Purdue is putting some money into really interesting ideas to see where they will lead.

Mr. LaMothe also complemented Dr. Córdova on the presentation. He asked what Dr. Córdova sees in terms of the Purdue Footprint. Dr. Córdova responded that Purdue has a huge reputation abroad, which has encouraged students to apply widely; this is why Purdue's numbers are growing. She said that the goal is to reach families and companies. Dr. Córdova gave a few examples of Purdue's reaching out to families of their students from other countries, and how some of these families brought their companies to Indiana. Dr. Córdova also mentioned that two years ago Purdue developed World Policy Research Institute, and the director has made many connections with the companies abroad.

Ms. Moran-Townsend asked how the new trimester system in Purdue might affect the system of semesters in high schools. Dr. Córdova responded that the models of education are changing worldwide, and it is important that the university and high schools work together to use that change to provide more opportunities for students.

Dr. Córdova acknowledged Mr. Hansen and his leadership.

B. Issues Related to Distance Education Programs

1. Pricing of Distance Education Programs: Issues Raised by Four Master's Degrees

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, Commission for Higher Education, presented this item. He showed the Commission the table with the pricing of distance education programs and said that this table has been discussed by the Academic Affairs Committee on two occasions. The additional fees per credit hour for the Indiana residents taking their degrees via distance education range from an additional five percent to 200 percent. After a student takes all credit hours needed to complete the program,

with the additional fees this student would need to pay from $600 to $2,000 more by the end of the program.

Dr. Sauer said that with respect to the fees that apply to non-residents, there is a mixed pattern. In two cases, the non-residents who take this program via distance education get a discount and pay less than the non-resident students who would take this program on-campus. In another case, they pay the exact same fee as the students would pay on-campus. And in one other case there are some additional fees that a non-resident would pay for taking the courses via distance education.

Dr. Sauer explained that the following discussion item deals with an undergraduate program, B.S. in Psychology. Dr. Sauer pointed out that in this case, the Indiana resident who would take this program via distance education would pay a fee of additional $30 per distance education course.

Dr. Sauer said that the purpose of this table is to raise more questions. The intent is to have this table serve as a catalyst for the conversation. Dr. Sauer added that representatives from the institutions were present at the meeting to discuss these issues and answer the questions that may be raised.

Ms. Moran-Townsend said that the Commission is also looking at the issues that are beyond the fee amount, such as issues of duplication. Ms. Moran-Townsend added that she hoped that together the Commission and the universities will develop a policy in this fast moving area, and this will be possibly a forever evolving policy, since this is an evolving subject.

Dr. Sauer added that the Commission's staff had been working with many questions, which are leading to further conversations related to how distance education might be coordinated in the state.

Dr. Dale Whittaker, Vice Provost for Undergraduate Academic Affairs, Purdue University, spoke about Purdue's M.S. in Computer Science, presented in the table. Dr. Whittaker began by saying that he would like to make sure the Commission members understand the difference between the undergraduate programs and courses that are really mission-focused in Indiana. As an example, he mentioned that the traditional professional Master's degree that everybody is aware of is the MBA (Master of Business Administration). Purdue has the Executive MBA, which has been offered for a number of years; typically, the total tuition would be $40,000-60,000. This program competes with similar programs across the country. Purdue's professional Master's degrees are very different from their Master's of Science, which are research-based.

Dr. Whittaker said that, at the undergraduate level, their trustees have decided that Purdue's distance learning rates should be the same for all the on-campus students, both resident and non-resident. As to off-campus rates, an out-of-state distance learning student pays 1.5 times more than an Indiana resident distance learning student. The same applies to the Master of Science, so these rates are set in the same way. The difference is with the professional Master's degrees. In this case it doesn't matter whether it is on-campus delivered program, or distance delivered program.

Dr. Whittaker pointed out that the program included in the table is priced at $1,032 per credit hour, which is approximately $30,000 for the package. He said that Purdue has a number of other Master in Engineering programs, for example, Aero and Astro Engineering, Chemical Engineering, etc.

Dr. Whittaker explained how the students pay for their tuition. Two or three percent of the students enrolled in these programs pay their own tuition for the professional Master's. 45 percent of students are contracted by the company, so the company pays Purdue to deliver the program to their employees. 40 percent of the students in these Master's programs pay half of their tuition, and their companies will pay half.

Dr. Whittaker said that Purdue is moving towards delivering these programs via distance education. They anticipate that between 10 and 20 percent of the students will be from Indiana, and between 80 and 90 percent of the students will come from all over the world. The university anticipates a very strong international market for the Master's in Computer Science.

Dr. Whittaker repeated that the table is comparing two totally different types of programs.

Ms. Odum asked about the reason for charging Indiana residents $1,032 per credit hour. Dr. Whittaker responded that this program is priced the same for everyone. Ms. Odum pointed out that Purdue is using the resources that are in part supported by the state, and usually there are differences between a resident cost and non-resident cost. Dr. Whittaker said that these are entirely free-standing self supporting revenue returning programs. These programs return revenue to the mission-oriented programs, like undergraduate education. All of the distance education technology that is being used in the classroom by on-campus students is supported by the revenue generating program like this.

Ms. Odum said that this is good to generate revenue that can be used for good purposes; however, that does not answer the question why there is no difference in tuition rates between a resident of Indiana taking a course from Purdue online and anyone else in the world taking this course. Dr. Whittaker said that there is a difference in pricing between professional Master's degree and regular Master's degree.

Ms. Moran-Townsend said that the other three universities, represented on the table, (ISU, IU, and IUPUI), are charging non-residents either the same or significantly less for distance education, whereas Purdue is charging more. Dr. Whittaker explained that he was trying to show that there is the difference between the Master of Science in Economics and a professional Master's degree. For regular Master's degree Purdue is charging $550 for non-residents for distance education. Dr. Whittaker agreed with Ms. Odum's comment that there should be a discount of 10-20 percent for Indiana residents.

Ms. Odum said that, as President Córdova spoke about the strength of Purdue internationally, Purdue has taken the market approach, and that is why they are

charging $1,032 instead of $916 for a non-resident. Dr. Whittaker agreed that this was the reason, and that is what they have been doing for years.

2. **Collaboration among IU Regional Campuses in Offering Distance Education Programs**

Dr. Sauer presented this item and said that the question is how the need to collaborate and coordinate within the IU system has been implemented. Another question was the current status of IU Plan toward offering distance education programs through the regional campuses.

Dr. Sauer said that some of the regional campuses do not have the resources to offer a full-blown program in isolation. Dr. Sauer brought as an example the model that Ivy Tech adopted some years ago with its plan for delivering distance education programs. Ivy Tech is offering distance education programs on a system-wide basis. All campuses participate in this offering; faculty from various regions and campuses are utilized in a coordinated manner, so that distance education programs can be widely available and all of the courses can be offered on a regularly scheduled basis.

Dr. D'Amico said that she thought there was a Commission policy that prevents the Regional campuses collaboration. Dr. Sauer assured her that from the Commission's point of view there is nothing in the policy to prevent multiple IU campuses from collaborating in the offering of any program, either on campus or via distance education.

Dr. Barbara Bichelmeyer, Associate Vice President for Academic Planning and Policy, spoke to the subject. Referring to Dr. D'Amico's comment, Dr. Bichelmeyer said that online education is helping Indiana University (IU) to explore ways to change the traditional operations, as well as in all institutions across the state. The online education changes the dynamic from geographic boundaries to virtual world and crosses boundaries very easily. Dr. Bichelmeyer said that IU recognizes the opportunity of online education, and it helps the campuses establish efficiencies that were not previously possible. IU is primarily an on-campus and resident serving university. With the Blueprint, and the new office for online education, the University has been exploring the possibilities to serve their students effectively and efficiently and to reach out to new markets.

Dr. Bichelmeyer spoke about the approaches and strategies that would best serve their goals. The most common one is for the individual campus to offer a program with the recognition from other campuses that those programs serve the need. Dr. Bichelmeyer gave an example of IU East, which has moved to the online market very quickly, while other IU campuses have approved and supported IUE moving these programs forward.

Second approach, of which Dr. Bichelmeyer spoke, is for an individual campus to offer a boutique program that meets the regional need. Dr. Bichelmeyer gave an example of IU Kokomo, where there was a need for new engineering type programs to address changes in the economic environment and provide work for the automotive industry in that region.

Dr. Bichelmeyer gave a few more examples of regional campuses creating online programs addressing the needs of certain regions, while utilizing faculty across the campuses to meet those needs.

Dr. Bichelmeyer said that it is important to try the strategies that are appropriate both for the curriculum involved in it and the market the University is trying to reach. She asked the Commission to support and help the University to determine what the markets are and how these strategies fit. Referring to Dr. D'Amico's comment, Dr. Bichelmeyer said that historically the programs for Ivy Tech are being approved on the statewide level. With four-year institutions, the programs are being approved on a campus by campus basis, and there is no disconnect between what can be done and how it can be organized based on IU's internal agreements.

Mr. LaMothe said that he fully supports the new technologies; however, he was concerned whether the student who is taking a course via distance education is going to get the same quality education as the student who is in the classroom. In response, Dr. Bichelmeyer spoke about the three factors that drive quality in IU system: knowing the learning outcomes; having faculty who are prepared and are able to deliver that curriculum; and finally, and most importantly, interaction.

Interaction is an online setting when a faculty cannot see the student, but he knows that the student is present and engaged. It costs more to establish interaction between a faculty member and a student in the online environment. Technology can build the same interaction as faculty members can.

Ms. Lubbers suggested that it might be helpful to invite some representatives from Carnegie Melon University, who can talk about using online in a way of improving student learning. Ms. Lubbers said she heard them speak, and she was very impressed, because she never thought that technology can be used to improve student learning in the right circumstances.

Dr. Bichelmeyer added that interaction also provides a feedback.

Ms. Odum commented on Dr. Bichelmeyer's suggestion about having flexibility to try out some online courses and learn whether they are effective or not.

Dr. Bichelmeyer said she would welcome an ongoing conversation, because there is a lot to learn from every perspective.

C. **Learn More Indiana Indiana's Cash for College Campaign**

Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, presented this item. He began by stating that roughly two thirds of college students in Indiana graduate with debt. The most recent numbers indicate that Indiana was 13th nationally in total college debt load, and has now moved to 8th place. The amount of debt was $25,000; now it is roughly $27,000. Indiana is the third highest in the nation in student loan default rates, and the class of 2011 is the most indebted class in U.S. history.

Mr. Bearce said that a public awareness campaign cannot be expected to fully address the problem, but it has an important role to play to get the message out and help students make smart choices. He spoke about Learn More Indiana's Cash for College campaign as one of the three annual campaigns, along with College GO! Week, which starts in January and continues until the March 10th financial aid deadline. In spring and summer Learn More Indiana is re-launching the KnowHow2Go Campaign, which helps students to be ready in the fall.

Mr. Bearce said that the three principles of these campaigns are that there is a clear college success focus for each campaign: planning, preparing and paying. Most importantly, Learn More Indiana understands that there is only so much that can be done at the state level and in Indianapolis, so the idea is to put this in the hands of the local communities and individuals, who can take this information and do some really powerful things with it.

Mr. Bearce mentioned that Learn More Indiana is building a brand around these campaigns, so that they are readily identifiable and get students thinking about the right steps. Each of the campaigns is color-coded, and all the websites and all the materials have the consistent look and feel. Each campaign gives the information that is critical for this particular time of the year.

Mr. Bearce said that right now Learn More Indiana is in the process of launching a new website. All the information of these campaigns and resources will be compiled in one simplified fashion.

Mr. Bearce spoke about the importance of setting clear goals for every grade level. In elementary school, the Cash for College Campaign stressed college savings plans and helps families understand the importance of opening savings plans for their children. In middle school, Learn More Indiana continues talking about the college savings, but starts telling the families about budgeting, financial literacy and money management. This is the time when eligible students enroll in the 21st Century Scholars Program, so Learn More Indiana makes sure the students are aware of this opportunity, as well.

The goal for high school is called "Prepare to Pay." This goal is to get very specific in terms what needs to be done, starting from grade 9, when the students are completing or updating their graduation plans, to make sure these plans align with their aspirations with higher education. Learn More Indiana explains to students the importance of having the Honors Diploma in order to be accepted to IU Bloomington or Purdue West Lafayette.

Mr. Bearce spoke about the Indiana College Costs Estimator, which makes it easier for families to compare college costs. The students can also see the available federal and state aid, as well as various scholarships.

Mr. Bearce said that in grade 12 Learn More Indiana makes sure that the students complete their FAFSA application for Federal student aid by the state's deadline on March 10th; and they not only try to increase the number of students completing the FAFSA, but make sure they file the form correctly and on time.

Mr. Bearce pointed out that even current college students are expected to fill out the FAFSA form every year if they want to continue receiving financial aid. Also, Learn More Indiana is trying to persuade full-time students to take at least 15 credits per semester, to be full-time students in order to complete on time. Learn More Indiana has also done a lot to make sure many of the schools offer the students an opportunity to take additional credit hours at no additional cost. Students are being made aware of trimester schedules and summer classes that are available at a lower cost in many colleges.

Mr. Bearce also mentioned that there is a lot to be done in helping students to settle on a specific career or program interest, so that they will not have to change their majors after a year or two on campus.

Mr. Bearce showed the campaign creative materials he brought with him to the meeting. The posters referred to the websites. Mr. Bearce also mentioned Starter Guide, which is being sent to schools, and is also available online. Mr. Bearce said that Learn More Indiana was hosting a free FAFSA Friday webinar, where experts will be helping students across the state in filling out the form. This is done in partnership with the 21st Century Scholars Program. Learn More Indiana is also partnering with College Goal Sunday, and the students can visit their 40 locations throughout the state.

Mr. Bearce spoke about the College Savings Plan contest for students at every grade level. Any prize money in this contest will be in the form of a college savings plan. Mr. Bearce also mentioned a phone application for the College Costs Estimator, which can be downloaded to any phone, and is very user friendly.

In closing, Mr. Bearce stated that Learn More Indiana and the Commission see this issue of college debt and college affordability as a shared responsibility between the students, the state and the institutions. Mr. Bearce mentioned bills currently going through the General Assembly regarding controlling credit creep and streamlining transfer. He said that the state is asking Indiana institutions to align their credit requirements, so that students would graduate on time if they take 15 credits per semester. Mr. Bearce also mentioned the importance of having the courses available when the students need them.

Mr. Hansen asked whether several websites mentioned in this presentation could be accessed from the Learn More Indiana site. Mr. Bearce responded in affirmative. Mr. Hansen asked why Learnmore.org is not being used for all the higher education needs. Mr. Bearce assured him that it will be this quarter once the new website goes live. Mr. Hansen asked whether the Commission controls the College Costs Estimator. Mr. Bearce explained that Commission does not own it, but licenses it, and makes it available for free.

Ms. Odum asked whether the fact that Indiana went from 13th to the 8th place in student debt is a direct or indirect indicator that Learn More Indiana is not having the impact it would like to have. Mr. Bearce said that it is important to keep in mind the fact that Indiana's per capita income is very low, and that in Indiana there are more first generation students. Mr. Bearce said he sees Indiana's debt ranking as a call to action regarding the importance of getting this information to people.

Ms. Odum pointed out that the Commission still needs to find some kind of hard metric that can be used as a guide post and do benchmarking. Ms. Odum said that she was hoping that Learn More Indiana is working on a more tangible way to measure its performance. Mr. Bearce responded that Learn More Indiana has all metrics that marketers use, like website hits, survey responses, etc., and they all are trending upwards. However, at present, Learn More Indiana cannot directly connect those to higher completion rates, or lower the rates, but this will happen eventually.

