INDIANA COMMISSION for HIGHER EDUCATION

M E M O R A N D U M

To: Those Concerned

From: Teresa Lubbers
Commissioner

Date: September 6, 2012

Subject: Commission Meeting

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

Friday, September 14, 2012 ***(Eastern time)***

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

*** 8:00 – 9:00 a.m.**	**Breakfast** with President McRobbie *(public meeting)* State Room East, 2nd floor
* **9:00 - 11:40 a.m.**	**Working Session** *(public meeting)* State Room East, 2nd floor
11:45 a.m. – 12:45 p.m.	**Lunch** with Mr. Tom Reilly, IU Board of Trustees *(public meeting)* Federal Room, 2nd floor
1:00 – 4:00 p.m.	**Commission Meeting** *(public meeting)* Frangipani Room, Main Level

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.)

BREAKFAST AND WORKING SESSION AGENDAS
Friday, September 14, 2012
8:00 – 11:30 a.m. (Eastern Daylight Time)

Indiana University
Indiana Memorial Union
State Room East, 2nd Floor
900 East 7th Street
Bloomington, IN 47405

8:00 – 9:00 a.m. Breakfast
TOPIC OF DISCUSSION

- IU President Michael McRobbie
  Topic: IU's participation in the Big Goal—especially what is happening in Bloomington and the Regional Campuses to advance on-time completion and student persistence.

9:00 – 11:30 a.m. Working Session
TOPICS OF DISCUSSION

- Parameters and Process for Completion and On-Time Completion Target Setting by Institutions (10 min) – Teresa Lubbers

- Retreat Planning. Draft Topic: How do we work with our stakeholders to leapfrog our collective performance? (20 min) – Marilyn Moran-Townsend

- Discussion of academic program approval: policy and practices related to regular agenda items, expedited items, and approval through routine staff action. (30 min) – Ken Sauer

- Financial Aid Reform – HCM report and Discussion (50 min)
  Nate Johnson, HCM Strategists

- Update—21st Century Scholars Changes, College GO! Week 2012 (25 min) – Jason Bearce

A G E N D A

Commission for Higher Education

COMMISSION MEETING

Indiana University
Indiana Memorial Union
Frangipani Room, Main Level
900 East 7th Street
Bloomington, IN 47405

Friday, September 14, 2012
1:00 – 4:00 p.m.

Purpose: *Reaching Higher Achieving More* calls for a system of Higher Education that is Student-Centered, Mission-Driven and Workforce-Aligned. The Commission's work will focus on three challenges:

- **Completion:** Students and the state are not well served by an empty promise of college access without completion.
- **Productivity:** A more productive higher education system will increase student success and safeguard college affordability.
- **Quality:** Increasing college completion and productivity must not come at the expense of academic quality.

I. Call to Order

Roll Call of Members and Determination of a Quorum

Chair's Remarks

Commissioner's Report

Consideration of the Minutes of the August Commission Meeting.....1

II. The Public Square – Discussion Items

III. RHAM Decisions and Other Decision Items

A. Academic Degree Programs

B. Approval of New Academic Unit on Which Staff Proposes Expedited Action

C. Capital Projects

IV. Information Items

V. Old Business
New Business

VI. Adjournment

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The next meeting of the Commission will be on October 19, 2012, in West Lafayette.

State of Indiana
Commission for Higher Education

Minutes of Meeting

Friday, August 10, 2012

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:05 a.m. at Ball State University, Kinghorn Hall, Room 105, 1400 W Neely Ave., Muncie, IN 47306, with Chair Marilyn Moran-Townsend presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko (via conference call), Dennis Bland, Carol D'Amico, Jud Fisher, Chris LaMothe (via conference call), Marilyn Moran-Townsend, Eileen O'Neill Odum, George Rehnquist, Hannah Rozow, and Kent Scheller.

Members Absent: Susanna Duarte De Suarez, Chris Murphy, and Mike Smith.

CHAIR'S REPORT

Ms. Moran-Townsend welcomed Ms. Hannah Rozow, the new student representative on the Commission. Ms. Rozow is a junior at IU Bloomington, studying political science, journalism and public relations.

Ms. Moran-Townsend presented a short video, the point of which was to stay focused on the big picture and not get distracted with the small details. Ms. Moran-Townsend explained that the Agenda for this meeting has been realigned, to include the mission and the key goals of the *"Reaching Higher, Achieving More"* as a reminder of the work the Commission does.

Ms. Moran-Townsend said that the Commission can take a lot of pride in Commissioner Teresa Lubbers' presentations to the Congress, as well as various other presentations she has been making in the national spotlight. This keeps the Commission mindful of the important role Indiana plays in *"Reaching Higher, Achieving More,"* by setting standards for other states to follow.

COMMISSIONER'S REPORT

Ms. Lubbers also welcomed Ms. Rozow to the Commission. She said that staff members have had the opportunity to meet with Ms. Rozow, and are looking forward to working with her.

Ms. Lubbers spoke about a new report published by the US Chamber of Commerce. The report is called *"Leaders and Laggards"* and it talks about the performance of the states in six areas of postsecondary education, including: student access and success; efficiency and cost-effectiveness; meeting labor market demand; transparency and accountability; policy environment; and innovation. The author of the report, former US Secretary of Education Margaret Spellings, said the study is designed to provide an in-depth evaluation of data, as well as a careful analysis of

postsecondary education and policy, in order to give better information to state policy makers and the business leaders and to advance the discussions around higher education. Indiana received two "A" rankings in policy environment and in some aspects of the online learning. Ms. Lubbers reminded the Commission members that on September 13th the Indiana Chamber is sponsoring a meeting in Indianapolis with Ms. Spellings, Commission members and a few others to consider the implications and recommendations of this report.

Ms. Lubbers thanked Ms. Moran-Townsend for her comments about the opportunity Ms. Lubbers had to represent the Commission before the US House Subcommittee on Higher Education and Workforce Training on July 18th. Ms. Lubbers said she was able to highlight the work that is being done in Indiana, especially in the area of affordability and the performance funding formula. Ms. Lubbers also mentioned an opportunity to present *"Reaching Higher, Achieving More"* to a SHEEO Higher Education Academy, comprised of current and emerging national leaders in higher education. *"Reaching Higher, Achieving More"* was chosen for its clear focus and metric driven content. Ms. Lubbers thanked members of the Commission who provided guidance and counsel in putting this document together.

CONSIDERATION OF THE MINUTES OF THE JUNE 2012 COMMISSION MEETING

R-12-05.1 **RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the June 2012 regular meeting (Motion – Scheller, second – Bland, unanimously approved)

II. THE PUBLIC SQUARE - DISCUSSION ITEMS

A. The Student Perspective of *Reaching Higher, Achieving More*

Ms. Moran-Townsend said that the Commission is making "The Public Square," a part of a meeting for discussions of items in "*Reaching Higher, Achieving More*," in order to build a continuing dialogue with many constituents. Ms. Moran-Townsend invited Ms. Rozow to speak about some of her experiences that align with the objectives in *"Reaching Higher Achieving More"* and will serve as a platform during her time on the Commission.

Ms. Rozow spoke about her experience as an intern at the Indiana Senate, and about her meeting with an advisor during her freshmen orientation at IU Bloomington. Ms. Rozow pointed out a few issues she would like to see changed or improved: 1) interns working should be able to get academic credit for their work and not have to pay for it; 2) advisors for freshmen should encourage them to take more credits and more advanced classes in order to graduate within four years.

B. Master Capital Plans for Purdue University Regional Campuses

Mr. Ken Sandel, Director of Physical and Capital Planning, Purdue University, presented this item. Below is the link to Mr. Sandel's presentation.

http://www.purdue.edu/pandcp/topnav/CMP/index.htm

Mr. Sandel said that each campus has independence in developing its own plan, especially as it relates to a ten-year capital plan. He noted that at Purdue they have implemented a balanced capital approach, where they strive to renovate existing

facilities where feasible, replace existing facilities with new where appropriate, and add new facilities only when needed.

Mr. Sandel gave background information of some of the key metrics for the facilities on the campuses. There are 4.1 million gross square feet and 48 major buildings (greater than 1,000 square feet); 75 total buildings across the campuses on 1,153 acres. The average age of the facilities is 30 years.

Mr. Sandel showed slides of each regional campus (Fort Wayne, Purdue Calumet, and Purdue North Central) and spoke about the guiding principles to their Master Plans, as well as some of the issues to be addressed.

Mr. Sandel talked about Repair & Rehabilitation (R&R), which is a significant issue on Purdue Master Plan. He spoke about the deferred R&R backlog, which across the three regional campuses is $145 million. Currently through student fees and general fund allocations the regional campuses invest about $2.5 million of their operating budget.

In response to Ms. Odum's question, Mr. Sandel responded that some of their near-term projects have received previous authorization, but have not been funded yet. Ideally, the timeframe for the near-term projects would be two to three years.

Responding to Ms. Moran-Townsend's question, which she asked on behalf of Mr. Smith, Mr. Sandel responded that they intend to build seven facilities and tear down seven facilities. He added that if they were able to fund what would be a top priority with each campus, there would be about $82 million, or 13 percent reduction in their deferred R&R across the system.

C. Master Capital Plans for Ball State University

Dr. Randall Howard, Vice President for Business Affairs and Treasurer, Ball State University, presented this item. Below is a link to Dr. Howard's presentation.

http://cms.bsu.edu/About/FactBook/Finances/Transparency.aspx

Dr. Howard said that the Board of Trustees placed a lot of emphasis on physically transforming the campus over the past several years, and this is a key part of their strategic plan. Dr. Howard showed pictures of the original campus and briefly spoke of the history of the campus. Then he showed slides of the most current plan, which has a main focus on the residence halls.

Dr. Howard spoke about the projects that are institutional and state priorities. He mentioned new construction and maintaining old buildings. The university is trying to renovate building rather than build new; the last new building received state approval in 2003. The average age of the buildings on the campus is 43 years.

Dr. Howard showed slides of the completed projects that show the innovative use of the repurposing space. The biggest project the university is working on right now on the state funding perspective is the Central Campus academic project, which consists of three buildings: North Quad, finished in 2011; Teachers' College which is underway and will be completed in December of 2013, and Applied Technology

which has not started yet. This project was authorized by the General Assembly in two phases, totaling in $52.7 million; so far state has approved financing in the amount of $40.5 million, and $12.2 are yet to be approved for the third building.

Dr. Howard spoke about a few other buildings that are priorities for the university, like College of Architecture and Cooper Science complex, which houses the nursing program, but has never been renovated.

Dr. Howard talked about student neighborhoods and the importance of attracting students back to campus. The graduation rates for the students who live on campus for several years are 8.5 percent higher than for those who lived on campus only one year. Dr. Howard showed the slides of the renovated residence halls across the campus. From 2006 to 2011 there was a significant increase in number of students returning to the resident halls.

In response to Ms. Moran-Townsend's question, asked on behalf of Mr. Smith, Dr. Howard responded that at present Ball State has 17 percent less square footage per student than any other four-year main campus; 12 percent less square footage per student than all four-year campuses, including the regional campuses. He added that the university is trying to look at utilization and renovation to keep the cost down, but it is hard to keep only one project on when another rolls off.

D. McKinley Commons – Ball State University

Ms. Gretchen Gutman, Associate Vice President for Government Relations, Ball State University, presented this item.

Mr. Fisher made a comment on behalf of Mr. Smith, who wanted the universities to know that, form his perspective, using bonds for financing is a way to go to save on tax credit. In response to Mr. Fisher's question about possible synergies with Ivy Tech's culinary program, Ms. Gutman explained that Ball State's program is teaching students how to manage food and run facilities.

In response to Ms. Odum's question regarding the occupancy rate at the hotels in Muncie, Ms. Gutman responded that the university has internships there, but this new facility will be focusing on the events' planning opportunities. Ms. Gutman also said that the occupancies in the hotels are good, and the university believes this will only enhance the current room availability. Dr. Howard added that Chamber of Commerce supported this project, and confirmed Mr. Fisher's comment that the Commission could support this project and two more in the city.

Responding to Dr. D'Amico's concern, Ms. Gutman said that the university will have management operation that will run a hotel, but the building will have a mixed usage, and the university sees it as a living/learning laboratory. Ms. Gutman added that the university's partners are comfortable with this kind of relationship and it will be beneficial to them.

