

Indiana Commission for Higher Education

## AGENDA MATERIALS

March 14, 2013



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*INDIANA COMMISSION FOR HIGHER EDUCATION*  
*101 West Ohio Street, Suite 550*  
*Indianapolis, Indiana 46204*

**WORKING SESSION AGENDA**  
**Thursday, March 14, 2013**  
**9:00 – 11:30 a.m. (Eastern Daylight Time)**

**Ivy Tech Community College**  
Illinois Fall Creek Center  
Room 521, 5<sup>th</sup> Floor  
2535 N. Capitol Ave.  
Indianapolis, IN 46208

**DISCUSSION TOPICS**

1. Budget Update – as-passed, House of Representatives – Jason Dudich (20 min.)
2. Legislative Update – Sarah Ancel (15 min.)
3. Committee Report Outs (15 min.)
  - Academic Affairs and Quality – Kent Scheller and Ken Sauer (5 min.)
  - Student Success and Completion – Dennis Bland and Jason Bearce (5 min.)
  - Budget and Productivity – Jason Dudich (5 min.)
4. Presentation of Center of Excellence in Leadership of Learning (CELL) on Early College High Schools – (1 hr.)

Dave Dressler, Executive Director  
Janet Boyle, Assistant Director  
Wendy Skibinski, Principal, Ben Davis University High School



# AGENDA

Commission for Higher Education

## COMMISSION MEETING

**Ivy Tech Community College**  
Illinois Fall Creek Center  
Community Room 102, 1<sup>st</sup> floor  
2535 N. Capitol Avenue  
Indianapolis, IN 46208

**Thursday, March 14, 2013**

**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 February Commission meeting..... 1**
  
- II. The Public Square – Completion**
  - A. The Achievement Gap - A Panel Discussion..... 13**
    - Dr. Elizabeth Gutierrez, Director of State Policy, Lumina Foundation  
for Education



Dr. Michael Lomax, President and CEO, UNCF

Mr. Frank Alvarez, Former President and CEO, Hispanic  
Scholarship Fund

**III. Time-Sensitive Action Items**

- A. Resolution to Close the Achievement Gap ..... 15
- B. Capital Projects on Which Staff Proposes Expedited Action ..... 19
  - Purdue University – Indianapolis: Lease of Space at Wishard Hospital for Pharmacy Program - \$3,266,185 (est)
  - Indiana State University – Terre Haute Campus: Demolition of Statesman Towers - \$4,000,000

**IV. RHAM Item Update**

- A. Statewide Transfer General Education Core and Credit Creep ..... 23

**V. Information Items**

- A. Status of Active Requests for New Academic Degree Programs ..... 31
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action ..... 33
- C. Capital Improvement Projects on Which Staff Have Acted ..... 35
- D. Capital Improvement Projects Awaiting Action ..... 37

**VI. Old Business  
New Business**

**VII. Adjournment**

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The next meeting of the Commission will be on May 9, 2013, in New Albany.



**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, February 14, 2013**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College, Corporate College and Culinary Arts Center, Conference Center Room 118, 1<sup>st</sup> Floor, 2820 N. Meridian St., Indianapolis, IN 46208, with Chair Marilyn Moran-Townsend presiding.

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

*Members Present:* Gerald Bepko (via conference call), Dennis Bland, Susana Duarte De Suarez, Marilyn Moran-Townsend, Dan Peterson, George Rehnquist, Hannah Rozow, Kent Scheller, and Mike Smith (via conference call).

*Members Absent:* Jud Fisher, Chris LaMothe, Chris Murphy.

**CHAIR'S REPORT**

Ms. Moran-Townsend announced the resignation of Ms. Eileen O'Neill Odum, who has accepted a fellowship in the Harvard University's Advanced Leadership Initiative and will be moving to Boston to spend a year there. Ms. Moran-Townsend also announced that Dr. Carol D'Amico will be resigning from the Commission, as some personal and professional reasons will require her to travel out of state, and make her unable to attend Commission meetings.

Ms. Moran-Townsend read a resolution honoring Eileen O'Neill Odum.

**R-13-01.1**      **WHEREAS** Eileen O'Neil Odum served with distinction on the Indiana Commission for Higher Education since her appointment in April 2010 to represent the First Congressional District; and

**WHEREAS** she successfully balanced the need to approach challenges facing higher education from a statewide perspective with the necessity of being sensitive to the particular needs of northwestern Indiana; and

**WHEREAS** she drew from her corporate experience to contribute to the development of the 2011-13 Biennial Budget Recommendation; and

**WHEREAS** Eileen was fully engaged in the Commission retreat and subsequent discussions that resulted in the adoption of *Reaching Higher, Achieving More*; and

**WHEREAS** she has been a dedicated member of the Finance and Productivity Committee since that Committee was created in 2011; and



**WHEREAS** Eileen led the Finance and Productivity Committee during crucial discussions of performance funding and the development of the Commission’s 2013-15 Biennial Budget recommendation; and

**WHEREAS** she took an active interest in all aspects of Commission activity and made an impact on a number of areas, including the development of new degree program proposals;

**NOW THEREFORE BE IT RESOLVED**, that the Commission for Higher Education expresses its appreciation for Eileen O’Neill Odum’s service to the State on behalf of Indiana higher education and wishes her every success as she moves to Boston to spend a year at Harvard University as a Fellow in the University’s Advanced Leadership Initiative (Motion – Moran-Townsend, approved by consensus).