Ms. Lubbers commented that Indiana's per capita personal income ranking in terms of the default rates and in terms of loans cannot be discounted. However, a lot of time had been spent in the past with efforts from Learn More Indiana, to get people academically prepared to go to college; and now the goals are for the students to be successful in the college, making smart choices about money. Ms. Lubbers said that, because of these campaigns, the students are becoming aware of those smart choices. Ms. Lubbers added that if the per capita personal income of Hoosiers is not going to change in a year or two, it cannot be expected that the debt load is going to change because of these campaigns.

Ms. Odum said that the Commission needs to hold itself to some goal setting. Mr. Bearce responded that the Commission needs to hold its local partners accountable, as well. Talking about debt is a relatively new conversation the Commission is having publicly. Mr. Bearce agreed that more tangible metrics are necessary.

Dr. D'Amico said there has to be a deeper discussion about this subject. Mr. Bearce said that he welcomes that discussion.

Mr. LaMothe said that about ten or fifteen years ago the debt was about $13,000. This is not a sustainable model for universities, or the government, or parents and students. It is important to bring the change.

Mr. Hansen added that student loan and default just recently surpassed credit card debt. He also added that recently the United States passed a one trillion dollar mark for the amount of debt that the students have.

Ms. Lubbers said that the tuition is a part of that. She added that it is important to find metrics that are appropriate for measuring this campaign. Ms. Lubbers pointed out that the campaign is moving in the right direction. Incredible improvements have been made, and the local communities are now using these campaigns. However, Ms. Lubbers agreed that metrics are important.

D. **North Campus Residence Hall – Indiana State University**

Dr. Diann McKee, Vice President for Business Affairs and Finance and Treasurer, presented this project.

Mr. Hansen asked the percentage of the occupancy. Dr. McKee responded that the expected occupancy of the new residence hall is 100 percent.

Ms. Odum asked whether the new hall will represent about 10 percent of the current available beds. Dr. McKee responded in affirmative. Ms. Odum pointed out that the new hall will be in contrast with existing residence halls, and this might create some

challenges for the university, since 90 percent of the students live in much more basic residence halls, while the new residence hall will be an upscale facility. Dr. McKee responded that in the last two years they had renovated two existing structures that have approximately 500 beds; these halls are very serviceable and nice. Dr. McKee said that the design of the new residence hall is not lavish. She agreed that there will be single rooms in the new hall; and students who will live in those rooms, will pay a premium to do so. Dr. McKee added that for the university this is the first step in renovating all the existing housing.

E. Boiler Plant Project (Geothermal) – Ball State University

Ms. Gretchen Gutman, Associate Vice President for Government Relations, presented this project.

Mr. LaMothe asked when this project becomes active. Ms. Gutman responded that it depends on funding. If the funding is received, the project will be completed by 2014-15.

F. Master Capital Plan for Indiana State University

Dr. McKee presented this plan. She said that the previous Master Plan ISU had in 1984, which was updated in 1996, literally transformed the face of Indiana State University. It enabled the University to move from what was very much a vehicular campus, with city streets going through the center of campus, to a campus that is green and much more pedestrian-friendly. Over 90 percent of that particular Master Plan was accomplished.

In 2008, when Dr. Bradley was appointed as the 11th president of ISU, the University undertook an effort to design a new Master Plan, along with creating a new Strategic Plan, which is now known as The Pathway to Success.

The Master Plan was approved by the University's Board of Trustees in December 2009, and is available on ISU's website. Dr. McKee spoke about the Master Plan process, including the retention of architects to assist ISU in developing a Master Plan and to do a general assessment of campus conditions.

Dr. McKee explained that, as a result of the information gathering, the architects came up with the thought that the scale of the campus is appealing to students, faculty and staff, and that the university does not have to become bigger. The stadium should be closer to the main campus area; and developing activities for the students over the weekend was an important factor, as well. There was also a need to have more diverse housing options, as well as a desire for a number of academic physical improvements.

Dr. McKee spoke about the University's guiding principles, or Master Plan Tenets. She said that non-residential facility square footage will remain at the level of 2009. Dr. McKee mentioned that having a vibrant and engaged central business district in Terre Haute helps enhance the perceptions of ISU.

Dr. McKee showed the Commission an illustrative map of the campus, pointing out the buildings which would be slated for potential renovation. Dr. McKee spoke

about the Master Plan's components; she showed the Commission some renovated academic buildings, as well as some older buildings on campus. Dr. McKee spoke about some residential areas and dining facilities in need of renovation to create more space. She also spoke about the athletic area, which is a multipurpose venue. Dr. McKee added that some of the facilities need to be relocated in order to create more parking on campus.

Ms. Odum asked whether this was a long-term plan. Dr. McKee confirmed that it was.

G. Master Capital Plan for Purdue University – West Lafayette

Dr. Ken Sandel, Director of Physical and Capital Planning, Purdue University, presented this plan. He explained that Purdue University's campus master planning process is a part of an integrated process that takes a more holistic view of the university. This process brings together and utilizes many planning efforts on campus including development of the University's legislative capital request, biannual operating budget request, internal budget process, as well as academic space management. Dr. Sandel mentioned various campus initiatives, such as the Sustaining New Synergy efforts and Decadal Funding Plan. Those initiatives focus on cost savings, cost containment, and ways of generating revenues.

Dr. Sandel said that their master planning efforts have included development of the strategic framework for campus-wide energy management, which the University calls their comprehensive energy Master Plan. Dr. Sandel said that this Plan has been posted on Purdue's website for public comments; they will review these comments before finalizing the plan later this spring.

Dr. Sandel spoke about the history of Mater Plans that date back to 1924, when the first campus plan was prepared. In 2002, in anticipation of the growth in the development and research area, Purdue modified the plan to look to possible sites for development, and that is how the Discovery Park was developed.

Purdue's most recent plan was developed in 2009. This was a system-wide effort and the goal was to develop a sustainable Master Plan for all campuses in the Purdue system. Dr. Sandel said that their Master Plan developed a set of five core principles:

1) To promote compact growth within the existing campus.
2) To create more pedestrian-friendly campus.
3) To create program synergies through mixed use of districts.
4) To encourage a simple integrated transportation system.
5) To preserve the western land.

Dr. Sandel spoke about the process the capital projects go through to reach the Ten Year Capital Plan, which is being brought before the Commission.

Dr. Sandel said that they believe the goals of Purdue University are identical with some of the Commission's objectives of *"Reaching Higher"* initiative, moving from access to success and strengthening Indiana's major research universities.

Dr. Sandel showed a few slides related to current projects that connect to their Strategic Plan. He spoke about the Student Success issues that are currently under review, as well as about creating more collaborative classroom space and addressing deficiencies in the University's current classrooms.

In the areas of research, Dr. Sandel noted that in the past decade Purdue has doubled its sponsored programs, and this trend is continuing. He showed some slides on the projects that are under construction and in planning. The key research planning issues include updating aged an outdated lab space, creating a flexible space that can adapt to changing needs, and insuring that infrastructure is in place to support research needs.

Dr. Sandel said that the capital planning issues that Purdue is addressing at present time and that are related to Global issues, include the importance of supporting the need for distance education, online learning and conference activities.

Next, Dr. Sandel spoke about Repair and Rehabilitation, which is a significant issue for Purdue and the main focus in their capital planning area. Dr. Sandel said that Purdue has 11 million square feet of facilities in infrastructure dedicated to the University's academic mission.

In conclusion, Dr. Sandel said that by renovating and replacing facilities, Purdue can reduce the current R&R backlog, reduce the new operating cost, and eliminate old inefficient space. When the new, more energy efficient space is added, Purdue will sustain and renew their current investments. For all Purdue campus development the goal is to achieve environmental and financial sustainability.

Mr. LaMothe asked whether Purdue has completed a ten-year Master Plan. Dr. Sandel responded that they completed their current Master Plan in 2009. The Master Plan just guides their development and connects closely to their Strategic Plan. Mr. LaMothe asked whether they have completed the Capital Plan. Dr. Sandel responded in negative.

Mr. LaMothe asked whether Purdue has an estimate of what the number of the total Capital Plan is going to look like, when they begin to match the building plan with the Capital Plan. Dr. Sandel responded that they are getting closer to that every day.

Mr. LaMothe made a comment on Dr. Sandel's question at the end of his presentation regarding the state's ability over the next decade or two to participate as a partner with the universities in all of the capital requests. Mr. LaMothe pointed out that to find the answer there has to be an active discussion with the universities and the legislature.

Ms. Odum asked whether they are going to have the Ten Year Capital Plan completed prior to the submission in the next biannual budget. Dr. Sandel responded in affirmative, and assured Ms. Odum that it will be shared with the Commission.

VII.   DECISION ITEMS

A. Academic Degree Programs

1. Bachelor of Fine Arts To Be Offered by Indiana University Kokomo at Kokomo

Dr. Michael Harris, Chancellor, IU Kokomo (IUK), presented this program proposal and said that this new program is within the understanding of what the regional campus needs to be, based on the Commission's guidelines on policies for regional campuses and the Blue Print of the Indiana University system. Dr. Harris said that at IUK they care very much about transforming the region as they move from the economy of traditional labor into an economy of innovation and entrepreneurships. Dr. Harris added that IUK serves 14 counties in their region.

Mr. Hansen thanked Dr. Harris for promoting innovation and creativity in the region, and specifically for including with the information about the program the demand and employment factors in Indiana and the campus service region.

Mr. LaMothe asked about the additional costs embedded in implementing this program. Dr. Harris responded that no additional costs are involved. He also explained the difference in BA (Bachelor in Arts) and BFA (Bachelor in Fine Arts), and said that BFA has fewer general education courses and more specific courses in art.

Dr. Sauer offered some background information regarding creating the proposed program and gave the staff recommendation.

Dr. D'Amico voted against this degree program, and explained her vote by saying that the focus of the regional campus should be on the workforce and economic development. Dr. D'Amico said she does not think that this program does that, or that it is transforming the region.

Dr. Harris responded to Dr. D'Amico's comment by saying that, in his opinion, IUK is tuned to the needs of the region, working very closely with every employer there.

> **R-12-01.2   RESOLVED:** That the Commission for Higher Education approves the *Bachelor of Fine Arts (BFA)* to be offered by Indiana University Kokomo at Kokomo, in accordance with the background discussion in this agenda item and the *Abstract,* January 27, 2012 (Motion – Hansen, second – Scheller, approved by majority of votes)

2. Doctor of Philosophy in Educational Administration To Be Offered by Indiana State University at Kokomo in Partnership with the Kokomo-Center Consolidated School Corporation

Dr. Susan Powers, Associate Vice President, Academic Affairs, Indiana State University, introduced this proposal.

Dr. Brad Balch, Dean of the Bayh College of Education, gave more details regarding this program proposal. He also invited Dr. Dawn McGrath, Superintendent of Kokomo-Center Township Consolidated Schools Corporation, and Mr. Charles Brimbury,

Superintendent of Peru Community Schools, to make some brief comments in support of this program.

Ms. Odum said she was surprised to see among the expected enrollment people who are working full-time. Dr. Balch responded that the residency component requires the students take semesters at full-time enrollment during this cohort-based commitment in the Kokomo area. Ms. Odum wanted to make sure that a person wanting to take this program would have to take a leave from their full-time job to complete the requirements of this program. Dr. Balch confirmed that there is a requirement of a full-time commitment during the residency period, which lasts over two consecutive semesters.

Mr. LaMothe asked whether this program is based at Indiana State University and is being offered at Kokomo for a cohort of teachers, or whether it is going to remain in Kokomo for good. Dr. Balch confirmed that this is a one-time program in response to a request.

Dr. Sauer gave the staff recommendation.

R-12-01.3 **RESOLVED:** That the Commission for Higher Education approves the *Doctor of Philosophy (Ph.D.) in Educational Administration* to be offered by Indiana State University at Kokomo in Partnership with the Kokomo-Center Consolidated School Corporation, in accordance with the background discussion in this agenda item and the *Abstract,* January 27, 2012 (Motion – Rehnquist, second – Hansen, unanimously approved)

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

   Mr. Sendelweck presented a list of degree programs for expedited action.

   Dr. Sauer gave the staff recommendation.

   R-12-01.4 **RESOLVED:** That the Commission for Higher Education approves the following academic degree programs in accordance with the background information provided in this agenda item:

   - Master of Science in Technology Management to be offered by Indiana State University at Terre Haute (Motion – LaMothe, second – Scheller, unanimously approved)

B. **Capital Projects on Which Staff Propose Expedited Action**

   Mr. Sendelweck presented a list of capital projects for expedited action

   R-12-01.5 **RESOLVED:** That the Commission for Higher Education approves the following capital projects, in accordance with the background information provided in this agenda item:

   - Indiana University – Bloomington Campus: Indiana Memorial Union – Alumni Hall Renovation - $2,500,000

- University of Southern Indiana – University Center Loft Renovation - $2,500,000

- University of Southern Indiana – Student Housing Apartment Renovation - $5,900,000 (Motion – Rehnquist, second – LaMothe, unanimously approved)

C. Telework Policy

Mr. Sendelweck asked for the motion to approve.

R-12-01.6   **RESOLVED**: That the Commission for Higher Education approves and adopts the proposed *Telework Policy* (Motion – LaMothe, second – Hansen, unanimously approved)

D. Approval of Core to College Grant Coordination Agreement

Mr. Sendelweck asked for the motion to approve.

R-12-01.7   **RESOLVED**: That the Commission for Higher Education approves the Core to College Grant Coordination Agreement (Motion – Hansen, second – Scheller, 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 December Commission Working Sessions

IX.   NEW BUSINESS

There was none.

X.   OLD BUSINESS

There was none.

XI.   ADJOURNMENT

The meeting was adjourned at 12:37 p.m.

_____
Ken Sendelweck, Chair

_____
Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION
Friday, March 9, 2012

DISCUSSION ITEM A: **Update of the Higher Education Landscape Report from the Military Family Research Institute at Purdue University West Lafayette**

Staff Recommendation   For information only.

Background   Founded in 2000 with funding from the U.S. Department of Defense, the Military Family Research Institute (MFRI) focuses on research and outreach, and works closely with collaborators to improve the lives of service members and their families across the country. With support from the Lilly Endowment Inc., MFRI created a higher education initiative, *Operation Diploma*, to work specifically with Indiana's higher education institutions and student veterans organizations. Since 2009, MFRI has awarded more than $2.4 million through *Operation Diploma* to Indiana colleges and universities to help campuses become more "veteran friendly" by creating support services for students with military backgrounds.

MFRI, Commission staff, and STAC have been working together for about two years. A primary focus of this collaboration has been to identify ways service members can earn and transfer credit based on military training and experience. Of special interest has been the courses in the Core Transfer Library and, more recently, coursework in technical areas.

The presentation at this meeting will provide an update of *The Higher Education Landscape for Student Service Members and Veterans in Indiana*, which MFRI published in April 2009. The 2009 report summarized a number of topics, including new legislation, the demographics of student service members and veterans, and the unique challenges faced by students who have served or are serving in the military or reserves. The report also included a profile of each Indiana public and independent college or university, as well as a summary across all institutions, which contained information on admissions, financial aid, academics, student services, and participation in the network of Servicemembers Opportunity Colleges (SOC).

Supporting Document   To be distributed.

COMMISSION FOR HIGHER EDUCATION
Friday, March 9, 2012

DISCUSSION ITEM B: <u>Presentation on Distance Education, Including Costs and Fees</u>

Staff Recommendation   For information only.