III. RHAM DECISIONS AND OTHER DECISION ITEMS

A. Academic Degree Programs

R-12-05.2 **RESOLVED:** That the Commission for Higher Education approves *the Checklist of Criteria To Be Used by the Commission in Taking Action on New Degree Programs,* dated August 10, 2012 (Motion – Rehnquist, second – Fisher, unanimously approved)

1. Checklist of Criteria To Be Used by the Commission in Taking Action on New Degree Programs

Dr. D'Amico said that for the past year the Academic Affairs Committee has been reviewing criteria by which the Commission staff and the Commission take action on new programs, and the Committee has developed a checklist of criteria to be used for that purpose. Dr. D'Amico noted that the criteria presented today are not substantially different from the criteria used in the past years, but it is presented in a different format and contains some new items.

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, spoke of the specifics of the Checklist. He highlighted some changes made as a result of the Committee's discussion yesterday afternoon, as well as discussion by the full Commission at its dinner briefing. Dr. Sauer added that the Checklist would help organize more detailed information that would come from the institutions in the program proposals.

Dr. Sauer said that should the Commission approve this Checklist for use, beginning with the September meeting the items in the Agenda books related to the new programs would be organized around this checklist.

Dr. Sauer mentioned that the Committee also discussed a draft agenda template for the program agenda items; the template would be modified according to the changes made to the Checklist. All future program proposals submitted to the Commission would conform to the agenda template. Dr. Sauer also pointed out that these program proposals would be available to Commission members, should they want to look at some detail not included in the agenda booklet.

Dr. Sauer gave the staff recommendation.

2. Academic Degree Programs on Which Staff Proposes Expedited Action

Ms. Moran-Townsend read the list of the degree programs.

R-12-05.3 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item:

- Associate of Science in Pre-Engineering to be offered by Ivy Tech Community College-Lafayette at Lafayette

- Certificate, Technical Certificate, and Associate of Applied Science in Heating, Ventilation, and Air Conditioning (HVAC) to be offered by Ivy Tech Community College-Richmond at Richmond and Sellersburg at Sellersburg

- Technical Certificate and Associate of Applied Science in Energy Technology to be offered by Ivy Tech-Gary at Valparaiso, South Bend at South Bend; Fort Wayne at Fort Wayne; Muncie at Muncie; Terre Haute at Terre Haute; Indianapolis at Indianapolis; Evansville at Evansville; Sellersburg at Sellersburg; and Bloomington at Bloomington

- Technical Certificate in Advanced Manufacturing to be offered by Ivy Tech-Gary at Gary, Valparaiso, and East Chicago; South Bend at South Bend and Warsaw; Fort Wayne at Fort Wayne; Lafayette at Lafayette; Kokomo at Kokomo and Logansport; Muncie and Muncie and Anderson; Terre Haute at Terre Haute; Indianapolis at Indianapolis; Richmond at Richmond and Connersville; Columbus at Columbus; Madison at Madison and Lawrenceburg; Evansville at Evansville; Sellersburg at Sellersburg; and Bloomington at Bloomington (Motion – Scheller, second – Bland, unanimously approved)

In response to Ms. Odum's question regarding expedited items, Dr. Sauer said that this topic will be discussed by the Academic Affairs and Quality Committee at its next meetings. He said that if the Checklist is approved it will affect the expedited items, as well. Dr. D'Amico added that the Academic Affairs Committee will talk with the institutions about this issue and come forth with the recommendation.

B. Capital Projects

1. Wang Residence Hall Lease – Purdue University West Lafayette

Mr. Jason Dudich, Associate Commissioner and CFO, presented this item.

R-12-05.4 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *Wang Residence Hall Lease – Purdue University West Lafayette*, in accordance with the background information, provided in this agenda item (Motion – Fisher, second – Rehnquist, unanimously approved)

2. Capital Projects on Which Staff Propose Expedited Action

Ms. Moran-Townsend presented a list of capital projects for expedited action.

R-12-05.5 **RESOLVED:** That the Commission for Higher Education approves the following capital project, in accordance with the background information provided in this agenda item:

- Purdue University Metering Installation (Motion – Fisher, second – Sheller, unanimously approved)

C. Establishment of Indiana's Higher Education performance Funding Formula and Repair and Rehabilitation Formula Allocation for the 2013-15 Biennial Budget

Ms. Odum introduced this item.

R-12-05.6 **RESOLVED:** That the Commission for Higher Education approves the following items, in accordance with the supporting documents provided in this agenda item:

- Weighting of the Indiana Higher Education Performance Funding Formula Metrics

- Investment percentage for the Indiana Higher Education Repair and Rehabilitation Formula (Motion – D'Amico, second – Bland, unanimously approved)

D. Administrative Items on Which Staff Proposes Expedited Action

Ms. Moran-Townsend read the list of items for expedited action:

R-12-05.7 **RESOLVED**: That the Commission for Higher Education approves by consent the following administrative items in accordance with the background information provided in this agenda item:

- Indiana Commission for Higher Education's 2012-13 Operating Budget

- Indiana's Education Roundtable's 2012-13 Memorandum of Understanding (Motion – Bland, second – Rehnquist, unanimously approved)

In response to Ms. Odum's question, Mr. Dudich responded that some of the specific projects have changed based on the annual need.

IV. REPORTS

- **Update on Key Performance Indicators (KPI's): ICHE Work Plan, RHAM Results**

Ms. Lubbers said that the Commission staff wanted to update the Commission members on the KPI's, and this was done in light of *"Reaching Higher, Achieving More."* Ms. Lubbers said that in the past for the most part these metrics had to do with performance of the institutions; however, the updated KPI's reflect other elements of the performance more directly related to the Commission.

Dr. Gina DelSanto, Senior Associate Commissioner and Chief of Staff, explained that Governor Daniels urged all state agencies to develop key performance indicators

that are displayed on Indiana's transparency portal on the website under the Government Efficiency Financial Planning Division of the Governor's office. Dr. DelSanto explained the reasons for removing some of the metrics and adding others.

Dr. DelSanto spoke about the programs delivered by the Commission, which include 21st Century Scholars program, the Learn More Indiana initiative, the financial aid, and the work-study program, supported by state funds. Dr. DelSanto thanked Ms. Moran-Townsend for including in KPI's all of the *"Reaching Higher, Achieving More"* goals and aspirations. The next step is to set goals for each of these metrics in the way the Government Efficiency and Planning Division does it, which is to establish green, yellow and red goals for each item. Dr. DelSanto suggested for the "*Reaching Higher, Achieving More"* goals that *green* means completed, *yellow* - in progress, and *red* - not started. She also suggested listing under each of these goals the actions that have been taken to date toward achieving them.

Ms. Odum expressed concern over the number of various metrics included in the document and suggested that the Commission should work on these metrics during its retreat in October. Ms. Odum also cautioned the Commission members about using a percent as a measure in some secondary metrics.

In response to Ms. Odum's question, Dr. DelSanto said that the goal is to insure that the strategic plan is visible throughout the Commission's work on administering various programs and moving toward achieving its goals.

Ms. Odum expressed some doubts regarding using the grants as one of the metrics. Her remark was concurred by Dr. D'Amico, who also said that closer alignment of the metrics is necessary.

Ms. Moran-Townsend urged the Commission members to continue thinking about the KPI's and bring up a number of good points for further discussion over the next few months. Ms. Lubbers made some comments in support of this remark.

- **Transfer Scorecard**

Dr. Sauer said that as a result of the last Commission meeting's discussion of the 21st Century Scholars scorecard, the Commission directed staff to put together a Transfer Scorecard. The Academic Affairs and Quality Committee supported the scorecard in concept and in much of the detail. Dr. Sauer explained some changes made to the scorecard in outcome metric, which had included students who transferred with 15 to 29 credits, and those with more than 30 credits.

Dr. Molly Chamberlin, Associate Commissioner for Information and Research, gave some background information about the data provided in the Scorecard.

In response to Dr. D'Amico's concern regarding a small number of transfer students from Ivy Tech Community College, Dr. Chamberlin explained that the data referred to the students enrolled in a four-year institution in the fall of the following consecutive year of enrollment.

Ms. Lubbers commented on the efforts underway at the institutions on issues related to general education core and core transfer library. She pointed out that there is an

increasing focus on the transferability issue. Ms. Lubbers mentioned two regional campuses, IU Kokomo and IU East, where the number of transfer students keeps increasing.

Dr. Sauer added that some additional analysis might be done for students who transfer with an Associate Degree.

Responding to a question from Ms. Odum, Dr. Chamberlin explained that the numbers on the chart include transfer students with 15 or more credits, which could include high school credits.

Ms. Odum asked for some benchmark information on students with Associate Degrees transferring to a four-year college. Dr. Chamberlin assured Ms. Odum that she will have the information before the retreat.

Dr. Sauer emphasized that this study is based on students who are going directly from a two-year to four-year institution, which does not include every graduate. Other data points beyond the scope of the scorecard are also lateral transfers, when students transfer from one campus to another within the same university; or reverse transfers, when students transfer from a four- to two-year institutions.

V. 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

IX. NEW BUSINESS

There was none.

X. OLD BUSINESS

There was none.

XI. ADJOURNMENT

The meeting was adjourned at 11:25 a.m.

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Marilyn Moran-Townsend, Chair

_____
Chris LaMothe, Secretary

COMMISSION FOR HIGHER EDUCATION
Friday, September 14, 2012

DISCUSSION ITEM A: **2013-15 Indiana Postsecondary Institution Budget Presentations**

Background

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

As part of this review, the Commission has requested that the following institutions present their 2013-15 budget submission during the September 2012 Commission meeting and be prepared to answer questions that will assist the Commission in its review:

- University of Southern Indiana
- Indiana State University
- Indiana University

The following institutions will present their 2013-15 budget submission during the October 2012 Commission meeting:

- Purdue University
- Ball State University
- Ivy Tech Community College of Indiana
- Vincennes University

DECISION ITEM A-1: **Associate of Science in Computer Science To Be Offered by Ivy Tech Community College at Valparaiso, South Bend, Fort Wayne, Lafayette, Terre Haute, Columbus, Evansville, Bloomington, and Statewide via Distance Education Technology**

Staff Recommendation

That the Commission for Higher Education approve the Associate of Science (A.S.) in Computer Science To Be Offered by Ivy Tech Community College at Valparaiso, South Bend, Fort Wayne, Lafayette, Terre Haute, Columbus, Evansville, Bloomington, and Statewide via Distance Education Technology, in accordance with the background discussion in this agenda item and the *Program Description*; and

Background

Ivy Tech Community College currently offers associate degrees in Computer Information Systems and Computer Information Technology in all 14 of its regions. In FY2011, these programs enrolled a total of 6,293 headcount or 3,516 FTE students statewide. In that same year, these programs graduated a total of 457 students. Vincennes University also offers several associate degrees in this field at its Vincennes and Jasper campuses, which together enrolled 293 headcount or 265 FTE students in FY2011 and produced 28 graduates. Associate degrees in Information Technology are common at comprehensive community colleges nationwide.

Most of the coursework required for the A.S. in Computer Science already exists, although five new three-hour courses, as well as a one-hour capstone course, will need to be developed. As is the case with new programs developed by the College, a program chair will need to be designated at each campus, but in many instances the positions will be filled by existing faculty.

The College seeks authorization for this degree to provide students with more options in the Computer Science area, including transfer opportunities. An articulation agreement with IUPUI has been developed, and the College is working on developing agreements with other public campuses. It is the Commission's understanding that additional articulation agreements will be in place by the end of the academic year.

The staff further understands that the College is working with one or more regional campuses to complete an articulation agreement. With respect to agreements with regional campuses, the staff would emphasize the desirability to single articulation pathways, whereby Ivy Tech students could complete the same curriculum,

which would articulate with baccalaureate programs at the regional campuses in exactly the same way, thereby eliminating the need for community college students to tailor their program to meet differing curricular requirements among the regional campuses. This approach, of course, would call for greater collaboration and coordination among the regional campuses than has taken place previously.

Consistent with the way Ivy Tech approaches distance education offerings, the eight campuses will collaborate in delivering this program online.