Ms. Moran-Townsend announced that 2013 Faculty Nominating Committee had a meeting on February 7<sup>th</sup>, to begin a process of selecting a new faculty member. Each Committee member will be sending an announcement to a faculty; they will begin accepting applications on February 20<sup>th</sup>; the deadline is March 29<sup>th</sup>. The application will also be available on the Commission’s website on February 20<sup>th</sup>.

#### **COMMISSIONER’S REPORT**

Ms. Teresa Lubbers, Commissioner, said that the new year is bringing challenges and opportunities for the Commission. The resignation of Eileen Odum and Carol D’Amico, two highly qualified Commission members, is a significant loss. Ms. Lubbers noted Eileen’s major contributions, especially to the work of the Budget Committee. Ms. Lubbers thanked Mr. Smith for taking the leadership of the Budget Committee. Ms. Lubbers added that a resolution honoring Dr. D’Amico will be read at the next meeting. Ms. Lubbers expressed hope that by then the Commission will have at least one new member appointed by the Governor.

Ms. Lubbers also noted the loss of Dr. Gina DelSanto, Senior Associate Commissioner and Chief of Staff. Ms. Lubbers noted that while Dr. DelSanto’s tenure with the Commission was all too short, she made an indelible and very positive impact on the quality of the Commission’s work. Ms. Lubbers said that the Commission was fortunate to have her as a part of the team, and the Commission is better because of her service. Obviously, said Ms. Lubbers, President Daniels understands that Dr. DelSanto is uniquely qualified to serve as his chief of staff and was wise to recruit her to his team. Ms. Lubbers added that the Commission will have lots of opportunities to work with Dr. DelSanto, but she just wanted to take this opportunity and thank Gina for all she had done for the Commission.

On the other hand, continued Ms. Lubbers, there is always time for an opportunity, so Ms. Lubbers was pleased to announce that Sarah Ancel will be transitioning from her position at CHE’s Financial Aid Division to take on an expanded role as Associate Commissioner for Policy and Planning. Ms. Lubbers said that she has had the opportunity to observe Sarah in her current role, and she feels absolutely confident that Sarah is prepared to handle these new responsibilities, including the facilitation of Commission meetings and the implementation of *Reaching Higher, Achieving More*.

Ms. Lubbers said that throughout the morning the Commission members have discussed the current legislative session and bills that have an impact on higher education. Last year’s session

saw many significant higher education bills, and in this session there is a continuation of the focus on higher education. In addition, Governor Pence has indicated his commitment to providing quality postsecondary education for Hoosier students and is promoting several higher education bills. These bills range from a consideration of the governance structure of regional campuses, to further streamlining of transfer policies, to major adjustments in the distribution of financial aid. Ms. Lubbers assured the Commission that the staff will continue providing updates until the end of April when the session is over.

Ms. Lubbers reminded the Commission members that this year's Weldon Conference is scheduled for April 2<sup>nd</sup> and will feature Tony Carnavale, a well-known higher education leader who runs the Georgetown Center on Education and the Workforce. Governor Pence has indicated that he will be at the Conference, as well, making the welcoming remarks.

Finally, and consistent with the theme of new challenges and the opportunities in the new year, Ms. Lubbers highlighted the top ten higher education state policy issues for 2013 as cited by the American Association of State Colleges and Universities:

1. Boosting institutions performance with a focus on increasing college graduation rates and overall degree production.
2. Adjusting to a disinvestment in public higher education in recent years and an ongoing fiscally challenged environment.
3. Focusing on tuition prices and tuition policies.
4. Ensuring the sustainability of state financial aid programs.
5. Emphasizing college readiness issues and reforming remediation.
6. Adjusting to immigration reform.
7. Evaluating competency based and on-line education.
8. Considering policies related to guns on campus.
9. Aligning education and state economic and workforce policies.
10. Measuring the impact of the for-profit colleges.

## **CONSIDERATION OF THE MINUTES OF THE DECEMBER 2012 COMMISSION MEETING**

**R-13-01.2 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the December 2012 regular meeting (Motion – Scheller, second – Peterson, unanimously approved)

## **II. THE PUBLIC SQUARE - COMPLETION**

### **A. Academic Advising – A Panel Discussion**

Ms. Moran-Townsend announced that a panel discussion will be focusing on academic advising. Dr. DeSanto was going to facilitate the panel.

Ms. Moran Townsend invited the following panelists: Ms. Jennifer Griggs, Director, Learning Resource Center, Butler University; Ms. Susan Hawkins Wilding, Assistant Vice President of Academic Advising, Ivy Tech Community College; Dr. Dale Whittaker, Vice Provost for Undergraduate Academic Affairs, Purdue University; Dr. Rebecca Torstrick, Professor of Anthropology and Assistant Vice President for Regional Affairs and University Planning, Indiana University.

Dr. DelSanto invited the panelists to talk about the academic advising in their institutions.

Dr. Whittaker said that Purdue University, among other institutions, recently engaged in a year-long study called “Foundations of Excellence”. One of the primary recommendations of that study was taking a close look at advising, and moving the focus from scheduling classes to career and developmental advising.

Dr. Whittaker noted that at Purdue the advisor of each college used to be an Associate Dean of that college. However, a new position of Director of Undergraduate Academic Advising has been created at Purdue. Dr. Whittaker explained that there are two types of advisors, professional and faculty advisors. The students are required to meet with their advisor each semester, and the purpose of these meetings is to assist the students in assessing their own interest and articulating their personal and professional goals, as well as to provide the variety of information that could help the students with their career goals.

Dr. Whittaker said that the desired outcomes are first, that the students identify a major field of study and stay in it for the rest of their study. Second is to make sure the students develop and implement an educational plan toward their degree. The third is to make sure the students understand that this is their responsibility to meet these academic requirements, and help them if there is a problem.

