



INDIANA *for* COMMISSION  
HIGHER EDUCATION

## MEMORANDUM

**To:** Those Concerned  
**From:** Teresa Lubbers  
Commissioner  
**Date:** February 4, 2011  
**Subject:** Commission Meeting

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

**Thursday, February 10, 2011** (*Eastern time*)

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

\* **4:30 - 7:00 p.m.** **Dinner Working Session** (*public meeting*),  
Indiana Room, 2<sup>nd</sup> floor

**Friday, February 11, 2011** (*Eastern time*)

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

\* **7:45 - 8:45 a.m.** **Breakfast Working Session** (*public meeting*)  
Indiana Room, 2<sup>nd</sup> floor

**9:00 a.m. - 12:00 p.m.** **Commission Meeting** (*public meeting*)  
Room 132, 1<sup>st</sup> floor

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

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



# AGENDA

Commission for Higher Education

## COMMISSION MEETING

### University Place Conference Center

Room 132

IUPUI Campus

850 W. Michigan St.

Indianapolis, IN 46202

Phone: 317-274-3876

**Friday, February 11, 2011**

- I. CALL TO ORDER -- 9:00 a.m.**
- II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**
- III. CHAIR'S REMARKS**
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**IX. OLD BUSINESS**

**X. NEW BUSINESS**

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

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The next meeting of the Commission will be on March 11, 2011, in Indianapolis.



**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Friday, December 10, 2010**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 9:05 a.m. at University Place Conference Center, Room 137, IUPUI Campus, 850 W. Michigan St., Indianapolis, Indiana, with Chair Mike Smith presiding.

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

*Members Present:* Cynthia Baker, Gerald Bepko, Dennis Bland, Carol D’Amico, Jud Fisher, Marilyn Moran-Townsend, Chris Murphy, Eileen O’Neill Odum, George Rehnquist, Ken Sendelweck, Mike Smith.

*Members absent:* Jon Costas, Susana Duarte de Suarez, Keith Hansen.

**III. CHAIR’S REPORT**

Mr. Smith brought to the attention of the Commission members the Calendar of the Commission meetings for 2011 published in the Agenda book.

**IV. COMMISSIONER’S REPORT**

Ms. Teresa Lubbers, Commissioner, Commission for Higher Education, said that the Commission members met Thursday evening and discussed budget recommendations, which will be further considered later in this meeting.

Ms. Lubbers spoke about the Education Roundtable meeting, which took place earlier in the week. She said that Governor Mitch Daniels and Dr. Tony Bennett, Superintendent of Public Instruction, unveiled the legislative agenda for K-12 issues and reform. She mentioned a proposal that would allow graduation from high school after the 11<sup>th</sup> grade, and provide a part of ADM funding to attend college.

In addition, Ms. Lubbers said that the new executive director of the Education Roundtable, Mr. Dan Clark made a presentation on the strategic plan for the Education Roundtable. This plan will align P-12, higher education, workforce development and economic development. The baseline research is being conducted by Graham Toft of Growth Economics to provide demographic and issue analysis that will be used to instruct the strategic plan and work. A significant portion of the work will center on efforts to increase the per capita personal income of Hoosiers, which has been steadily declining since the 1950’s.

Ms. Lubbers stated that plans are underway to host an event for new and returning legislators on January 20<sup>th</sup>. The purpose is to provide an overview of higher education issues, especially the performance funding formula. Co-hosts joining the Commission are the College Board, Indiana Chamber of Commerce, and the National Conference of State Legislators. Ms. Lubbers said that the Commission has discovered in its discussions even seasoned legislators have a very limited

understanding of performance funding formula. The event on January 20<sup>th</sup> will give the Commission the opportunity to highlight its budget recommendations and performance funding.

Ms. Lubbers noted that the Commission's annual Student Leadership Conference will take place on January 21<sup>st</sup> in Indianapolis, and Mr. Hansen, student representative on the Commission, will be sending more information about it to the Commission members.

Ms. Lubbers gave a brief update on the NCHEMS (National Center for Higher Education Management Systems) report that came out in September of this year. Several institutions have cited the report in their presentations, including budget presentations. A few raised concerns about the peer institutions that were selected. Ms. Lubbers reminded the Commission members that these peer schools were chosen in consultation with the institutions, but some thought the selections were inappropriate or outdated. This provided the Commission a good opportunity to allow each school to affirm the current selections or make recommendations for changes. A few have modified the list, and the Commission is now working with NCHEMS to incorporate these changes. The new list will also help the Commission as it continues to run data that uses peer schools for comparisons, including the metrics the Commission provides to the State Budget Agency.

Ms. Lubbers brought Commission members up to date on Indiana's College Cost Calculator, which should be functioning within the next 60 days. While all of the schools may not have provided their information yet, the Commission has decided to proceed with those who have met deadlines and will keep encouraging the others to do so as well. Ms. Lubbers stressed that the information about financial aid is now more important than ever, with student loan debt up six percent from last year, and averaging over \$24,000. This tool will be very important to assist Hoosier students in making college decisions and in understanding financial aid.

In conclusion, Ms. Lubbers thanked the Chairman and members of the Commission for their stalwart work this year. She said that it is not easy being a member of this Commission; a lot is expected from the volunteers, and the staff is very grateful for the members' counsel.

Mr. Smith responded by thanking Ms. Lubbers for selecting competent new staff members, and for the staff's good work throughout the year.

## **V. CONSIDERATION OF THE MINUTES OF THE NOVEMBER 2010 COMMISSION MEETING**

**R-10-10.1 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the November 2010 regular meeting (Motion – Murphy, second – Moran-Townsend, unanimously approved)

## **VI. DISCUSSION ITEMS**

### **A. Advanced Manufacturing Training and Technology Center at Vincennes University – Jasper Campus**

Dr. Richard Helton, President, Vincennes University, presented this project. This project was first authorized in the 2007 legislative session. The total project cost is \$12 million; the project is eligible for fee replacement at a bonding level of \$8 million, and the remaining \$4 million to come from businesses and industry partners, as well as Vincennes University and Foundation endowments.

Dr. Helton talked about the importance of having the Manufacturing Training and Technology Center at the Jasper campus. The center will be a powerful asset in enhancing the capacity to serve as a technical and specialized training center for southwestern, south central, and southeastern Indiana. The new center will be instrumental in allowing Vincennes University to be the leader in high-tech business and industry and vocational education. Dr. Helton stated that this project will result in a significant return on investment by promoting economic development and expansion in Dubois County and surrounding areas.

Dr. Helton stressed that this is a community-driven project. Considerable time and resources have been spent over the past decades in developing special curriculum and evaluation techniques tailored to suit the diverse industrial needs of Indiana. The new Center will also be used as a primary focus point by the Indiana Department of Commerce in attracting new business to the State of Indiana.

Dr. Helton spoke of the support for this project from the business community of Dubois County and from the Jasper Advisory Committee. The Dubois Area Development Corporation has committed \$100,000 to this project, and there are other sources coming. In addition, as a demonstration of the corporate commitment to this project, Masterbrand has donated ten acres of prime commercial property adjacent to the Jasper Campus, valued at approximately \$350,000.

Ms. Odum asked whether the courses that would be offered at the new center have already been offered at another location. Dr. Helton said that there are several programs that are being offered currently at the Vincennes campus. However, because of the location, Vincennes University believes these are viable programs to be offered at the Jasper campus, where they are not offered at present.

**B. Indianapolis Fall Creek Expansion Project at the Indianapolis Ivy Tech Campus**

Mr. Jeffrey Terp, Vice President, Policy Analysis and Engagement, presented this project. The 2007 General Assembly authorized the College to plan and construct its Fall Creek Expansion project by issuing bonds not to exceed \$69,370,000. Ivy Tech Community College (ITCC) requested that \$39,500,000 of that bonding authority be released to pay for planning, selected demolition of the existing Fall Creek Expansion property (formerly the St. Vincent Hospital property), and construction of a new building at its site.

Mr. Terp spoke about the construction of Phase I being underway at the present time. The architects were able to preserve some of the portions of the former St. Vincent Hospital building, thus saving the College almost \$2 million, which were invested back into the construction. New construction and the retained portion of the former St. Vincent Hospital building will be at least 150,000 gross square feet, which will include academic classrooms, teaching labs, faculty offices, student study and gathering spaces, meeting rooms for the College and community use, as well as food service space to be built out by vendors. The construction will be completed on December 15, 2011.

Mr. Terp described Phase II of this project, which should begin in spring 2012. He gave details of the new construction: the new wing will have at least 60,000 gross

square feet, and also will include various spaces needed for the College. One of the increasingly important parts of the construction is a connector over Illinois Street, between the new construction and the existing North Meridian Center building to provide safe passage for students, faculty, staff, and visitors.

Mr. Terp explained that the College requests additional bonding authority of \$6,771,900 be released to construct the connector and build out of the fourth and fifth floors, which will add 14 classrooms, six teaching labs, faculty office space, and some other necessary spaces. Mr. Terp said that doing the work at this time will save the College and state approximately \$1.1 million of increased costs versus doing the work approximately two years later.

Ms. Odum asked whether this project was a number one priority on Ivy Tech's list. Mr. Terp confirmed that it was. Ms. Odum asked whether Ivy Tech would consider reallocating money from the low-priority projects towards this one. She added that one of the major discussions on the Agenda of this meeting is budget presentation and proposal and the Commission members have limited capital to those projects that have already been approved by the Commission. Ms. Odum was concerned that the second phase, being requested by Ivy Tech, may not be one of them.

Mr. Smith asked Mr. Terp and Mr. Jason Dudich, Associate Commissioner and Chief Financial Officer, Commission for Higher Education, to clarify the status of this project. Mr. Terp confirmed that both Phase I and Phase II were approved by the General Assembly.

Mr. Smith asked Mr. Dudich to explain why the Commission was reviewing this project, if it was already approved by the General Assembly. Mr. Dudich said that the law requires that a project over a certain amount, approved by the General Assembly, must be reviewed by the Commission, the Budget Committee, and the Governor.

Mr. Terp confirmed that the whole project was once approved by the Commission. Ivy Tech agreed to break it up into two parts, and come back to the Commission later to request the approval for the second phase. After having conversations with Mr. Dudich, Ivy Tech thought it was prudent to re-explain the project to the Commission members and ask permission to borrow forward.

Mr. Dudich added that when he was checking the Minutes of the Commission Meeting, when the project was originally presented to the Commission, he found that the decision by the Commission was to approve the first phase of the project, which was \$39.5 million. It was also decided that at some future date Ivy Tech would come before the Commission to request money for the second phase of this project. Mr. Dudich reconfirmed that the law does require that if a budget project has been authorized by the General Assembly, if it meets the dollar threshold, and if it is a capital project, it must be reviewed by the Commission, by the State Budget Agency, and subsequently by the Governor. Mr. Dudich also said that he will work on a wording of the statute that is included in the Agenda items for the capital projects to make sure it is easily understood and not confusing.

Mr. Smith wanted to make sure that Mr. Terp understands that Ivy Tech's request will be acted upon within 30 days from the day of this meeting, at the next

Commission meeting. Mr. Terp confirmed that Ivy Tech does not expect any action until the Commission's February meeting.

Ms. Lubbers supported Mr. Dudich's intention to clarify the wording of the statute.

Ms. Moran-Townsend asked if the \$2 million that the architect was able to save Ivy Tech College would be re-invested in the construction. Ms. Moran-Townsend asked if this \$2 million was considered with the \$6 million that Ivy Tech was requesting for Phase II. Mr. Terp confirmed that they were.