Supporting Documents

Program Description - A.S. in Computer Science To Be Offered by Ivy Tech Community College at Valparaiso, South Bend, Fort Wayne, Lafayette, Terre Haute, Columbus, Evansville, Bloomington, and Statewide via Distance Education Technology

Program Description

A.S. in Computer Science
To be offered by
Ivy Tech Community College at Eight Campuses and
Statewide via Distance Education Technology

1. **Characteristics of the Program**
   a. **Campus(es) Offering Program**
      New program to Ivy Tech Community College
   b. **Scope of Delivery (Specific Sites or Statewide)**
      Statewide Distance Education (All Regions – All Campuses)
      Region 1 – Northwest (Valparaiso campus)
      Region 2 – North Central (South Bend campus)
      Region 3 – Northeast (Fort Wayne campus)
      Region 4 – Lafayette (Lafayette campus)
      Region 7 – Wabash Valley (Terre Haute campus)
      Region 10 – Columbus (Columbus campus)
      Region 12 – Southwest (Evansville campus)
      Region 14 – Bloomington (Bloomington campus)

   c. **Mode of Delivery (Classroom, Blended, or Online) –** all three modes will be utilized
   d. **Other Delivery Aspects (Co-ops, Internships, Clinicals, Practical, etc.)**
   e. **Academic Unit Offering Program:** School of Applied Science and Engineering Technology
      The suggested CIP Code for the new program is 11.0701, defined as follows:
      A general program that focuses on computers, computing problems and solutions, and the design of computer systems and user interfaces from a scientific perspective. The program includes instruction in the principles of computational science, and computing theory; computer hardware design; computer development and programming; and applications to a variety of end-use situations (NCES, *Classification of Instructional Programs*. 2000 edition).

2. **Rationale for Program**
   a. **Institutional Rationale (e.g. Alignment with Institutional Mission and Strengths)**
      The implementation of this program further strengthens the college's science, technology, engineering, and mathematics (STEM) curricula. The Computer Science Associate Degree program will prepare students to work in fields that span computational theory through cutting-edge development of computing solutions. Computer Science provides a foundation that permits its graduates to adapt new technologies through three principal categories that include (a) designing and building software; (b) developing effective ways to solve unique problems in the computer sciences; and (c) devising new and better ways of using computers to address real-world challenges confronting our citizens. Graduates of the program will gain a foundation and proficiency on processes that handle and manipulate large amounts of information that have applications in business, education, game theory, modeling, health, information security, life sciences, manufacturing, and other related careers. Guided by the premise that technology is a business enabler, planning for our future information systems and related curricula is strongly aligned with the mission of the college:

      Ivy Tech Community College prepares Indiana residents to learn, live, and work in a diverse and globally competitive environment by delivering professional, technical, transfer, and lifelong education. Through its affordable, open-access education and training programs,

the College enhances the development of Indiana's citizens and communities and strengthens its economy.

This program clearly fits into the college's current strategic plan, *Accelerating Greatness*, under Strategy 2: Ensure that Indiana citizens, workforce, and businesses are globally competitive

- Objective 2.1 Become a recognized leader in providing fundamental, applied, and technical knowledge and skills in programs that support Indiana's citizens and its economy
- Objective 2.2 Increase Ivy Tech's relevance and value to Indiana's employer community

The college works with employers to determine what skills they need from their employees while also providing training that meets a variety of needs – including associate degrees that result in jobs in high demand fields and that transfer to four-year colleges and universities.

The Computer Science program is expected to have an impact on future program developments. The increased capacity brought through this program – enhanced equipment, laboratory facilities and expanded coursework- will be building blocks for other future degree programs in related engineering and life sciences fields of study.

The college has a long history of providing related information technology education. The Computer Information Systems is one the oldest and largest programs in the college. The curriculum was based on the concept that for many years entry into this profession started with application programming. With the introduction of miniaturization and the distribution of personal computing both in organizations and to individuals in the broader population, other careers such as computing repair and networking became more popular. However, the business model for information systems continues to evolve and the power of technology continues to change the profession for those individuals pursuing a career in this area. For example, combinations of outsourcing and high order development tools have greatly reduced the number of traditional application programmers. Organizations large and small have shifted from in-house development of applications to purchased software.

In partial response to the technological evolution our faculty in 2005 and 2006 modified the curriculum and split courses into two groups – Computer Information Systems, and Computer Information Technology. While Computer Information Systems curriculum provides students with knowledge about programming languages, operating systems, database management systems, and web design, Computer Information Technology emphasizes network management and security, computer hardware and support and operating systems administration. The Computer Science curriculum completes the educational continuum of this discipline at the college.

b. State Rationale

Alignment with *Reaching Higher, Achieving More*

- Completion – creating clear, efficient pathways for on-time college completion
  Students who are balancing work and family responsibilities will benefit from the online course offerings to stay on track to on-time graduation in this program that requires 60 credit hours and is aligned to four-year curriculum for those who wish to complete a baccalaureate degree.
- Productivity – prioritizing resources to high-demand academic programs & reducing duplication of academic programs and services
  This is a new program for the college that complements existing information technology curriculum, and is expected to generate more enrollment in the college's higher level math and science courses.

c. Evidence of Labor Market Need

i. National, State, or Regional Need
ii. Preparation for Graduate Programs or Other Benefits – n/a
iii. Summary of Indiana DWD and/or U.S. Department of Labor Data
iv. National, State, or Regional Studies

The Computer Science program can serve any geographic area with a concentration of employers in the information systems industry. With the concept of distributed computing that is now found in many areas of the state, large and smaller cities with the capability of supporting information technology will employ graduates from this program.

The academic areas of computer information systems and computer information technology are already large programs for the college. With the advent of an expanding advanced manufacturing and life science sectors throughout the state, computer science will become more integral to support not only the information technology sector but these other sectors, as well. The computer science sector can be described as a discipline that involves the understanding and design of computers and computational processes. The discipline spans the range from theory through programming to the cutting-edge development of computer solutions.

The computer science program would position our students to take several career paths. Besides transferring to a senior institution to complete their bachelor's degree, computer science majors may assist in the designing and implementation of new software. This discipline is also creative in such a way that graduates may also help devise new ways to use computers by innovatively applying computer technology to solve unique business issues. In addition computer science graduates can be involved in the planning managing of an organization's technological infrastructure.

Information technology is big business, and Indiana like many other states is increasingly seeking to attract this sector as a way to promote economic development. Information as noted earlier is integral to the growth of advanced manufacturing and the life sciences sectors given their dependence on the accurate processing of data that results in the creation of business information.

Communities are looking to attract information technology and their related sectors to their areas. Ivy Tech is being responsive to provide marketable and transferable education in computer science, to fill existing information technology jobs, and to work with communities as a catalyst for attracting high skill, high wage jobs to the marketplace. Further, the College is committed to encourage graduates to pursue further education in the field both at the undergraduate and graduate level.

Moreover, the state is just beginning to tap the power of technology. The digital age has vastly expanded individual access to all sorts of information and resources which include education materials. Simultaneously, the Internet has fostered a culture of sharing as there exists currently an exchange of content. New technologies such as Web 2.0 has blurred lines between content producers and consumers while creating a paradigm shift from a focus on the access of information to the access to other people. Why may this be important?

Computers certainly have evolved over the past forty years from the centralized, large mainframe operations largely kept from the public eye to the distributed network processing that have become integral to the business and individual work life found today. Computing of yesteryear supported scientific inquiry and large business enterprises. The computing of today especially with current networking technologies and cost reductions provide information to of individuals and small enterprises that was unknown in prior decades. For example, the miniaturization and power of network computing today allows for the use of sophisticated modeling techniques and gaming theory to advance societal, business, governmental, and individual goals.

The information industry is moving to blend the divide between providers and consumers of information in such a way that whole new industries are forming under the umbrella of new media. New media is a term meant to blend digital and computerization in a networked environment. This presents significant implications for training and education, entertainment, both mathematic and digital modeling, as well as a host of other industries. At its core foundation, all of this requires computer education to support the pieces and parts that include programming, networking, and management of large caches of information.

Indiana has both large and small companies engaged in various aspects of information technology including computer software engineers, applications, computer systems analysts, network systems and data communications, systems software, computer administrators, systems managers, and database administrators. The computer science program will align itself with economic development efforts initiated for Indiana not only in the information sector but also to support advanced manufacturing and the life sciences. While there are many employers capable of hiring our graduates, the state appears to be experiencing growth in the information sector. Recently, the Bloomington Economic Development Corporate completed a Request for Information from a major employer that could attract 1,300 new information jobs to Bloomington specifically and the state in general. Should this employer relocate to the area, the undisclosed company would invest approximately $100 million in investment and training. The job opportunities for this and other employers in the state include server management, systems operations, database management, storage management, as well as project management.

The Indiana Department of Workforce Development identified in its *Hoosier Hot 50 Jobs Data* computer science, computer software, engineering and applications among its top jobs for the state. With the increasing state interest in both the life sciences and advanced manufacturing, Ivy Tech recognizes that information technology is a sector of high interest currently in the state and certainly represents significant potential employment area for our citizens.

The Computer Science program is designed for graduates to transfer to senior institutions for baccalaureate opportunities. According to the most recent U.S. Bureau of Labor Statistics survey, employment of computer scientists is expected to grow by 24 percent from 2008 to 2018. Similarly, the Department of Workforce Development's *Hoosier Hot 50 Jobs Data* project increases in computer science employment from between 2004 and 2014 from 3,920 to 5,670 or a 44% increase. Likewise, the state is expected to increase its database administration employment 37% from 1,600 to 2,200 individuals in the same time period. This degree program will position our students to be educated in complex information systems problem solving, as well as position our students for transfer to senior institutions. The need for computer engineers to design storage and information sharing systems, facilitate human-machine interaction, and develop complex algorithmic solutions will be a major factor in the rising demand for computer scientists.

The Indiana Economic Growth Regions (EGRs) in which these degrees will be offered rank computer software engineer, computer systems analysts, and computer/mathematics occupations as key occupational opportunities. According to the Indiana Department of Workforce Development website Hoosiers by the Numbers, EGR 1, EGR 7, EGR 10 and EGR 12 have the large projections of employment within computer software engineering in the state with between 26.4% and 32.4%, while EGR 2 and EGR 14 are 52.8% and 57.8%, respectively. Likewise, EGR 3 and EGR 4 show increase in employment projections within the computer systems analyst field with percentages of 17.6 and 26.8, respectively. These EGRs around the state have demonstrated an increase in companies inquiring about these related computer science fields.

The literature further notes that the Information Technology Associate of America reported in their Workforce 2003 report that the information systems industry essentially bottom out in 2002, and the number of jobs in this area began to regain their footing to the extent that The Bureau of Labor Statistics predicts additional increases in the number of jobs through the year 2014 (between 5 and 36 percent depending on job category). Similarly, computer science provides critical support for our STEM (science, technology, engineering and mathematics) fields, which are the necessary pillars for our state and country's infrastructure for our continued survival in the global marketplace. The National Academies of Science, Engineering and Medicine in their 2007 study of "Rising Above the Gathering Storm," as well as other authors suggest that our advantages in the marketplace of science and technology have begun to erode, which suggests that planning our future educational for computer education is important.

While the current economic conditions experienced in 2008 may contribute to a less than otherwise desired growth in jobs in information systems and other career fields, there are myths that must be countered as the college moves forward in this arena. Among the myths in this field include the notion that there are no jobs; that information system jobs are moving off-shore; and that information systems degrees are worthless. The information systems literature suggest otherwise. Jobs are being created in information systems as noted earlier in the bureau statistics, and career fields are developing in collateral fields because of the explosive growth in digital communications and related fields. While it is also true that jobs have been sent overseas to lower-cost areas of production, it remains true that highly skilled jobs related to a company's core competency in information systems or their core business processes have remained in the United States. Finally, it should be noted that graduates with technical skills are needed; however, those students leaving education institutions with solid knowledge of business fundamentals, communications abilities both verbal and written, and those with abilities to analyze and propose solutions to business problems are and will continue to be valued above all.