Background   This discussion is part of the Commission's continuing conversation
                                  about distance education, with the ultimate goal of adopting a policy
                                  in this important area, which can be used in approving new distance
                                  education degree programs. At its December 2011 meeting, the
                                  Commission discussed a presentation made by Indiana University,
                                  Purdue University, and Ball State University on the costs and pricing
                                  of distance education programs. In February, the Commission
                                  discussed tuition and fees associated with four proposed master's
                                  programs. At that same meeting, the Commission discussed the role
                                  of regional campuses in delivering distance education programs.

                                  The presentation at this meeting will be made by Mr. Russ Poulin,
                                  Deputy Director for Research and Analysis at the WICHE
                                  Cooperative for Educational Technologies.(WCET). WICHE is the
                                  Western Interstate Commission for Higher Education, a 15-member
                                  state regional compact similar to the Midwestern Higher Education
                                  Compact. WCET was founded by WICHE in 1989, but now has a
                                  national as well as regional focus, with members in almost every
                                  state, including Indiana (Harrison College, Indiana State University,
                                  and St. Mary-of-the-Woods). The mission of WCET is to accelerate
                                  "the adoption of effective practices and policies, advancing
                                  excellence in technology-enhanced teaching and learning in higher
                                  education."

                                  WCET has been an important national resource on distance
                                  education. With the Council on Regional Accrediting Commissions,
                                  which includes the Higher Learning Commission, WCET developed
                                  *Best Practices for Electronically Offered Degree and Certificate
                                  Programs*, considered a benchmark for delivering quality distance
                                  education programs. Collaborating with the National Center for
                                  Higher Education Management Systems (NCHEMS), WCET
                                  developed a Technology Costing Methodology – "a set of step-by-
                                  step procedures that enable institutional leaders to analyze the costs
                                  of using technology in both on- and off-campus instruction." After
                                  the U.S. Department of Education issued its far-reaching "program
                                  integrity" regulations in October 2010, WCET has been a primary
                                  source of information regarding state regulations and regulatory
                                  practices pertaining to distance education.

Russ Poulin's responsibilities include coordinating WCET's efforts in sharing information about the management, financing, and services of electronic consortia. He also directs the WCET role with the Campus Computing Project on the new Managing Online Education survey; this survey includes questions on whether online programs are "profitable" and what fees online students pay relative to on-campus instruction. Mr. Poulin is also assisting in a current effort to draft a proposal, in response to the federal "program integrity" regulations, for establishing reciprocity among states in the authorization of distance education instruction.

Supporting Document   To be distributed.

COMMISSION FOR HIGHER EDUCATION
Friday, March 9, 2012

DECISION ITEM A-1: <u>**Bachelor of Science in Civil Engineering Technology To Be Offered by Indiana State University at Terre Haute**</u>

Staff Recommendation   That the Commission for Higher Education approve the Bachelor of Science (B.S.) in Civil Engineering Technology to be offered by Indiana State University at Terre Haute, in accordance with the background discussion in this agenda item and the *Abstract*, February 24, 2012.

Background   While the original proposal for this program included a curriculum that required 127 credit hours of coursework, Indiana State has submitted a revised curriculum that now requires 120 credit hours. However, this revised curriculum has not yet been approved by the Board of Trustees. Hence, the recommendation to approve this program is made with the understanding that the ISU Board will approve the revised curriculum. The University has indicated that the revised 120-hour curriculum should not jeopardize its desire to achieve accreditation for the program by ABET (formerly known as the Accreditation Board for Engineering and Technology).

Indiana presently has no ABET-accredited baccalaureate programs in Civil Engineering Technology. The proposed program is intended to produce graduates who can analyze and design systems, specify project methods and materials, perform cost estimates and analyses, and manage technical activities in support of civil engineering projects. While graduates of civil engineering programs can perform these duties, there are also positions in the workforce that call for these skills but do not require graduates of civil engineering programs. Data from the Indiana Department of Workforce Development indicates the following projected increases in occupational categories, for which graduates of the program will be qualified:

Occupation	Number of Jobs		Employment Increase 2008-2018 (%)	Job Openings 2008-2018
	2008	2018		
Civil Engineers	3,232	3,964	22.6	1,278
Environmental Engineers	587	780	32.9	315
Civil Engineering Technicians	710	851	19.9	275
Architectural and Civil Drafters	1,922	2,073	7.9	564
Surveyors	1,136	1,297	14.2	451

Among other potential employers, the Indiana Department of Transportation has voiced strong support for approval of the program.

The University has developed a statewide articulation agreement with the Ivy Tech for the College's A.S. in Design Technology (Construction Engineering concentration).

Supporting Documents

(1) *Abstract* – Bachelor of Science in Civil Engineering Technology To Be Offered by Indiana State University at Terre Haute, February 24, 2012

(2) *New Academic Degree Program Proposal Summary* – B.S. in Civil Engineering Technology, February 24, 2012

Abstract

Bachelor of Science in Civil Engineering Technology
To Be Offered by
Indiana State University at Terre Haute

February 24, 2012

Objectives: To prepare graduates with the technical and managerial skills necessary to enter careers in the planning, design, construction, operation, or maintenance of the built environment and global infrastructure.

Clientele to be Served: High school graduates who want to pursue a career in the area of civil engineering; two-year community college graduates; current technology students pursuing a construction management degree; students currently enrolled in other programs or those undecided about majors, who desire or may desire a career in the area of civil engineering technology; individuals currently employed in related positions who desire to further their education; out-of-state and international students.

Curriculum: A total of 120 semester credit hours are required to complete the program, distributed as follows:

General Education (47 credit hours)
- Fundamentals of Writing (3)
- Introduction to Speech (3)
- Introduction to Speech Communications (3)
- Freshman Writing II (3)
- Social or Behavioral Sciences (3)
- Historical Studies (3)
- Global Perspectives and Cultural Diversity (3)
- Technical Writing (3)
- Foreign Language course (3)
- Literary Studies course (3)
- Fine and Performing Arts (3)
- Ethics and Social Responsibility (3)
- Fitness for Life (2)
- Upper Division Integrative Electives (9)

Core Courses (53 credit hours)
- Introduction to Technical Graphics with CAD (3)
- Introduction to Engineering and Technology (2)
- Applied Statics (3)
- Engineering Analysis (3)
- Fluid Power Technology (3)
- Economic Analysis for Engineering and Technology (3)
- Strength of Materials (3)
- Senior Project in Industrial Technology (3)
- CAD-Based Applications in Civil Engineering Technology and Surveying (3)
- Structural Analysis and Reinforced Concrete Design (3)

- Highway Design (3)
- Waste Water System Design (3)
- Construction Materials, Methods, and Equipment (3)
- Construction Contract Documents (3)
- Soil Analysis and Testing (3)
- Plane Surveying (3)
- Geographic Information Systems: Applications (3)
- Introduction to Hydrology (3)

Science with Laboratory (8 credits)
- Earth Science/Laboratory (4)
- General Physics/Laboratory (4)

Mathematics (9 credits)
- College Algebra (3) or Graphic Analysis (3)
- Analytic Geometry and Linear Algebra for Engineers (3)
- Fundamental and Applications of Calculus (3)

Electives (3 credits)
3 credit hours from:
- Construction Safety (3)
- Construction Quality Control and Assurance (3)
- Thermo Systems (3)
- Cooperative Industrial Practice (3)
- Quality Systems and Tools (3)
- Research and Development of Technology (3)
- Workplace Law for the Technical Manager (3)
- Introduction to Risk and Insurance (3)
- Other course(s) approved by the advisor

Employment Possibilities: Graduates will be able to seek employment in a wide range of civil engineering specialties including bridge and highway design, construction management, geotechnical engineering, hydraulic systems design, land development, pollution control, and structural design. Employment opportunities will exist with private consulting firms, design/construction businesses, and government agencies, and local municipality planning and engineering agencies.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 24, 2012

I. Prepared by Institution

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

Program: B.S. in Civil Engineering Technology

	Year 1 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
Enrollment Projections (Headcount)					
Full-Time	10	18	30	46	70
Part-Time	4	6	10	20	30
Total	14	24	40	66	100
Enrollment Projections (FTE)					
Full-Time	10	18	30	46	70
Part-Time	4	6	10	12	15
Total	14	24	40	58	85
Degree Completions Projection	0	0	2	10	15
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 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
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: 11-20

Campus Code: 9563

County: Vigo

Degree Level: Bachelor's

CIP Code: Federal – 150201; State – 150201

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

COMMISSION FOR HIGHER EDUCATION
Friday, March 9, 2012

DECISION ITEM A-2:   **Master of Science in Modeling, Simulation, and Visualization To Be Offered by Purdue University Calumet at Hammond**

Staff Recommendation   That the Commission for Higher Education approve the Master of Science (M.S.) in Modeling, Simulation, and Visualization to be offered by Purdue University Calumet at Hammond, in accordance with the background discussion in this agenda item and the *Abstract*, February 24, 2012.

Background   Two major federal grants to Purdue University Calumet have provided a strong foundation for the offering of this program. The first -- $4.9 million from the U.S. Department of Energy (2008-2011) – led to the establishment of the Northwest Indiana Computational Grid (NWICG), which, in addition to Purdue Calumet, includes the University of Notre Dame, Purdue University West Lafayette, and the Department of Energy's Argonne National Laboratory. The second – almost $4.8 million, also from the Department of Energy (2009-2011) – created the Center for Computational Simulation and Visualization, which the Commission toured in connection with the Commission's June 2009 meeting. These two projects together provide state-of-the-art visualization facilities with access to high performance computing resources on campus and to NWICG partners.

The Calumet campus has utilized the Center for Computational Simulation and Visualization to undertake a variety of applied projects that are useful to industry and government agencies. The list of such projects is long and exceptionally varied, as exemplified by grants from the Air Force on speech recognition for $167 thousand (2008-2010), the Office of Naval Research on educational materials aimed at middle school students for $150 thousand (2008-2011), and the American Iron and Steel Institute on blast furnace fuel efficiency for $679 thousand (2008-2011). The Center has also been used by numerous local businesses. Over the last two years, 24 projects totaling $351 thousand have come from companies within a ten-mile radius of the campus. Attention to the practical and applied needs of a variety of clients, including local businesses, and the overhead generated by such projects, constitutes the Purdue Calumet business plan for maintaining the infrastructure of the Center.

Graduates of the proposed program are expected to fare favorably in the marketplace, although it is difficult to quantify such prospects because occupational titles do not reflect terms such as modeling, simulation, or visualization skills. For example, graduates of the program should be well qualified to fill Operations Research Analyst positions, an occupation that is expected to grow by 20 percent in the State of Indiana by 2018. The University has provided two sets of analyses generated from Department of Workforce Development data – one for the seven-county area in northwestern Indiana an one for the state – that document projected openings, for which graduates would be qualified, in a variety of occupations, including computer systems analysts and specialists, graphic designers, and engineers.

Supporting Documents

(1) *Abstract* – Master of Science in Modeling, Simulation, and Visualization To Be Offered by Purdue University Calumet at Hammond, February 24, 2012.

(2) *New Academic Degree Program Proposal Summary* – M.S. in Modeling, Simulation, and Visualization, February 24, 2012.

Abstract

Master of Science in Modeling, Simulation, and Visualization
To Be Offered by
Purdue University Calumet at Hammond

February 24, 2012

Objectives: To teach individuals to understand and effectively apply computing skills used in modeling, simulation and visualization; to apply required mathematical and statistical methods to the design of a model and simulation of a process; to understand and apply modeling, simulation and visualization processes and state of the art implementation tools to modeling, simulation and visualization projects across disciplines; to manage modeling, simulation and visualization projects across disciplines.

Clientele to be Served: Citizens of Northwest Indiana and the southern suburbs of Chicago who prefer to stay and work in this areas and would like to attend a graduate program that is conveniently located near their home or place of employment.

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

Core Courses (18 credit hours)
Unified Modeling Languages (3)
Simulation Techniques (3)
Visualization Techniques (3)
High Performance Computing (3)
Design and Analysis of Simulation Experiments (3)
Software Project Management (3)

Capstone Project Course (3 credit hours)
Directed Project in Modeling, Simulation, and Visualization (3)

Electives (9 credit hours)

Employment Possibilities: Industrial Engineering Technology, Industrial Technology, Industrial Engineering are the closest category for the skills of an engineer with modeling, simulation, and visualization training.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
February 24, 2012

I. Prepared by Institution

Institution/Location: Purdue University Calumet to be offered at Hammond
Program:

	Year 1 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
Enrollment Projections (Headcount)					
Full-Time	2	4	7	10	12
Part-Time	6	9	13	13	13
Total	8	13	20	23	25
Enrollment Projections (FTE)					
Full-Time	2	4	7	7	7
Part-Time	3	5	7	7	7
Total	5	9	14	14	14
Degree Completions Projection	0	3	3	12	15
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	Year 2	Year 3	Year 4	Year 5
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: 11-28
Campus Code: 1827
County: Lake
Degree Level: Master's
CIP Code: Federal – 110804; State – 110804

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

COMMISSION FOR HIGHER EDUCATION
Friday, March 9, 2012

DECISION ITEM B-1:   <u>**North Campus Residence Hall – Indiana State University**</u>

Staff Recommendation   That the Commission for Higher Education recommend approval to
                                the State Budget Agency and the State Budget Committee the
                                following project: *North Campus Residence Hall – Indiana State
                                University.* Staff recommendations are noted in the staff analysis.

Background   By statute, the Commission for Higher Education must review all
                                projects to construct buildings or facilities costing more than
                                $500,000, regardless of the source of funding. Each repair and
                                rehabilitation project must be reviewed by the Commission for
                                Higher Education and approved by the Governor, on
                                recommendation of the Budget Agency, if the cost of the project
                                exceeds seven hundred fifty thousand dollars ($750,000) and if any
                                part of the cost of the project is paid by state appropriated funds or
                                by mandatory student fees assessed all students. Such review is
                                required if no part of the project is paid by state appropriated funds
                                or by mandatory student fees and the project cost exceeds one
                                million five hundred thousand dollars ($1,500,000). A project that
                                has been approved or authorized by the General Assembly is subject
                                to review by the Commission for Higher Education. The
                                Commission for Higher Education shall review a project approved or
                                authorized by the General Assembly for which a state appropriation
                                will be used. All other non-state funded projects must be reviewed
                                within ninety (90) days after the project is submitted to the
                                Commission.

                                The Trustees of Indiana State University seeks authorization to
                                proceed with construction of a new north campus residence hall.
                                The 352 bed facility will provide for additional on-campus housing
                                during the long term upgrading and renovation of on-campus
                                housing. The expected cost of the project is $24,000,000 and would
                                be funded through debt issued by the University Residence Hall
                                System and cash reserves.

Supporting Document   *North Campus Residence Hall – Indiana State University,* March 9,
                                2012.

NORTH CAMPUS RESIDENCE HALL
INDIANA STATE UNIVERSITY

Project Description and Staff Analysis

DESCRIPTION OF THE PROJECT

Located in the heart of the Indiana State University campus, the proposed in-fill housing project will bridge the academic core of campus to the northern residential areas. The proposed site of the 352 bed facility is immediately south of Lincoln Quad and the new Student Recreation Center in an area currently used for faculty/staff parking.

The complex has been designed as two buildings which can then further be broken down into four masses connected by semi-transparent links. A design of this nature allows for maximum flexibility in the use of the facility for small groups of students sharing like academic and social interests. The goal is to provide autonomy for each of the eight groups living within the facility by providing them their own "house" while still maintaining the connectivity amongst all the groups. The architecture of the complex ties to the traditional buildings on campus such as Condit House and Tirey Hall.