Ms. Hawkins Wilding spoke about the dual model that is being practiced in Ivy Tech, where they have professional advisors, who are helping students in the very beginning, at least until they complete 15 college level credit hours; and then they go off to faculty advisors; however, academic advising is not required, except for some programs.

Ms. Hawkins Wilding said that, starting in 2010 when a program “Achieving the Dream” has been adopted in Ivy Tech, they have been trying to transfer to a true academic advising, helping students to find their path. The outcome is to let the students know how to navigate a college system, as well to help them create their ultimate goals in the institution and beyond. Another outcome, with academic advisors, is teaching the students their responsibilities and requirements.

Ms. Griggs said that at Butler University, with about 4,200 undergraduate students, there are primarily faculty advising models. When the students declare a major, they are matched with someone in the department of study to be mentored. Ms. Griggs said that depending on the number of students in the major and number of the faculty in the department, an advisor could have from 5 to 40 students to mentor. All students are required to meet with an academic advisor every semester, building strong student/faculty relationships.

Ms. Griggs added that such relationship connects the faculty very closely to the curriculum, so they can see how this works with the students with whom they are working. Ms. Griggs explained that her office also oversees the exploratory studies program, for any student who comes to the university undecided, is an exploratory student. There are about 10-15 percent of such students at the university. There are two professional advisors who work with those students; they are trying to blend academic and career exploration.

Ms. Griggs said that the object of the exploratory advising is providing an environment of unbiased major explorations. Students and advisors meet regularly, two or three times during the semester. There is also a course that is offered for the first year exploratory students, and for the first semester the students are going to see their advisor twice a week.

Dr. Torstrick said that IU regional campuses have been going through planning process, “The Blueprint for Student Success,” and advising was one of the key elements of this process. Every campus on its own has done revision of its advising program in the last five to ten years. Advising is a matter of preparing the students to guide their own paths through their academic career, and helping them understand the full range of resources that are available for them at the university in order for them to achieve and be successful.

Dr. Torstrick pointed out that their advisors are professionals, who are constantly refreshing their own knowledge in new research. At the IU regional campuses they use a mix of both professional and faculty advising. These advisors are also teaching introduction to college courses, so students are engaging with them in this context.

Once students have been through the process of getting accustomed to campus, continued Dr. Torstrick, they move to faculty advisors, who take a critical role of mentoring the students, making sure they get the right internships and take courses that will help them in their career goals. For freshmen the meetings with their advisor are mandatory. IU also requires mandatory advising for students who have some academic difficulties; these students work with advisors who will have individual advising plans to help them get back on track.

Dr. DelSanto asked the panelists to speak about the various brands of advising, and what shows good outcomes for student success.

Ms. Hawkins Wilding said that there are some best practices and different types of advising. The whole point of advising is to help the students by encouraging or pushing them to further growth and development of learning. Ms. Hawkins Wilding said that some of the best practices are learning communities, requiring an advising syllabus, where there is a contact between a student and an advisor. One of the best practices is having an advisors center, where specific advisors will be the liaisons to other departments.

Ms. Hawkins Wilding spoke about the different kinds of advising styles. Intrusive advising is meeting students in the first semester of the first year, when the students don’t understand how the college works, so helping them transition from high school to college is very important.

Ms. Hawkins Wilding also explained a few other types of advising styles. First, a prescriptive way of advising, which is when a student is told what is necessary to do first and what next. Second, the appreciative model, or strength based advising is focusing on what a student is doing right, and helping him transition his abilities to the class with which he might be struggling. Another best practice is to rebuild the self-confidence and self-esteem in the students, to help them become successful members of the society.

In response to Dr. DelSanto's question about the ways the degree-mapping at the regional campuses helps weave together curricular and co-curricular, Dr. Torstrick responded that the degree mapping helps out by explaining the students as they come in what four years of college look like. The advisors send information back to their departments, so that departments could understand who their students are and what the obstacles these students might have. The students then can be introduced very early to some of the co-curricular experience on campus that is essential in helping them to build skills. They can build these skills by becoming involved in co-curricular on campus, or in various activities that connect them to the community.

Dr. Torstrick talked about a four-year plan laid out for the students, indicating the kinds of things they need to be doing in order to get to their goal. This gives advisors good tools, too, so when they get together with students, they have good resources to work over together. Dr. Torstrick added that the electronic "Road Map" is expected to be on the University's website soon.

Responding to Dr. DelSanto's question regarding the ways the exploratory students are being provided with the necessary information, Ms. Griggs said that the goal of their exploratory program is to normalize and celebrate. Many students are not sure yet what their goals are, so the advisors help them feel good about being open-minded when they start college. The advisors also talk to parents about their children's choice of college.

Ms. Griggs spoke about a "Career and Exploration" class, which is offered to students. This class is not required, but almost 90 percent of the students take it, and it has been a cornerstone of the University's increase in retention.

Ms. Griggs mentioned a few other ways to reach out to students, like programming, which is done in collaboration with the career office; providing a safe space if students decide to transition from their major; having a residence hall unit, and having sophomore mentoring program.

Dr. DelSanto asked about the "Signals" program at Purdue, and Dr. Whittaker explained that this system is attached to a learning management system and keeps track on freshmen students by monitoring their grades and efforts. Depending on their efforts and progress, the students get red, yellow or green light, and this information is sent to the advisor. Dr. Whittaker said that though the University has been working with "Signals" for just a few years, there was an average increase of A's and B's by 10.5 percent, as well as a decrease in D's and F's by 6.5 percent.

Also, added Dr. Whittaker, students who had two "Signals" courses had a graduation rate almost 20 percent higher than students who did not. Dr. Whittaker said that Purdue University is trying to increase the utilization of this system.