Ms. D'Amico asked about the progress of the initial plan of the community support of this project to offset some of the costs. Mr. Terp responded that Ivy Tech is ready to announce five significant co-chairs for the capital campaign. Ivy Tech has also completed a feasibility study and came back with a secure goal of \$25 million.

### **C. Financial Aid Study: Next Steps**

Ms. Lubbers made a few introductory comments. She acknowledged Commission members and the work they did on the funding of the Indiana College Scholarship Program, a year-long study mandated by the legislature and conducted jointly by the Commission for Higher Education and the State Student Assistance Commission of Indiana (SSACI).

Ms. Lubbers introduced Ms. Claudia Braman, Executive Director, SSACI, and Ms. Seana Murphy, Director, 21st Century Scholars Program. Ms. Lubbers said that she, Ms. Braman and Ms. Murphy wanted to give an update on what is being done to continue this effort, including meetings with legislative and policy leaders.

Ms. Lubbers said that Ms. Braman and her team very carefully divided the recommendations based on which would take legislative approval and which can be done through SSACI action. She stated that some of the areas may be somewhat controversial, so the Commission and SSACI will need to work with legislative leaders to make sure they understand the purpose of the recommendations.

Ms. Lubbers invited Ms. Braman to provide an overview of the financial aid study.

Ms. Braman began her presentation by saying that a key item on SSACI's agenda is to provide more money in part-time grants for adult learners. The number of adults going back to school part-time has increased dramatically in the last several years due to the economy. At present, SSACI has a little over \$5 million in grants for this population, but the goal is to double it. The Frank O'Bannon award, which is the largest need-based award, can be used only for full-time students. Some adults are applying for this award, but by not going to school full-time they lose this money, and this affects the caps, as well as the amount of money SSACI can give the traditional students.

Mr. Smith asked how the money is handled if the student applies for financial aid as a full-time student and receives it, and then reduces participation to a part-time status. Ms. Braman responded that a portion of this money is being refunded, but, by this time, SSACI had already set the caps, so even though this money can be put back in the part-time fund, it is too late for the students to take advantage of this extra money.

Ms. Odum asked whether the “need-based” analysis was actually done. Ms. Lubbers responded that the need is much greater than these numbers show, especially considering the growth in this population in the last two years compared to any other Indiana population.

Ms. Braman confirmed that the surveys of Indiana schools done by SSACI show that these schools could easily handle twice as much money as SSACI is currently providing.

Ms. Braman spoke about financial aid for prisoners. Indiana is one of very few states that fund education for incarcerated students at such a high level. There are several Indiana schools that provide educational services to the prison population. In the last year and a half SSACI worked with the Department of Corrections (DOC), as well as with these schools, to see if there is anything to be done to bring down the cost. Ms. Braman pointed out that SSACI spent \$15 million within the last five years on prisoners’ education; last year roughly \$9 million was spent; the projection for this year is \$8 million.

Ms. Braman said that SSACI would like to enforce the existing Indiana code that says SSACI will not fund prisoners, and have DOC run the education programs for prisoners. A portion of this money could be transferred back to the Higher Education Award fund and used for the need-based program. Ms. Braman said that for roughly \$4.5 million SSACI, together with DOC, could run a quality program that would serve everyone in the institutions.

Ms. Lubbers added that it is important to note that both the Commission and SSACI believe that DOC will be able to design a much more occupationally-driven program that would be better suited to their population. Ms. Lubbers assured the Commission members that the Commission and SSACI support prisoners’ education, but believe it can be provided more efficiently.

Mr. Smith asked what institutions provide the prisoners’ education. Ms. Braman named them: Ball State University, Oakland City University, Grace College, Indiana State University, and Ivy Tech Community College.

Ms. Braman then spoke about the Children of Disabled Veterans Program, which was given to SSACI several years ago to administer. There are fourteen programs within this program, and because of increase in students and tuition, SSACI has been unable to meet the need in full. Last year SSACI gave the universities about a one year heads-up warning that they are going to run out of money from the appropriation for this program. SSACI suggested that they will pay for the first semester in full, but for the second semester they could pay only about 70 percent. This year they project they will be able to pay in full for the first semester again, but for the next semester they will be able to pay only 50 percent. Obviously, as more students become eligible, SSACI will continue to see a large influx of students needing this program.

Ms. Braman spoke about the Frank O’Bannon grant, which is the largest need-based grant, amounting to roughly \$230 million. SSACI is very supportive of the need to preserve both the Higher Education Award and Freedom of Choice Award. SSACI supports the language of the law that says that they should proportionally raise the

caps for independent colleges and state colleges. However, Ms. Braman pointed out, SSACI would like to remove the part of the language that does not allow SSACI to take money from the Freedom of Choice Award and put it into the Higher Education Award, which would allow SSACI to keep the caps as high as possible. SSACI may need to leave roughly \$6 million in the Freedom of Choice Award if they are not allowed to use this money back and forth to maximize the caps for students.

Ms. Braman talked about the 21st Century Scholars program. She said this is a great program, a national model, but there are some usage issues that are causing SSACI some problems. Ms. Braman said that SSACI has a list of eight or ten recommendations of what they could do to strengthen the 21st Century Scholars program. Ms. Braman invited Ms. Murphy to speak about this program.

Ms. Murphy first spoke about verifying the economic eligibility. The 21st Century Scholars program works with Department of Education (DOE), and keeps track of all students who indicate that they are eligible for a free or reduced price lunch. These students are kept in the database, and 21st Century cross-checks this list with DOE to verify their status.

In terms of their affirmation process, Ms. Murphy said there were some questions regarding how the 21st Century verifies whether the students kept the 21st Century Scholars' pledge. Ms. Murphy explained that the 21st Century Scholars Program selects the population for verification, and checks these students through the criminal justice records system. They also send notices to the students and the school, and the school has to verify that the student did not have any pledge violation. The school verification process is the most effective, because some students may not have criminal records, but they could have been caught on the school grounds using drugs or drinking, or in some other ways of violating the pledge.

Ms. Murphy stated that they have two primary objectives for the legislative session. One is to increase the Grade Point Average from 2.0 to 2.5. Ms. Murphy stated that they want to make sure that ninth through twelfth grade students will still be accepted with 2.0 GPA requirements, but sixth, seventh and eighth graders should be motivated to work harder on getting a higher GPA, to be eligible for admittance to colleges of their choice.

Ms. Murphy said that the second component is to remove the language that guarantees the full tuition scholarship. By removing this language 21st Century Scholars Program will be able to develop a tiered system, so that the students who improve their economic situation are not stripped of the financial support or acknowledgement of their commitment to the 21st Century Scholars program. However, the 21st Century Scholars program will become fiscally sound, and will be able to give the highest possible aid to the students who have the highest need.

Ms. Odum asked whether 21st Century might lose more young male students than female students if the GPA will increase from 2.0 to 2.5. Ms. Murphy responded that SSACI has not considered this aspect, but acknowledged that the 21st Century Scholars Program may lose students when the bar is raised. The goal of this change is to motivate the students to improve academically. Ms. Lubbers said that both aspiration and preparation are key elements of the program. Ms. Murphy added that she will try to get the information Ms. Odum requested regarding gender disparities.

Ms. Braman said that it is important to know that this is really not a financial goal, but a goal of encouraging graduation, and it matches with the Commission's goal of completion.

Mr. Bland asked whether there was any data on the connection between the GPA at the time of entering a college and the graduation rate. Ms. Murphy responded that two years ago Lumina Foundation for Education published a report, which included information on the students who had taken Academic Honors and Core 40 classes, and what schools they are attending. Ms. Murphy said that this report does not specify the GPAs, but states that those who have higher GPAs are more likely to enter schools of their choice and to persist in graduating. Ms. Murphy assured Mr. Bland that she could get more specific data regarding GPAs.

Ms. Moran-Townsend strongly encouraged SSACI to consider seeking legislative changes necessary to enable SSACI to take the funds that are in the entitlement programs and that could be screened and used for need-based programs. From a political perspective, Ms. Moran-Townsend said she cannot think of any better time for SSACI and 21st Century Scholars Program to do this than now, because the message "entitlement versus need" will play very well with the new makeup of the legislature.

Ms. Braman agreed with Ms. Moran-Townsend, and added that with the removal of the word "full" SSACI will be able to put a cap based on the amount of money appropriated by the legislature, and SSACI will be able to treat the 21st Century Scholars program as they treat the Frank O'Bannon Award.

Mr. Bland asked about rewards for higher achievers. He asked whether there is going to be a reward for high performers, not the "full scholarship," but the "full cost," which will include the cost of room and board, books, etc.

Ms. Murphy responded that with the removal of the word "full," SSACI will have the latitude to determine these needs. The goal of SSACI is to give more money to the neediest students. However, Ms. Murphy pointed out that several colleges are rewarding the high achieving students with scholarships that include full costs of college. She mentioned Purdue Promise, IU Covenants, Franklin College, Saint-Mary's College in South Bend. The higher achieving students who want to attend those colleges receive help to cover the cost of attendance, and this improves the graduation rates on the campus.

Mr. Murphy mentioned a number of programs not based on need that do not give SSACI any flexibility, and consume a growing percentage of the funds. He asked whether this was not a good time to amend these programs in order to give SSACI more flexibility and more funds for students with need.

Ms. Braman responded that SSACI will make this information available to the legislators. She added that SSACI can outline all kinds of rules and regulations for each of the 14 programs, but these are not SSACI programs; SSACI is just the fiscal agent.

Mr. Smith reminded the Commission members about their meeting in August for which the Commission members had to study a lot of data on financial aid. The goal of the meeting was to prepare a report on the financial aid study to present to the legislature, per their request. Mr. Smith said that SSACI and 21st Century Scholars Program responded in coordination with this request. Mr. Smith pointed out that it would be very helpful for the Commission members to have a simple one page document that reflects the body of work done to help staff prepare these recommendations. Mr. Smith expressed concern that some of the very important issues are falling through the cracks.

Ms. Lubbers responded that today's meeting is primarily focused on the issues that will be taken to the legislature. The other issues will be provided, as well, and the Commission, together with SSACI, will work to ensure that the other issues are considered, too.

Mr. Smith, referring again to the meeting in August, said that the Commission spent a whole day on changes that could be made administratively. He added that he would like to see a report with the 19 suggestions, which could be accommodated administratively; what their status is, and which of those require a statutory change.

Mr. Bland asked if it is possible to find out whether the 21st Century Scholars, who are high achievers, and have a GPA of more than 3.0, are getting any help from the colleges.

Ms. Lubbers responded that there are ways to find out whether both public and independent colleges are doing anything for these students. She asked the institutions to share with the Commission what they are doing to help those 21st Century Scholars who are performing at a very high level.