Within the facility, each of the eight group modules will include a range of residential units from double occupancy rooms for underclassman to singles for seniors. As the first new residential housing project on campus since the 1960's, it will integrate sustainable features such as the use of regional materials with high recycled content, energy efficient mechanical systems, and low water usage plumbing fixtures with a target of being the first LEED certified new building on campus.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

This project is a part of the Campus Master Plan, completed in 2009, to provide attractive housing options for prospective and current students consistent with the mission of a four-year residential campus.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The proposed in-fill housing construction maintains current occupancy levels and creates an environment that is attractive to students and conducive to living and learning. Indiana State University believes campus housing provides students with many benefits including living in an academically supported environment with academic peer advisors and learning communities. It also allows students the ability to stay connected to campus through activities that foster educational, social, and leadership development as well as opportunities to engage with students from a variety of different cultures, backgrounds, and lifestyles.

ALTERNATIVES CONSIDERED

Several sites were considered for this project. The decision to locate in-fill housing immediately south of Lincoln Quad was based on the proximity to major academic facilities and existing student housing. Student focus groups were used to solicit feedback in terms of location and design.

RELATIONSHIP TO LONG-RANGE FACILITY PLANS

In line with Purdue's Campus Master Plan, constructing this facility adjacent to the Center for Student Excellence and Leadership at the proposed location will establish Third Street as the Student Success Corridor. The combined projects will be built to preserve the maximum amount of open, recreational space on the balance of the field. The dining and retail function of this project will support the Center for Student Excellence and Leadership and maximize the opportunities that food service provides to this new community.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

Many of Indiana State's housing options are antiquated and in need of major refurbishment. The Campus Master Plan calls for the renovation of Sycamore Towers and Lincoln Quad that have had no major renovation in over 40 years and do not meet existing building codes including those of fire safety and ADA compliance. To accommodate the space needs of today's students and building code requirements, renovations of existing housing facilities often result in a reduction of current occupancy levels. While the Campus Master Plan does not call for a significant increase in the overall bed count, the construction of in-fill housing is needed to maintain the current bed count in order to allow for future renovation of other existing residence halls.

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS

The long-term plan for student housing includes the renovation of Sycamore Towers and Lincoln Quad. Renovations of existing housing structures normally result in a reduction in the number of beds available to provide for improved facilities and meet current building codes and standards. In order to maintain the existing level of available beds within the Student Housing System it is necessary to construct in-fill housing to replace those lost through future renovations.

HISTORICAL SIGNIFICANCE

N/A

STAFF ANALYSIS

As part of Indiana State University's long-term student housing plan, the North Campus Residence Hall facility will provide updated on-campus housing to students and allow for current residence hall facilities to be renovated and upgraded throughout the next 10 years. Overall, Indiana State will slightly increase on-campus housing from the current capacity of 3,607 beds to 3,800 by 2019. This is based on current growth trends for on-campus housing, overall enrollment trends and upgrades to on-campus housing facilities. The last time a new on-campus housing facility was built at Indiana State was 1969.

The overall facility is 139,010 square feet (80,000 assignable square feet) and will house 352 beds for students living on campus. Current occupancy rates for Indiana State University on-campus housing is approximately 99% as of the fall of 2011. Roughly 30% of the overall student body lives in on-campus housing. Currently, due to high demand for on-campus housing, Indiana State houses students at a local hotel due to the lack of on-campus housing facilities. Overall, the space added by the North Campus facility will increase the capacity of on-campus housing; however, as Indiana State renovates older residence halls and converts smaller rooms into larger rooms with private bathrooms, capacity will reach

roughly 3,800 beds by 2019. Since 2008, overall capacity has decreased from 3,672 beds to 3,607 in the fall of 2011 due to the renovation of older on-campus housing facilities from multi-bed units to double or single units.

Funding for the new residence hall will be primarily through revenue bonds issued by Indiana State University housing and reaming costs (13%) will be funded with cash reserves held by Indiana State University housing services. The cost per square foot for North Campus is $172 per gross square foot. Operational costs of the new facility will be funded through revenues associated with housing services and will not impact the general fund operating budget of the university.

Other on-campus housing projects approved by the Commission:
- Ball State North Hall – Approved in October 2006. $40M building with 600 beds at a size of 187,500 gross square feet. ($67K per bed, $213 per gross square foot)
- Indiana University Bloomington Ashton Complex – Approved in August of 2008. $80M building (7 buildings) with 837 beds at a size of 411,000 gross square feet. ($96K per bed, $195 per gross square foot)
- Indiana University Bloomington Third Street Residence Hall – Approved May 2011. $38M building with 450 beds at a size of 155,000 gross square feet. ($84K per bed, $245 per gross square foot)
- Indiana University Bloomington Third Street Apartments – Approved May 2011. $16M building with 122 beds at a size of 84,000 gross square feet. ($131K per bed, $191 per gross square foot)
- Vawter Field Housing – Approved in October 2011. $40M building with 300 beds at a size of 128,400 gross square feet. ($133K per bed, $310 per gross square foot)

Staff recommends the Commission provide a favorable review of this proposed project.

INDIANA STATE UNIVERSITY
Project Summary
NEW CONSTRUCTION

INSTITUTION: Indiana State University   **CAMPUS:** Terre Haute

PROJECT TITLE: In-fill Housing   **BUDGET AGENCY NO.:** C-1-12-2-03
INSTITUTION'S PRIORITY: _____

PROJECT SUMMARY DESCRIPTION (ATTACHMENT A)   The proposed in-fill student housing project will bridge the academic core of campus to the northern residential areas. Located immediately south of Lincoln Quad and the new Student Recreation Center, the complex is designed as two buildings which can further be broken down into four masses connected by semi-transparent links. The project will incorporate sustainable features with the target of being the first LEED certified new building on campus.

SUMMARY OF NEED AND NET CHANGE IN CONTRIBUTION TO EDUCATIONAL SERVICES PROVIDED BY INSTITUTION (ATTACHMENT B)   The proposed construction of in-fill student housing is integral to the University's long-term plan for the renovation of existing facilities to provide attractive housing for students and create an atmosphere conducive to living and learning. Construction of this facility will provide a total of 352 beds with a range of residential units from double occupancy rooms for underclassman to single rooms for seniors.

SPACE DATA (ATTACHMENT C)

PROJECT SIZE: 139,010   GSF   80,008   ASF   58%   ASF/GSF

NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE: -0-   ASF

The In-fill Housing project is considered supplemental space.

TOTAL PROJECT BUDGET (ATTACHMENT D)

   TOTAL ESTIMATED COST: $24,000,000 $/GSF $172.65

   ANTICIPATED DATE OF PROJECT COMPLETION: July 2013

ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)
      Residence Hall Reserves
      and Borrowing $24,000,000

            TOTAL BUDGET $24,000,000

ESTIMATED CHANGE IN ANNUAL OPERATING BUDGET AS A RESULT OF THIS PROJECT (ATTACHMENT F)
   $ -0-   ( ) INCREASE   ( ) DECREASE

All operating and maintenance costs will be paid from net revenues of the Housing and Dining System. No general fund revenues will be used.

NOTE: SEE ATTACHMENTS FOR SUPPORTING INFORMATION REQUEST TO BE SUBMITTED WITH PROJECT SUMMARY FORM.

∞

CSO Architects

Memorandum

TO: Diann McKee

FROM: Brandon D. Bogan

DATE: 12/21/11

RE: ISU - Infill Student Housing Square Footages

Below are the proposed square footages for the ISU Infill Student Housing project based upon the 12/21/11 Schematic Design Package.

Gross Square Footage

West Building	
First Floor	18,701 s.f.
Second Floor	17,036 s.f.
Third Floor	17,036 s.f.
Fourth Floor	16,732 s.f.
	69,505 s.f.

East Building	
First Floor	18,701 s.f.
Second Floor	17,036 s.f.
Third Floor	17,036 s.f.
Fourth Floor	16,732 s.f.
	69,505 s.f.

Total Gross Square Footage	**139,010 s.f.**

Assignable Square Footage:

Residential Areas		
Student Bedrooms (Doubles & Singles)		34,576 s.f.
Common bath & vanity areas		7,024 s.f.
Suites (singles with private bathroom)		17,808 s.f.
	Subtotal	59,408 s.f.

Amenity Areas		
Gallery/Foyer		1,648 s.f.
Study/Gathering Areas		9,688 s.f.
Meeting Rooms		5,808 s.f.
Kitchenettes		856 s.f.
Offices		1,120 s.f.
Vending/Mail Rooms		576 s.f.
Laundry Rooms		904 s.f.
	Subtotal	20,600 s.f.

Total Assignable Square Footage	**80,008 s.f.**

COMMISSION FOR HIGHER EDUCATION
Friday, March 9, 2012

DECISION ITEM B-2:   <u>Kelley School of Business Expansion and Renovation – Phase I at</u>
                               <u>the Indiana University Bloomington Campus</u>

Staff Recommendation   That the Commission for Higher Education recommend approval to
                               the State Budget Agency and the State Budget Committee the
                               following project: *Kelley School of Business Expansion and*
                               Renovation – Phase I at Indiana University Bloomington. Staff
                               recommendations are noted in the staff analysis.

Background   By statute, the Commission for Higher Education must review all
                               projects to construct buildings or facilities costing more than
                               $500,000, regardless of the source of funding. Each repair and
                               rehabilitation project must be reviewed by the Commission for
                               Higher Education and approved by the Governor, on
                               recommendation of the Budget Agency, if the cost of the project
                               exceeds seven hundred fifty thousand dollars ($750,000) and if any
                               part of the cost of the project is paid by state appropriated funds or
                               by mandatory student fees assessed all students. Such review is
                               required if no part of the project is paid by state appropriated funds
                               or by mandatory student fees and the project cost exceeds one
                               million five hundred thousand dollars ($1,500,000). A project that
                               has been approved or authorized by the General Assembly is subject
                               to review by the Commission for Higher Education. The
                               Commission for Higher Education shall review a project approved or
                               authorized by the General Assembly for which a state appropriation
                               will be used. All other non-state funded projects must be reviewed
                               within ninety (90) days after the project is submitted to the
                               Commission.

                               The Trustees of Indiana University requests authority to proceed
                               with the expansion and renovation of the Kelley School of Business
                               at the Bloomington campus. The first phase of the project will
                               provide for new classroom, student, office and auxiliary space for
                               students and staff associated with the Kelley School of Business.
                               Renovations will include work required to expand the current
                               structure. The first phase of the project would be funded through gift
                               and grant funds totaling $37 million.

Supporting Document   *Kelley School of Business Expansion and Renovation – Phase I at*
                               the Indiana University Bloomington Campus, March 9, 2012

Project Description and Staff Analysis

DESCRIPTION OF THE PROJECT

This project renovates and expands the Kelley School of Business Undergraduate Building (Hodge Hall) located at the northeast corner of Tenth Street and Fee Lane on the Bloomington campus. The building is bordered to the east by the School of Public and Environmental Affairs (SPEA), to the west by the Kelley Graduate School of Business, and to the south and west by the new addition.

In the existing building, interior corridor upgrades, new lighting, new fireproofing on the existing steel structure, and a new fire suppression system, where required, will be implemented along with new finishes within renovated areas. The connection to SPEA on the northeast and southeast ends of the first level will be maintained, but not renovated with the exception of adding automatic door closers to the existing doors separating the two buildings. New restroom facilities, designed to support both the existing building and the new addition, will be constructed within the existing building as well as a new information technology (IT) infrastructure backbone.

The four-level addition will be located at the southwest corner of the undergraduate school. The first level will accommodate the student commons, a 48-seat flat-floored classroom, 60-person classrooms, and two 180-person tiered classrooms. The second level will house the trading room, undergraduate program offices, presentation space, new workstations, and 60-person classrooms. The third level will accommodate a 60-seat horseshoe classroom, 48- and 60-person classrooms, and office/conference space. The fourth level will have a 60-seat horseshoe classroom, a multi-purpose room and 60-person classrooms. A new accessible entrance to the east end and a new connection between the existing building and the expansion, which will create continuous circulation, will be included.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

The Kelley School of Business has been an area of strength and a source of national recognition for Indiana University's Bloomington campus. Its highly regarded and technologically innovative teaching program, along with the research excellence of its faculty, are directly in support of the mission of Indiana University.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The Kelley School of Business Building opened in the fall of 1966, and many of the original finishes remain in place and are showing expected wear and tear. Various classrooms have received updates over the years. This renovation and addition will work together in attracting and retaining the best and brightest students, faculty, staff, and corporate partners by providing additional new classrooms, greatly enhancing a more appropriate environment for undergraduate business students at the Kelley School of Business, and allowing the school to admit more students who have been turned away every year because the existing facility is at 100 percent capacity.

ALTERNATIVES CONSIDERED

Due to the nature of this project no other alternatives were considered.

RELATIONSHIP TO LONG-RANGE FACILITY PLANS

In line with Purdue's Campus Master Plan, constructing this facility adjacent to the Center for Student Excellence and Leadership at the proposed location will establish Third Street as the Student Success Corridor. The combined projects will be built to preserve the maximum amount of open, recreational space on the balance of the field. The dining and retail function of this project will support the Center for Student Excellence and Leadership and maximize the opportunities that food service provides to this new community.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

This project is consistent with the mission of the IUB campus and the Kelley School of Business.

HISTORICAL SIGNIFICANCE

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

STAFF ANALYSIS

Indiana University Bloomington's Kelley School of Business (KSOB) wishes to renovate and expand the current undergraduate facilities to allow for growth in the number students seeking business and business related degrees. The project request is for the first of two phases to upgrade, renovate and expand the current undergraduate facilities at the Bloomington campus.

The first phase of the project will primarily focus on the expansion of space, increasing the overall facility footprint on campus by 92,005 gross square feet (GSF) or 51,554 assignable square feet (ASF). The expansion will allow for additional classrooms ranging in size from 48 person to 180 person classrooms to accommodate future growth in enrollment in the KSOB degree programs. Additionally, a trading room, program offices, presentation space and workstation space will be included in the new expansion. As KSOB students often times are required to work in groups, study space and meeting space is a premium on campus. Phase I will provide additional student meeting space in the new facility to allow students to complete coursework and projects.

The impact of the first phase expansion will allow for various KSOB operations and services that are located outside of the main undergraduate KSOB facility to be housed in the new expended space, creating space for other university operations and functions. Staff would note that at this time no academic or administrative space will be removed or demolished based on this project.

As part of the expansion of the undergraduate KSOB facility, some renovations will need to occur near and around the expansion. Major renovation to the current undergraduate KSOB facility will be part of the second phase of this project. IUB anticipates the second phase of the project to be submitted to CHE for review during 2013. The renovation of the current KSOB undergraduate facility will include upgrading classrooms, student meeting space, workstation space, offices, auxiliary space, etc.

The cost of Phase I is estimated at $37 million or roughly $292 per gross square foot. Estimated cost figures include both new construction for the expansion and renovations related to Phase I. Funding for Phase I will be provided through generous gift funds made directly to KSOB, as well as a grant provided through the Lilly Endowment Fund. The overall cost of both Phase I and II is expected to be around $50 million and could result in reducing deferred repair and rehabilitation maintenance by approximately $30 million once complete.

Staff recommends the Commission provide a favorable review of this proposed project.