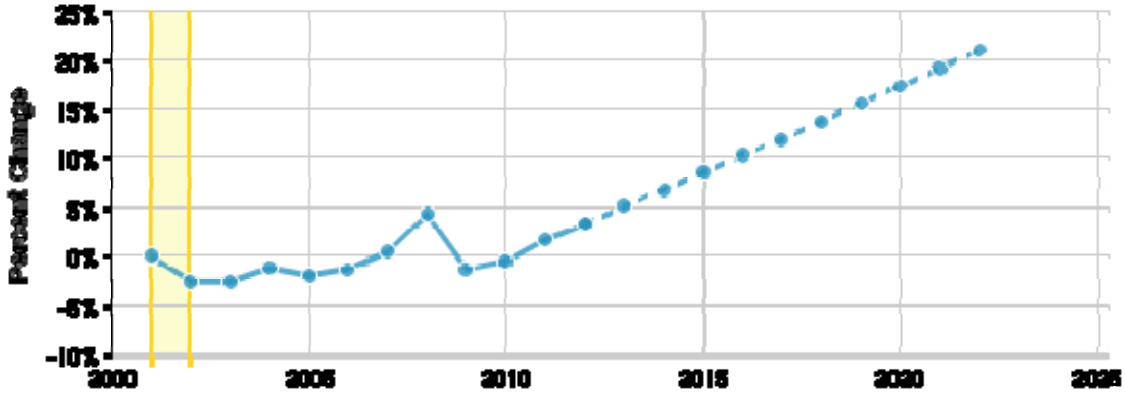
v. Surveys of Employers or Students and Analyses of Job Postings

Sample of Recent Job Postings in Indiana

Computer Software Engineers, Applications

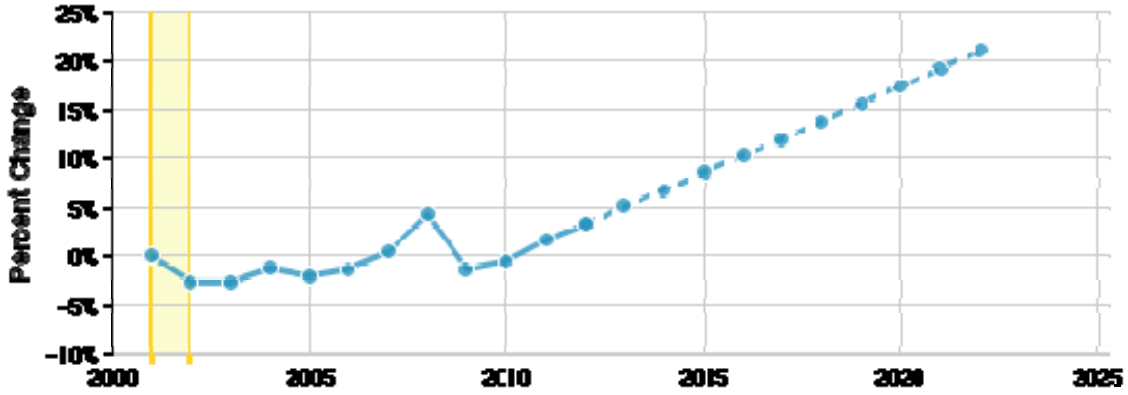
Annual Openings Estimate (2012) - 315 315

Current Job Postings 356



Computer Systems Analysts -

Annual Openings Estimate (2012)	376
Current Job Postings	243



vi. Letters of Support

3. Cost of and Support for the Program
   a. Costs
      i. Faculty and Staff

Approximately 75% of the required coursework in the program are general education classes that are currently on the college inventory and support other programs of study. No new faculty and staff are required for these classes, although as enrollments build over the years, additional faculty will be added to meet the demand.

The following new programmatic coursework will be introduced to support the program:

PROGRAM SPECIFIC CORE - 16 CREDITS

CSCI	101	Computer Science I	3
CSCI	102	Computer Science II	3
CSCI	105	Discrete Logic for Computers	3
CSCI	202	Computer Science III	3
CSCI	210	Database Systems	3

INSTITUTIONAL REQUIREMENT

CSCI	279	Capstone Course	1

The first year of implementation will require eight program chair faculty to be hired. Some of these positions will be new to the college and others will be filled by transferring faculty from existing program. Faculty employed in this position will have a minimum of a master's degree in Computer Science or related field. Because the labs will be shared with other related programs, the college does not anticipate additional lab tech support as the program is launched.

ii. Facilities

The Computer Science Program on-site delivery will require a laboratory class room with additional computer hardware and software to support student learning along with audiovisual equipment and multimedia equipment for instruction. All campuses currently have adequate laboratory spaces to meet these needs.

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

The program will require additional software to support course competencies, and some will need to upgrade existing equipment. The average estimate per campus to initiate the program is $10,000.

b. Support

iv. Nature of Support (New, Existing, or Reallocated)

Required faculty will be funded from a combination of funding from reallocated positions and grant funding, which is anticipated to be replaced by enrollment growth once the funding ceases.

v. Special Fees above Baseline Tuition

There are no additional program assessments planned for Computer Science majors. It is expected that some of the programmatic classes will include an additional course fee, estimated at $15-$30 and consistent with fees applied to other computer technology courses in the college inventory. Standard in-state and out-of-state tuition and fees for Ivy Tech students will apply to this program. The 2012-13 in-state tuition is $111.15/credit hour. The fee for all Ivy Tech on-line courses, currently set at $20/student, applies to classes taken via distance education methodology.

4. <u>Similar and Related Programs</u>

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

A baccalaureate degree in Computer Science is offered at all major Indiana universities and at several of the regional campuses such as Purdue University Calumet and Indiana University Southeast. Several of the private colleges and universities, such as DePauw and Rose-Hulman Institute of Technology, also offer this major.

ii. Related Programs at the Proposing Institution

- Computer Information Systems – Associate of Applied Science and Technical Certificate
- Computer Information Technology – Associate of Applied Science and Technical Certificate

Computer science graduates advance the field of information technology (IT) through research and innovation. They are different from the bulk of IT professionals in that they focus on developing new technology rather than using or repairing existing technology, which is the primary focus of Ivy Tech's existing degrees.

b. List of Similar Programs Outside Indiana

Nationwide, computer science and/or computer programming and engineering are commonly found at major community college such as Valencia in Florida and Sinclair as well as the on-line for profit institutions (University of Phoenix, Baker, Kaplan, etc.).

c. Articulation of Associate/Baccalaureate Programs

Ivy Tech's Computer Science program is aligned with the Association for Computing Machinery (ACM) curricular recommendations, and thus contains content that would align itself with the senior institutions following the ACM standards.

The Associate of Science in Computer Science is designed for articulation into a Bachelor of Science in Computer Science or Applied Computer Science – a program that is either stand-along curriculum or combined with mathematical sciences at many of the senior institutions throughout the state. The program has a signed articulation with the new "Applied Computer Science" degree from Indiana University – Purdue University – Indianapolis (Please see Appendix for articulation details). Other 4 year institutions have shown interest in articulating such as Indiana State University, an Indiana University Regional campus and several private institutions. The general education portion of the associate's degree will transfer following the new general education transfer core, and the professional courses align with coursework at the four-year institutions.

d. Collaboration with Similar or Related Programs on Other Campuses

Ivy Tech campuses offering the program on-campus will collaborate to develop the statewide curriculum.

5. <u>Quality and Other Aspects of the Program</u>

a. Credit Hours Required/Time To Completion – 60 credit hours

Full time college-ready students are able to complete the program in a two year period

b. Exceeding the Standard Expectation of Credit Hours – n/a

c. Program Competencies or Learning Outcomes

Computer Science
Program Objectives

- Demonstrate problem-solving strategies including the role, implementation strategies, and properties of algorithms.
- Manipulate and configure fundamental programming constructs: syntax and semantics, data types, numeric operations, control structures, functions, methods and parameter passing.
- Demonstrate understanding of object-oriented concepts of computer programming: classes, objects, inheritance, exception handling, GUI, and event-driven programming.
- Demonstrate an understanding of virtual machines, interpreters, and compilers in their use with programming languages.
- Discuss machine level representation of data including numeric representation and number bases and representation of character data.
- Understand and employ various search and sort algorithms.
- Demonstrate an understanding of database systems and database query languages, entity relationship modeling, and normalization
- Employ functions, relations, sets, digital logic, propositional logic, Boolean algebra, descriptive statistics, and elementary number theory.
- Exhibit an understanding of the importance of data backup, recovery and security
- Discuss the social context of computing: history and evolution of ideas and machines, social impact of the computer, professionalism, and code of ethics.
- Continue their education at a senior institution.

d. Assessment

Evaluation of the program will be done according to program review protocols currently in place at Ivy Tech Community College. These include enrollment trends, faculty trends, student performance, student retention, achievement of technical and general education outcomes, job placement, graduate follow-up surveys, and on-going evaluation by the program advisory committee.

a. The student learning outcomes will be assessed and measured at the end of the student's program through a project based portfolio to be completed in the capstone course. The comprehensive project will be a complete computer program with source code, documentation, test data and results, and any additional materials that apply. A rubric will be designed by the faculty for this purpose.
b. The overall performance of the program will be measured through the use of a standardized rubric scoring system. The students will be rated on the individual elements of the program using current "best practices" of the computer programming community.
c. The main goal of an associate degree program is to produce graduates that transfer to baccalaureate programs to earn bachelor degrees in the corresponding field. The assessment will be used to measure how successful students of the program are in earning their baccalaureate degree.

d. The results of the assessment will be analyzed and compared to the goals and objectives of the program. These comparisons will be used to strengthen and revise areas of the individual courses to better meet the overall goals of the program.

e. Licensure and Certification

Currently there is no licensure or certifications incorporated in the Computer Science program. The Associate of Science in Computer Science is designed for articulation into a Bachelor of Science in Computer Science or Applied Computer Science.

f. Placement of Graduates

Computer science is a field that offers many career options to graduates across almost all economic sectors. An associate degree program in computer science could prepare students for careers various related positions, such as:

- Computer programmers
- Computer support specialists
- Systems analysts

Although some employers prefer that a computer technician or programmer has a bachelor's degree, employees may be hired with an associate's degree and some experience. Employers often provide additional on-the-job training.

Interested individuals may also choose to pursue a bachelor's degree in computer science and become computer software engineers, advanced computer programmers or systems managers or administrators. Additional certifications may improve employment and career advancement opportunities.

g. Accreditation

Currently, the Computer Science program has not selected a program specific accreditation body to establish accreditation. There are accrediting bodies for computer science such as the ACM, and their requirements were considered extensively in the development of this curriculum. Accreditation through the appropriate body will be sought upon successful implementation of the Computer Science program and in consultation with the primary transfer partners.

6. Projected Headcount and FTE Enrollment and Degrees Conferred

Degree Conferred - Associate of Science in Computer Science

Enrollment projections noted in Appendix

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

June, 2012

Institution/Location: Ivy Tech Community College at Eight Campuses and Statewide via Distance Education Technology

Program: A.S. in Computer Science

	Year 1 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
Enrollment Projections (Headcount)					
Full-Time	34	54	66	69	72
Part-Time	42	67	81	85	89
Total	76	121	147	154	161
Enrollment Projections (FTE)					
Full-Time	34	54	66	69	72
Part-Time	20	32	38	40	42
Total	54	86	104	109	114
Degree Completions Projection	0	0	13	14	26

CHE Code: 12-17

Campus Code: 10040, 8423, 9926, 10039, 8547, 10038, 9925, 35213

County: Porter, St. Joseph, Allen, Tippecanoe, Vigo, Bartholomew, Vanderburgh, Monroe

Degree Level: Associate

CIP Code: Federal - 110701; State - 110701

COMMISSION FOR HIGHER EDUCATION
Friday, September 14, 2012

DECISION ITEM A-2: **Bachelor of Science in Environmental and Ecological Engineering To Be Offered by Purdue University West Lafayette at West Lafayette**

Staff Recommendation

That the Commission for Higher Education approve the Bachelor of Science (B.S.) in Environmental and Ecological Engineering to be offered by Purdue University West Lafayette at West Lafayette, in accordance with the background discussion in this agenda item and the *Program Description*.

Background

Purdue University will seek ABET accreditation for its proposed B.S. in Environmental and Ecological Engineering. At present, there are no standalone, ABET-accredited Environmental Engineering baccalaureate programs in public or independent universities in Indiana. In FY2011, the Purdue University West Lafayette campus enrolled a total of 7,394 headcount or 7,164 FTE students in baccalaureate Engineering programs. In that same year, the West Lafayette campus graduated 1,397 bachelor's degree recipients in Engineering disciplines.

Although the curriculum for the proposed program exceeds the standard expectation of 120 semester hours of credit for baccalaureate programs, the University has provided an adequate justification for this exception. While the ABET program criteria for this field – which were developed in conjunction with the American Academy of Environmental Engineers as the lead society – do not specify credit hours, they do detail, at some length, the subject matter that needs to be covered by required coursework.

The University had its proposed curriculum examined by four external reviewers, including one from the University of Texas at Austin, who has chaired a dozen teams of ABET evaluators. All reviewers agreed that a curriculum of 120 hours would make it very difficult, if not impossible, to achieve ABET accreditation, and that a 128-hour curriculum should ensure ABET accreditation. Two reviewers commented further that 128 hours is the minimum number of credits needed for programs that have achieved ABET accreditation.