## **VII. DECISION ITEMS**

### **A. Academic Degree Programs on Which Staff Propose Expedited Action**

**R-10-10.2 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:

- Master of Science in Medical Physics To Be Offered by Indiana University Bloomington at Bloomington
- Master of Science in Aviation and Aerospace Management To Be Offered by Purdue University West Lafayette at West Lafayette (Motion – Murphy, second – Moran-Townsend, unanimously approved)

**B. Capital Projects for Which Staff Proposes Expedited Action**

**R-10-10.3 RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Krannert Building Management and Economics Library Remodel Phase III at Purdue University West Lafayette: \$2,500,000
- Heine Pharmacy Building Ground Floor Lab Renovations at Purdue University West Lafayette: \$2,500,000
- Lease of Space – 500 N. Meridian Street, Indianapolis, IN at Indiana University – Purdue University Indianapolis: \$1,446,190 annually for 5 years (Motion – Bepko, second – Rehnquist, unanimously approved)

**C. Policy on Approving New Sites for Degree Programs at Ivy Tech Community College**

Dr. Ken Sauer, Senior Associate Commissioner for Research and Academic Affairs, Commission for Higher Education, said that one of the primary missions of the Community College is to respond quickly to the workforce needs. Ivy Tech, a Community College system with 23 campuses and centers, was seeking a way in which the college could have more flexibility to respond to these needs. That led to the drafting of a policy that is being presented today.

Dr. Sauer pointed out that a number of issues came up as this policy was being discussed. They relate to different aspects of the policy including the documentation necessary to address and define the workforce needs, as well as the enrollment projections associated with this new program request. These are issues that could apply to a new program approval process for all institutions. As indicated previously, the staff, in conjunction originally with Indiana University, is working to revise the new degree program proposal guidelines, and would like to see all of the institutions involved in this process.

Dr. Sauer also noted that the issues that have come up are related to a matter of detail, backing up, and rational for the new programs, so the Commission may need to pay closer attention to how well these programs are doing, and whether they are meeting their projections.

Mr. Smith said that these comments represent the will of the Commission that was expressed this morning. The Commission would like to improve its own processes around the visibility and accountability, which will require the Commission members to check on the success of the new degree programs. Mr. Smith pointed out that this is not a response specifically to Ivy Tech's request, but a much broader issue. Mr. Smith said that the Commission members look forward to further reports from the staff on this topic. Mr. Smith moved to table this item.

**R-10-10.4** That the Commission for Higher Education tables the *Policy on Approving New Sites for Degree Programs at Ivy Tech Community College*, December 1, 2010 (Motion – Smith, second – Fisher, unanimously approved)

**D. 2010 Improving Teacher Quality Partnership Program Funding Recommendations**

Ms. Catisha Coates, Special Projects Coordinator, Commission for Higher Education, presented this item. Improving Teacher Quality Partnership Program is a competitive partnership program that brings Indiana's colleges and universities together with high-need school districts to support the professional development needs of teachers, paraprofessionals and principals in core academic subjects.

Ms. Coates said that a committee of educators, two Commission members, and a state agency staff reviewed proposals and submitted funding recommendations to the Commissioner. After considering the recommendations and adhering to the federal guidelines, staff recommends that the Commission make seven awards under the 2010 competition.

**R-10-10.5** That the Commission for Higher Education approves the awards outlined in the document *2010 Improving Teacher Quality Partnership Program: Proposals Recommended for Funding*, December 10, 2010 (Motion – Murphy, second – Odum, unanimously approved)

**E. Acceptance of Public Institution Student Information System (SIS) Data for 2009-2010**

Ms. Jennifer Seabaugh, Manager of Information Research, Commission for Higher Education, presented this item. Every year the Commission collects Student Information System (SIS) data from all the public institutions. This year there was a ten percent increase in total headcount from last year, and FTE (Full Time Enrollment) increased eleven percent. The largest increase at the four-year institutions was at Indiana University (IU) Northwest at 12 percent, followed by Purdue University (PU) North Central. There was a slight decrease at IUPUI (Indiana University-Purdue University Indianapolis), Purdue West Lafayette, and Indiana State University.

Ms. Seabaugh said that the two-year institutions had an increase of 21 percent overall. The largest increase at the two-year institutions was at Ivy Tech Community College in Columbus with 34 percent; the lowest increase was at Ivy Tech Terre Haute with 9.7 percent. Overall, Vincennes University increased their enrollment by 13 percent.

Ms. Seabaugh drew the Commission members' attention to one significant fact: Ivy Tech's FTEs surpassed Purdue's FTEs by 18 percent.

Mr. Murphy asked whether this data included the numbers from fall of 2010. Ms. Seabaugh responded that the fall data was not included in this information.

Ms. D'Amico asked whether the number of headcount included the number of dual enrollments. Ms. Seabaugh responded that this information was not included in this report, but the Commission does collect the information about dual enrollment and credit hours. This information will be included in another much larger report, which will be presented at the Commission meeting in February.

Mr. Smith thanked Ms. Seabaugh for compiling this important information in such a concise and understandable fashion.

**R-10-10.6** That the Commission for Higher Education adopts 2009-2010 Annual Student Information System (SIS) data, as submitted by the institutions, for Indiana University, Purdue University, Ball State University, Indiana State University, University of Southern Indiana, Vincennes University and Ivy Tech Community College of Indiana as the official source for Commission analyses on all pertinent subjects in accordance with the supporting documentation (Motion – Murphy, second - Bepko, unanimously approved)

**F. 2011-13 Postsecondary Budget Recommendations**

Mr. Dudich presented this item. He spoke about the priorities and goals of budget recommendations, which include providing funding above historical levels for the Performance Funding Formula; allocating a portion of the operating base to fund the Performance Funding Formula; meeting the budget base targets set forth by the State Budget Agency, and several other areas.

Mr. Dudich spoke about Performance Funding Formula. It was established in 2003 with a Research Incentive. Since then it has grown to seven metrics used to provide performance funding to institutions. Mr. Dudich stated that in the 2011-13 budget the situation will be different: no new dollars will be allocated through the Performance Funding Formula. Mr. Dudich pointed out that the Commission does not want to penalize institutions with lower performance, but wants to reward those with increased performance. Also, the Performance Funding Formula will allow Ball State University (BSU) and Indiana State University (ISU) to participate in the Successful Completion of Credit Hours metric for the first time.

Mr. Smith wanted to make sure that all university representatives take note of the fact that the Commission is advancing the data that is being shared with them today, but the Commission is reserving the time over next several days to go back and make changes based on actual completion data as opposed to the projected completion data.

Mr. Dudich spoke of a “bonus measure.” The Commission wants to incentivize those institutions that have a resident two- and four-year graduation rate above 50 percent, with one percent of the 2011 operating budget.

Ms. Lubbers clarified this point by explaining that if the graduation rate is at 50 percent, for each one percent above 50 there will be a financial reward. The Commission has not included in the recommendations what this reward will be, because no institution currently has 50 or more percent graduation rate, but this is an important metric to have.

Ms. Odum said that she supported the direction to provide an extra incentive as people show the improvement in graduation, but she was hesitant to say that it has been determined how the Commission is going to pay out of the next budget cycle. Ms. Lubbers asked whether Ms. Odum does not want to show any number, or not to include this metric at all. Ms. Odum responded that, in her opinion, it is premature to say that it will be one percent. Ms. Lubbers explained that the Commission just wanted to have a “bonus measure” that acknowledges improving the graduation rate above 50 percent.

Mr. Smith commented that if the Commission today creates a definite expectation, which will require the Commission to change the formula in order to make awards in the future, this will set an additional risk. Ms. Odum said that for different universities the goal may be different; 50 percent graduation rate at a four-year research institutions is different from the same goal in the institution that offers largely liberal arts.

Ms. Lubbers wondered whether Ms. Odum considers 50 percent an inappropriate metric. Ms. Odum responded that this number should be different for different colleges, depending on the programs they offer. Ms. Lubbers explained that the reason the Commission wanted to include this metric is that it wants to recognize those institutions who are making an effort to pursue higher graduation rates. Ms. Odum said that the Commission should strengthen its approach by having more information.

Ms. Lubbers summed up this discussion by saying that the Commission members can either remove this metric from the Performing Funding Formula, or change the language so that it does not show a number, but recognizes a “bonus measure” for the graduation rate. Dr. Bepko wanted to make a motion on this point, but Mr. Smith told him that the Commission will have to act upon the whole report.

Mr. Dudich described the impact of the Performance Funding Formula. He showed a chart that detailed the history of the biennial funding of Performance Funding Formula since its inception in 2003.

Next Mr. Dudich spoke about the allocation of the Performance Funding Formula. The \$61.4 million for each year of the biennium will be allocated in the following manner: total degree attainment change – 60 percent; total completion of credit hours – 25 percent; research incentive – 15 percent.

Mr. Dudich talked about the institutions’ impact of Performance Funding Formula, and gave an overview of the operating budget for each institution.

Ms. D’Amico asked whether the charts reflect BSU’s and ISU’s completion of credit hours. Mr. Dudich confirmed that it did, but their results were negative, which defaults to a zero on the chart. Mr. Dudich added that more accurate data needs to be acquired.

Ms. Lubbers asked what has changed most on the chart compared to how it looked Thursday night. Mr. Dudich responded that Ivy Tech went down by about \$2.3 million because of the dual credit adjustment, and USI increased by two percent, because they received almost half of the dual credit allocation.

Mr. Smith cautioned Mr. Dudich to be careful with the language. He said that Ivy Tech’s performance award has been amended from what the Commission saw Thursday night. In fact, it is still safe to say, that, as revised from last evening, Ivy Tech is net \$9 million gain in each of the two years of the biennium by virtue of performance funding.

Mr. Dudich agreed that the term “loss” was not a proper word; it was more an amendment to the amount the college received due to the Performance Funding Formula.

Mr. Dudich explained the chart showing the operating budgets general fund and explained the reductions in the budget.

Mr. Dudich gave an overview of the debt service. The Budget Agency asked the Commission to hold the line on the debt service; \$177.3 million was the budget in 2011. The Commission's recommendation is that the debt service number would fund all capital projects approved by the Commission up to the November 2010 meeting. All other General Assembly authorized projects not approved by the Commission are not funded at this time, nor are any new state funded capital projects requests for the 2011-13 biennium.

Mr. Dudich then gave an overview of Repair and Rehabilitation. The Commission's recommendation is to fund Repair and Rehabilitation with surplus funds from debt service and line items and stay within the Budget Agency's budget target. Mr. Dudich showed a chart reflecting historical Repair and Rehabilitation Funding 1999-2013 in the General Fund.

Next Mr. Dudich spoke about the capital projects. The Commission recommends no new, state funded, fee replacement eligible capital projects for the 2011-13 biennium.

Mr. Dudich gave an overview of line items. Line items are specific programs, services or allocations. Each institution might have various line items; for SSACI, line items are student grants and awards; for the Commission for Higher Education they are administration and TransferIN funding. The 2011-13 appropriation recommendation includes \$500,000 for TransferIN. This is a Commission line item in the E-transcript project, which is a huge success. The Commission has seen a growth in this area, and in order to continue this project the Commission asks to set aside the \$500,000, so that students could continue to transfer their transcripts with ease among institutions.

Mr. Dudich showed the Commission a graph that shows the percentage of total state support compared to total institution operating revenue, including all funds. Another chart reflected state operating appropriations per Indiana resident FTE.

Mr. Murphy moved to approve the Commission's Budget Recommendations, but he made some comments. Mr. Murphy said that the Commission should be the proponent for the higher education in terms of where the money should go, but these are extraordinary times. Historically, the Commission has asked for more increases than the Budget Agency was willing to allocate. It is different this time because the state is in such difficult situation. Mr. Murphy also said that the line items should be looked into more closely. Also, Mr. Murphy said that the Performance Funding is a very important part of the way the Commission develops the future budgets for the State of Indiana's higher education, so the fact that we continue to move in that direction is a very positive part of this budget.

Ms. Odum wanted to thank Mr. Dudich for his excellent work.