INSTITUTION: Indiana University   CAMPUS: Bloomington

PROJECT TITLE: Kelley School of Business   BUDGET AGENCY NO.:   A-1-12-1-12

Renovation and Expansion - Phase I   INSTITUTION'S PRIORITY:

PROJECT SUMMARY DESCRIPTION (ATTACHMENT A) – This project renovates and expands the Kelley School of Business Undergraduate Building (Hodge Hall) located at the northeast corner of Tenth Street and Fee Lane on the Indiana University Bloomington (IUB) campus. In the existing building, interior corridor upgrades, new lighting, new fireproofing on the existing steel structure, and a new fire suppression system, where required, will be implemented along with new finishes within renovated areas. New restroom facilities, designed to support both the existing building and the new addition, will be constructed within the existing building as well as a new information technology (IT) infrastructure backbone. The four-level addition will be located at the southwest corner of the undergraduate school. The first level will accommodate the student commons, a 48-seat flat-floored classroom, 60-person classrooms, and two 180-person tiered classrooms. The second level will house the trading room, undergraduate program offices, presentation space, new workstations, and 60-person classrooms. The third level will accommodate a 60-seat horseshoe classroom, 48- and 60-person classrooms, and office/conference space. The fourth level will have a 60-seat horseshoe classroom, a multi-purpose room and 60-person classrooms. A new accessible entrance to the east end and a new connection between the existing building and the expansion, which will create continuous circulation, will be included.

SUMMARY OF NEED AND NET CHANGE IN CONTRIBUTION TO EDUCATIONAL SERVICES PROVIDED BY INSTITUTION (ATTACHMENT B) – The Kelley School of Business has received minimal upgrades since its completion in 1966. Many of the original finishes remain in place and are showing expected wear and tear. It will provide a greatly enhanced and more appropriate classroom environment for undergraduate business students at the Kelley School of Business, and will allow the school to admit more students who have been turned away every year because the existing facility is at 100 percent capacity.

SPACE DATA (ATTACHMENT C)

PROJECT SIZE: 126,613 * GSF   57,338 **ASF   45% ASF/GSF

NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE: 51,554 ASF

* 92,005 gsf new plus 34,608 gsf renovation   ** 51,554 asf new plus 5,784 asf renovation

TOTAL PROJECT BUDGET (ATTACHMENT D)

TOTAL ESTIMATED COST: $37,000,000 $/GSF $292.23

ANTICIPATED DATE OF PROJECT COMPLETION: August 2014

ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)

Gifts through the Indiana University Foundation	$22,500,000
Lilly Endowment Grant	$14,500,000
TOTAL BUDGET	$37,000,000

ESTIMATED CHANGE IN ANNUAL OPERATING BUDGET AS A RESULT OF THIS PROJECT (ATTACHMENT F)

    $273,236   (X) INCREASE   (   ) DECREASE

COMMISSION FOR HIGHER EDUCATION
Friday, March 9, 2012

DECISION ITEM C:	<u>Approval of the *Reaching Higher, Achieving More* Strategic Plan</u>

Staff Recommendation

That the Commission adopt the *Reaching Higher, Achieving More* strategic plan and work collectively with Indiana's higher education community and other partners to realize the aspirations and strategies contained therein.

Background

As part of its enabling statute, the Indiana Commission for Higher Education (CHE) is responsible for developing and implementing a long range plan for postsecondary education in Indiana. In 2007, CHE adopted *Reaching Higher,* a strategic plan for Indiana's higher education system. *Reaching Higher* focused on key areas: 1) Moving from college access to degree success; 2) Preparing K-12 teachers, school leaders and students for college success; 3) Ensuring that college is affordable; 4) Focusing the role of the community colleges; 5) Strengthening Indiana's major research universities; and 6) Embracing accountability.

Building on the foundation of the original *Reaching Higher,* the CHE began work during 2011 to develop a new strategic plan, titled *Reaching Higher, Achieving More.* Throughout this process, CHE invited key stakeholders to provide comments, suggestions and recommendations while drawing from research and national best practices to inform the resulting document.

Reaching Higher, Achieving More builds on work underway but acknowledges that these efforts must be accelerated and expanded to provide a higher education system that offers greater value to students and the state by:

- Creating increased opportunities and pathways for students that promote college ***completion***.
- Demonstrating an expanded commitment to ***productivity*** that ensures college affordability for both students and the state.
- Producing ***quality*** college degrees and certificates that are valued by students, academics and employers.

Reaching Higher, Achieving More charts a course for CHE's work over the next three to five years, but it is presented with a recognition that reaching these aspirations will require even greater engagement and collaboration on the part of Indiana's higher education institutions, policymakers, business and community leaders, and Hoosier students and families.

Supporting Document

Reaching Higher, Achieving More: A Success Agenda for Higher Education in Indiana
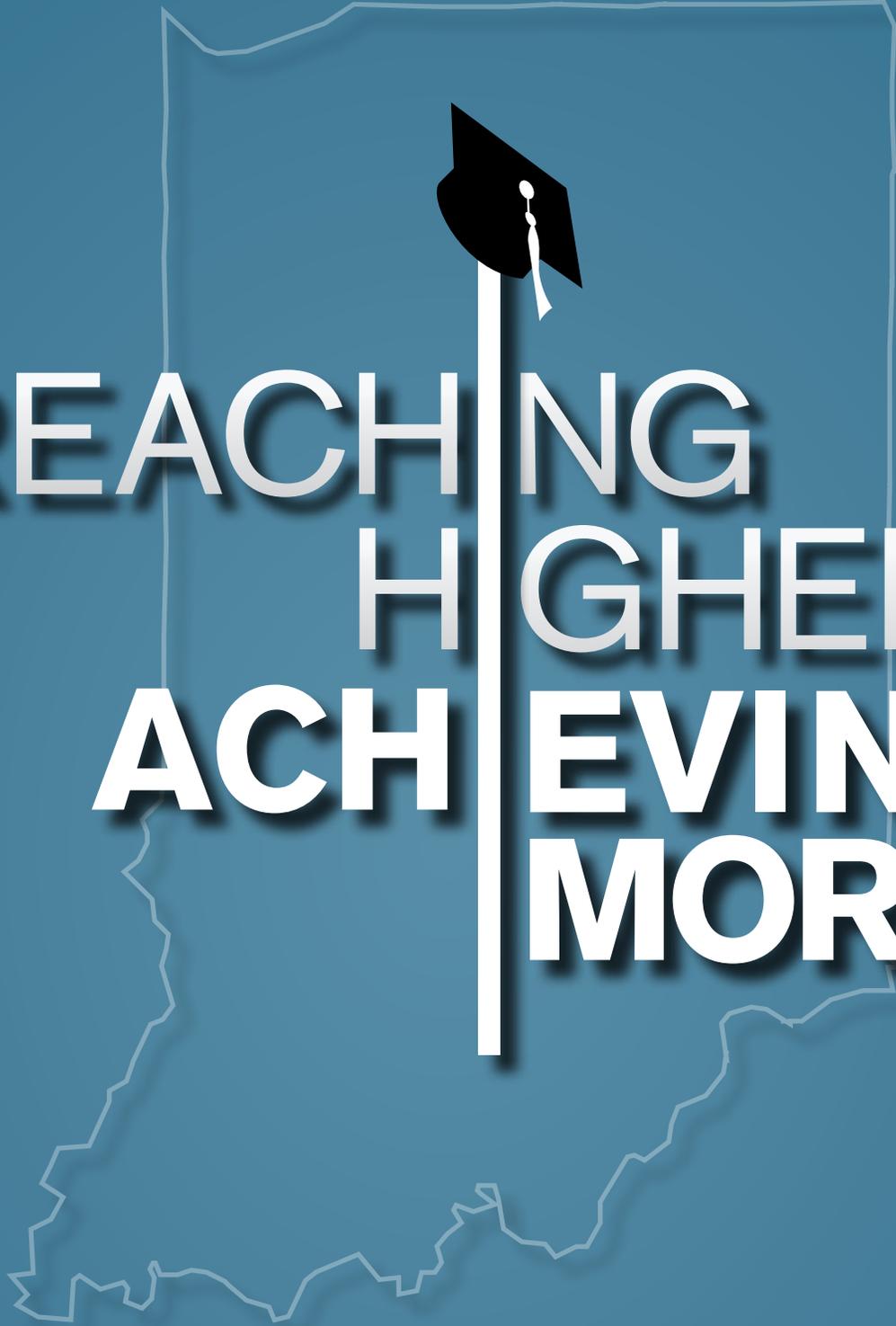
REACHING HIGHER, ACHIEVING MORE

A SUCCESS AGENDA FOR HIGHER EDUCATION IN INDIANA

EMBARGOED FOR RELEASE UNTIL MARCH 9, 2012

INDIANA *Commission for* HIGHER EDUCATION

SEAL OF THE STATE OF INDIANA 1816

COMPLETION

PRODUCTIVITY

QUALITY

CHE Agenda 51

About the Indiana Commission for Higher Education

MISSION

The Indiana Commission for Higher Education is a 14-member public body created in 1971 to: define the missions of Indiana's colleges and universities, plan and coordinate the state's postsecondary education system, and ensure that Indiana's higher education system is aligned to meet the needs of students and the state.

MEMBERS

The Commission includes representatives from each Congressional district, three at-large members, a college faculty representative and a college student representative.

Teresa Lubbers, Commissioner

Ken Sendelweck, Chair, 9th Congressional District

Eileen O'Neill Odum
1st Congressional District

Chris Murphy
2nd Congressional District

Marilyn Moran-Townsend
Vice Chair, 3rd Congressional District

Susana Duarte de Suarez
4th Congressional District

Michael Smith
5th Congressional District

Michael "Jud" Fisher, Jr.
Secretary, 6th Congressional District

Dennis Bland
7th Congressional District

George Rehnquist
8th Congressional District

Gerald Bepko
At-Large Member

Carol D'Amico
At-Large Member

Christopher LaMothe
At-Large Member

Kent Scheller
Faculty Representative,
University Of Southern Indiana

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ADOPTION & ACKNOWLEDGEMENTS

Reaching Higher, Achieving More, was adopted unanimously by the members of the Indiana Commission for Higher Education in March 2012.

The Commission wishes to thank the many individuals who contributed their time and talent to *Reaching Higher, Achieving More*, including the co-chairs for the strategic plan's development, Gerald Bepko and Marilyn Moran-Townsend.

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WORKING TOGETHER TO ACHIEVE MORE

More Hoosiers than ever before recognize that a college credential is their passport to opportunity and prosperity.

Indiana must rise to the challenge by establishing one of the best and most student-centered higher education systems in the country.

The stakes for achieving more have never been greater. It is not an overstatement to say that Indiana's future depends on the educational attainment of its citizens.

Achieving More calls for a higher education system that is:

- **Student-centered**, recognizing the changing needs and demographics of Hoosier students and placing students at the center of each and every effort, from development to implementation.

- **Mission-driven**, recognizing Indiana's diverse landscape of public and private postsecondary education providers, each filling a distinct but integrated role within the state's higher education system.

- **Workforce-aligned**, recognizing the increasing knowledge, skills and degree attainment needed for lifetime employment and ensuring Indiana's economic competitiveness.

Achieving More requires a focus on student success by creating efficient pathways and incentives for **completion** of degrees and certificates, promoting **productivity** to safeguard affordability, and attaining a standard of academic **quality** that ensures Indiana's college credentials are universally recognized for their rigor and value.

THE *ACHIEVING MORE* CHALLENGE

- **Attainment:** Increase higher education attainment of Hoosier adults to 60 percent of Indiana's population by 2025 (45 percent by 2018).

- **Completion:** Increase on-time college graduation rates for Hoosier students to 50 percent at four-year campuses and 25 percent at two-year campuses by 2018.

- **Production:** Double the number of college degrees and certificates produced currently by 2025 (requires increasing annual degree production from approximately 60,000 degrees to 120,000 degrees).

930,000 Projected Job Vacancies by 2018

| 506,000 for those with postsecondary credentials | 328,000 for high school graduates | 96,000 for high school dropouts |

Source: Bureau of Labor Statistics, 2010.

Reaching Higher, Achieving More

Looking Back: Reaching Higher

Since the first *Reaching Higher* strategic plan was adopted in 2008, Indiana has accelerated momentum to increase student access and success, to ensure college afford-ability for students and families, and to align the state's higher education system to meet Indiana's economic and workforce needs.

Together, we have:

- **Raised college-readiness expectations** by making Indiana's Core 40 high school diploma the standard for all students by expanding access to dual credit, Advanced Placement and other early college opportunities.

- **Reformed the state's financial aid system** by making college costs more transparent for Hoosier families, strengthening the state's Twenty-first Century Scholars program to promote student success, and targeting aid to better serve adult students.

- **Rewarded colleges for student success** through a performance-based funding formula that emphasizes completion and productivity.

While these accomplishments and the dedication of campus leaders, faculty and students should not be overlooked, now is not the time to back off. Indiana college completion rates have remained relatively flat and the state's education attainment ranking of 42nd in the nation has not improved.

Looking Ahead: Achieving More

To achieve a better result, Indiana and its higher education institutions must respond to changing times and growing demands, rethink traditional notions and approaches, and renew and accelerate the promises of the original *Reaching Higher*.

The strategic priorities and policy directions outlined in *Reaching Higher, Achieving More* were formed with these challenges and opportunities in mind.

Indiana ranks 41st nationally in personal per capita income and 42nd in higher education attainment.

Source: U.S. Census Bureau, 2010.
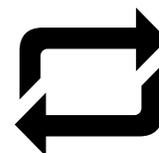
Regional Recovery: Meeting Workforce Needs

Vincennes University and its corporate partners are stepping up their game to meet the rising demand for highly skilled workers, particularly in advanced manufacturing.

Vincennes and regional employers such as Sony, Toyota and Subaru are expanding their partnerships to show students, parents and educators the benefits of pursuing employment in the increasingly high-tech field of manufacturing.

Jeffrey Johnson of Toyota's human resources division recently reached out to Technology Division Dean Art Haase, telling him that the company wants to do more to recruit high school students toward technical careers. "Obviously, it behooves us to partner with educators in order to help supply the industry with the trained people that are needed," Johnson said.

Toyota is also among a number of companies providing paid summer internships, including housing, to attract more students into the field.

In 2012, Vincennes will launch an intensive 14-week summer program in precision machining that will earn participating students a bachelor's degree in three years. Innovative business partnerships and degree programs are essential for producing the highly skilled workers Indiana's economy demands.