Dr. Whittaker also spoke about a program called "On-Line Mentoring for Success", when the undergraduate students are trained and hired to work as mentors with freshmen, who are in "Signals" program. 70 percent of the students said that they wished they had mentors' "Signals" in all their classes.

Responding to Dr. DelSanto's question about the work the colleges do for the first generation students, Dr. Torstrick responded that at the regional campuses over 46 percent of IU students are first generation students. She said that, thanks to Commissioner Lubbers, they show the film "The First Generation" on campuses, to teach their advisors the challenges that face this particular generation. Dr. Torstrick also mentioned special orientations and town hall meetings each campus is doing. She added that IU has recently joined Education Advisory Board of Student Success Collaborative, so the University is getting a lot of new techniques available on campuses.

In response to Dr. DelSanto's question about the case loads and how they affect advising, Ms. Hawkins Wilding said that even though last year Ivy Tech had a larger number of advisors across the state, this is still not enough for a type of a diverse population they work with, and a case load for each advisor is quite substantial. There is a new program called "Starfish," which has early alert systems, so that faculty could send messages to students. Advisors meet with students 3-4 times per semester.

Ms. Hawkins Wilding explained that Ivy Tech students may have some unusual responsibilities, which make them non-traditional students. Over 70 percent of these students need some kind of remediation; all this creates a difficult situation both for a student and for an advisor.

Ms. Hawkins Wilding spoke about various challenges that face Ivy Tech students, both personal and academic, and this adds more time and load to advisor's caseload. Ms. Hawkins Wilding explained that it is important for students to understand that in order to reach their goals they need to make some efforts.

Responding to a question from Dr. DelSanto regarding support Purdue University gives to their academic advisors, Dr. Whittaker said that the University is trying to share information on best practices across colleges. It is important for an advisor to understand the changing requirements, so Purdue University has professionally trained advisors and couples them with faculty advisors.

Dr. Torstrick noted that IU brought their regional advisors together for the first time last year for a conference, where some new technologies were introduced and where advisors shared knowledge and expertise. This year another conference will take place in IU South East in May. Dr. Torstrick added that IU has also created a SharePoint site that has all kinds of information helpful to advisors.

In response to Dr. DelSanto's question about the ways Butler University moves students to take progressive responsibility for their college education, Ms. Griggs responded that the most important part is establishing the foundation of trust between students and advisors. The usage of advising syllabus can be very helpful, because the first year students need someone who can explain to them what they don't know, and navigate the institution for them. Progressive responsibility is about meeting students where they are and helping them be first year students. Eventually, students gain confidence and self efficacy, which is important in the exploratory program. The counselors help the students not to be overwhelmed; they teach the students coping skills and tell them about support systems.

In response by Dr. DelSanto on how to strike the right balance between an academic advisor and a counselor, Dr. Torstrick said that this is the issue with which the University struggles the most. Sometimes the students come to their academic advisor with problems that should be addressed by the professional counselor, who had special training.

Ms. Hawkins Wilding added that a student needs a place that he could trust. Advisors can provide a referral for the entire campus and for the community; however, a student might need a licensed or professional counseling and an institution has to be cognizant of its own protection, as well as students.’

Ms. Griggs noted that it is necessary to have collaboration between these services. It is much easier to make the personalized referral if an advisor personally knows the staff at the counseling or career center.

Ms. Moran-Townsend invited the Commission members to ask questions.

In response to a question from Ms. Duarte De Suarez regarding a kind of training or certification required for the advisors, Ms. Hawkins-Wilding responded that for her position a Bachelor’s Degree and a certain level of experience in academic advising is required.

Dr. Whittaker responded that advisors at Purdue University are required to have Master’s degree. Both Ms. Griggs and Dr. Torstrick agreed that Master’s degree level is a requirement at their universities.

Responding to Dr. Scheller’s question, Ms. Griggs said that unless the students take advising, they are not allowed to register for classes.

In response to Ms. Rozow’s question regarding combining professional and academic advising with financial advising, Dr. Torstrick said that advisors at the IU regional campuses make sure that every student who withdraws from the class understands what the consequences are for their financial aid. Dr. Torstrick added that there is a new Financial Literacy curriculum that is open for all students.

Dr. Tortstrick’s response was concurred by Ms. Hawkins Wilding, who said that last semester they sent e-mail to all their students in collaboration with their advising office and their financial aid office to talk about the ramifications for dropping the class.

Mr. Peterson thanked the panelists for a discussion and asked about inter- and intra-institutional sharing of best practices and knowledge; and whether there are possibilities for institutions to share information about career related issues.

Dr. Torstrick responded that Indiana Advisors Council holds regular conferences where institutions are getting together and sharing information across borders. Some of our IU campuses are cooperating with advising in Ivy Tech.

Dr. Whittaker added that 70 percent of the students who came into their exploratory studies program had changed their major by the end of the first year; 90 percent of those graduated with that major once they spend the first year exploring.

Ms. Hawkins Wilding said that Ivy Tech uses Indiana Career Explorer (ICE) a lot. It is helpful to show the students the Department of Labor statistics regarding jobs and salaries, and every region in Ivy Tech is using this. .

Dr. Torstrick pointed out that the IU students do not know what jobs are going to be like in four years, when they graduate. She said that all IU programs are trying to prepare the students not just for a specific job, but getting them in the mindset of lifelong learning.

Ms. Griggs added that sometimes the students do not make a connection between the set of skills they are learning and how transferable they are in the modern economy, preparing them for jobs that do not exist yet.