Purdue University has an articulation agreement with Vincennes University for the proposed program. The University is still working with Ivy Tech Community College to

develop an articulation, but this has not yet been finalized because of the need for further discussions around the mathematics requirement. The University and the College are optimistic that an agreement can be formalized by the end of the Fall 2012 semester. Commission staff will actively monitor this situation to help ensure that this much needed articulation agreement can be reached.

Supporting Documents

Program Description – Bachelor of Science in Environmental and Ecological Engineering To Be Offered by Purdue University West Lafayette at West Lafayette.

1. **Characteristics of the Program**
   a. **Campus Offering Program**
   Purdue University West Lafayette
   b. **Scope of Delivery**
   Specific Site
   c. **Mode of Delivery**
   Classroom
   d. **Other Delivery Aspects (Co-ops, Internships, Practical)**
   Students will have the option of participating in co-op and internship programs, administered by the College of Engineering's Office of Professional Practice. These are paid positions ranging from one summer to several semesters, typically earning 55-85% of starting BS salary.
   e. **Academic Unit Offering Program**
   Division of Environmental and Ecological Engineering in Purdue's College of Engineering
2. **Rationale for the Program**
   a. **Institutional Rationale**
   The EEE program will contribute to the mission of Purdue University by serving the citizens of Indiana, the United States, and the world through dissemination of knowledge which prepares our graduates to succeed as leaders, professionals, informed consumers, responsible citizens, and lifelong learners. The EEE program will play a leadership role in Indiana's economic and social development by providing graduates to join a high quality educated workforce in an area of national need. To see Purdue University's strategic plan, go to: http://www.purdue.edu/strategic_plan/
   For a continued discussion of Institutional Rationale, see full proposal.
   b. **State Rationale**
   The proposed Bachelor of Science Degree in Environmental and Ecological Engineering (BSEEE) program has been designed in response to student demand for education that will prepare them to meet employment opportunities in an area of national need. Professionals engaged in environmental and ecological engineering (EEE) apply the principles of biology, chemistry, physics and mathematics to manage to environmental problems and ensure that industries and governmental agencies comply with environmental regulations. In their careers, graduates from the BSEEE program will perform a wide range of critical tasks for companies, the State of Indiana, and other agencies. (For more, see full proposal.)
   c. **Evidence of Labor Market Needs**
      i. **National, State, or Regional Need**
      There are no accredited environmental engineering undergraduate degree programs at any public or private Indiana institution of higher education (though the University of Notre Dame offers a related program: an environmental engineering concentration within their accredited Civil Engineering degree). Our program will therefore be unique in the state as a degree program with a central focus on Environmental Engineering, accredited using the Environmental Engineering standards of ABET.
      Within the region there are four accredited environmental engineering or similarly named programs: Northwestern University (Evansville, IL); Ohio State University (Columbus, OH); Michigan Technological University (Houghton, MI); and the University of Wisconsin-Platteville. While there are certainly similarities between the proposed Purdue program and the existing programs in the region, this program has been designed with a distinct ecological focus. We have sought to move beyond traditional environmental engineering topics (including, for example, pollution control and contaminated site remediation) to modern environmental engineering approaches, utilizing ecological design concepts and broad systems thinking. The capacity of the entire U.S. environmental engineering programs is

sufficient to meet approximately only 30% of the projected employment demand over the next decade.

ii. Preparation for Graduate Programs and Other Benefits

Growth in Environmental Engineering employment within Indiana is expected to be equivalent or better than national projections. The creation of this degree program will position Purdue Engineering students well to meet this need. Excellent employment opportunities in EEE exist for individuals at all degree levels (BS, MS, and PhD). Accordingly, some students completing the EEE program will choose to continue to graduate level education. The requirement for admission to graduate programs in this field is a strong academic performance in an undergraduate program in environmental engineering or science. The top performing graduates of the EEE program will be qualified for admission to any graduate program in this field. The employment prospect for graduates with advanced degrees is excellent.

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

The US Bureau of Labor Statistics predicts that the number of Environmental Engineering jobs will grow "much faster than average" with the addition of almost 17,000 jobs (31% increase) over the next decade.[1] Thus, on the order of 1,700 new positions for Environmental Engineers are expected to be available each year. Nationwide U.S. institutions of higher education produced 503 graduates with a Bachelor's Degree in Environmental Engineering in the 2008-2009 academic year, leaving an unmet need of approximately 1,000 employees.[2] These positions have typically been filled by graduates from Civil or Chemical Engineering programs. However, graduates with degrees in Environmental Engineering would be more competitive for Environmental Engineering jobs.

The Indiana Department of Workforce Development projects there will be 63 openings (7.7% growth) for Environmental Engineers in the State requiring a Bachelor's Degree by 2012 paying an annual wage of $76,634. Projections for Indiana through the year 2018 are for the creation of 315 new Environmental Engineering openings (32.9% growth).[3]

iv. National, State, or Regional Studies--None

v. Surveys of Employers or Students and Analyses of Job Postings--None

vi. Letters of Support (See Appendix A)

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

a. Costs (To see Table of Direct Program Costs and Sources of Program Revenues, see Appendix B.)

i. No new faculty are needed. See full proposal for list of participating faculty.

ii. Facilities

Laboratory Facilities for EEE Courses

Approximately 1,100 ft^2 of laboratory space is being renovated in the Civil Engineering Building (CIVL room 2146). The EEE program will have

[1] US Bureau of Labor Statistics, Occupational Outlook Handbook 2010-2011, http://www.bls.gov/oco/ accessed Nov 15, 2011.

[2] Gibbons, M.T., 2010. Engineering by the Numbers. http://www.asee.org/papers-and-publications/publications/college-profiles/2010-profile-engineering-statistics.pdf, accessed Nov. 15, 2011.

[3] Indiana Department Workforce Development, Occupational Projections (Long Term) http://www.hoosierdata.in.gov/dpage.asp?id=39&page_path=&path_id=&menu_level=smenu4&panel_number=5&view_number=2, accessed Nov 15, 2011.

scheduling access to this new laboratory space for dedicated EEE courses. Completion of the renovation project is expected in October 2012. The renovation project is being funded by private gifts and the Purdue's ongoing Renovation and Rehabilitation (R&R) initiatives. This space will supplement existing laboratory and project space available to faculty and students across the College and University.

iii. **Other Capital Costs**

No additional learning resources are necessary for the implementation of the BSEEE program.

b. **Support**

i. Nature of Support

Reallocation

Except the Head (who holds a 100% appointment in EEE), the faculty listed as "core faculty" hold either 0% ("courtesy") appointments with EEE, or partial appointments (typically 25%, either permanent or limited-term). The total faculty need for the program will increase to 5.0 FTE by FY 2017, from the current 2.625 FTE (an increase of 2.375 FTE). This will be primarily accomplished through internal reallocations of appointments of existing faculty. No "new-to-Purdue" faculty are immediately required to implement the program.

ii. Special Fees above Baseline tuition

There will be no additional fees for the BSEEE program other than the current College of Engineering Differential Fee."

4. **Similar and Related Programs**

a. List of Programs and Degrees Conferred

i. Similar Programs at Other institutions

A survey of peer institutions shows that most have responded to these societal needs by offering specific BS degrees in Environmental Engineering fields; however, there are no accredited, publicly supported baccalaureate Environmental Engineering degree programs in Indiana.

There are no accredited environmental engineering undergraduate degree programs at any public or private Indiana institution of higher education (though the University of Notre Dame offers a related program: an environmental engineering concentration within their accredited Civil Engineering degree). Our program will therefore be unique in the state as a degree program with a central focus on Environmental Engineering, accredited using the Environmental Engineering standards of ABET.

Within the region there are four accredited environmental engineering or similarly named programs: Northwestern University (Evansville, IL); Ohio State University (Columbus, OH); Michigan Technological University (Houghton, MI); and the University of Wisconsin-Platteville. While there are certainly similarities between the proposed Purdue program and the existing programs in the region, this program has been designed with a distinct ecological focus. We have sought to move beyond traditional environmental engineering topics (including, for example, pollution control and contaminated site remediation) to modern environmental engineering approaches, utilizing ecological design concepts and broad systems thinking. The capacity of the entire U.S. environmental engineering programs is sufficient to meet approximately only 30% of the projected employment demand over the next decade.

ii. Related Programs at the Proposing Institution

The College of Engineering currently awards an ABET-accredited Bachelor of Science in Multidisciplinary Engineering (MDE), which can serve as an "incubator" for new curricular programs. A formal EEE plan of study was implemented within this program

in 2007; three students have graduated through the MDE EEE plan of study, and about 12 more students graduated in 2011-12. Upon approval of the BSEEE program, new admissions into the MDE EEE plan of study will be halted, and current students will be provided with the option to switch to BSEEE. A well-coordinated transition plan, made possible by a high level of communication and collaboration between the MDE and EEE offices, is in place. We anticipate that all students graduating in May 2013 or later will be able to transition seamlessly (students graduating in Dec 2012 or earlier will likely remain in the MDE program). The EEE program has an established Academics Committee which has an active role in the MDE EEE curriculum and a long term strategy for the EEE curriculum. A number of EEE courses have been approved and are being offered to students currently .

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

Northwestern University (Evanston, IL); Ohio State University (Columbus, OH); Michigan Technological University (Houghton, MI); and the University of Wisconsin-Platteville.

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

The Purdue EEE program has entered into a formal Articulation Agreement with Vincennes University (see appendix), with a full listing of Vincennes courses and their transfer equivalent of courses counting toward the BSEEE degree at Purdue. This agreement was designed to allow students following the plan to complete an AS degree in Engineering Science at Vincennes in two years, followed by the BSEEE at Purdue in an additional two years.

As part of the degree development procedure, EEE investigated a full articulation agreement with Ivy Tech Community College. However, a full agreement is not currently possible, as the Mathematics courses at Ivy Tech do not currently transfer to Purdue as equivalent credit for the courses required at Purdue for the BSEEE degree. EEE believes the decision on this course equivalency is the purview of the respective Departments of Mathematics, and we will seek an articulation agreement if proper course equivalency is determined. However, to facilitate transfer from Ivy Tech Community College, EEE will work with representatives to develop and share advising materials and accepted course transfer lists, based primarily on the CTL (see appendix for current list of required course equivalencies between Ivy Tech and Purdue EEE).

For information about transfer from other degree programs, see full proposal.

d. Collaboration with Similar or Related Programs on Other Campuses--None

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

a. Credit Hours Required/Time to Completion . For more information, see full proposal.

Degree Requirements

The BSEEE degree program will include a minimum of 128 credit hours, including the courses or course options listed below. Minimum graduation GPA requirements include: (a) 2.0 overall; and (b) 2.0 in College of Engineering courses at the 20000-level and above.

Semester-by-semester sample plan of study

The following is a sample plan of study, demonstrating how a student would complete the BSEEE program in eight semesters of study. Actual student plans may vary.

FIRST YEAR

Fall Semester			*Spring Semester*		
ENGR 13100	Ideas to Innovation I	2	ENGR 13200	Ideas to Innovation II	2
MA 16500	Calculus I	4	MA 16600	Calculus II	4
CHM 11500	General Chemistry I	4	CHM 11600	General Chemistry II	4
ENGL 10600	First-Year Composition	4	PHYS 17200	Modern Mechanics	4
ENGR 10300	Engineering for the Planet	1	COM 11400	Fund's of Speech Comm.	3
		15			17

SECOND YEAR

Fall Semester			*Spring Semester*		
EEE 25000	Env. Ecol. Eng. Systems.	3	CE 35500	Engr. Env. Sustainability	3
MA 26100	Multivariable Calculus	4	MA 26200	Linear Alg. + Diff. Eqns.	4
CHM 25700	Organic Chemistry	4	CE 29700	Basic Mechanics I (Statics)	3
	Technical Elective	3	ABE 21000	Thermodynamic Principles…	3
	General Education Elective	3		General Education Elective	3
		17			16

THIRD YEAR

Fall Semester			*Spring Semester*		
EEE 30000	Environ. Ecol. Modeling	3	CE 340/343	Hydraulics and lab	4
CE 35000	Environmental Engineering	3	IE 23000	Statistics	3
CE 29800	Basic Mechanics II	3	EEE 39000	EEE Professional Preparation	1
BIOL 12100	Biol. I: Div., Ecol., Behav.	2	EEE 43000	Industrial Ecology and LCA	3
	EEE Selective	3	BIOL 28600	Intro. Ecology & Evolution	2
	General Education Elective	3		EEE Selective	3
		17			16

FOURTH YEAR

Fall Semester			*Spring Semester*		
EEE 48000	EEE Senior Design	1	EEE 48000	EEE Senior Design	2
	EEE Selective	3		EEE Selective	3
	EEE Selective	3		EEE Selective	3
BIOL 58500	Ecology	3		General Education Elective	3
	Technical Elective	3		General Education Elective	3
	General Education Elective	3			
		16			14

Total Credits Required for Graduation = 128.

b. Exceeding the Standard Expectation of Credit Hours

To meet the ABET Criteria for Accrediting Engineering Programs 2012-2013, 128 hours of coursework are required. For more information, see full proposal.