Healthy and Wise: Improving Lives Through Innovative Investments

Dr. Richard DiMarchi worked for many years as an accomplished corporate scientist, but he says a university setting is the "preferred domain" for fostering discoveries that have tremendous potential to benefit human health.
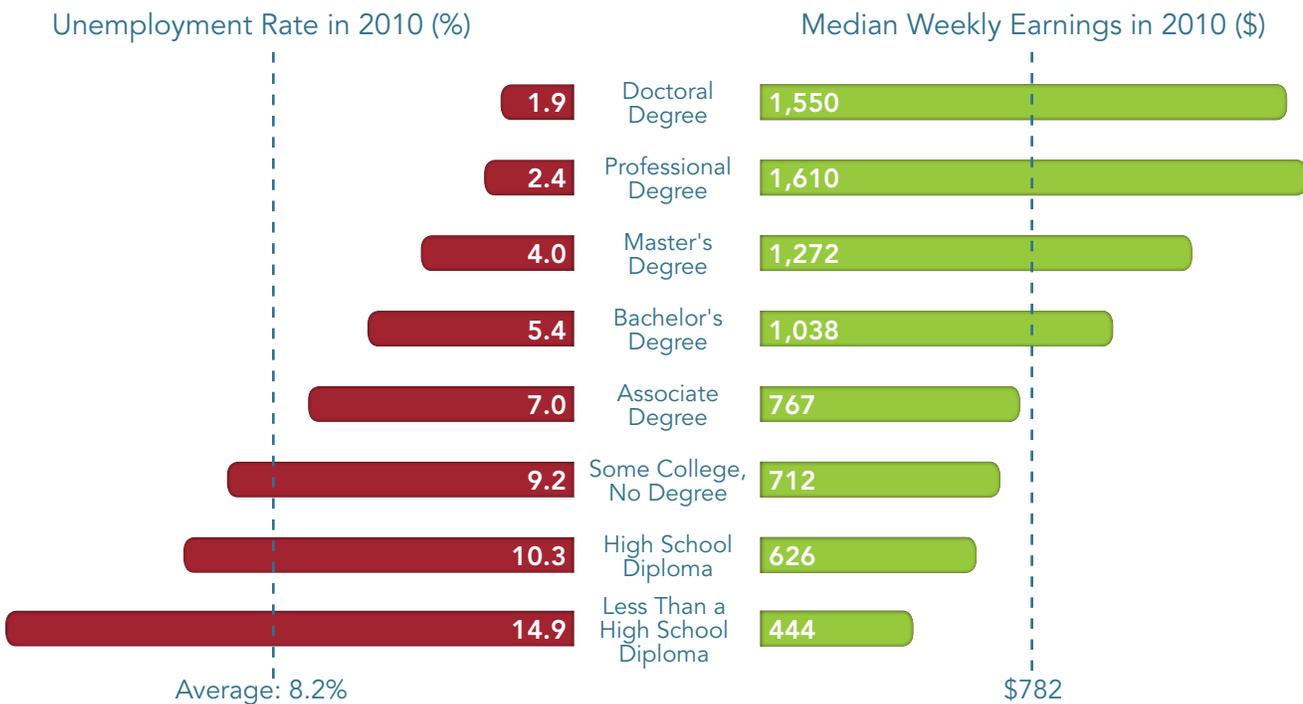
Working with students and staff in the research labs of Indiana University (IU), and with funding support from Carmel-based Marcadia Biotech, DiMarchi's research team developed a compound for experimental diabetes medicines.

"IU stimulates creativity and an environment that encourages free thought and innovation," says DiMarchi, who also helped found Marcadia.

When testing revealed the potential for multiple applications for this breakthrough research, including treatment of hypoglycemia, hypertension and obesity, Marcadia secured strong commercial interest in the potential of DiMarchi's research. Marcadia was purchased in 2010 by Roche for nearly $300 million, a clear indication of its economic potential. Roche is now working with Marcadia and the university to bring all of this promising research to market.

Fritz French, Marcadia's former CEO, says the company's experience with IU is "an example of what can be accomplished through collaboration and advancing scientific research and should spur other start-ups like Marcadia."

The Growing Divide: Education Attainment and Economic Opportunity

Unemployment Rate in 2010 (%)   Median Weekly Earnings in 2010 ($)

Degree	Unemployment Rate	Median Weekly Earnings
Doctoral Degree	1.9	1,550
Professional Degree	2.4	1,610
Master's Degree	4.0	1,272
Bachelor's Degree	5.4	1,038
Associate Degree	7.0	767
Some College, No Degree	9.2	712
High School Diploma	10.3	626
Less Than a High School Diploma	14.9	444

Average: 8.2% $782

Source: Bureau of Labor Statistics, 2010.

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Completion

Students and the state are not well served by an empty promise of college access without completion.

Less than a third of Indiana's four-year college students graduate on time, and only slightly more than half graduate after six years. And, less than 10 percent of the state's two-year college students graduate within three years.*

Not completing a two-year or four-year college degree has dramatic financial implications to Hoosiers and the state.

The lifetime earning potential of a student who does not complete higher education is more than $1 million less than an individual with a college degree.

Indiana must increase overall completion rates and reduce the time it takes for students to complete degree programs.

This will require:

- Increasing preparation of K-12 students.

- Transforming remedial education policies and practices to ensure students successfully complete gateway college courses.

- Establishing clear, efficient pathways for on-time college completion.

The Incomplete Promise: Indiana College Completion Rates*

Four-year Public Colleges:
- Four-year graduation rate: 28 percent
- Six-year graduation rate: 53 percent

Two-year Public Colleges:
- Two-year graduation rate: 4 percent
- Three-year graduation rate: 12 percent

Learn More Indiana: Creating a College-Completion Culture

Learn More Indiana, the state's one-stop resource for college and career planning and preparation, is making higher education possible for more Hoosiers. With a comprehensive website, annual campaigns and a robust mentoring program, Learn More Indiana is working with local partners across the state to break barriers to college access and success.

One such partnership is with Project Leadership, a non-profit organization serving Grant and Delaware counties. Through Learn More Indiana and Project Leadership, students participating in the state's Twenty-first Century Scholars program get help at every stage of the college preparation process. Initiatives such as family outreach events, in-school financial aid labs, college application days and more than 200 trained mentors help make college a reality for these students.

With partnerships like Learn More Indiana and Project Leadership, the state and local communities are working together to create a college-completion culture across Indiana.

Source: Indiana Commission for Higher Education, 2011.

PREPARATION

Indiana has made significant progress in increasing the number of students pursuing and completing rigorous courses in high school. This trend is reflected by increasing numbers of students taking college entry assessments (ACT and SAT), completing Advanced Placement (AP) and dual credit courses, and earning Core 40 diplomas with Academic or Technical Honors.

Rigorous High School Course-Taking (2006-11)*

- Increase in Core 40 and honors diplomas: 70.4 percent to 80.9 percent

- Increase in graduates passing AP exams: 7.5 percent to 14.0 percent

- Increase in Dual Credit Course-Taking: 10,000 to over 43,000 students (317 percent increase)

Creating a High School Diploma that Counts

Indiana created Core 40 to ensure that high school students are prepared for success after graduation. Building on this foundation:

- Core 40 became the **default curriculum for a high school diploma**. The Class of 2011 was the first to graduate with this requirement.

- Core 40 diploma requirements were **aligned with minimum admissions requirements** at all four-year public Indiana colleges (took effect in fall 2011).

- State **financial-aid policies are aligned with Core 40 completion**.

While these developments are noteworthy, the data reveal significant disparities in student academic preparation and performance. And, despite increasing numbers of Core 40 diploma graduates, many students still require remediation upon entry to college.

Unfinished Business: Defining What it Means to be College Ready

Each year, the Commission for Higher Education issues feedback reports showing where Indiana high school graduates go to college and whether these students are ready for college-level coursework. The data is cause for concern: at least a quarter of all first-time Indiana public college students are not college-ready when they arrive on campus.

Building on Indiana's already rigorous academic standards, the state adopted the Common Core State Standards in 2010 to provide students and educators a consistent, clear understanding of the knowledge and skills needed to be ready for college and careers. Implementation of these standards must include:

- Creating a **common definition of college and career readiness**.

- Implementing **common assessments of college and career readiness** (administered beginning at grade 11) as a primary indicator for college placement decisions.

- Developing **alternative academic courses** to accelerate the transition to college-level content, particularly for high school seniors and community college students identified for remedial education.

METRICS THAT MATTER: *COMPLETION*

1. **Degree Completion:** Percentage change in total degrees conferred. For two-year campuses, includes one-year certificates and associate degrees. For four-year campuses, includes bachelor's, master's and doctorate degrees.

2. **Remediation Success:** Percentage of entering undergraduate students who complete first-year, college-level English and math courses.

3. **Student Persistence:** Percentage of entering two-year college students who complete 15, 30 and 45 credit hours and entering four-year college students who complete 30 and 60 credit hours.

Source: Indiana Department of Education, 2011.

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Improving Preparation: A Shared Responsibility

Too often, higher education dismisses responsibility for student success in college based on insufficient preparation in the K-12 system.

Indiana's higher education community must engage with the K-12 system to ensure that postsecondary expectations for students are clear and that the future educators prepared by Indiana colleges are equipped to be effective teachers and administrators. It's worth noting that the state's higher education institutions trained more than 90 percent of the teachers currently working in Indiana K-12 classrooms today.

This shared responsibility—student and educator preparation—must be embraced by Indiana's K-12 and higher education communities. Specifically, the Commission will champion state and institutional policies and actions that:

- **Define what it means to be college-ready** in Indiana and align assessments between K-12 and higher education to ensure quality and consistency.

- **Connect colleges with P-20 educators, students and families** to communicate an expectation for college readiness.

- **Improve the feedback loop between high schools, colleges and employers** regarding the performance of their graduates and transfer students.

- **Reform educator preparation programs** to reflect the Common Core State Standards and ensure graduating teachers and teacher leaders are prepared to meet these expectations and to evaluate progress.

- **Share relevant data with K-12** to identify academic areas in which students most frequently lack preparation upon college entry.

- **Ensure high-quality dual credit courses** are available across the state, transfer statewide as college credit, and reduce time-to-degree for students.

THE COMPLETION CHALLENGE

1. **Degree Completion:** Beginning in 2012, Indiana's colleges and universities will set and publicly report campus-specific targets for increasing overall degree completion.

2. **Remediation Success:** By 2018, Indiana high school graduates who earn a Core 40 diploma will not need postsecondary remediation. By 2018, any adult student identified for college remediation will complete the subsequent gateway English or math course.

3. **Student Persistence:** Beginning in 2012, Indiana's colleges and universities will set specific targets for increasing the percentage of two-year college students who complete 15, 30 and 45 credit hours and four-year college students who complete 30 and 60 credit hours.

Falling Behind: College Remediation Rates of Recent High School Graduates (2011)

General Diploma Graduates
66.4%

Core 40 Graduates
37.9%

Core 40 with Honors Graduates
7.0%

Source: Indiana Commission for Higher Education, 2011.

One in four Indiana college students enrolled in remediation will earn a degree within six years.

Source: Complete College America, 2011.

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REMEDIATION REDESIGN

The majority of college students who enroll in remedial education never earn a degree. The data is clear: time is the enemy of completion.

Only one in four college students in remediation today will graduate within six years. Remedial education also has significant costs to students, taxpayers and institutions, with estimated **annual costs exceeding $35 million** at Indiana's community college alone.*

Traditional remedial education models do not accurately discern between students who require minimal strengthening of certain skills from those students with significant academic deficiencies who require more intensive intervention.

This means too many students, regardless of remedial needs, are placed in a long series of coursework that does not count toward their degree. Moreover, these models often are disconnected from the credits students need to earn a degree—despite research indicating that underprepared students have the best shot at success when they can move into college-level courses as soon as possible.

Fostered by the imperative initially laid out in *Reaching Higher,* Indiana has consolidated delivery of college remediation at the state's two-year institutions. Students requiring remediation at Indiana's four-year colleges are now referred to the local community college campus.

Collective efforts must now focus on ensuring that remedial students transition quickly and successfully into college-level coursework. Indiana must both reduce the number of entering students who require remedial education and accelerate the success of those students who do. These twin goals emphasize increasing preparation for high school graduates and finding more effective approaches to deliver remedial education for returning adult students.

The Commission will champion institutional practices that **reduce the time students spend in remediation** by **customizing instruction** based on students' individual academic strengths and deficiencies. These tiered approaches to remediation will:

- Enable students to **enroll directly in college-level courses** as research shows that many remedial students can succeed in gateway college courses when given the opportunity.

- Promote **co-requisite course models** that enroll students in a college-level course along with a supplemental education experience.

- Expand **computer-assisted learning models** that individualize instruction and enable students to move into college-level courses as soon as they demonstrate proficiency.

Darniece's Story: Back on Track

Darniece Christian looks forward to graduating and earning her bachelor's degree in 2014. Her outlook wasn't so bright a few years ago when she was on probation after her first semester at Purdue University Calumet. Like many students, Darniece struggled with the transition from high school and had to juggle the demands of a job with her college courses.

As a regional campus, Purdue Calumet understands that many of today's students face tough challenges when they start college. Its Academic Recovery Program in the Center for Student Achievement supports students like Darniece. The program's Topics for Study course taught her core skills to improve studying, test taking, time management and organization.

"It was an eye-opener, especially out of high school," Darniece says. She applied new techniques, got removed from probation and was accepted into the highly competitive nursing program.

"I would have no idea how to study for college and manage my time if it were not for that class," Darniece says. Through the Academic Recovery Program's guidance and support, she is on track to meet her goal of a college degree and a career dedicated to helping people.

Source: Ivy Tech Community College, 2011.

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SMARTER PATHWAYS

The majority of Indiana college students today are working, commuting to campus, and trying to balance family and job responsibilities while furthering their education.

As Indiana's college population has grown and become more diverse, the level of support students require has increased commensurately. Even students who enter college without needing remediation often struggle to complete their degrees on time or at all.

Indiana must deploy more effective structures that guide and support students toward graduation, particularly low-income and first-generation college students.

Though student choice will always play a significant factor in college completion, proactive institutional policies and practices can present students with a clear and manageable path to success.

Specifically, the Commission will champion state and institutional policies and actions that:

- Expand opportunities for students to **earn one-year certificates** in high-value career fields.

- **Implement highly structured, cohort-based programs** for high-demand degrees that serve high proportions of low-income and working students.

- **Promote on-time degree maps** that articulate clear pathways for students to earn a certificate within one year, an associate degree within two years and a bachelor's degree within four years.

- **Limit total credit requirements** to 120 credit hours for bachelor's degrees and 60 credits for associate degrees, except when program accreditation or licensure requirements mandate otherwise.

- **Ensure availability and capacity of required courses** to enable students to graduate on time.

- **Institute early and ongoing career advising** practices that help students successfully set their career path and degree program decisions, thereby limiting costly credit accumulation and changes in major.

The 21st Century Indiana College Student

| **40%** | **59%** | **35%** |
| 25 or older | attending part-time | Pell-eligible (low-income) |
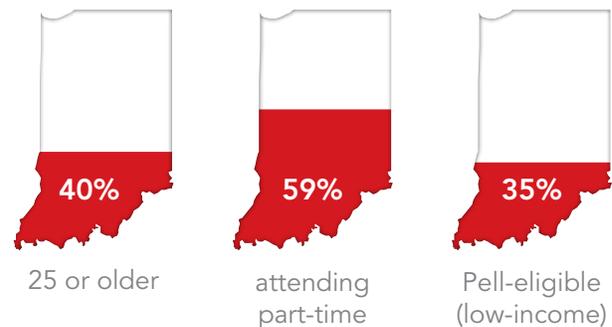
Source: Indiana Commission for Higher Education, 2011.

Mirjana's Story: A LAUNCH to College Completion

Being self-motivated, outgoing and organized wasn't enough to prepare Mirjana Jackson for the challenges of college life at Indiana State University (ISU). "There were plenty of things they don't teach you about college and things you just don't understand unless you've been there," says the first-generation college student.

ISU's LAUNCH program helped Mirjana stay on track. The program is designed to address the dual challenge of growing enrollment and declining retention rates by using academic advisers and peer mentors along with scholarship incentives for students who meet GPA requirements. With about 65 percent of ISU students being the first in their families to attend college, there is a clear need for the kind of support LAUNCH provides.

Mirjana says her peer mentor provided invaluable tips. "If it wasn't for the peer mentor, I would have been lost." To pay it forward, she became a peer mentor herself.

Jennifer Schriver, ISU's associate vice president for student success, reports that 40 percent of LAUNCH freshman earned at least a 2.75 GPA after two semesters—twice what they anticipated. Given its positive impact, ISU plans to enhance LAUNCH and extend the program to sophomores.

Productivity

A more productive higher education system will increase student success and safeguard college affordability.

Too many Indiana families have to borrow large sums to pay for higher education. Hoosier students borrowed an average of $27,000 to finance a college degree in 2010.*

Hoosiers need lower cost, alternative delivery structures that provide affordable paths to quality credentials that meet their educational and career goals.

The state must foster more affordable options for students, align funding policies with completion, and make it financially attractive for students to complete their education on time.