Mr. Smith wanted to remind the Commission members that this is a very serious undertaking. Across the board cut issue does not reflect an assessment of recent and relative performance; it does not recognize a change in mission or a statewide priority. However, the Commission has not given the universities any other direction other than work with it in order to refine the process in future years. Mr. Smith said he feels pretty good about Indiana, about the approach the Commission took to reward performance.

Dr. Bepko asked the staff to consider removing that item regarding the "bonus measure" for the time being.

- R-10-10.7** That the Commission for Higher Education adopts, with an amendment, budget recommendations for the 2011-13 biennium that are consistent with the document *2009-11 Postsecondary Education Budget Recommendations*, dated December 10, 2010 (Motion – Murphy, second - Rehnquist, unanimously approved)

**VIII. INFORMATION ITEMS**

- A. Status of Active Requests for New Academic Degree Programs
- B. Capital Improvement Projects on Which Staff Have Acted
- C. Capital Improvement Projects Awaiting Action
- D. Minutes of the November Commission Working Sessions

**IX. NEW BUSINESS**

There was none.

**X. OLD BUSINESS**

There was none.

Ms. Moran-Townsend wanted the Commission to recognize a great job both Ivy Tech Fort Wayne and IPFW (Indiana University Purdue University Fort Wayne) have done in creating an articulation agreement between these two colleges.

**XI. ADJOURNMENT**

The meeting was adjourned at 11:30 a.m.

\_\_\_\_\_  
Mike Smith, Chair

\_\_\_\_\_  
Jud Fisher, Secretary



## COMMISSION FOR HIGHER EDUCATION

Friday, February 11, 2011

### **DISCUSSION ITEM A: Indiana's Cash for College Campaign (January – March 2011)**

#### **Staff Recommendation**

For discussion only.

#### **Background**

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

Led by the state's Learn More Indiana initiative, the Cash for College campaign helps students at all levels get to and through college with a variety of helpful resources:

- College scholarship contests for K-12, college and adult students,
- Free services, including the new Indiana College Costs Estimator ([IndianaCollegeCosts.org](http://IndianaCollegeCosts.org)),
- Special events like FAFSA Friday and College Goal Sunday, and
- A dedicated website at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org) with the latest news, online resources and information.

Indiana's Cash for College Campaign is made possible by Learn More Indiana, a partnership of the Indiana Commission for Higher Education, the Indiana Department of Education, the Indiana Department of Workforce Development and the State Student Assistance Commission of Indiana, with additional support from Indiana's colleges and universities, the Lumina Foundation for Education, USA Funds and the U.S. Department of Education.

In print, in person, online and on the phone, Learn More Indiana helps Hoosier students of all ages succeed in school, complete college and connect to careers. Learn more at [LearnMoreIndiana.org](http://LearnMoreIndiana.org).

#### **Supporting Documents**

*2011 Cash for College Campaign Implementation Guide*



# 2011 CAMPAIGN IMPLEMENTATION GUIDE



**Get Your...**

**CASH FOR COLLEGE**

[WWW.CASHFORCOLLEGEINDIANA.ORG](http://WWW.CASHFORCOLLEGEINDIANA.ORG)





# GETTING STARTED

Hoosiers today understand the importance of continuing their education after high school, but many struggle to save, apply and pay for college. That's where Indiana's Cash for College campaign comes in.

Cash for College works equip students and families with the practical steps needed to pay for college. The campaign offers communities and schools an opportunity to enhance their own paying for college efforts—from events and student contests to grade-specific goals and online tools.

This guide is simply a starting point. Local communities and schools are encouraged to be creative and come up with their own unique ways to help students put their hands on some cash for college.

## **CASH FOR COLLEGE PRINT MATERIALS (MIDDLE/HIGH SCHOOLS)**

- Four (4) school posters (two sided)
- One hundred (100 ) student magnets (two sided)
- One (1) Cash for College Banner (for schools serving grades 6 -8 that did not receive one last year)
- My Future, My Way: How to Go, How to Pay workbooks (for schools serving 7th grade)
- Indiana's Guide to Paying for College (for schools serving grades 8 -12)
- College Goal Sunday brochures (for schools serving 12th grade)
- Federal Student Aid bookmarks (for schools serving 12th grade)
- Do You Need Money For College handouts (for schools serving 12th grade)

**STUDENT CONTESTS:** Scholarships and Savings Plans

**SPECIAL EVENTS:** FAFSA Friday and College Goal Sunday

**NEW RESOURCES:** Indiana College Costs Estimator

**THE OFFICIAL WEBSITE:** [CashForCollegeIndiana.org](http://CashForCollegeIndiana.org)

**[CashForCollegeIndiana.org](http://CashForCollegeIndiana.org)**





# MATERIALS

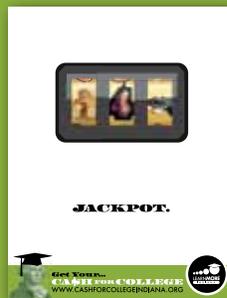
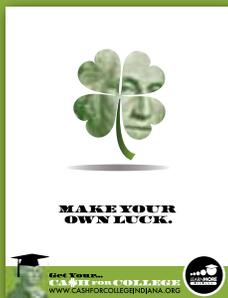
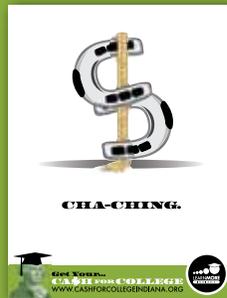
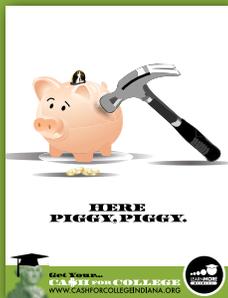
## CASH FOR COLLEGE 101

Created for Hoosier families by Learn More Indiana, the Cash for College 101 guide tells what you need to know about saving, applying and paying for college, including check lists for K-12, college and adult students.



## STUDENT POSTERS

Place these posters in high-profile locations throughout your school to raise awareness of ways students can put their hands on cash for college, including special campaign contests and scholarships.



(front of poster)

(reverse of poster)

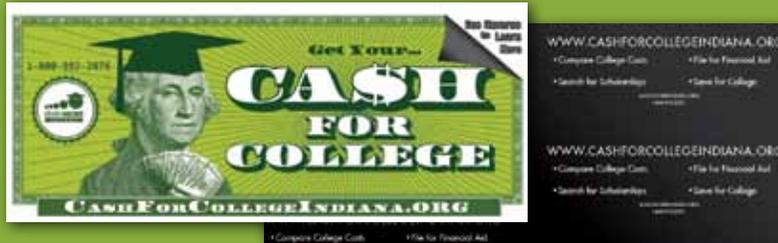
CashForCollegeIndiana.org



## MATERIALS

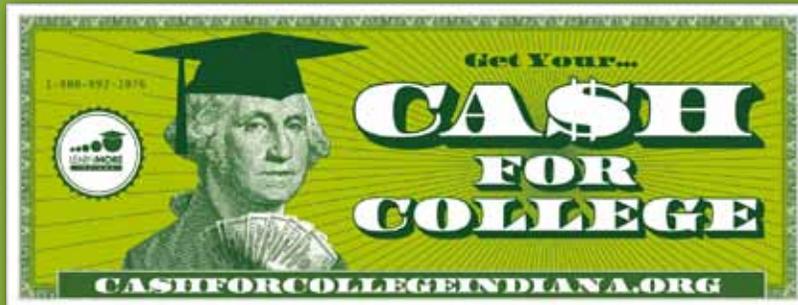
### CASH FOR COLLEGE MAGNETS

Place these promotional magnets on lockers, home refrigerators and other prominent locations or distribute at special events. Note that the back of each magnet includes links to additional online resources.



### CASH FOR COLLEGE BANNERS

Display banners at prominent locations (main entrance, busy hallway, gym, cafeteria) to draw attention to special events and resources. NOTE: Banners will be sent to Indiana middle schools (grades 6-8) for the 2011 **Cash for College** campaign. High schools received banners for the 2010 campaign and were asked to save their banners for subsequent campaigns.



### CASHFORCOLLEGEINDIANA.ORG

Every resource noted in this guide (and more) are available online at [CashForCollegeIndiana.org](http://CashForCollegeIndiana.org), including the new **Indiana College Costs Estimator**. It's a FREE online service offering families consistent and accurate estimates of college costs across all Indiana campuses. Featuring customized Expected Family Contribution estimates, side-by-side cost comparisons of Indiana colleges, "Ask the Expert" sessions and more, the Indiana College Costs Estimator is a comprehensive resource for college financial aid planning.



[CashForCollegeIndiana.org](http://CashForCollegeIndiana.org)





# MATERIALS

## COLLEGE GOAL SUNDAY BROCHURE

This brochure provides families the information they need in order to attend and participate in College Goal Sunday 2011, the free event geared toward helping students and families file the FAFSA to apply for financial aid. Complete with site locations across Indiana and a list of what to bring, this brochure should be distributed to all Indiana 12th grade students.



## MY FUTURE MY WAY: HOW TO GO, HOW TO PAY

This classroom workbook from the U.S. Department of Education provides information for middle school students about pursuing and paying for education beyond high school, including charts, checklists and other activities.



## DO YOU NEED MONEY FOR COLLEGE?

This two-page handout from the U.S. Department of Education contains key highlights about federal student aid such as what it is, who gets it and how to apply. It also provides a chart of federal aid programs. Students and parents seeking information on financial aid can use this handout as a reference tool.



## BOOKMARK: STUDENTAID.ED.GOV

Encourages students to visit FederalStudentAid.ed.gov for information about paying for college and filing the FAFSA. This bookmark, with English text on one side and Spanish on the other, is available only in hard copy (not in PDF).



# CONTESTS

## **\$ 10,000 CASH FOR COLLEGE SMARTPHONE APP CONTEST**

- WHO:** Individuals or teams. Winner receives \$10,000 college scholarship (or student loan forgiveness). Money awarded to individual or shared among team members.
- WHAT:** Smartphone app (Android and/or iPhone compatible) promoting the Cash for College website (CashForCollegeIndiana.org) and related online college financial aid resources.
- WHEN:** All entries due by March 10, 2011. Visit CashForCollegeIndiana.org for details.

## **\$5,000 CASH FOR COLLEGE STUDENT CAMPAIGN CONTEST**

- WHO:** Individual high school and college students (or student teams). Winning campaign receives \$5,000 college scholarship awarded to individual student or shared among student campaign team members.
- WHAT:** Most dynamic, student-led campaign promoting college financial aid opportunities for Indiana students. Winning entry based on most creative (social networking, viral marketing, web videos) and effective approach, including measurable, verifiable results (FAFSA filings, event attendees, website/video views, Facebook fans, Twitter followers and retweets).
- WHEN:** All student-led campaigns must be completed by March 10, 2011. Visit CashForCollegeIndiana.org for details.

## **\$ 1,000 COLLEGE GOAL SUNDAY SCHOLARSHIP DRAWINGS**

- WHO:** Future or current college students. One (1) scholarship awarded at each College Goal Sunday site.
- WHAT:** Students who attend a College Goal Sunday site and submit a Free Application for Federal Student Aid (FAFSA) on-site will be entered into a \$1,000 scholarship drawing.
- WHEN:** February 20, 2011 at College Goal Sunday locations across Indiana. Visit CashForCollegeIndiana.org for details.