In response to a question from Mr. Bland regarding adequate counseling, Ms. Griggs said that an exploratory advisor tries to monitor multiple curricula and keep up with many things, so it is possible to miss every once in a while. She added that there are also a fair number of students who do not take advice.

Dr. Whittaker added that there is a lot of self advising (sometimes for good reasons and sometimes not) and this is why advisors would like to see a student every semester, to follow up on his or her progress.

Ms. Hawkins Wilding said that advisors can give advice but they cannot force a student to take it. A job of an advisor is to provide students with resources, to let them know they have these tools in front of them, so there are fewer chances for them to take bad advice from someone else.

Dr. Torstrick summed up by saying that if the students know what they need to be doing they can overlook bad advice.

Mr. Rehnquist expressed a great appreciation for the efforts of the advisors.

Ms. Moran-Townsend invited the panelists to Kent Weldon Conference on April 2<sup>nd</sup>.

She thanked all panelists for their participation, and Dr. DelSanto for facilitating the discussion.

### **III. RHAM DECISIONS AND OTHER DECISION ITEMS**

There were none at this time.

### **IV. TIME-SENSITIVE ACTION ITEMS**

#### **A. Academic Degree Programs**

##### **1. Bachelor of Science in Hospitality and Tourism to be offered by Indiana University Kokomo at Kokomo**

**R-13-01.3**      **RESOLVED:** That the Commission for Higher Education approves *the Bachelor of Science in Hospitality and Tourism to*



*Be Offered by Indiana University Kokomo at Kokomo, in accordance with the background discussion in this agenda item and the Program Description (Motion – Smith, second – Duarte De Suarez, unanimously approved)*

Dr. Margie Ferguson, Assistant Vice President for Statewide Academic Relations, Indiana University, presented this proposal.

Dr. Erv Boschman, Interim Dean of the School of Business Administration, spoke about the program.

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, gave the staff recommendation.

In response to Mr. Smith's question on the possibility to reduce the number of credit hours required for graduation, Dr. Sauer responded that the staff did not explore this particular question; the main concern was that the program meets regular expectation, which it does. Dr. Ferguson added that the Higher Learning Commission required 120 hours for a Bachelor's Degree.

Mr. Smith made a comment that that it is good once in a while to entertain some new ideas; in this case, reducing the number of credit hours to 110 or 114.

Ms. Moran-Townsend pointed out that the question is whether the university can do that, because of their accreditation. Dr. Ferguson explained that the general requirement for all Bachelor Degree programs is 120 hours.

Mr. Smith noted that some other university systems, for example, in Maryland, are allowed to offer Bachelor Degree which has fewer than 120 hours. Ms. Lubbers responded that this is probably a difference between the Higher Learning Commission in Indiana and on the East Coast; however, this should not keep the Commission from pushing this discussion when the accreditation issue seems to trump what could be considered to be Hoosier common sense.

## **2. Doctor of Philosophy in Health Communication to be offered by Indiana University through its IUPUI Campus**

**R-13-01.4**      **RESOLVED:** That the Commission for Higher Education approves the *Doctor of Philosophy (Ph.D.) in Health Communication* to be offered by Indiana University through its IUPUI campus, in accordance with the background discussion in this agenda item and the *Program Description* (Motion – Peterson, second – Scheller, unanimously approved)

Dr. Ferguson introduced this program.

Dr. Sandra Petronio, Professor of Communication Studies, School of Liberal Arts, Department of Communication Studies, Indiana University, briefly described the program.

Dr. Bill Blomquist, Dean of the School of Liberal Arts, IUPUI, spoke about the program.

Dr. Sauer gave the staff recommendation.

Ms. Duarte De Suarez noticed that there was a transposition of pages in the Agenda book (page 34 belongs to another program).

### **3. New Degree Programs on Which Staff Proposes Expedited Action**

**R-13-01.05**      **RESOLVED:** That the Commission for Higher Education approves by consent the following degree program, in accordance with the background discussion in this agenda item and the Program Description:

- Master of Arts in English to be offered by Indiana University East in Richmond (Motion – Scheller, second – Rehnquist, unanimously approved)

### **B. Capital Projects for Which Staff Proposes Expedited Actions**

**R-13-01.6**      **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Indiana University – Bloomington Campus: Read Residence Hall Renovation Phase I - \$7,000,000
- Purdue University – West Lafayette Campus: Renewal of Lease of Space at Ross Enterprise Center - \$4,133,900 (Motion – Peterson, second – Rozow, unanimously approved)

Ms. Lubbers reminded Commission members that if there are going to be questions on expedited items, the staff need to know about them in advance.

## **IV. INFORMATION ITEMS**

- A. Status of Active Requests for New Academic Degree Programs
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action
- C. Capital Improvement Projects on Which Staff Have Acted
- D. Capital Improvement Projects Awaiting Action
- E. Calendar of Upcoming Meetings of the Commission

**IX. NEW BUSINESS**

**Administrative Item on Which Staff Proposed Expedited Action**

Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, asked the Commission to authorize staff to solicit proposals and to negotiate a contract agreement for a robust study of the role of effective college advising policies and practices in promoting graduation and online completion in Indiana.

**R-13-01.6 RESOLVED:** That the Commission for Higher Education approves by consent the comprehensive study on academic advising (Motion – Scheller, second – Rozow, unanimously approved)

**X. OLD BUSINESS**

There was none.

**XI. ADJOURNMENT**

The meeting was adjourned at 3:10 P.M.