Specifically, the Commission and Indiana institutions must:

- Sustain and enhance the state's performance funding formula.

- Create student incentives to promote on-time completion.

- Increase cost efficiency and resource reinvestment through business and academic efficiencies while ensuring quality.

- Exchange promising institutional business practices and find new, more efficient ways to share services and avoid duplication of programs.

Higher Education: A Student-Centered Enterprise

In 2007, Indiana University (IU) East was struggling and facing steep budget cuts. But, a daunting challenge became an opportunity to transform into a more productive and student-centered institution.

As part of the state's performance-based funding requirements, Chancellor Nasser Paydar and his team looked at every function with a fresh eye to identify innovative models of learning and operating.

A key question guided them: "If we did this 50 years ago, do we still need to do it today? You'd be amazed at how many offices or functions existed then that no longer serve students effectively today," says Chancellor Paydar.

Obsolete functions were eliminated or replaced with improved tutorial services, more online courses, academic coaches who maximize technology and are more responsive to keep students on track, and new degree programs. IU East "outsourced" remedial and associate degree courses to Ivy Tech Community College and merged staff and services, like library, security and dining.

Four years later, IU East awarded 37 percent more bachelor's degrees and went from lowest to highest in regional retention rates. Expenditures per student fell more than 20 percent, while enrollment went up nearly 70 percent. Encouraged but not satisfied by the progress, Chancellor Paydar says, "We are continuously trying to outdo ourselves."

Source: Project on Student Debt , 2010.

PERFORMANCE FUNDING

Sound funding methods align resources with priorities and objectives.

Given Indiana's increasing priority on college completion and student success, state appropriations should align with student persistence and graduation while incentivizing efficiency and academic quality.

Indiana's traditional funding formula for higher education successfully promoted student access by rewarding institutions for enrollment growth. Indiana's institutions responded to this incentive and made access to college a reality for greater numbers of students.

Indiana's performance funding formula was first enacted in 2003 with a research incentive. The state's formula has continued to evolve over time by integrating a variety of completion metrics, including degrees earned on time and by low-income students.

In 2010, Indiana allocated 5 percent of overall state support for institutions through a funding formula that incorporated various measures of student progress and degree completion.

The 2011-13 biennial budget sustained Indiana's commitment to performance funding, and the legislature also directed the Commission to conduct a review of performance funding models in other states, including consideration of how those models account for differences in institutional missions.

The result is a refined performance formula proposed by the Commission that will:

- **Reward effective student remediation.**
- **Promote student persistence and completion.**
- **Prioritize on-time graduation, acceleration and innovation.**
- **Capitalize on each institution's distinct mission.**

THE PRODUCTIVITY CHALLENGE

1. **On-Time Completion:** Beginning in 2012, Indiana's colleges and universities will set campus-specific targets for increasing the percentage of undergraduate students who earn degrees on time.

2. **Cost Per Degree:** Beginning in 2012, Indiana's colleges and universities will set annual targets for improving the cost-per-degree ratio at their campuses.

3. **Student Debt:** Beginning in 2012, Indiana's colleges and universities will set annual targets for decreasing the average undergraduate student debt load at their campuses.

Average tuition and fees at Indiana's public colleges have increased by more than 100 percent over the past decade.

Source: Indiana Commission for Higher Education, 2011.

Indiana's student loan default rate ranks third highest in the nation, at 11.6 percent.

Source: U.S. Department of Education, 2009.

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STUDENT INCENTIVES

Research shows that financial incentives are effective motivators for students who are capable of graduating but are at risk of dropping out for financial reasons.

Hoosier students face increasing tuition rates and growing debt burdens despite a state financial aid system based on student need, significant increases in institutional and state aid and ongoing support efforts like Indiana's Twenty-first Century Scholars program.

To ensure affordability for students, Indiana must judiciously allocate student aid and promote policies that directly support the preparation, completion and on-time graduation priorities of Indiana's higher education system.

Specifically, the Commission will champion state and institutional policies and actions that:

- **Increase college cost transparency for students and families.** Total cost and expected family contribution data will be made available to students, policymakers and the public.

- **Emphasize student preparation** for college through revisions in the Twenty-first Century Scholars program to ensure degree completion and program sustainability.

- **Transform student aid programs from college access to success** through tiered incentives that increase as students persist semester-to-semester.

- **Encourage on-time completion** through a requirement of 30 credit hours per year for student aid eligibility and consider capping state financial aid for students who accumulate excessive credits.

Fostering On-Time Completion Through Tuition Savings

With the average college debt load in Indiana rising to more than $27,000 per graduate, students are demanding more options to keep costs down and quality and convenience up. That's why universities are getting more creative about finding solutions that meet the needs of today's students and increase completion rates.

Ball State University launched four comprehensive measures aimed at breaking the financial barriers to college completion. The Completion Scholarship will award $500 to students who graduate within four years. The university will also reduce the number of credit hours required for graduation, which will save a student up to $2,000 over four years. It will also offer a summer tuition discount of nearly 20 percent discount and encourage online courses.

There is also increased flexibility and cost savings for students looking to take advantage of hybrid schedules that combine campus and online classes. All told, Ball State predicts that these efforts to graduate students more efficiently could mean a combined savings of up to $10,000 for some students during their academic careers.

METRICS THAT MATTER: *PRODUCTIVITY*

1. **On-time Completion:** Percentage of on-time degrees earned by resident, undergraduate, first-time, full-time students. Includes associate degrees earned within two years and bachelor's degrees earned within four years.

2. **Cost Per Degree:** Total expenditures per degree conferred, as defined by the Delta Cost Project.

3. **Student Debt:** Average college debt load of undergraduate students.

CONTINUOUS EFFICIENCY

As stewards of taxpayer and family resources, Indiana's higher education institutions should relentlessly pursue opportunities to create efficiencies.

New programs should be carefully considered for how they align with the state's priorities. Low priority or low production programs should be evaluated for elimination. Business operations and purchasing should be consolidated to realize meaningful savings. Institutional savings should be reinvested into programs that foster student success and completion.

Specifically, the Commission will champion state and institutional policies and actions that:

- **Emphasize high-quality instruction as the central priority** and mission of each campus and ensure that resources are aligned accordingly.

- **Promote interinstitutional collaboration** to reduce duplication of academic programs and services.

- **Prioritize and reallocate resources to high-demand academic programs** that are critical to Indiana's economy.

- **Expand statewide and interstate compacts in joint purchasing and shared services** (e.g., technology, equipment, energy, payroll, etc.).

- **Review and close under-producing and duplicative degree programs.**

- **Analyze institutional contributions to employee retirement and health care plans** to ensure optimal efficiency and effectiveness.

- **Establish annual targets for savings, facilities optimization and reinvestment** for all institutions.

INDIANA COLLEGE TUITION AND FEES
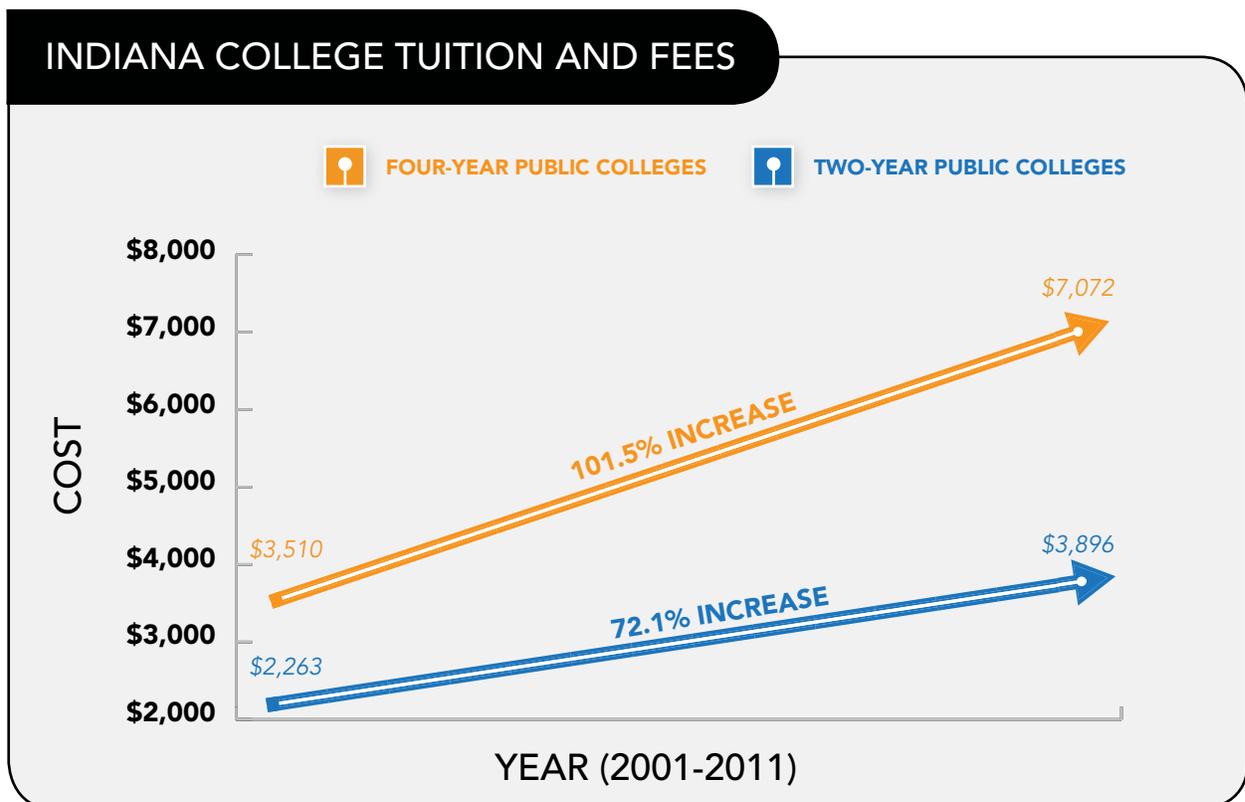
Source: Indiana Commission for Higher Education, 2011.

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Incubating Innovation: Research and Entrepreneurship
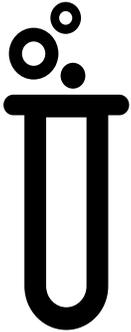
Purdue University brings together world-class research expertise with great ideas to develop new technologies that have the potential to impact millions of lives and create hundreds of jobs.

For example, Purdue served as the incubator for Griffin Analytical Technologies, co-founded by former Purdue Ph.D. students Dennis Barket and Garth Patterson. The company applied mass spectrometry research to develop a technology for environmental monitoring that detects dangerous chemicals in the air. Griffin's products serve homeland security, national defense and other clients.

Purdue provided space for Griffin's research and development, served as a conduit for licensing intellectual property and provided seed money.

"Purdue was key in the discovery period and as a catalyst in the start-up phase," says Griffin's Dennis Barket. The company continues to develop new applications for its technology 10 years after its inception and has grown to 50 employees. It merged with another company, then was purchased in 2010 by Flir, a thermal imaging corporation.

Griffin is just one example of the vast well of great ideas waiting to be tapped and brought to market.

"There are more good ideas than seed funding," says Barket. "We need more resources to support this kind of innovation and to get more researchers interested in entrepreneurship."
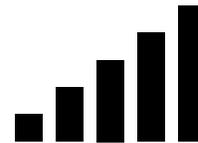
Indiana college tuition and fees have outpaced Hoosier earnings growth more than 100 to 1 over the past decade.

Source: Indiana Commission for Higher Education, 2011.

Tuition Discounts: Completion Motivation

Many students have to work to pay for college, and working students are also more likely to drop out. Helping students clear this hurdle to college completion is the driving force behind Indiana University (IU) Kokomo's tuition discount incentives for on-time graduation.

"If we can replace or reduce work as priority for our students, we believe we can positively impact graduation rates," Chancellor Michael Harris said.

Chancellor Harris has made increasing graduation rates a top priority for IU Kokomo and convened a task force to pursue bold, innovative ways to make it happen. Launched as a pilot program in fall 2011 with 40 students, the tuition discounts are awarded to students who complete 30 credit hours per year, stay enrolled continuously and make sufficient academic progress.

Discounts are provided over three years, increasing each year from 20 to 40 percent, adding up to a full year's worth of tuition by the time students graduate. It's a win-win for students: cost savings and a college degree within four years.

Quality

Increasing college completion and productivity need not come at the expense of academic quality.

Reduced quality for the sake of more college graduates does not serve the needs of Indiana students or the state. The state's completion, productivity and quality goals are not, however, mutually exclusive. Indiana's ability to succeed depends on achieving all three.

Indiana's higher education system must continuously affirm the academic quality and value of all certificate and degree programs and work collectively to meet the needs of the state. Specifically, the Commission and Indiana institutions must:

- Expand use of quality assessments that provide comparable measures of student learning outcomes.

- Embrace accelerated models with demonstrated learning outcomes to safeguard quality.

- Increase public transparency through consistent return on investment information that demonstrates what Indiana graduates know and are able to do.

Rachel's Story: Flexibility Meets Quality

"With raising seven children and working full time, I thought obtaining my BSN was not going to happen," Rachel Ingram says of her journey to become a nurse. "WGU Indiana made it possible."

Rachel is exactly the kind of student Western Governors University is designed to serve.

WGU Indiana provides more than 50 online bachelor's and master's degree programs in high-demand careers like business, education, nursing and information technology.

WGU Indiana's flexibility helps students juggle the demands of work, family and school. Its competency-based model allows students to progress more quickly and graduate when they demonstrate a mastery of competencies required for a particular degree. Recognizing their prior experience means students avoid unnecessary courses and typically complete their degrees sooner.

Mentors provide students individualized support to help ensure their success. Tuition is about $6,000 a year—far less than state and national averages—and students can use state-funded financial aid to help pay their way.

According to Gov. Mitch Daniels, WGU Indiana is "helping thousands of adult Hoosiers attain the college degrees they've wanted and needed, on a schedule they can manage, at a cost they can afford."

What's next for Rachel? She plans to earn her master's degree at WGU Indiana.

Quality

LEARNING OUTCOMES

Indiana's higher education sytstem lacks common measures of academic quality. The result is a cluttered picture of what students know and are able to do when they first enroll in college, when they transfer to other institutions, when they graduate and when they enter the workforce.

Students often are caught in the middle as institutions trade unanswered questions about the relative quality of their courses, degree programs and graduates. And, students and employers alike must rely on dubious rankings and anecdotal evidence to make determinations about which colleges provide the best education and where to focus recruiting and hiring efforts.

Indiana colleges employ a wide variety of institution-specific quality indicators, but the ongoing academic ambiguity calls for consistent standards that avoid standardization.

Specifically, the Commission and Indiana institutions must:

- **Define student learning outcomes** relative to individual degree programs and track student persistence and completion relative to each.

- **Adopt comparable assessments** that use common metrics and competencies to gauge learning. This should include all public institutions using the Voluntary System of Accountability (VSA), Voluntary Framework of Accountability (VFA) or comparable nationally recognized benchmark.

- **Align state and institutional quality measures** with those of regional accreditation bodies to ensure consistency and accountability across Indiana's higher education system.

- **Implement a common general education core curriculum** (30 credits minimum) that builds upon the efforts of Indiana's Statewide Transfer and Articulation Committee (STAC) and provides a consistent, high-quality foundation for seamless statewide transfer and degree attainment.

INNOVATIVE MODELS

Indiana's higher education system must adapt to enable students to learn at the time, place and pace that best suits their individual goals and capabilities.

Indiana has begun implementing instructional models that offer students greater flexibility and accelerated degree completion without sacrificing quality.