## **\$529 COLLEGE 529 SAVINGS PLAN ESSAY & POSTER CONTESTS**

- WHO:** Individual students in grades K-8. Nine (total) winners with one (1) winner chosen for each grade level (K-8).
- WHAT:** Most creative written essay and poster illustration encouraging Indiana students and families to save for college.
- WHEN:** All essay/poster entries must be received by March 10, 2011. Visit CashForCollegeIndiana.org for details.



# EVENTS

Promoting these events and programs enhances the efforts your school puts into its Cash for College campaign.

## **Indiana's FAFSA Friday – February 18, 2011**

For the third year in a row, Learn More Indiana is offering a free instructional webinar to show students how to fill out a FAFSA form and file it correctly. Students and families may log on from their home computer to watch the presentation and chat with financial aid experts in real time. The live webinars will broadcast at 12 p.m. and 6 p.m. EST on Friday, February 18, 2011.

Get more bang for your buck by planning your own FAFSA Friday event. Many schools host a financial aid night for students and families. If you do not have the staff or resources to undertake such a traditional event, simply link up to a FAFSA Friday broadcast and invite students and families to participate from a centralized location (e.g., auditorium, gymnasium, cafeteria). Since parents will likely play a key role in helping their son or daughter complete the FAFSA, take action to get them to attend your school's event with their child.

To help ensure families file the FAFSA, consider having a computer lab available during your event and do on-site filing. When families file at [FAFSA.ed.gov](http://FAFSA.ed.gov), they have the option to chat live with a customer service representative. You can also make phones available so they can call the free Federal Student Aid Information Center at 1-800-4-FED-AID (1-800-433-3243) to get assistance.

**CashForCollegeIndiana.org**



## EVENTS

### College Goal Sunday – February 20, 2011

Nearly half of Indiana's college students qualify for financial aid, making student odds about 50/50 that they'll get some help to pay the bills. At College Goal Sunday, students will receive free help from financial aid experts in completing and filing the FAFSA. Encourage high school seniors to take advantage of this event by handing out the College Goal Sunday brochures, making daily announcements and reaching out to parents.

**WHO:** High school seniors, current college students, working adults—anyone who may attend college during the 2011-2012 academic year

**WHEN:** 2 p.m. (local time) Sunday, February 20, 2011

**WHERE:** College Goal Sunday will take place at 39 sites throughout the state. (Call 1-800-992-2076 to find the site nearest you.)

**BONUS:** \$1,000 scholarship awarded at each site. (See page 6 for more information.)

### Financial Aid Nights

If you already have a financial aid night planned, consider making computers available so families can file their FAFSAs as part of the evening's activities. When families file at FAFSA.ed.gov, they have the option to chat live with a customer service representative. They can also call the Federal Student Aid Information Center at 1-800-4-FED-AID (1-800-433-3243) to get assistance. You can also get some FAQs from the FAFSA Friday webinars or direct families to participate for more help.



# STUDENT GOALS

## **ELEMENTARY SCHOOLS (GRADES K – 5): START SAVING**

- Open an Indiana CollegeChoice 529 Savings Plan ([www.collegechoiceplan.com](http://www.collegechoiceplan.com))
- Ask your parents to join UPromise, so your family's everyday spending saves money for college ([upromise.com](http://upromise.com))
- Think about your future: What career do you want? Which college do you want to attend? Do you have a plan to make it happen?

## **MIDDLE SCHOOLS (GRADES 6 – 8): MANAGE MONEY**

- Learn the lingo: Browse Learn More Indiana's glossary of cash for college terms
- Create a budget/savings plan and talk about managing money and college savings
- Open a checking/savings account. Ask your parents about joining UPromise so everyday spending saves money for college ([www.upromise.com](http://www.upromise.com))
- Sign up for Indiana's Twenty-first Scholars Program (if eligible)
- Keep saving! Contribute to your Indiana CollegeChoice 529 Savings Plan ([www.collegechoiceplan.com](http://www.collegechoiceplan.com))

## **HIGH SCHOOLS (GRADES 9 – 12): FINISH STRONG**

### **EVERY SENIOR WILL FILE THE FAFSA ONLINE.**

- Participate in FAFSA Friday AND College Goal Sunday
- File the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- Read Indiana's Guide to Paying for College and compare college costs at [IndianaCollegeCosts.org](http://IndianaCollegeCosts.org)
- Keep saving! Contribute to your Indiana CollegeChoice 529 Savings Plan ([www.collegechoiceplan.com](http://www.collegechoiceplan.com))

### **EVERY JUNIOR WILL SCOUT OUT SCHOLARSHIPS.**

- Research available scholarships
- Complete a scholarship timeline and work on your scholarship essays
- Sign up for Advanced Placement (AP) and dual credit courses to earn college credit in high school and cut down the cost of your college education
- Read Indiana's Guide to Paying for College and compare college costs at [IndianaCollegeCosts.org](http://IndianaCollegeCosts.org)
- Keep saving! Contribute to your Indiana CollegeChoice 529 Savings Plan ([www.collegechoiceplan.com](http://www.collegechoiceplan.com))



## STUDENT GOALS

### HIGH SCHOOLS (continued)

#### EVERY SOPHOMORE WILL CALCULATE THE COST OF COLLEGE.

- Ask colleges for their cost of attendance
- Read Indiana's Guide to Paying for College and compare college costs at [IndianaCollegeCosts.org](http://IndianaCollegeCosts.org)
- Keep saving! Contribute to your Indiana CollegeChoice 529 Savings Plan ([www.collegechoiceplan.com](http://www.collegechoiceplan.com))

#### EVERY FRESHMAN WILL TAKE THE TOUGH COURSES

- Qualify for more college aid by pursuing Core 40 with Academic Honors or Core 40 with Technical Honors
- Compare college admissions requirements and review your four-year course plan to make sure you're on track to finish strong
- Read Indiana's Guide to Paying for College and compare college costs at [IndianaCollegeCosts.org](http://IndianaCollegeCosts.org)
- Keep saving! Contribute to your Indiana CollegeChoice 529 Savings Plan ([www.collegechoiceplan.com](http://www.collegechoiceplan.com))

### COLLEGE STUDENTS: COMPLETE & CONTINUE

- File the FAFSA online at [Fafsa.ed.gov](http://Fafsa.ed.gov) before Indiana's annual March 10 deadline for each year you will be enrolled in college. (Participate in Indiana's FAFSA Friday and College Goal Sunday events if you need help.)
- Investigate work study and fellowship options that may offer tuition discounts (fee remission) and pay stipends to help cover your living expenses.
- Ask about career paths that offer student loan forgiveness and plan to pay off your student loans as soon as possible to reduce the total amount you pay. (Talk to your lender about a payment plan that works best for you.)
- Open or contribute to an Indiana CollegeChoice 529 Savings Plan at [CollegeChoicePlan.com](http://CollegeChoicePlan.com). (Take advantage of the tax credit and then use the money you save for this year's tuition bill or graduate school someday.)

### ADULT STUDENTS: RESEARCH & RETURN

- Visit [IndianaCollegeCosts.org](http://IndianaCollegeCosts.org) to compare college costs at each Indiana campus.
- Talk to your employer about tuition reimbursement programs and other education incentives.
- File the FAFSA online at [Fafsa.ed.gov](http://Fafsa.ed.gov) before Indiana's annual March 10 deadline. (Participate in Indiana's FAFSA Friday and College Goal Sunday events if you need help).
- Ask your local college campus about financial aid options for part-time students.
- Contribute to an Indiana CollegeChoice 529 Savings Plan at [CollegeChoicePlan.com](http://CollegeChoicePlan.com) to earn state tax credits and save money that can be applied to your education or your family's college fund. And join UPromise at [Upromise.com](http://Upromise.com), so your everyday family spending saves you money for college.



# GET INVOLVED

Use your imagination to expand the Cash for College campaign and reach your students. Raising awareness of key dates and grade-specific goals is crucial. With a little planning and preparation, you can motivate students to take the appropriate steps and inspire them to plan for financing higher education. Here are a few ideas on how to get the whole school involved:

## 1: HAVE STUDENTS DELIVER CAMPAIGN SPECIFIC PA ANNOUNCEMENTS

### **Sample script for FAFSA FRIDAY:**

This is your president speaking. Your first president, George Washington. I am calling on all seniors to participate in FAFSA Friday on February 18. It's a nifty little virtual get-together that could put cash in your pocket for college. Join the live webinar by logging on to Cash For College Indiana dot org. You'll learn what you need to know about applying for financial aid on time. Don't miss out on your chance to get cash for college.

### **Sample script for College Goal Sunday:**

Hey there students. This is your conscience speaking. I'm here to remind you that if you don't file your FAFSA by March 10, you'll miss out on tons of college financial aid. Yep, they'll give it to the kid next to you—the one responsible enough to show up at College Goal Sunday and file the FAFSA. Don't let that kid get all the money. Show up at College Goal Sunday yourself on February 20th, and enter a drawing for \$1,000 scholarship. Go to Cash For College Indiana dot org to learn more. Then make up your mind to be there. Don't miss out on your chance to get cash for college.

### **Sample HIGH SCHOOL scripts for anytime during Cash for College:**

**Monday:** Listen up, techies. If you're an iPhone or Android app wizard, this could be your chance to win \$10,000 for college. That's right, \$10,000 for yourself or shared among your developer friends for creating the best smartphone app promoting Indiana's Cash for College campaign and related online college financial aid resources. Visit Cash For College Indiana dot org to learn more, but hurry—entries are due March 10.

**CashForCollegeIndiana.org**



## GET INVOLVED

**Tuesday:** Do you like a contest? What about one with a \$5,000 cash prize? Now that I've got your attention, let me tell you what you need to do. On your own or with a team of friends, create the most compelling student-led campaign to help your classmates get cash for college. Use your talents and be creative using social media, videos, viral marketing and any other tool at your disposal. Getting results could put cash in your pocket. Visit [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) to learn more, but hurry—all student entries are due March 10.

**Wednesday:** (Smashing sound.) Afraid the money in your piggy bank won't be enough to cover your college costs? Well, don't worry. That's why Indiana's colleges and universities are doling out thousands of dollars in scholarships for Hoosier families. Get a head start by researching what scholarships are available and what criteria they call for. You'll find that many applications ask for the same information. Find a scholarship planner at [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) and get started today. While you're there, check out the scholarship contests designed specifically for Indiana students. Don't miss out on your chance to get cash for college. Visit [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) today.

**Thursday:** Hey students, raise your hand if you're planning to go to college. Now keep your hand raised if you know what a college education actually costs at each Indiana campus. If you're not sure, you're not alone. That's why Indiana has launched a new, free website, the Indiana College Costs Estimator, to make it easy for you to compare college costs and to calculate how much you should have to pay. Go to [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) to shop around and make sure you get the best bargain on your college education. Don't wait. Visit [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) today.

**Friday:** Alright, it's pop trivia time. I'm going to say a few vocabulary words and you say back what they mean. Ready? Promissory note. (pause.) Unsubsidized loan. (pause.) Free application for federal student aid. (pause.) How'd you do? Knowing the lingo is important part of paying for college. Visit [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) to find more cash for college related language and their definitions. While you're there, check out the scholarship contests designed specifically for Indiana students. Don't miss out on your chance to get cash for college. Visit [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) today.

### Sample MIDDLE SCHOOL scripts for anytime during Cash for College:

**Monday:** Do you like a contest? What about one that puts money in your bank account? Now that I've got your attention, let me tell you what you need to do. Put your talents to work by creating a poster and essay that helps your classmates understand how to get cash for college. Winners will have a College 529 Savings Plan account opened in their name with a \$529 initial deposit that will grow over time. Keep adding to it yourself and watch the cash pile up. Go to [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) to learn more. But hurry: one winner will be chosen at each grade level – Kindergarten through grade 8 – and entries are due March 10. So, visit [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) today.