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Marilyn Moran-Townsend, Chair

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Chris LaMothe, Secretary

## COMMISSION FOR HIGHER EDUCATION

Thursday, March 14, 2013

### **PUBLIC SQUARE:**

### **The Achievement Gap – A Panel Discussion**

#### **Background**

Attainment rates have historically differed among demographic groups. Since a college degree or credential not only increases a person's income but also reduces the likelihood that they will become unemployed, attainment rate disparities inevitably result in economic disparities among these groups. Closing the achievement gap will ultimately help increase the standard of living for disadvantaged populations. It will also help to achieve the big goal; as minorities make up an increasingly larger percentage of the population, closing the achievement gap will pay larger and larger dividends toward the big goal. This panel discussion will feature Dr. Elizabeth Gutierrez of Lumina Foundation, Dr. Michael Lomax of UNCF, and Mr. Frank Alvarez, recently retired from the Hispanic Scholarship Fund.



## COMMISSION FOR HIGHER EDUCATION

Thursday, March 14, 2013

### DECISION ITEM A:

### Resolution to Close the Achievement Gap

#### **Background**

Closing the achievement gap is critical for raising the standard of living of Hoosiers as well as meeting the 60 percent goal. This resolution sets the goal of closing the achievement gap in completion rates by 2025 and lays out specific actions that the Commission and institutions should do to meet this goal.



## **Resolution Setting Goal for Closing the Achievement Gap in Higher Education**

March 14, 2013

**WHEREAS**, the Indiana Commission for Higher Education (“Commission”) has set a goal that 60 percent of the adult population hold a post-secondary degree or high-quality workforce credential by the year 2025;

**WHEREAS**, the current attainment rates are 34 percent for the white adult population, 24 percent for the African American population, and 18 percent for the Latino population<sup>1</sup>;

**WHEREAS**, meeting the 60 percent goal will increase per capita income by over \$1,800 and increase state revenue by \$1.5 billion;

**WHEREAS**, college graduates earn \$1 million more than high school graduates over the course of a lifetime;

**WHEREAS**, the disparity between attainment rates results in disparities in the economic welfare of Hoosiers;

**WHEREAS**, increasing the attainment rate must be done both by increasing the rate at which minority students go to college as well as the rate at which they complete a degree;

**WHEREAS**, the most recent six-year completion rates are 59 percent for the white student population, 34 percent for the African American student population and 53 percent for the Latino student population, while the four-year completion rates are 40 percent for the white student population, 16 percent for the African American student population and 35 percent for the Latino student population<sup>2</sup>;

**WHEREAS**, Indiana’s post-secondary institutions can simultaneously increase the standard of living for minority populations and make progress toward the 60 percent goal by closing the gap in completion rates (“achievement gap”);

### **NOW THEREFORE BE IT RESOLVED,**

- I. The Commission hereby sets a goal that the achievement gap in Indiana be cut in half by the year 2018 and eliminated by 2025;
- II. The Commission will annually publish the matriculation rates for various demographic groups as part of the College Readiness Reports and will also annually publish the completion rates for these demographic groups as part of a College Completion Report; and
- III. The Commission will request that Indiana’s higher education institutions set targets for closing disparities in completion rates for minority populations and report those to the Commission for comparison against progress reported in the College Completion Report.

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<sup>1</sup> A Stronger Nation for Higher Education, to be released April 2013

<sup>2</sup> IPEDS





**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 14, 2013

**DECISION ITEM B: Capital Projects 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 – Indianapolis: Lease of space at Wishard Hospital for Pharmacy Program - \$3,266,185 (est)
- Indiana State University – Terre Haute Campus: Demolition of Statesman Towers- \$4,000,000

**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, March 14, 2013*



**Background Information on Capital Projects on Which Staff Proposed Expedited Action**  
March 14, 2013

**B-1-13-5-21    Purdue University – Indianapolis: Lease of space at Wishard Hospital for Pharmacy Program: \$3,266,185 (est)**

The Trustees of Purdue University request authorization to proceed with the leasing of space at the new Wishard Hospital for Purdue's Pharmacy Program. Currently, the Pharmacy Program in Indianapolis is located in the old Wishard Hospital site. The new lease will allow the Purdue Pharmacy Program to have space within the new Wishard Hospital in order to continue providing pharmacy services at Wishard. Wishard funds a portion of Purdue's Pharmacy Program to provide services to patients as well as educational experiences to pharmacy students. The lease will cover 10,734 square feet over a ten year period and includes an escalation in rent during the sixth year. The total lease cost (lease space and operational costs) is estimated at \$3,266,185 and will be funded through Departmental funds, which include revenues from Wishard for pharmacy services and other departmental revenues such as student fees.

**C-1-13-2-02    Indiana State University – Terre Haute Campus: Demolition of Statesman Towers- \$4,000,000**

The Trustees of Indiana State University request authorization to proceed with the demolition of Statesman Towers on the Terre Haute Campus. The towers were originally constructed in 1967 as student housing, but were converted to academic classrooms for the colleges of education and business. Due to the relocation of both colleges to other facilities on campus, Statesman Towers are now vacant and ISU does not plan to use the space in the future. In order to more effectively use space on campus, reduce operational costs and insure student safety, the institution requests to demolish the towers. At this time, ISU does not have any immediate plans for the future use of the Statesman Towers site. The estimated cost of the project is \$4,000,000 and will be funded through University Residence Hall reserve funds and University Facilities reserve funds.



## COMMISSION FOR HIGHER EDUCATION

Thursday, March 14, 2013

### **DISCUSSION ITEM A:                    Statewide Transfer General Education Core and Credit Creep**

#### **Staff Recommendation**

For information only.