Requirement	Associated Course(s)	Number of Credits
Math through differential equations	MA 165, 166, 261, 262	16
Probability & statistics	Several options	3
Calculus-based physics	PHYS 172, 241	7
General chemistry	CHM 115, 116	8
Earth science	Several options	3
Biological science	BIOL 121, 286, 585	7
Fluid mechanics	CE 340	3
Environmental issues assoc. with air, land, and water	CE 350, 355, EEE 250	9
Lab experiments in more than one major focus area	CE 343, EEE selective	4
Engineering design integrated throughout the curricula	ENGR 131, 132, EEE 480 & selective	10
Professional practice, roles & responsibilities	EEE 390	1
Ecological engineering courses*	EEE 300 plus one EEE selective	6
One and one-half years engineering core topics (not already above)		21
One year math & science (not already above)		0
Statewide general education transfer core		30
		128

c. Program Competencies or Learning Outcomes (For additional information, see full Proposal.

The faculty of the Division of Environmental and Ecological Engineering at Purdue have established the following **objectives** for the BSEEE degree program.

Graduates of the EEE Undergraduate program will:

1) be prepared to assume immediate employment in the fields of environmental and ecological engineering or to continue education in an advanced degree program, and
2) participate fully and ethically in the advancement of the profession within five years of graduation, as measured by one or more of the following:
   i) achievement of, or significant progress toward, professional licensure,
   ii) achievement of, or significant progress toward, an advanced degree
   iii) publication of research results and/or field reports,
   iv) advancement to leadership roles within an engineering organization,
   v) professional participation in international engineering activities, and
   vi) participation with organizations, agencies, or companies who offer solutions to major societal and environmental issues.

d. Assessment

Evaluation of the EEE program will occur through well established procedures developed by the Purdue College of Engineering. A thorough and intensive assessment process is required to acquire and maintain ABET accreditation status. EEE program stakeholders are assessed or surveyed as components of an overall integrated evaluation process. Key stakeholders are students, faculty, employers, alumni, the EEE advisory board, College of Engineering and the University.

Students are assessed for learning outcomes that are directly mapped to specific courses as part of the ABET accreditation process. Student feedback is obtained from University mandated evaluations of every course. The course evaluation process is administered by the Purdue University Center for Instructional Excellence. Exit surveys will provide additional feedback from students about their experience and satisfaction with their education.

Faculty are an integral part of the evaluation, assessment and continuous improvement process. Faculty receive all the information collected from assessments, surveys and evaluations of all stakeholders. Faculty are responsible for adapting and improving teaching methods, assessment methods, courses and curricula.

Employers of EEE graduates will be surveyed to determine whether EEE graduates have the skills, knowledge and problem solving abilities expected and necessary to meet their needs. Employers will be encouraged to provide constructive suggestions for how courses and curricula can be improved.

e. Licensure and Certification

Presuming the BSEEE program achieves ABET accreditation, graduates from the program will be eligible to pursue licensure as a "Professional Engineer," or "P.E." Feedback from our External Advisory Board has been unanimous in the support of the P.E. process and the importance of our program fully preparing students to pursue the P.E.

The P.E. process typically involves four steps:

1) Students must graduate from an ABET-accredited program.
2) Students must pass the Fundamentals of Engineering ("F.E.") written examination during their last semester of study. (Purdue typically has an F.E. pass rate in excess of 90%).
3) Graduates must accumulate professional experience, typically about four years.
4) Graduates must pass the Principles and Practice in Engineering ("P.E.") written examination in a chosen engineering discipline.

Both the F.E. and P.E. exams are administered by NCEES (the National Council of Examiners for Engineering and Surveying). Because P.E. licensure requires professional experience, holding a license is not required for entry into the profession. However, a P.E. is often required by state and federal codes for engineers performing or supervising certain kinds of engineering work, and it is therefore a valuable credential that tends to increase employability and salary.

f. Placement of Graduates

Because the program is new, we do not yet have placement statistics. However, students will have support from Purdue's Center for Career Opportunities and from a dedicated staff member within EEE (the Student Services Coordinator) in find employment. We anticipate that student placement will be similar to the excellent record of the College of Engineering as a whole.

g. Accreditation

The proposed EEE program will seek accreditation from the Accreditation Board for Engineering and Technology (ABET). Students must have earned a degree from an ABET accredited program in order to earn certification as a Professional Engineer. The EEE program has been designed to successfully acquire ABET accreditation. Issues such as EEE control of course staffing and content, laboratory courses and access to teaching laboratory facilities have been considered in order to meet the expectations of ABET.

In order to acquire ABET accreditation the EEE program will complete and submit a self-study report in June 2013. On-campus ABET program evaluators will visit in the Fall of 2013. Accreditation decisions are expected in spring 2014 which will be retroactive to May 2013.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Purdue University West Lafayette to be offered at West Lafayette
Program: B.S. in Environmental and Ecological Engineering

	Year 1 FY2013	Year 2 FY2014	Year 3 FY2015	Year 4 FY2016	Year 5 FY2016
Enrollment Projections (Headcount)					
Full-Time	55	80	100	110	115
Part-Time	0	0	0	0	0
Total	55	80	100	110	115
Enrollment Projections (FTE)					
Full-Time	55	80	100	110	115
Part-Time	0	0	0	0	0
Total	55	80	100	110	115
Degree Completions Projection	12	18	25	33	36

CHE Code: 12-18
Campus Code: 1825
County: Tippecanoe
Degree Level: Bachelors
CIP Code: Federal - 141401; State - 141401

COMMISSION FOR HIGHER EDUCATION
Friday, September 14, 2012

DECISION ITEM B: **Approval of New Academic Unit on Which Staff Proposes Expedited Action**

Staff Recommendation That the Commission Approve the School of Philanthropy To Be Created at IUPUI

Background

Indiana University seeks authorization to create the School of Philanthropy on its IUPUI campus, which will build upon the existing Center on Philanthropy (created in 1987) and related degree programs.

The Commission for Higher Education has statutory authority to "approve or disapprove the … establishment of any new college or school." Establishing a new college or school within an institution occurs infrequently, and there occasions when the creation of new units call for full discussion by the Commission, such as establishing Indiana University Schools of Public Health on the Bloomington and IUPUI campuses. In this instance, because the creation of the School of Philanthropy builds on graduate programs that were fully discussed by the Commission at the time of their approval, with a recognition of the unique mission and strengths of the IUPUI campus in this area, the staff bring this recommendation to the Commission as an expedited action item.

In August 1993, the Commission approved the first degree program in the area, the M.A. in Philanthropic Studies. That approval was followed ten years later (June 2003) with authorization of the Ph.D. in Philanthropic Studies. More recently (February 2010), the Commission approved a Bachelor of Arts in this same field.

In FY2011, the master's program enrolled 101 headcount or 39 FTE students and had 31 graduates. In the same year, the Ph.D. program enrolled 34 headcount or 17 FTE students. Counting those students who completed their degree requirements earlier this year, the Ph.D. program has graduated a total of eight students. Four additional students are likely to graduate with Ph.D.s by the end of the current academic year.

There are no other degree programs in Philanthropy in Indiana, and the University believes that the School of Philanthropy will be the first such school anywhere in the world. When formally created, the School of Philanthropy will have the second largest endowment of any school at IUPUI.

Supporting Document *Summary Proposal for a School of Philanthropy on the IUPUI Campus*, June 2012

Summary Proposal for a School of Philanthropy on the IUPUI Campus

June 2012

In his 1983 seminal essay for the *Independent Sector*, Robert Payton[1] wrote:

> *Philanthropy is America's most distinctive virtue. There is no other aspect of American life that is so vast in scale, so rooted in tradition, so broadly supported by law and public policy or more gratuitously neglected by the educational community.*
>
> *The system of charity and philanthropy and voluntary service is at work in almost every aspect of our lives. We give to it, and we receive from it. We use it to help others and to express our ideas about how life could be made better for all of us.*
>
> *Philanthropy is a subject that touches the life of every student and every faculty member at every American college. It is easily related to every discipline of the humanities and social sciences and to professional studies like medicine, law, and business. It could be taught, and in my opinion it should be taught, but it is not.*

Since the founding of the IU Center on Philanthropy in 1987, Indiana University has led the development of philanthropic studies as a scholarly discipline. Establishing a School of Philanthropy at IUPUI will take this acknowledged leadership to a new level by paving the way for the following to take place:

- enable the recruitment and retention of top-notch faculty scholars;
- grow enrollments at the undergraduate, graduate, and doctoral levels;
- enhance research funding;
- prepare the next generation of scholars and practitioners in the field;
- address an important workforce and economic development need for the state, nation, and world.

The School of Philanthropy will have the second largest endowment of any school at IUPUI. There are six endowed chairs in place dedicated to philanthropic studies and strong prospects for more. Because the Center on Philanthropy already has in place the fiscal infrastructure and administrative staffing (including a full-time budget officer) necessary to support a school, existing resources and future revenue from tuition and grants can be concentrated on growing the faculty base for its full array of academic programs, research centers, and service activities.

The IU School of Philanthropy at IUPUI will be built on a strong foundation. The initial administrative structure for the School of Philanthropy will be a dean who reports to the chancellor of IUPUI. While degrees and other programs will be based in Indianapolis, there will be faculty from IUPUI, IUB, and several regional campuses participating in the faculty governance, teaching, research, and service for the School of Philanthropy. Presently, 70 faculty

[1] The late Robert Payton was the nation's first full-time professor of philanthropic studies and the first full-time executive.

members in more than 20 schools and departments have formally petitioned to be on the faculty. This is a good base, but reaching 20 full-time-equivalent faculty is an essential short-term goal that will ensure the new school will move quickly to establish its preeminence.

Indiana University (IU) has an opportunity to provide state, national, and international leadership for the nonprofit and philanthropic sector by establishing a School of Philanthropy. IU has led the development of philanthropic studies as a scholarly discipline since the establishment of the IU Center on Philanthropy at IUPUI in 1987, which was made possible by generous support from the Lilly Endowment. Thanks in large part to the continuing interest and commitment that the Lilly Endowment has shown for all 25 years of the center's existence—Indiana University now has the interdisciplinary faculty and academic resources to take the field into the 21st century. The creation of a School of Philanthropy will solidify the university's position as the world leader of philanthropic and nonprofit sector research, teaching, and service.

As quoted in the prelude to this proposal, the late Robert Payton makes an eloquent case for the importance of philanthropy to American society. Philanthropy plays many roles in helping to build a more civil society and a better community. It has an important role in the economy (producing greater job growth than the for-profit or government sectors for the last several decades). It is the backbone of the nation's health and educational systems, as well as arts and culture, human services, and international relief organizations.

The creation of the school will enable Indiana University to attract and retain high-quality faculty to enhance teaching and research. The addition of new faculty—both junior and senior faculty— will be necessary to teach courses in growing undergraduate and graduate programs. Their internally and externally funded research will reinforce the faculty's intellectual leadership in the field and, simultaneously, improve the practice of philanthropy and nonprofit management in Indiana, the nation, and the world.

Today, 326 universities and colleges around the world offer courses, certificates, and degrees in philanthropy and/or nonprofit management. Most are relatively small programs with only a few faculty members involved. One of the oldest such centers, the IU Center on Philanthropy is the largest and most comprehensive. It has a budget of $8 million, 90 affiliated faculty, and more than 40 full-time staff. Other philanthropy or nonprofit management centers and programs that collaborate with the center—or compete with it for contracts, grants, and students— acknowledge that Indiana University's is the best in class. With its sterling reputation as the acknowledged academic leader in the field, the IU School of Philanthropy will be in a position to attract and retain the finest scholars and students at home and abroad. While it has been argued that philanthropy is a uniquely American tradition, there is strong evidence that, when counted broadly, philanthropy is ubiquitous across societies, cultures, and generations. It is an engine for social change as well as a stabilizing force to maintain existing social and economic structures. For some time now, the Center on Philanthropy has been engaged abroad in training for nonprofit organizations and in research on an array of subjects, including disaster relief efforts; thus it is likely that a School of Philanthropy will be a draw for international students and a key player in developing strategic international partnerships for Indiana University.