**Tuesday:** Hey, students. Your odds of winning the lottery or finding a pot of gold at the end of the rainbow are slim to none, but you can make your own luck this semester. Start by creating a budget and savings plan to help you pay for college. If you start saving now, you'll have your own pot of gold by the time you're ready to head off to college. Learn how to get started at [Cash For College Indiana dot org](http://CashForCollegeIndiana.org). Don't wait. Make your own luck by visiting [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) today.



## GET INVOLVED

**Wednesday:** We've all heard the saying "see a penny pick it up, all day long you'll have good luck." How about making your luck last longer by depositing those coins into a checking or savings account? There's no better time than now to talk to your parents about saving for your future. Visit [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) for more information on how to get started. While you're there, check out the scholarship contests designed specifically for Indiana students. Learn More Indiana is giving away nearly \$100,000, and you could be one of the lucky winners.

**Thursday:** Hey students, raise your hand if you're planning to go to college. Now keep your hand raised if you know what a college education actually costs at each Indiana campus. If you're not sure, you're not alone. That's why Indiana has launched a new, free website, the Indiana College Costs Estimator, to make it easy for you to compare college costs and to calculate how much you should have to pay. Go to [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) to shop around and get the best bargain on your college education. Don't wait. Visit [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) today.

**Friday:** Alright, it's pop trivia time. I'm going to say a few vocabulary words and you say back what they mean. Ready? Promissory note. (pause.) Unsubsidized loan. (pause.) Free application for federal student aid. (pause.) How'd you do? Learning the lingo is important part of paying for college. Visit [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) to find more cash for college related language and their definitions. While you're there, check out the scholarship contests designed specifically for Indiana students. Don't miss out on your chance to get cash for college. Visit [Cash For College Indiana dot org](http://CashForCollegeIndiana.org) today.

### **2: HOST A CASH FOR COLLEGE PEP RALLY.**

Prior to a major sports event, host a "paying for college" themed pep rally. Feature school faculty members and their phases of life from childhood to college to career. Have a dance competition to songs having to do with money and/or higher education. (For example, O-Jay's For The Love of Money, Donna Summer's She Works Hard for The Money or Gwen Stefani's Rich Girl could be fun.) Ask that everyone wear their favorite college themed outfits and call on a few students to take the microphone and talk about how to get cash for college.

### **3: ORGANIZE A CASH FOR COLLEGE PARENT/STUDENT NIGHT.**

Invite high school alumni who are now in college to talk to your students about their college experience. Invite recent college graduates to talk about the payback process of student loans and what they wish they would have known prior to financing their higher education. Ask members of college financial aid and bursars offices to come speak about how to pay for college and share best practices. Open your computer labs and allow families to file their FAFSA that same evening. This might be a good time to hand out the paying for college publications.

### **4: USE THE CASH FOR COLLEGE WEB GRAPHIC & NEWSPAPER AD**

Visit [CashForCollegeIndiana.org](http://CashForCollegeIndiana.org) to download a free ad template or web graphic that can be customized for your school's newspaper, newsletter or website. Encourage your local community newspaper and other media outlets to create similar promotions.

**CashForCollegeIndiana.org**



## GET INVOLVED

### 5: REACH OUT TO PARENTS

Whether your school communicates with parents via letters sent home with the student, email, phone messages or even text messages, it's important to keep them informed when it comes to planning for their child's postsecondary education. Here is a sample script that you can tailor to fit your school's activities:

Dear Senior Parent,

You can afford to send your child to college, and it may not cost as much as you think. Honest. Just make sure you submit the Free Application for Federal Student Aid (FAFSA) by March 10. Last year, the government gave away more than \$83 billion in financial aid to students just like yours. \$83 billion!

To help you and your student apply for financial aid, there are a couple of events you should participate in:

**(If your school is hosting a FAFSA Friday event, please use the following paragraph.)**

The first is (School Name) FAFSA Friday, which takes place February 18 at 6 p.m. EST in the (Place). An instructional webinar will provide information and help answer any questions you or your senior student may have about filling out and submitting the FAFSA. All parents are invited to attend.

**(If your school is NOT hosting a FAFSA Friday event, please use the following paragraph.)**

The first is a free webinar hosted by Learn More Indiana to help you and your student through the FAFSA process. The webinar will be available online on Friday, February 18, at 12 p.m. and 6 p.m. EST. You can join the webinar by logging in to [CashForCollegeIndiana.org](http://CashForCollegeIndiana.org).

The second event is called College Goal Sunday. It will take place on February 20 at 2 p.m. at 39 sites across Indiana. Our local event will take place at (Please visit [www.collegegoalsunday.org](http://www.collegegoalsunday.org) to find the nearest location). Financial aid experts from colleges and universities will be onsite to personally assist students and families in filling out and filing their FAFSA. And, students attending the event will automatically be entered for a chance to win a \$1,000 scholarship!

We would love to help you provide your child with the education he or she deserves. Simply go online to [CashForCollegeIndiana.org](http://CashForCollegeIndiana.org) to learn more. Please contact me at (Phone) with questions about the events.

Sincerely,

(Signature)



## GET INVOLVED

### **6: SCHOOL WEBSITE, SCREEN SAVERS AND SOCIAL MEDIA**

Update school computers and websites with grade-specific goals, campaign scholarship contests, event details and March 10 deadline information. Use media outlets such as Facebook, Twitter, MySpace and more to create events, send messages and post status updates specific to your school's Cash for College campaign.

### **7: STUDENT INCENTIVES**

Consider creating incentives like extra credit or assignment skips for students who complete grade-specific goals. Be sure to promote the special Cash for College campaign incentives as well. See page 6 for details.

### **8: GET YOUR STUDENTS INVOLVED**

Turn to student leaders for help with implementing the campaign. Not only are they great ambassadors, they might have their own creative ideas on how else to get the word out. Here are a few ways to get students involved:

- Select leaders from each grade and educate them on the purpose of Cash for College. Ask them to share marketing ideas, display promotional items and distribute materials.
- Allow student leaders to apply their Cash for College leadership as community service hours.
- Ask students to promote the campaign through their Facebook or Twitter accounts.
- Suggest that students reach out to members of the community for volunteer opportunities.

### **9: GET HELP FROM THE COMMUNITY**

By including community volunteers in your Cash for College discussions, you are helping to build a college-going culture both inside and outside the classroom. This is a great opportunity to encourage other caring adults (parents, mentors, youth-serving organizations, etc.) to make paying for college their topic of conversation when they interact with youth. Here are a few ways to engage community members:

- Start with organizations that you're familiar with and call on them to take an active role in your school.
- Ask volunteers to speak to classes about smart ways to save and pay for college. (If this task is assigned to students, make sure they register the adults first.)
- Ask that youth-serving organizations host a FAFSA Friday event in their establishment.
- Suggest that community members provide job shadow opportunities.
- Request that businesses donate goods or services—such as food or door prizes—to support your events.
- Ask volunteers to help staff your school's financial aid night.
- Encourage all volunteers to go to [CashForCollegeIndiana.org](http://CashForCollegeIndiana.org) to learn more.



## **CASH FOR COLLEGE FEEDBACK**

We welcome any comments or suggestions on ways to make this campaign more effective in future promotions. Please take a few minutes to visit [CashForCollegeIndiana.org](http://CashForCollegeIndiana.org) to tell us what you liked and didn't like about Cash for College and how we can make it better next year.

## **CASH FOR COLLEGE RESOURCES**

### **Learn More Indiana**

[CashForCollegeIndiana.org](http://CashForCollegeIndiana.org) • [LearnMoreIndiana.org](http://LearnMoreIndiana.org) • 1-800-992-2076

### **State Student Assistance Commission of Indiana**

[www.in.gov/ssaci/](http://www.in.gov/ssaci/) • 1-888-528-4719

### **Twenty-first Century Scholars GEAR UP program**

[www.scholars.in.gov](http://www.scholars.in.gov) • 1-888-528-4719

### **Federal Student Aid Information Center**

[www.studentaid.ed.gov](http://www.studentaid.ed.gov) • 1-800-4-FED-AID



**LEARNMOREINDIANA.ORG**  
**1-800-992-2076**



# COMMISSION FOR HIGHER EDUCATION

Friday, February 11, 2011

## **DISCUSSION ITEM B: Indiana College Access Challenge Grant Update**

### **Staff Recommendation**

For discussion only.

### **Background**

Funded by the U.S. Department of Education, the national College Access Challenge Grant (CACG) program is designed to foster partnerships among federal, state, and local governments and philanthropic organizations through matching grants that are aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education.

Led by the state's Learn More Indiana initiative, Indiana's CACG strategy features a unique collaboration that leverages the efforts and resources of state and local partners to better serve low-income and first-generation college students, with a special emphasis on the state's Twenty-first Century Scholars.

Indiana's approach promotes a comprehensive, tiered-support model based on the following design:

#### **On-the-Ground Support**

*Students served:* Twenty-first Century Scholar students

*Description:* Under the management of existing mentoring organizations, trained adult mentors will provide Scholars with ongoing guidance and support through high school graduation and into the students' chosen path of postsecondary education.

#### **Online Support**

*Students served:* All students enrolled at participating high schools.

*Description:* Schools will be provided one of two online college and career readiness support platforms: Naviance ([www.naviance.com](http://www.naviance.com)) or Navigation 101 ([www.navigation101.com](http://www.navigation101.com)).

#### **Communication Campaign Support**

*Students served:* All Indiana high school students (statewide).

*Description:* Schools will receive the benefits of three annual communications campaigns and related resources promoting college access and success for their students (i.e. College GO! Week, Cash for College, KnowHow2GoIndiana).

### **Supporting Documents**

*To be distributed.*



# COMMISSION FOR HIGHER EDUCATION

Friday, February 11, 2011

## DECISION ITEM A-1:

**Certificates in Automotive: Alternative Fuels, Electric & Hybrid Vehicle, Diesel Electronic Controls, and Truck Chassis Systems; Early Childhood Education: Child Development Associate (CDA) and Indiana Youth Development; Electronics and Computer Technology: Automation Controls; Hospitality: Culinarian, Hospitality Management, and Certified Pastry Culinarian; Human Services: Elder Care Professional, Direct Support Professional, and Substance Abuse; Medical Assisting: Medical Transcription; Paramedic: Basic Emergency Medical Studies; Public Safety: Driver/Operator, Fire Prevention and Investigation, Fire Service Administration, and Hazardous Materials; Respiratory Care: Polysomnography To Be Offered by Ivy Tech Community College of Indiana Statewide**

## Staff Recommendation

That the Commission for Higher Education approve the Certificates in Automotive: Alternative Fuels, Electric & Hybrid Vehicle, Diesel Electronic Controls, and Truck Chassis Systems; Early Childhood Education: Child Development Associate (CDA) and Indiana Youth Development; Electronics and Computer Technology: Automation Controls; Hospitality: Culinarian, Hospitality Management, and Certified Pastry Culinarian; Human Services: Elder Care Professional, Direct Support Professional, and Substance Abuse; Medical Assisting: Medical Transcription; Paramedic: Basic Emergency Medical Studies; Public Safety: Driver/Operator, Fire Prevention and Investigation, Fire Service Administration, and Hazardous Materials; Respiratory Care: Polysomnography to be offered by Ivy Tech Community College of Indiana Statewide, in accordance with the background discussion in this agenda item and the *Abstract*, January 28, 2011; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, January 28, 2011

## Background

The statute for the Commission for Higher Education gives the Commission the responsibility “to approve or disapprove ... the offering on any campus of any additional associate, baccalaureate, or graduate degree, or of any additional program of two (2) semesters, or their equivalent in duration, leading to a certificate or other indication of accomplishment.” The

Commission has defined “two semesters” to mean 30 semester credit hours, which is how an undergraduate full-time equivalent (FTE) is defined for purposes of reporting enrollment data and calculating enrollment change funding. Thus, the Commission has only approved programs that require at least 30 semester hours to complete.