#### **Background**

Passed by the General Assembly in 2012, SEA 182 calls for a “statewide transfer general education core” to be developed by December 1, 2012 (a deadline that was met – see attached) and implemented by May 15, 2013. The document describing the Core, which was discussed by the Commission at its December 13 meeting, includes a number of principles to guide implementation of the Core (see last page). These principles are presently being modified and the revised version will be available for distribution at the Commission meeting.

HEA 1220, which was also passed by the 2012 General Assembly, calls for a standard expectation of 60 semester hours for associate degrees and 120 semester hours for baccalaureate degrees. Exceptions to the standard expectations can be made for the following reasons: accreditation standards, occupational certification or licensure, employer requirements, or enhanced program quality. The purpose of this agenda item is to provide a progress report on implementation of HEA 1220.

#### **Supporting Document**

*Indiana Statewide Transfer General Education Core*, December 12, 2012



# Indiana Statewide Transfer General Education Core

## Preamble

In 2012 the Indiana legislature enacted Senate Enrolled Act 182, thereby establishing the requirement for a Statewide Transfer General Education Core of at least 30 credit hours. The statute states that the Core must be based upon a set of competencies in areas agreed upon by the state educational institutions.

A Statewide Leadership Team was created to develop a framework for the Statewide Transfer General Education Core, and to provide oversight of the implementation process. The Statewide Leadership Team agreed upon six competencies, for which student learning outcomes would be developed. Faculty representatives from each institution met to agree upon the learning outcomes for each competency.

Each state educational institution is required to offer a general education program of at least 30 credit hours, which addresses these statewide competencies and the associated learning outcomes.

After May 15, 2013, a student who satisfactorily completes the requirements of the Statewide Transfer General Education Core in an Indiana state educational institution and then subsequently transfers to another Indiana state educational institution will not be required to complete the Statewide Transfer General Education Core requirements at the institution to which the student transfers. The established framework for the Statewide Transfer General Education Core includes two categories: “Foundational Intellectual Skills” and “Ways of Knowing.” Each category includes three competency areas.

The **Foundational Intellectual Skills** category includes:

- Written communication
- Speaking and Listening
- Quantitative Reasoning

The second category, **Ways of Knowing**, comprises learning outcomes in broad, disciplinary areas, and includes:

- Scientific Ways of Knowing
- Humanistic and Artistic Ways of Knowing
- Social and Behavioral Ways of Knowing

Learning outcomes that relate to historical ways of knowing appear in both the Humanistic and Artistic, and the Social and Behavioral Ways of Knowing.

The statewide student learning outcomes for each competency are set out below.<sup>1</sup>

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<sup>1</sup> The full text of the student learning outcomes is available for each competency on the website of the Indiana Commission for Higher Education. See *Statewide General Education Core*, <http://www.in.gov/che/>



## Foundational Intellectual Skills

### 1. *Written Communication*<sup>2</sup>

Upon completion of the General Education Transfer Core, students will be able to:

- 1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.
- 1.2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.
- 1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
- 1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
- 1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.
- 1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.
- 1.7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).

### 2. *Speaking and Listening*

Upon completion of the General Education Transfer Core, students will be able to:

- 2.1. Use appropriate organization or logical sequencing to deliver an oral message.
- 2.2. Adapt an oral message for diverse audiences, contexts, and communication channels.
- 2.3. Identify and demonstrate appropriate oral and nonverbal communication practices.
- 2.4. Advance an oral argument using logical reasoning.
- 2.5. Provide credible and relevant evidence to support an oral argument.

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<sup>2</sup> The written communication learning outcomes are expressed with the understanding that attention to the rhetorical situation is inherent within each. In addition, the following competencies entail facility with information literacy, which is defined by the Association of American Colleges and Universities as "The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand" (<http://www.aacu.org/value/rubrics/InformationLiteracy.cfm>).

- 2.6. Demonstrate the ethical responsibilities of sending and receiving oral messages.
- 2.7. Summarize or paraphrase an oral message to demonstrate comprehension.

### **3. Quantitative Reasoning<sup>3</sup>**

Upon completion of the General Education Transfer Core, students will be able to:

- 3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.
- 3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.
- 3.5. Communicate which assumptions have been made in the solution process.
- 3.6. Analyze mathematical results in order to determine the reasonableness of the solution.
- 3.7. Cite the limitations of the process where applicable.
- 3.8. Clearly explain the representation, solution, and interpretation of the math problem.

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<sup>3</sup> A foundational experience in quantitative reasoning will provide a rigorous mathematical curriculum applied to real world problem solving. The outcomes should deepen, extend, or be distinct from high school Core 40 mathematics competencies.

## **Ways of Knowing**

### **4. Scientific Ways of Knowing**

Upon completion of the General Education Transfer Core, students will be able to:

- 4.1. Explain how scientific explanations are formulated, tested, and modified or validated.
- 4.2 Distinguish between scientific and non-scientific evidence and explanations.
- 4.3 Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
- 4.4 Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
- 4.5 Use current models and theories to describe, explain, or predict natural phenomena.
- 4.6 Locate reliable sources of scientific evidence to construct arguments related to real-world issues.