WGU Indiana is one example of a competency-based model that caters to working adults. The state is

Quality Commitment: Voluntary System of Accountability

Indiana's higher education community understands that the measure of success is about more than graduation rates. Ensuring a quality education and effective support throughout students' academic careers is the key to success for students and the state's economic future.

That's the driving force behind Indiana's involvement in the national Voluntary System of Accountability (VSA) Initiative.

"The big thing about the VSA is the required assessment testing by universities," says Dr. Katherine Draughon of the University of Southern Indiana (USI). Her school is already a pioneer in tracking student performance over time. The VSA initiative helps inform USI's and seven other participating schools' effort to improve the quality of their degree programs and student support services. A focus on transparency through a College Portrait website provides a user-friendly way for students, their families and the public to access and compare information among colleges and universities.

The VSA initiative is now a central part of Indiana's focus on ensuring academic quality and accountability for student success.

deploying this approach to allow students to learn at their own pace online in targeted bachelor's and master's degree programs.

Through a partnership with the state's Ivy Tech Community College system, WGU Indiana offers community college graduates seamless transfer, an application fee waiver, and a 5 percent tuition discount.

Another accelerated approach is Ivy Tech's highly structured associate degree program that enables students to earn a two-year degree in 10 months. The accelerated program is intensive: applying rigorous interventions to address remediation needs and requiring students to be on campus 40 hours each week for coursework and group study.

Together, the Commission and Indiana's institutions must continue to advance flexible learning opportunities that meet high standards of academic quality.

Specifically, the Commission will champion state and institutional policies that:

• **Increase opportunities for flexible and accelerated learning**, including expanded use of online course delivery and scheduling options that allow students to earn an associate degree in one year and a bachelor's degree in three years.

• **Give students credit for prior learning** through competency-based assessments that evaluate the knowledge and skills individuals have accumulated from work and related experiences.

• **Promote degree profiles and research-based instructional practices** that provide faculty and students with targeted assessments of how concepts and skills are being taught, acquired and applied.

THE QUALITY CHALLENGE

1. **Learning Outcomes:** By 2015, Indiana's colleges and universities will adopt and implement a nationally benchmarked assessment of student learning and publicly report learning gains made from the time students enroll and graduate.

2. **Transfer:** By 2013, Indiana's colleges and universities will adopt a statewide general education common core that transfers seamlessly between the state's higher education institutions.

3. **Return on Investment:** By 2013, Indiana's colleges and universities will publicly report their graduates' job placement rates, licensure rates and average annual earnings.

Josh's Story: A Partnership Paves Path to Success

Josh Summey is very motivated. So when he was told in high school that he wasn't college material, Josh worked to earn 17 dual credits that were later applied to Ivy Tech's auto program.

With an AAS degree from Ivy Tech and the Dean's Award from the School of Technology under his belt, Josh seamlessly transferred 45 credit hours toward a bachelor's degree at Indiana University East. "Ivy Tech made me ready for a four-year program. I had a degree. I knew I could be successful," Josh notes.

The partnership between the two institutions helped Josh avoid duplicative course-taking and provided a clear path to a college degree. "I would not have gone to school if it were not for dual credits and the ease of transferring to a four-year institution." In 2009, Josh earned his bachelor's degree with highest distinction. And, he completed four years of college on time while working full time.

Josh is now giving back as an adjunct professor at Ivy Tech. He also served on the board of a research project reporting on college preparedness among high school students.

Pretty impressive for someone who was told he wasn't college material.

Quality

RETURN ON INVESTMENT

"How do we ensure the quality of Indiana college graduates?" Arriving at a clear answer to this question may be the most critical challenge in higher education today.

Clearly there is no single measure, data point or piece of evidence that will ever provide a satisfactory or truly representative answer to the question of quality.

An essential first step, however, is increasing the accessibility and transparency of information that is already available, so students and employers can make reasoned and informed judgments and to ensure that quality is pervasive throughout Indiana's higher education system.

Specifically, the Commission and Indiana institutions must:

- **Provide public return on investment (ROI) information** through comparable institution-level and degree-level reporting that includes job placement rates, licensure rates and average annual earnings.

- **Institute an academic "quality guarantee"** that supports seamless transfer between the state's two-year and four-year campuses and satisfies employer expectations.

- **Monitor academic quality by tracking success rates** as students enter, progress, (transfer) and complete a postsecondary certificate or degree.

Esmeralda's Story: Accelerating Student Success

Esmeralda Sanchez knew education was her ticket to success. But like many low-income high school students, Esmeralda didn't know exactly how to make it happen.

Ivy Tech's Accelerated Associate Degree Program (ASAP) offers a transferable associate's degree that takes only 10 months to complete.

"I don't know where I would be now if it were not for ASAP," Esmeralda says. With a weekly stipend that eased the pressure of juggling work and school, she was able to focus her attention where it mattered most—keeping up with her coursework.

ASAP selects students with strong prospects of succeeding in college. Close mentoring by a program counselor and support from faculty kept Esmeralda on track to get her associate degree within a year.

Esmeralda then transferred to Ball State University, where she expects to get a bachelor's degree—a double major in business administration and marketing—at least a year ahead of her peers. "Ivy Tech's ASAP program inspired me to work hard in school and be somebody in life. I feel blessed each time I see others taking longer to get to where I am now."

METRICS THAT MATTER: *QUALITY*

1. **Learning Outcomes:** Comparable institution-level and degree-level reporting of student learning outcomes, as defined by the Voluntary System of Accountability (VSA), Voluntary Framework of Accountability (VFA) or other comparable nationally recognized measure of student learning.

2. **Transfer:** Percentage of students who successfully transfer from a two-year college to a four-year college and earn a bachelor's degree within four years.

3. **Return on Investment:** Comparable, institution-level and degree-level reporting that includes graduates' job placement rates, licensure rates and average annual earnings.

ACHIEVING MORE FOR INDIANA

The imperative to increase Hoosiers' education level demands a bold vision and a comprehensive strategy for reinventing postsecondary education. Meeting this challenge is a shared responsibility that requires vision, leadership and a commitment to translating the words on these pages into tangible action and meaningful results.

Reaching Higher, Achieving More builds on work underway but acknowledges that these efforts must be accelerated and expanded to provide a system that offers greater value to Indiana students and our state.

Achieving more in Indiana calls for an intense and sustained focus on:

- Creating increased opportunities and pathways for students that promote college **completion**.

- Demonstrating an expanded commitment to **productivity** that ensures college affordability for both students and the state.

- Producing **quality** college degrees and certificates that are valued by students, academics and employers.

Reaching Higher, Achieving More charts a course for the work ahead, but reaching these aspirations will require even greater engagement and collaboration by Indiana's higher education institutions, policymakers, business and community leaders, as well as by students and families. Indiana's willingness to embrace this challenge with a collective sense of urgency and thoughtful innovation will determine Hoosiers' place in the 21st century and beyond.

CHALLENGES

⬆ COMPLETION

1. **Degree Completion:** Beginning in 2012, Indiana's colleges and universities will set and publicly report campus-specific targets for increasing overall degree completion.

2. **Remediation Success:** By 2018, Indiana high school graduates who earn a Core 40 diploma will not need postsecondary remediation. By 2018, any adult student identified for college remediation will complete the subsequent gateway English or math course.

3. **Student Persistence:** Beginning in 2012, Indiana's colleges and universities will set specific targets for increasing the percentage of two-year college students who complete 15, 30 and 45 credit hours and four-year college students who complete 30 and 60 credit hours.

⚙ PRODUCTIVITY

1. **On-Time Completion:** Beginning in 2012, Indiana's colleges and universities will set campus-specific targets for increasing the percentage of undergraduate students who earn degrees on time.

2. **Cost Per Degree:** Beginning in 2012, Indiana's colleges and universities will set annual targets for improving the cost-per-degree ratio at their campuses.

3. **Student Debt:** Beginning in 2012, Indiana's colleges and universities will set annual targets for decreasing the average undergraduate student debt load at their campuses.

✓ QUALITY

1. **Learning Outcomes:** By 2015, Indiana's colleges and universities will adopt and implement a nationally benchmarked assessment of student learning and publicly report learning gains made from the time students enroll and graduate.

2. **Transfer:** By 2013, Indiana's colleges and universities will adopt a statewide general education common core that transfers seamlessly between the state's higher education institutions.

3. **Return on Investment:** By 2013, Indiana's colleges and universities will publicly report their graduates' job placement rates, licensure rates and average annual earnings.

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METRICS that MATTER

COMPLETION

1. **Degree Completion:** Percentage change in total degrees conferred. For two-year campuses, includes one-year certificates and associate degrees. For four-year campuses, includes bachelor's, master's and doctorate degrees.

2. **Remediation Success:** Percentage of entering undergraduate students who complete first-year, college-level English and math courses.

3. **Student Persistence:** Percentage of entering two-year college students who complete 15, 30 and 45 credit hours and entering four-year college students who complete 30 and 60 credit hours.

PRODUCTIVITY

1. **On-Time Completion:** Percentage of on-time degrees earned by resident, undergraduate, first-time, full-time students. Includes associate degrees earned within two years and bachelor's degrees earned within four years.

2. **Cost Per Degree:** Total expenditures per degree conferred, as defined by the Delta Cost Project.

3. **Student Debt:** Average college debt load of undergraduate students.

QUALITY

1. **Learning Outcomes:** Comparable institution-level and degree-level reporting of student learning outcomes, as defined by the Voluntary System of Accountability (VSA), Voluntary Framework of Accountability (VFA) or other comparable nationally recognized measure of student learning.

2. **Transfer:** Percentage of students who successfully transfer from a two-year college to a four-year college and earn a bachelor's degree within four years.

3. **Return on Investment:** Comparable institution-level and degree-level reporting that includes graduates' job placement rates, licensure rates and average annual earnings.

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COMMISSION FOR HIGHER EDUCATION
Friday, March 9, 2012

INFORMATION ITEM A: <u>Status of Active Requests for New Academic Degree Programs</u>

	Institution and Site	Program Title	Date Received	Status
1.	ISU	Ph.D. in Health Sciences	05/12/2011	Under CHE review.
2.	ISU	B.S. in Civil Engineering Technology	06/20/2011	On March agenda for action.
3.	ISU-Statewide via Dist. Educ. Tech.	M.S. in Technology Management	06/20/2011	On-campus only approved 2/10/12; Pending approval of a Dist. Ed. Policy.
4.	IU-South Bend	M.A. in Teaching/Elementary Education	06/29/2011	Under CHE review.
5.	Purdue-Calumet	M.S. in Modeling, Simulation, and Visualization	07/13/2011	On March agenda for action.
6.	Purdue @ IUPUI	B.S. in Neuroscience	07/13/2011	Awaiting additional information.
7.	IU East @ New Castle	B.S. in Business Administration	10/28/2011	Under CHE review.
8.	IU East – Statewide via Dist. Educ. Tech.	B.S. in Psychology	10/28/2011	Pending approval of a Dist. Ed. Policy.
9.	IU Bloomington – Statewide via Dist. Educ. Tech.	Master of Public Affairs	10/28/2011	Pending approval of a Dist. Ed. Policy.
10.	Purdue-West Laf.-Statewide via Dist. Educ. Tech.	M.S. in Computer Science	11/04/2011	Pending approval of a Dist. Ed. Policy.
11.	IU-Northwest	B.S. in Dental Hygiene	01/04/2012	Under CHE review.
12.	IUPUI-Statewide via Dist. Educ. Tech.	Master of Social Work	01/04/2012	Pending approval of a Dist. Ed. Policy.
13.	Purdue-North Central	B.A. in History	01/06/2012	Under CHE review.
14.	ITCCI-Bloomington	Associate of Fine Arts	01/31/2012	Under CHE review.
15.	IU through its IUPUI campus	B.A. in Medical Humanities and Health Studies	02/29/2012	Under CHE review.
16.	IU Kokomo	Bachelor of Applied Science	02/29/2012	Under CHE review.
17.	IU Bloomington-Statewide via Dist. Ed. Tech.	Masters in Educational Leadership	02/29/2012	Under CHE review.
18.	IU East-Statewide via Dist. Ed. Tech.	B.S. in Mathematics	02/29/2012	Under CHE review.
19.	IU East at Lawrenceburg	B.S. in Psychology	02/29/2012	Under CHE review.
20.	IU East	Bachelor of Applied Science	02/29/2012	Under CHE review.
21.	IU East	M.A. in English	02/29/2012	Under CHE review.

COMMISSION FOR HIGHER EDUCATION
Friday, March 9, 2012

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

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

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

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

I.   REPAIR AND REHABILITATION

C-1-12-2-04   *Indiana State University*
           Hulman Center Roof Replacement
           Project Cost: $1,300,000

           The Trustees of Indiana State University requests authority to proceed with the replacement of the roof at the Hulman Center located at the Indiana State University campus. The existing roof of the center is past its expected life and has resulted in major water damage, ongoing leaks and interior deterioration. The project will replace the following: the overall roof, roof drains, the air relief penthouse and includes the installation of a safety restraint system. The estimated cost of the project is $1,300,000 and will be funded through Hulman Center Facility reserve funds and interest income.
           .

II.   NEW CONSTRUCTION

       None.

III.   LEASES

       None.

IV.   LAND ACQUISITION

       None.

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

    A-7-09-1-09   Indiana University Northwest
                          Tamarack Hall Replacement and Ivy Tech Community College – Northwest
                          Project Cost: $45,000,000
                          Submitted the Commission on January 21, 2011

                          The Trustees of Indiana University request authorization to replace Tamarack Hall with a new 106,065 assignable square foot facility in a unique building plan incorporating programs from Tamarack Hall at Indiana University Northwest and Ivy Tech Community College – Northwest under one structure. The expected cost of the project is $45,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

                          STATUS: The project is being held by the Commission until funds are identified to support the project.

    A-9-09-1-12   Indiana University Southeast
                          New Construction of Education and Technology Building
                          Project Cost: $22,000,000
                          Submitted the Commission on January 19, 2010

The Trustees of Indiana University requests 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 expected cost of the project is $22,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-08-1-02   Purdue University
Animal Disease Diagnostic Laboratory BSL-3 Facility
Project Cost: $30,000,000
Submitted to the Commission on July 9, 2007

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is $30,000,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-2-09-1-10   Purdue University Calumet Campus
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: $2,400,000
Submitted to the Commission on August 21, 2008

The Trustees of Purdue University seeks authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning of the project is $2,400,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-4-09-1-21   Purdue University North Central
Student Services and Activities Complex A&E
Project Cost: $1,000,000
Submitted to the Commission on October 29, 2008

The Trustees of Purdue University seeks authorization to proceed with planning of the project Student Services and Activities Complex. The expected cost of the planning of the project is $1,000,000 and would be funded from 2007 General Assembly bonding authority. This project was

recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

D-1-05-1-02   Ball State University
Boiler Plant Project (Revised)
Project Cost: $3,100,000
Submitted to the Commission on February 1, 2011

The Trustees of Ball State University seeks authorization to proceed with the continuation of the Boiler Plant Project (Geothermal Project) by beginning Phase II. Original General Assembly authorization (2005) for the project was $48 million and thus far $44.9 million has been approved by CHE and the State Budget Committee. The expected cost of the project is $3,100,000 and would be funded from 2005 General Assembly bonding authority.

STATUS: The project is being held by the Commission until funds are identified to support the project.

F-0-08-1-03   Ivy Tech Community College of Indiana
Bloomington New Construction A&E
Project Cost: $20,350,000
Submitted to the Commission on February 12, 2011

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 $20,350,000 and would be funded from 2009 General Assembly ($20,000,000) and 2007 General Assembly ($350,000) bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

II. REPAIR AND REHABILITATION

III. LEASES

None.