Although the College is not required to do so, Ivy Tech voluntarily seeks authorization from the Commission to offer 20 Certificate programs, whose requirements vary from 16-21 semester hours of credit, although most (13 or 65 percent) of the Certificates require 18 semester hours, with remaining seven Certificates requiring no fewer than 16 semester hours and no more than 21. The Certificates, with the number of credit hours required for each, are grouped below under nine headings, reflecting the related associate degrees, from whose curriculum the courses comprising the Certificates will be drawn:

#### Automotive

- Alternative Fuels Certificate (18)
- Electric and Hybrid Vehicle Certificate (21)
- Diesel Electronic Controls Certificate (18)
- Truck Chassis Systems Certificate (18)

#### Early Childhood Education

- Child Development Associate (CDA) Certificate (18)
- Indiana Youth Development Certificate (18)

#### Electronics and Computer Technology

- Automation Controls Certificate (18)

#### Hospitality

- Culinarian Certificate (18)
- Hospitality Management Certificate (18)
- Certified Pastry Culinarian Certificate (18)

#### Human Services

- Elder Care Professional Certificate (21)
- Direct Support Professional Certificate (17)
- Substance Abuse Certificate (16)

#### Medical Assisting

- Medical Transcription Certificate (18)

#### Paramedic

- Basic Emergency Medical Studies Certificate (16.5)

#### Public Safety

- Driver/Operator Certificate (18)
- Fire Prevention and Investigation Certificate (18)
- Fire Service Administration Certificate (18)
- Hazardous Materials Certificate (19)

#### Respiratory Care

- Polysomnography Certificate (17)

This request is similar to a request from the College to approve 22 Certificate programs, all of which were below 30 semester hours. The Commission authorized those programs in October 2006. In FY2010, the College awarded a total of 542 Certificates across these 22 areas. From a state perspective, the development of quality certificate programs is an important strategy for reaching the goal of having 60 percent of Indiana's population with a postsecondary credential, i.e. a certificate or a degree. It is also important in ensuring that Indiana has a competitive workforce.

Ivy Tech has developed these programs in an attempt to attract new students, who are primarily interested in acquiring immediate workplace skills, short of a full-year, 30+ semester hour Technical Certificate or an associate degree. In each case, the Certificate curriculum prepares students to earn a nationally recognized, third-party certification. For example, the Fire Prevention and Investigator Certificate will prepare someone for successfully taking the National Fire Protection Association's Fire Inspector I and II certification exams. Short-term certificates can also be a way of allowing students to earn a marketable credential, which they can also apply toward an associate degree, should they wish to return to college for further career advancement.

A key strategy in attracting new students to the College is to ensure that they are eligible for financial aid, from both federal and state sources, and this is why Ivy Tech seeks approval for these programs. At the federal level, students are not eligible for financial aid unless they are enrolled in a program that has been approved by the "state authorizing agency," which is the Commission for Higher Education. The State Student Assistance Commission (SSACI) has a similar requirement. While normally only students enrolled in associate degree and above programs would be eligible for state financial aid, the SSACI statute includes a provision that specifically allows Ivy Tech students enrolled in Certificate programs to be eligible for state aid.

If the Commission approves these programs, they will be listed in the Commission's Academic Program Inventory (API), just like any other degree program, and Ivy Tech will report enrollment and completion data for each one of the 20 Certificates and each site within the Ivy Tech system, as part of the College's annual Student Information System (SIS) submission. By the fifth year of operation, Ivy Tech anticipates a total of 1,531 students to be enrolled in these Certificate programs, of which approximately 80 percent will attend part time. It is also expected that over 600 students will complete these programs each year.

All of the coursework needed to support these programs has been drawn from the existing inventory of Ivy Tech courses, which have been developed for Technical Certificate or associate degree programs offered by the College.

### **Supporting Documents**

- (1) *Abstract - Certificates in Automotive: Alternative Fuels, Electric & Hybrid Vehicle, Diesel Electronic Controls, and Truck Chassis Systems; Early Childhood Education: Child Development Associate (CDA) and Indiana Youth Development; Electronics and Computer Technology: Automation Controls; Hospitality: Culinarian, Hospitality Management, and Certified Pastry Culinarian; Human Services: Elder Care Professional, Direct Support Professional, and Substance Abuse; Medical Assisting: Medical Transcription; Paramedic: Basic Emergency Medical Studies; Public Safety: Driver/Operator, Fire Prevention and Investigation, Fire Service Administration, and Hazardous Materials; Respiratory Care: Polysomnography To Be Offered by Ivy Tech Community College of Indiana Statewide, January 28, 2011*
- (2) *New Academic Degree Program Proposal Summary – January 28, 2011*

## **Abstract**

### Certificates in

Alternative Fuels, Electric & Hybrid Vehicle, Diesel Electronic Controls, Truck Chassis Systems; Child Development Associate (CDA), Indiana Youth Development, Automation Controls, Culinarian, Hospitality Management, Certified Pastry Culinarian, Elder Care Professional, Direct Support Professional, Substance Abuse, Medical Transcription, Basic Emergency Medical Studies, Driver/Operator, Fire Prevention and Investigation, Fire Service Administration, and Hazardous Materials, Polysomnography

To Be Offered by Ivy Tech Community College of Indiana Statewide

January 28, 2011

**Objectives:** To allow individuals to access targeted, short-term workforce training.

**Clientele to be Served:** Younger students seeking a quick start toward employment as a means of supporting further higher education, adult students who are underemployed or preparing to enter/re-enter the workforce, and currently employed individuals seeking skills upgrade.

**Curriculum:** The certificates require between 16 and 27 credit hours to complete. See attached curriculum and course descriptions.

**Employment Possibilities:** Certificate completers may seek employment in areas of certification. See attached.

# AUTOMOTIVE TECHNOLOGY

## Electric and Hybrid Vehicle Certificate\*

AUTC	103	Principles of Alternative/Renewable Energies	3
AUTC	107	Engine Principles & Vehicle Service	3
AUTC	109	Engine Performance I	3
AUTC	113	Electricity and Electronics	
AUTC	123	Electricity and Electronics II	3
AUTC	210	Hybrid Systems	3
AUTC	260	Advanced Hybrid/Electric Vehicle Tech	3
<b>TOTAL CREDITS</b>			<b>21</b>

\* Prepares students for the ASE A-6 Automotive Electrical/Electronic Systems Exam, the New H-9 Transit Bus Hybrid Vehicle Exam and the NAFTC First Responder and the NAFTC First Responder Hybrid Electric Vehicle Safety Training

## **AUTOMOTIVE TECHNOLOGY**

### **Alternative Fuels Certificate\***

AUTC	103	Principles of Alternative/Renewable Energies	3
AUTC	104	Liquid Propane Gas	3
AUTC	106	Compressed natural Gas	3
AUTC	107	Engine Principles & Vehicle Service	3
AUTC	111	Alternative Fuels Installation/Application	3
AUTC	152	Diesel Engine Theory	3

**TOTAL CREDITS** 18

\* Prepares students for the ASE F-1 Alternate Fuels Exam and the CSA CNG Fuel System Inspector Exam.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF TECHNOLOGY  
AUTOMOTIVE TECHNOLOGY**

**DIESEL ELECTRONIC CONTROLS CERTIFICATE\***

AUTC	109	Engine Performance I	3
AUTC	113	Electrical and Electronics I	3
AUTC	123	Electrical and Electronics II	3
AUTC	209	Engine Performance II	3
TRCK	219	Diesel Engine Performance	3
TRCK	224	HT Electrical Systems	3

**TOTAL CREDITS** **18**

\* Leads to taking the ASE Medium/Heavy Truck Technician T-6 Electrical/Electronic Systems Exam, employment, and or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF TECHNOLOGY  
AUTOMOTIVE TECHNOLOGY**

**TRUCK CHASSIS SYSTEMS**

AUTC	113	Electrical and Electronics I	3
AUTC	121	Braking Systems	3
TRCK	100	Diesel Preventative Maintenance	3
TRCK	101	Steering and Suspension Systems	3
TRCK	105	Powertrain Service	3
TRCK	121	Braking Systems	3

**TOTAL CREDITS** 18

\*

Leads to taking the ASE Medium/Heavy Truck Technician T-5  
Suspension and Steering and T-8 Preventive Maintenance Inspection  
Exams, employment, and/or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF EDUCATION  
EARLY CHILDHOOD EDUCATION**

**CHILD DEVELOPMENT ASSOCIATE (CDA) CERTIFICATE\***

ECED	100	Introduction to Early Childhood Education	3
ECED	101	Health, Safety, and Nutrition	3
ECED	103	Curriculum in Early Childhood Classroom	3
ECED	105	CDA Process	3
ECED	120	Child Growth and Development	3
ENGL	111	English Composition	3
<b>TOTAL CREDITS</b>			<b>18</b>

\* Leads to taking the National Child Development Associate Certification Exam, employment in an early childhood education profession, and/or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF EDUCATION  
EARLY CHILDHOOD EDUCATION**

**YOUTH DEVELOPMENT CERTIFICATE\***

ECED	115	Indiana Youth Development (IYD) Process	3
ECED	120	Child Growth and Development	3
	130	Developmentally Appropriate Guidance in a Cultural	
ECED		Context	3
ECED	200	Family-Teacher Partnerships	3
ECED	223	School Age Programming	3
ENGL	111	English Composition	3

**TOTAL CREDITS** 18

\* Leads to taking the Indiana Youth Development Certification Exam, employment in an early childhood education profession, and/or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF TECHNOLOGY  
ELECTRONICS AND COMPUTER TECHNOLOGY**

**AUTOMATION CONTROLS CERTIFICATE\***

EECT	101	Introduction to Electronics and Projects	3
EECT	112	Digital Fundamentals	3
INDT	104	Fluid Power Basics	3
INDT	205	Programmable Controllers I	3
INDT	206	Programmable Controllers II	3
TECH	104	Computer Fundamentals for Technology	3
<b>TOTAL CREDITS</b>			<b>18</b>

\* Leads to employment as a PLC and/or industrial maintenance technician.  
Certificate credits apply to an associates degree. Completion of the associates degree is required to sit for the Instrumentation Systems and Automation Society (ISA) Certification Exam.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF PUBLIC AND SOCIAL SERVICES  
HOSPITALITY**

**CULINARIAN CERTIFICATE\***

HOSP	101	Sanitation and First Aid	3
HOSP	102	Basic Food Theory and Skills	3
HOSP	103	Soups, Stocks, and Sauces	3
HOSP	104	Nutrition	3
HOSP	105	Introduction to Baking	3
HOSP	108	Human Relations Management	3
<b>TOTAL CREDITS</b>			<b>18</b>

\* Leads to National Certification as a Certified Culinarian through the American Culinary Federation, employment, and/or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF PUBLIC AND SOCIAL SERVICES  
HOSPITALITY**