These are extraordinary times in the philanthropic and nonprofit sector. The Great Recession and an aging population are forcing governments at all levels to reduce spending. The nonprofit sector needs to determine the most effective response. These challenges call for extraordinary efforts by the university community to understand the traditional roles the sector has played, the dynamics of the changes taking place, and the potential for continued growth even as the environment becomes increasingly complex. The opportunities and challenges are great.

The time is now to create the first School of Philanthropy. And Indiana University is the place to do it.

COMMISSION FOR HIGHER EDUCATION
Friday, September 14, 2012

DECISION ITEM C-1: **McKinley Commons – Ball State University**

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *McKinley Commons – Ball 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 Ball State University seeks authorization to proceed with the construction of McKinley Commons at the Muncie campus. The facility will include new student housing, hotel guest rooms, community spaces, two separate restaurant/café areas and the relocation of the BSU Office of Conferences and Special Events. The total project is approximately 100,000 gross square feet. The expected cost of the project is $25,900,000 and would be funded through the issuance of tax exempt revenue bonds.

Supporting Document

McKinley Commons – Ball State University, September 14, 2012.

MCKINLEY COMMONS
BALL STATE UNIVERSITY

Project Description

DESCRIPTION OF THE PROJECT

McKinley Commons is envisioned as a mixed-use, immersive living/learning laboratory which will serve both the Ball State and greater Muncie communities. This four-story, 100,000 square foot facility will be located at the intersection of McKinley Avenue and University Avenue, immediately south of the Music Instruction Building and McKinley Avenue parking garage, and in close proximity to the Frank A. Bracken Administration Building and L.A Pittenger Student Center.

As shown below, the project includes student housing, community spaces, university offices, and commercial tenants. McKinley Commons includes a variety of integrated components as follows:

• 51 new student housing (living/learning) beds - targeting upperclassmen in the Hospitality and Food Management program.

• 112 guest rooms, with a front desk, lobby area, and food service - providing a laboratory for Hospitality Management students.

• Over 7,000 square feet of community spaces, including a meeting room which can accommodate 175 participants, two conference room/meeting rooms, and a classroom/laboratory for Event Planning students.

• Two separate restaurant/cafe areas and two separate kitchen facilities, including a specialty retail sales facility - to provide a laboratory for Food Management students.

• Relocation of Ball State University's Office of Conferences and Special Events.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The new facility helps fulfill one of the University's primary goals of immersive learning by providing a hands-on facility for students in hospitality management, event planning, and food management. Based on 2011 enrollment data, the Hospitality and Food Management (HFM) program ranks number 20 at Ball State (out of 180 majors) in terms of total enrollment, with 201 undergraduate student majors and 95 minors. More importantly, Hospitality and Food Management has proven to be a growing academic sector on campus. Over the past eight years, the total number of majors increased from 45 to 201 - an increase of nearly 350%. The total number of students with a minor in this program increased from 19 to 95 over eight years - 400% increase. These percentage increases rank amongst the highest of all Ball State University academic programs.

The Hospitality and Food Management program utilizes a student-centered pedagogy that is derived from research and experientially executed. Theory formation and testing is executed in labs and shared with the hospitality industry to inform best practices. The HFM program specializes in three management areas: food, hotel and event/meetings planning and execution:

• *Food Laboratory.* Two restaurants and a specialty retail production and sales area are where students will learn management and operation principles. Recipe development, profit and loss analysis, and human resource management skills will be honed using such tools as food cost percentage metrics and customer reviews,

• *Hospitality Laboratory.* A 112 guest room property is where students will take classroom theories and apply them in real time. Front desk operations, housekeeping manager, night auditor, and room rate forecaster are a few of the positions students will be expected to master.

• *Event/Meeting Laboratory.* Specialized software applications such as C-Vent where marketing, budget formation, and room layout will be used by students to operate a ballroom, meeting rooms and outdoor amenities. An annual fundraising event will be held for a local non-profit agency that will involve students in a large-scale capstone experience.

The University's current Student Center Hotel (25 rooms) does not adequately serve the University's needs and is in need of significant upgrades. Ball State University is one of the only universities in Indiana which does not have a primary lodging and meeting facility on its campus. When completed, the University will close this existing hotel in the L.A, Pittenger Student Center and will create student activity spaces in this area. The kind of instructional spaces to be available in McKinley Commons is currently unavailable to Ball State students. Having a learning laboratory of this type will attract students to the program and provide a heightened level of learning experience for students. The result will be to provide the graduates of these programs with skills and experience that will enhance their value and marketability to employers in this field.

STAFF ANALYSIS AND RECOMMENDATION

In order to address growing enrollment in Hospitality and Food Management (HFM) majors, provide an immersive learning environment for students, and to accommodate visitors and conferences at the Muncie campus, Ball State is requesting to construct McKinley Commons. The facility will provide student housing (51 units), new guest rooms (112 rooms), food service accommodations, meeting and event space and commercial space (over 7,000 square feet). McKinley Commons will provide a real world experience for HFM majors while providing services to students, faculty, staff and visitors of BSU. With the growth of HFM majors from less than 50 in 2004 to over 200 in 2012, BSU is requesting this facility to allow for continued growth in this program while offering an immersive learning opportunity not currently available on campus.

The facility will cost approximately $25.9 million and will be funded through revenue bonds. BSU expects revenue from the operation of McKinley Commons through hotel, housing, restaurant, café and commercial operations to support the debt service and operational costs of the facility. The cost per square foot is $262 (total gross square feet of 99,672); however, with various functions represented in the facility, it is difficult to break out the cost per square foot for housing, hotel, food service and meeting space functions. However, in the last 3 years most residence halls (as a comparison) built by Indiana's public postsecondary institutions have ranged from $172 to $310 per square foot.

Currently, the L.A. Pittenger Center, which houses conference operations and a hotel, provides only 25 hotel rooms. By vacating the Pittenger Center and creating 112 new guest rooms, BSU will be able to provide an on-campus hotel solution, which studies have determined will not have an adverse affect on hotel capacity in the Muncie area. The Delaware Chamber of Commerce supports this project and market studies have determined the new facility will provide for an unmet need in the community. In addition,

by adding nearly 7,000 square feet of meeting and conference space, along with dining options, BSU can create a facility that provides support to BSU, Muncie and Delaware County events while educating HFM students at the same time through real world experiences.

Regarding the on-campus housing units in the facility, the addition of 51 units will have little impact on long-term plans for BSU on-campus housing. In addition, rates for the new units will be similar to those charged at other on-campus facilities. The on-campus housing in McKinley Commons will be geared towards HFM majors and upper classman.

Finally, while BSU does not have immediate plans for the L.A. Pittenger space, BSU will reevaluate the facility for future use as the McKinley Commons project is completed.

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)
- Ball State DeHority Residence Hall – Approved in October 2007. $30M renovation with 549 beds at a size of 155,000 gross square feet. ($55K per bed, $193 per gross square foot)
- Ball State Studebaker East Residence Hall – Approved in May 2010. $24M renovation with 440 beds at a size of 97,000 gross square feet. ($55K per bed, $247 per gross square foot)
- Indiana State University – North Campus Residence Hall – Approved in March 2012. $24M building with 352 beds at a size of 139,000 gross square feet. ($68K per bed, $172 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)
- 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.

PROJECT SUMMARY

NEW CONSTRUCTION

McKinley Commons

INSTITUTION: Ball State University CAMPUS: Muncie

PROJECT TITLE: McKinley Commons BUDGET AGENCY NO.: D-1-13-1-01

INSTITUTION'S PRIORITY: _____

PROJECT SUMMARY DESCRIPTION (ATTACHMENT A)

SUMMARY OF NEED AND NET CHANGE IN CONTRIBUTION TO EDUCATIONAL SERVICES PROVIDED BY INSTITUTION (ATTACHMENT B)

SPACE DATA (ATTACHMENT C)

PROJECT SIZE: 99,672 GSF 80,051 ASF 80% ASF/GSF

NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE: 80,051 ASF

TOTAL PROJECT BUDGET (ATTACHMENT D)

TOTAL ESTIMATED COST: $ 25,900,000 $/GSF $262

ANTICIPATED DATE OF PROJECT COMPLETION: June 2014

ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)

Tax Exempt Revenue Bonds	$ 25,900,000
TOTAL BUDGET	$ 25,900,000

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

$ N/A ( ) INCREASE ( ) DECREASE

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

COMMISSION FOR HIGHER EDUCATION
Friday, September 14, 2012

DECISION ITEM C-2: **Lease of Space for Indiana University School of Medicine – IU Health Inc. Neurosciences Clinical Office Building**

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *Lease of Space for IU School of Medicine – IU Health Inc. Neurosciences Clinical Office Building - Indiana 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 University are seeking approval for a 12 year lease for the IU School of Medicine in the IU Health Neurosciences Clinical Office Building. The lease will house various IU School of Medicine staff and students focusing on neurosciences. The leased space shall not exceed 70,000 rentable square feet. The total lease cost, including operating costs, is approximately $27,900,000 and would be funded through IU School of Medicine operating revenues.

Supporting Document

Lease of Space for IU School of Medicine – IU Health Inc. Neurosciences Clinical Office Building - Indiana University, September 14, 2012.

LEASE OF SPACE FOR IU SCHOOL OF MEDICINE – IU HEALTH INC.
NEUROSCIENCES CLINICAL OFFICE BUILDING
INDIANA UNIVERSITY

Project Description

DESCRIPTION OF THE PROJECT

The proposed lease is located at the IU Health Neurosciences Clinical Office Building located downtown across from Methodist Hospital. The facility is an IU Health facility which will house various departments of the IU School of Medicine (IUSOM) associated with neurosciences. Other space will be utilized by IU Health for other neuroscience purposes. The lease will be for a period of 12 years and will include up to 70,000 rentable square feet (RSF). The lease cost over the 12 year period is estimated at $21.2 million (assumes growth in RSF rate) and operational costs are estimated at $6.7 million (not adjusted for inflationary increases), for a total estimated cost of $27.9 million. The cost per RSF for the lease cost will range from $25.00 in 2012 up to $31.08 by 2023.

RELATIONSHIP TO MISSION OF CAMPUS

The relationship of the project to the mission of the campus is to support collaborations with our partner IU Health to create the best patient care experience for the Indiana patient population as well as provide our medical students the highest educational experiences developing them into future leaders of the health care industry. This comprehensive neurological care facility brings all the neuroscience specialties and sub-specialties together under one roof. The proximity of the ambulatory care and imaging in the building provide neurological patient's well-coordinated care, as well as faster access to specialist, diagnostic testing and the latest clinical research breakthroughs.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The project will provide a quality facility for residents to train through clinical service rotations learning from expert clinicians and researchers of different specialties in the neuroscience field while providing patients advanced treatment and patient care. This new facility will provide our training programs with a vast array of experiences, inpatient and outpatient, with outstanding opportunities in research as well.

ALTERNATIVE CONSIDERATIONS

No alternative facilities were considered as current IU Health facilities were not equipped, large enough or in close proximity to each other to provide the necessary design to obtain the level of patient care desired.

RELATIONSHIP TO OTHER CAPITAL PROJECTS

As a part of the Indiana University Health Neuroscience Center Complex, Indiana University will construct an approximately 85,000 ASF, $45 million laboratory research building adjacent to the Neuroscience Clinical Building to house new scientists and expansion for existing neuroscience related research. The Center will provide a comprehensive model for collaborative trans-disciplinary patient care, research and education in the neurological sciences. The building will have direct access to the IU Health people mover connecting the medical campus and hospitals to the building.

The property has been built-out to occupant specifications. The occupancy of this space does not require any remodel and does not involve any cost to do so. As part of the Neuroscience complex, a 960-stall parking garage has been constructed adjacent to the clinical building to accommodate patient, physician, staff and visitor parking. The garage will be managed by IU Health and their contractor Denison Parking.