### **5 Social and Behavioral Ways of Knowing**

Upon completion of the Statewide Transfer General Education Core, students will be able to:

- 5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
- 5.2 Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- 5.3 Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.
- 5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
- 5.5 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
- 5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

## **6. Humanistic and Artistic Ways of Knowing**

Upon completion of the Statewide Transfer General Education Core, students will be able to:

- 6.1 Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.
- 6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
- 6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts
- 6.4 Analyze the concepts and principles of various types of humanistic or artistic expression.
- 6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
- 6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
- 6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

## Guidance on the Implementation of the Statewide Transfer General Education Core

1. Each Indiana state educational institution will develop a general education program of at least 30 credit hours.
2. Each Indiana state educational institution will make public how its general education program goals and learning outcomes correspond to the Statewide Transfer General Education Core competencies and associated student learning outcomes.
3. Each Indiana state educational institution will describe to other institutions how it will assure student mastery of the outcomes in the Statewide Transfer General Education Core.
4. Students will be required to demonstrate that they have met the requirements of each competency by earning at least THREE credit hours in each of the six competencies, accounting for 18 credit hours.
5. Each state education institution may determine the distribution of the additional 12 credit hours in accordance with both the competencies of the Statewide Transfer General Education Core and the curricular policies governing general education at the institution.
6. In determining whether a student has completed the requirements of the Statewide Transfer General Education Core, each state educational institution will make this determination consistent with state law in relevant areas, such as applying credit for AP scores and approved dual credit courses.
7. Once a student has satisfactorily completed the requirements of the Statewide Transfer General Education Core at an Indiana state educational institution, the institution will validate and then document that completion on the student's official transcript. If that student subsequently transfers to another state educational institution, the receiving institution will accept that documentation as satisfying their own Statewide Transfer General Education Core requirements. Furthermore, the receiving institution will apply toward satisfying the transfer student's degree requirements at least 30 credit hours of transfer credit.
8. Successful completion of the Statewide Transfer General Education Core requirements is not a guarantee of admission to a particular state educational institution.

The Statewide Transfer General Education Core does not add to, subtract from, or change any requirements for a major. Students need to work closely with an advisor to determine what relationship, if any, exists between requirements for general education and requirements for a specific major. This is a most important issue and should be carefully noted.

# COMMISSION FOR HIGHER EDUCATION

Thursday, March 14, 2013

## INFORMATION ITEM A: Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action

<u>Institution/Campus/Site</u>	<u>Title of Program, School, or College</u>	<u>Date Received</u>	<u>Status</u>
1. Purdue Univ.-North Central	B.S. in Civil Engineering	12/7/2012	Awaiting completion of articulation agreement; anticipated action at the May Commission meeting.
2. USI	B.A./B.S. in Anthropology	2/12/2013	Under CHE review; scheduled for review at the May AA&Q Committee meeting.



## COMMISSION FOR HIGHER EDUCATION

Thursday, March 14, 2013

### INFORMATION ITEM B: Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
1. Ivy Tech – Gary	T.C./A.A.S. in Apprenticeship Tech./Plumber	3/6/2013	Retitled from T.C./A.A.S. in Apprenticeship Technology/Plumber and Pipefitter.
2. Ivy Tech – Indianapolis	T.C./A.A.S. in Apprenticeship Tech./Refrigeration Technician	3/6/2013	Program added to Indianapolis site.
3. Ivy Tech – Gary, Fort Wayne, and Indianapolis	T.C. in Public Safety	3/6/2013	Program added to these sites.
4. Ivy Tech – Madison & Lawrenceburg	A.A.S./A.S. in Criminal Justice	3/6/2013	Program added to these sites.
5. Ivy Tech – Kokomo, Indpls., Terre Haute, & Evansville	T.C. in Human Services	3/6/2013	Program added to these sites.
6. Ivy Tech – Columbus, Kokomo, Sellersburg, South Bend, & Terre Haute	A.S. in Visual Communications	3/6/2013	Program added to these sites.
7. Ivy Tech – South Bend, Laf., & Anderson	T.C./A.A.S. in Information Security	3/6/2013	Program added to these sites.
8. Ivy Tech – Indianapolis	A.A.S./A.S. in Supply Chain Management/Logistics	3/6/2013	Retitled from A.A.S./A.S. in Transportation, Distribution and Logistics
9. Ivy Tech – Fort Wayne, Greencastle, Lafayette, Michigan City, Muncie, Terre Haute, & Statewide via Distance Education Technology	A.A.S./A.S. in Supply Chain Management/Logistics	3/6/2013	Program added to these sites.
10. Ivy Tech	Associate of General Studies		
11. Ivy Tech – Gary, East Chicago, Michigan City, South Bend, & Fort Wayne	A.S. in Hospitality Administration	3/6/2013	Approved to be offered at all campuses and centers statewide
		3/6/2013	Program added to these sites.
12. Ivy Tech – Michigan City, South Bend, & Indianapolis	T.C. in Hospitality Administration	3/6/2013	Program added to these sites.
13. Ivy Tech - Indianapolis	A.A.S. in Neurodiagnostics Technology	3/6/2013	Retitled from A.A.S. in Electroneurodiagnostics.
14. Ivy Tech – Columbus, Evansville, & South Bend	T.C. in Environmental Design	3/6/2013	Program added to these sites.
15. IU-Indianapolis	Bachelor of Social Work	3/6/2013	Approved to be offered at South Bend as an off-campus program.





**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 14, 2013

**INFORMATION ITEM C: 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

None.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.



## COMMISSION FOR HIGHER EDUCATION

Thursday, March 14, 2013

### INFORMATION ITEM D: 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-1-13-1-07      Purdue University  
Thermal Energy Storage Tank Installation  
Project Cost: \$16,800,000  
Submitted to the Commission on September 14, 2012

The Trustees of Purdue University seeks authorization to proceed with the installation of a thermal energy storage tank at the West Lafayette Campus. Based on the Comprehensive Energy Master Plan and demands on chilled water in the northwest area of the campus, the thermal energy storage tank will provide additional chilled water capacity to existing and future structures on campus. The project cost is estimated at \$16.8 million and will be funded through the Facility and Administrative Cost Recovery Fund.

**STATUS:** The project is being held at the request of the institution.

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.