A collaborative education area is available to building occupants. The space includes multiple conference rooms, a library with a rare books section, and large 2,984 sq. ft. auditorium. Also approximately 2,000 sq. ft. of building space is available for food service business development.

LONG-TERM PLANNING

The building has been developed by Landmark Healthcare facilities. IU Health is planning on utilizing a lease-to-own agreement option.

STAFF ANALYSIS AND RECOMMENDATION

Currently, the IUSOM utilizes various leases throughout downtown Indianapolis for doctors associated with Department of Psychiatry, the Department of Neurology and the Department of Radiology, all associated with the neurosciences field. A majority of the leased space is located within the Wishard Complex or University Hospital.

This new lease will combine current leases into one location for the doctors associated with the various IUSOM departments mentioned above. The new space will compliment research conducted in the soon to be built IUSOM Neurosciences research facility (located next to the IU Health Neurosciences Clinical Office Building). Graduate and post-doctoral students conducting research in the future IUSOM Neurosciences research facility will be able to utilize the leased space in the IU Health facility in order to interact with doctors and patients as part of their research. The new lease space will serve as doctor's offices to allow the IUSOM doctor's to see patients, provide medical services, set up office locations and allow IUSOM students to participate in research. Overall, the proposed lease moves current leases spread throughout downtown into one central location adjacent to the future IUSOM Neurosciences research facility to be completed by beginning of 2014.

The lease will be for a period of 12 years and will include up to 70,000 rentable square feet (RSF). The lease cost over the 12 year period is estimated at $21.2 million (assumes growth in RSF rate) and operational costs are estimated at $6.7 million (not adjusted for inflationary increases), for a total estimated cost of $27.9 million. The cost per RSF for the lease cost will range from $25.00 in 2012 up to $31.08 by 2023. If operational costs are included in the RSF rate, the rates will be $37.00 in 2012 and up to $39.08 by 2023.

Lease payments will be covered through IUSOM operating funds, which include revenues generated by IUSOM doctors. IUSOM doctors use leased space to see patients, provide medical services, provide for office space, and conduct research on behalf of the IUSOM (in conjunction with IUSOM students). In turn, doctors provide revenue to the IUSOM to cover a portion of the lease payments. The remainder of the lease payments will be covered through operational revenues for the IUSOM.

IUSOM envisions leasing this space in the short-term from IU Health, in the anticipation of expanding the future IUSOM Neurosciences research facility and add a second phase, thus creating space for the IUSOM departments and doctors to move permanently and eliminate the lease space at the IU Health facility. The lease provides a short-term solution to space needs while thinking long-term regarding location and association with the IUSOM Neurosciences research facility.

Finally, for comparative purposes, listed below are other leases reviewed and approved by the Commission:

- **Wang Hall Lease for School of Electrical and Computer Engineering:** 40 year lease at a total lease cost of $18M for 41,047 RSF, roughly **$11 per RSF**. Staff would note that if PUWL were to lease the facility on a yearly basis and the space was already built out, the cost per RSF would be roughly **$25.00 per RSF** and have an annual cost of $1.1 million per year on average (over 12 years). Leased space included research room, labs and office space for research faculty. Approved in August 2012
- **IUPUI Lease for School of Rehabilitation Sciences:** 5 year least at a total lease cost of $817K (includes onetime construction of $245K) for 8,810 RSF, roughly **$18.56 per RSF**. Leased space included offices, exam rooms and classroom space. Approved in October 2010
- **IUPUI Lease for General Operations:** 5 year lease at a lease cost of $7.2M for 68,000 RSF, roughly **$23.00 per RSF** by the end of the lease. Lease is to provide for temporary space regarding IUPUI operations while the Wishard Hospital project is being constructed. Approved in December 2010.

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

Project Summary

LEASE ACQUISITION REQUEST

INSTITUTION: Indiana University

CAMPUS: Indiana University Purdue University Indianapolis

PROJECT TITLE: Lease: School of Medicine IU Health, Inc. Neuroscience Clinical Office Bldg
20128232

BUDGET AGENCY NO.: A-2-12-5-17

INSTITUTION PRIORITY:

BUILDING NAME: Indiana University Health, Inc. Neuroscience Clinical Office Building

BUILDING LOCATION: West 16th Street, Indianapolis, IN

TERM OF LEASE: Describe proposed period of lease including any extension options and special terms.

Initial Term: Twelve (12) years

Renewal Option:

PROPOSED DATE OF: ACQUISITION July 15, 2012 OCCUPANCY: July 15, 2012

PRESENT OWNERSHIP OF THE PROPOSED ACQUISITION:

BUILDING SPACE: GSF OF BUILDING: 270,716
RENTABLE SF OF BUILDING: 215,745
RENTABLE SF OF LEASE: 63,159

PROJECT NEED:

( ) Renew existing lease
(X) Replacement of existing space
( ) Expansion of space to meet enrollment growth or changes in program
( ) Special purpose use (explain):

PROJECT COSTS:

Purchase Price if lease/purchase: $

Lease Payment: Original term $ 25.00 Per RSF

Options (specify):

Lease payments to be terminated with this project: $ N/A

Net new funds for lease: 1st year $ N/A 2nd year $

Project Summary

LEASE ACQUISITION REQUEST
(continued)
A-2-12-5-17
20128232

Annual operating costs: Total $ 8.00 per RSF

Detail: Utilities $ _____ Personnel $ _____ S & E

Annual operating costs for space to be terminated with the project: $ None

Net new operating funds $ None

Remodeling needed to make building functional: $ N/A

PROJECT FINANCING:

Lease payment to be financed by:

( ) Existing operating funds
( ) Legislative budget request
(X) Other funds (specify): Indiana University School of Medicine

Net operating costs to be financed by:

( ) Existing operating funds
( ) Legislative budget request
(X) Other funds (specify): Indiana University School of Medicine

Remodeling costs to be financed by:

( ) Existing operating funds
( ) Legislative budget request
(X) Other funds (specify): N/A

COMMISSION FOR HIGHER EDUCATION
Friday, September 14, 2012

DECISION ITEM C-3: **Capital Project for Which Staff Proposes Expedited Action**

Staff Recommendation

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

- Purdue University – West Lafayette Campus: Stewart Center Fire Alarm and Sprinkler System Installation- $4,100,000
- Purdue University – West Lafayette Campus: Zucrow Building Complex Electrical System Replacement- $5,500,000

Background

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

Supporting Document

Background Information on Capital Project on Which Staff Proposes Expedited Action, September 14, 2012

Background Information on Capital Projects on Which Staff Proposed Expedited Action
September 14, 2012

B-1-13-2-11 Purdue University – Stewart Center Fire Alarm and Sprinkler Installation
Project Cost: $4,100,000

The Trustees of Purdue University request authorization to proceed with the installation and updating of the fire alarm and sprinkler system in the Stewart Center at the West Lafayette campus. Currently, the existing fire alarm system is outdated and the ability to maintain the system is becoming more difficult. In addition, portions of Stewart Center do not have fire alarm and sprinkler system units, which will be added through this project. Steward Center provides space and services to students, faculty and staff; as well as meeting space for student groups, the Board of Trustees and others. Updating fire protection systems is a high priority repair and rehabilitation project and this project reflects those top priorities. The project is estimated to cost $4,100,000 will be funded through University General Funds specifically for repair and rehabilitation purposes.

B-1-13-2-12 Purdue University – Zucrow Building Complex Electrical System Replacement
Project Cost: $5,500,000

The Trustees of Purdue University request authorization to proceed with the replacement of the electrical system associated with the Zucrow Building Complex at the West Lafayette campus. The Zucrow complex is a 24 acre area adjacent to the Purdue airport that provides research capabilities in the areas of aerodynamics, aeroacoustics, combustion, fluid mechanics, etc. The electrical components supporting the Zucrow building complex are grossly outdated and are in need of being updated to support the electrical usage of the complex to avoid potential electrical failures and bring electrical components up to safety code. For the safety of staff, students and faculty, this is a top priority replacement project for the West Lafayette campus. The project is estimated to cost $5,500,000 will be funded through University General Funds specifically for repair and rehabilitation purposes.

COMMISSION FOR HIGHER EDUCATION
Friday, September 14, 2012

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

	Institution and Site	Program Title	Date Received	Status
1.	ISU	Doctor of Health Sciences	05/12/2011	Under CHE review.
2.	IU-Northwest	B.S. in Dental Hygiene	01/04/2012	Under CHE review.
3.	IU Kokomo	Bachelor of Applied Science	02/29/2012	IU and CHE staff are discussing a revised proposal.
4.	IU East	Bachelor of Applied Science	02/29/2012	IU and CHE staff are discussing a revised proposal.
5.	IU East	M.A. in English	02/29/2012	Under CHE review.
6.	ITCCI-Valparaiso, South Bend, Ft. Wayne, Lafayette, Terre Haute, Columbus, Evansville, Bloomington, and Statewide via Distance Education Technology	A.S. in Computer Science	05/23/2012	On September agenda for action.
7.	Purdue-West Lafayette	B.S. in Environmental and Ecological Engineering	06/13/2012	On September agenda for action.
8.	IU Kokomo at Kokomo	B.S. in Hospitality and Tourism	07/05/2012	Under CHE review.
9.	IU through its IUPUI campus	Ph.D. in Health Communications	07/05/2012	Under CHE review.
10.	Purdue Univ. through the IUPUI Campus	B.S. in Technical Communication	07/26/2012	Under CHE review.

COMMISSION FOR HIGHER EDUCATION
Friday, September 14, 2012

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

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

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

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

I. REPAIR AND REHABILITATION

B-1-13-2-09 *Purdue University West Lafayette*
Laboratory Materials Storage Building (LMSB) HVAC System Replacement
Project Cost: $1,260,000

The Trustees of Purdue University requests authority to proceed with the replacement of the HVAC system at the LMSB located at the West Lafayette campus. The LMSB is a Purdue operated facility that manages, treats, stores and disposes chemical waste and treated biological waste generated by the Purdue campus. The current HVAC system has passed its useful life and the facility is in need of a new HVAC system. The replacement of the HVAC system will also require a replacement of the entire mechanical system and an upgrade in the electrical service provided to the facility. The HVAC system is critical to the operation of the LMSB due to the type of materials being processed in the facility and the manner in which they must be handled. The estimated cost of the project is $1,260,000 and will be funded through University Repair and Rehabilitation funds and student fees.

B-1-13-2-10 *Purdue University West Lafayette*
Physics Building Classroom 223 Renovation
Project Cost: $875,000

The Trustees of Purdue University requests authority to proceed with the renovation of an outdated classroom in the Physics Building at the West Lafayette Campus. The renovation includes replacement of lighting, ceiling, air handling units, deteriorated tiered platforms for student seating; as well as improved handicap accessibility. The overall space will remain the same along with the number of seating but various repairs and upgrades will be made to maintain minimum standards for instructional space. While the renovation is in the Physics building, the space is utilized by other students in various majors. The estimated cost of the project is $875,000 and will be funded through University Repair and Rehabilitation funds and student fees.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.

COMMISSION FOR HIGHER EDUCATION
Friday, August 10, 2012

INFORMATION ITEM C: Capital Improvement Projects Awaiting Action

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

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

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

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

I. NEW CONSTRUCTION

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.

C-1-07-2-01

Indiana State University
Renovation of Life Science/Chemistry Lab Phase II
Project Cost: $4,500,000
Submitted to the Commission on March 22, 2012

The Trustees of Indiana State University seek authorization to proceed with renovation of lab space located at the Terre Haute campus. The renovation would complete the overall renovation of the Life Science/Chemistry Labs in the Science building to provide for current instructional technologies, meet laboratory safety guidelines and meet ADA standards. The expected cost of the project is $4,500,000 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 currently under review by Commission staff.

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.

STATUS: The project is being held by the Commission for further review by staff.

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.

F-0-12-1-02 Ivy Tech Community College of Indiana
Indianapolis Fall Creek Expansion – Phase III (Final Phase)
Project Cost: $23,098,100
Submitted to the Commission on March 21, 2012

The Trustees of Ivy Tech Community College of Indiana seeks authorization to proceed with the final phase of the Indianapolis Fall Creek Expansion project. The final phase of the project will include: upgrade to infrastructure (HVAC, plumbing, electrical, safety and code compliance); the build out of three floors of the Ivy Tech Corporate College and Conference Center for a Center for Instructional Technology; and additional classrooms, labs, offices and student support. The expected cost of the project is $23,980,100 and would be funded from 2007 General Assembly bonding authorization. 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.