**HOSPITALITY MANAGEMENT CERTIFICATE\***

HOSP	101	Sanitation and First Aid	3
HOSP	104	Nutrition	3
HOSP	108	Human Relations Management	3
HOSP	201	Purchasing/Cost Control	3
HOSP	280	Co-op/Internship	3
MATH	118	Concepts in Mathematics	3

**TOTAL CREDITS** 18

\* Leads to National Certification in ManageFirst Professional with 800 hours of work experience in the field, employment, and/or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF PUBLIC AND SOCIAL SERVICES  
HOSPITALITY**

**CERTIFIED PASTRY CULINARIAN CERTIFICATE\***

HOSP	101	Sanitation and First Aid	3
HOSP	104	Nutrition	3
HOSP	105	Introduction to Baking	3
HOSP	108	Human Relations Management	3
HOSP	208	Cakes, Icings, and Fillings	3
HOSP	213	Classical Pastries and Chocolates	3
<b>TOTAL CREDITS</b>			<b>18</b>

\* Leads to National Certification as a Certified Pastry Culinarian through the American Culinary Federation, employment, and/or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF PUBLIC AND SOCIAL SERVICES  
HUMAN SERVICES**

**ELDER CARE PROFESSIONAL\***

HUMS	101	Introduction to Human Services	3
HUMS	108	Psychology of Aging	3
HUMS	114	Social Services in Long-Term Care	3
HUMS	124	Activity Director Basic	6
HUMS	140	Loss and Grief	3
PSYC	101	Introduction to Psychology	3

**TOTAL CREDITS** 21

\* Leads to certification as an Indiana Health Care Associate Activity's Director and Social Services designee, employment, and/or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF PUBLIC AND SOCIAL SERVICES  
HUMAN SERVICES**

**DIRECT SUPPORT PROFESSIONAL\***

HUMS	116	Introduction to Disabilities	3
HUMS	117	Foundations of Direct Support Professionals	2
HUMS	123	Health and Wellness/Disabilities	3
HUMS	126	Community Integration	3
HUMS	127	Positive Personal Support	3
HUMS	128	Disability Support Teams	3

**TOTAL CREDITS** 17

\* Leads to various levels of certification as a Disability Support Professional, employment, and/or completion of an associate's degree. Successful completion of the Foundations of Direct Support Professionals course leads to certification as a Disability Support Specialist and qualifies a person to be employed in a state disability agency.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF PUBLIC AND SOCIAL SERVICES  
HUMAN SERVICES**

**SUBSTANCE ABUSE\***

HUMS	113	Problems of Substance Abuse in Society	3
HUMS	200	Substance Abuse Internship	4
HUMS	208	Treatment Models of Substance Abuse	3
HUMS	209	Counseling Issues in Substance Abuse	3
HUMS	210	Issues of Substance Abuse in Family Systems	3

**TOTAL CREDITS** **16**

\* Leads to NADAC Counselor in Training certification, employment, and/or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF HEALTH SCIENCES  
MEDICAL ASSISTING**

**MEDICAL TRANSCRIPTION CERTIFICATE\***

ENGL	111	English Composition	3
HLHS	101	Medical Terminology	3
HLHS	105	Medical Law and Ethics	3
MEAS	135	Medical Word Processing and Transcription	3
MEAS	215	Advanced Medical Terminology	3
MEAS	235	Advanced Transcription	3

**TOTAL CREDITS** 18

\* Leads to taking the American Association of Medical Transcriptionist Exam, employment in a medical assisting profession, and/or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF HEALTH SCIENCES  
PARAMEDIC**

**BASIC EMERGENCY MEDICAL STUDIES CERTIFICATE\***

APHY	101	Anatomy and Physiology I	3
COMM	1XX	Communication Elective	3
ENGL	111	English Composition	3
PARM	102	Emergency Medical Technician - Basic Training	7.5

**TOTAL CREDITS** 16.5

\* Leads to Indiana Emergency Medical Technician Basic Skills Certification and National Registry Basic Written Certification, employment, and/or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF PUBLIC AND SOCIAL SERVICES  
PUBLIC SAFETY**

**DRIVER/OPERATOR CERTIFICATE\***

FIRE	102	Fire Apparatus and Equipment	3
FIRE	103	Fire Fighting Strategy and Tactics	3
FIRE	109	Fire Department Specifications	3
FIRE	201	Fire Protection Systems	3
FIRE	204	Fire Service Hydraulics	3
PSAF	120	First Responder	3
<b>TOTAL CREDITS</b>			<b>18</b>

\* Leads to taking the National Fire Protection Association Driver/ Operator Exam, Indiana Department of Homeland Security First Responder Certification Exam, Fire Officer Strategy and Tactics Exam, and/or employment in a fire science profession, and/or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF PUBLIC AND SOCIAL SERVICES  
PUBLIC SAFETY**

**FIRE PREVENTION AND INVESTIGATION CERTIFICATE\***

FIRE	104	Building Construction Fire Service	3
FIRE	105	Fire /Arson Investigation	3
FIRE	108	Fire Inspection/Code Enforcement	3
FIRE	201	Fire Protection Systems	3
FIRE	202	Fire Service Management	3
PSAF	120	First Responder	3
<b>TOTAL CREDITS</b>			<b>18</b>

\* Leads to taking the National Fire Protection Association Inspector I & Inspector II, the National Fire Protection Association Investigator I, the National Fire Protection Association Officer I & Officer II Certification Exams, employment in an arson, insurance adjuster, fire investigator or other fire science professions, and/or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF PUBLIC AND SOCIAL SERVICES  
PUBLIC SAFETY**

**FIRE SERVICE ADMINISTRATION CERTIFICATE\***

FIRE	109	Fire Department Specifications	3
FIRE	202	Fire Service Management	3
BUSN	105	Principles of Management	3
POLS	112	State and Local Government	3
POLS	220	Public Administration	3
PSAF	121	Risk Management	3
<b>TOTAL CREDITS</b>			<b>18</b>

\* Leads to taking a National Fire Protection Association Fire Officer I and Fire Officer II Certification Exams, employment in a fire science profession, and/or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF PUBLIC AND SOCIAL SERVICES  
PUBLIC SAFETY**

**HAZARDOUS MATERIALS CERTIFICATE\***

HAZM	200	EPA Regulations	3
HAZM	201	Contingency Planning	3
HAZM	203	Sampling Procedures	3
PSAF	115	Hazmat Awareness and Operations	3
PSAF	117	Hazardous Materials Technician	4
PSAF	121	Risk Management	3
<b>TOTAL CREDITS</b>			<b>19</b>

\* Leads to taking the National Fire Protection Association Awareness, Operations and/or Technician Certification Exams, employment in a public safety related profession, and/or completion of an associates degree.

**COLLEGEWIDE CURRICULUM OF RECORD  
SCHOOL OF HEALTH SCIENCES  
RESPIRATORY CARE**

**POLYSOMNOGRAPHY CERTIFICATE\***

RESP	250	Beginning Polysomnography	3
RESP	251	Intermediate Polysomnography	3
RESP	252	Polysomnography Directed Practice I	3
RESP	253	Neurophysiology of Sleep	2
RESP	254	Intermediate Polysomnography II	3
RESP	255	Polysomnography Directed Practice II	3

**TOTAL CREDITS** 17

\* Leads to eligibility requirements to sit for the Board of Registered Polysomnographic Technology (BRPT) exam. A minimum of 6 to 18 months work experience in the field is also required to sit for the exam.

IVY TECH COMMUNITY COLLEGE

Career Certificates Awarded Statewide as of end of term 2009-10

2007-08	348
2008-09	483
2009-10	542

New Certificates Submitted for CHE Approval:

Projected Graduates:

Program	Certificate Title	Total Credit Hours	Certification Title	Projected Graduates:				
				2011	2012	2013	2014	2015
Automotive Technology	Electric and Hybrid Vehicle	21	ASE A-6 Automotive Electrical/Electronic Systems, New H-9 Transit Bus Hybrid Vehicle, NAFTC First Responder, and NAFTC First Responder Hybrid Electric Vehicle Safety Training	6	18	30	30	30
Automotive Technology	Alternative Fuels	18	ASE F-1 Alternate Fuels and CSA CNG Fuel System Inspector	6	18	22	22	25
Automotive Technology	Diesel Electronic Controls	18	ASE Medium/Heavy Truck Technician T-6 Electrical/Electronic Systems	6	15	15	15	15
Automotive Technology	Truck Chassis Systems	18	ASE Medium/Heavy Truck Technician T-5 Suspension and Steering and T-8 Preventive Maintenance Inspection	6	15	15	15	15
Early Childhood Education	Child Development Associate (CDA)	18	National Child Development Associate Certification	18	50	60	60	60
Early Childhood Education	Youth Development	18	Indiana Youth Development Certification	8	16	30	30	30
Electronics and Computer Technology	Automation Controls	18	Prepares for immediate employment as a PLC tech and begins preparation for ISA (Instrumentation Systems & Automation) exam	6	15	20	25	25
Human Services	Elder Care Professional	21	Indiana Health Care Associate Activity's Director and Social Services Designee	0	12	24	24	24
Human Services	Direct Support Professional	17	Disability Support Professional	0	15	30	35	35
Human Services	Substance Abuse	16	NADAC Counselor in Training	6	12	18	25	25
Hospitality	Culinarian	18	National Certification as a Certified Culinarian through the Ameida Culinary Federation.	0	6	15	15	15
Hospitality	Hospitality Management	18	National Certification in ManageFirst Professional with 800 hours of work experience in the field	0	6	15	15	15
Hospitality	Certified Pastry Culinarian	18	National Certification as a Certified Pastry Culinarian through the American Culinary Federation	0	6	15	15	15
Medical Assisting	Medical Transcription	18	American Association of Medical Transcriptionist	0	15	30	30	30
Paramedic	Basic Emergency Medical Studies	16.5	Indiana Emergency Medical Technician Basic Skills Certification and National Registry Basic Written Certification	50	100	100	100	100
Public Safety	Driver/Operator	18	National Fire Protection Association Driver/Operator Exam, Indiana Department of Homeland Security First Responder Certification Exam, Fire Officer Strategy and Tactics Exam	0	18	24	24	24
Public Safety	Fire Prevention and Investigation	18	National Fire Protection Association Inspector I & Inspector II, National Fire Protection Association Investigator I, the National Fire Protection Association Officer I & Officer II Certification	0	18	24	24	24
Public Safety	Fire Service Administration	18	National Fire Protection Association Fire Officer I and Fire Officer II Certification	0	18	24	24	24
Public Safety	Hazardous Materials	19	National Fire Protection Association Awareness, Operations and/or Technician Certification	0	20	25	30	30
Respiratory Care	Polysomnography	17	Leads to eligibility requirements to sit for the Board of Registered Polysomnographic Technology (BRPT)	0	5	10	10	10
<b>TOTALS</b>				<b>112</b>	<b>398</b>	<b>546</b>	<b>568</b>	<b>571</b>

## COMMISSION FOR HIGHER EDUCATION

Friday, February 11, 2011

### DECISION ITEM A-2:

#### Master of Science in Nursing To Be Offered by Indiana University at Kokomo and East (Richmond)

#### Staff Recommendation

That the Commission for Higher Education approve the Master of Science (M.S.) in Nursing to be offered by Indiana University at Kokomo and East (Richmond), in accordance with the background discussion in this agenda item and the *Abstract*, January 28, 2011; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, January 28, 2011.

#### Background

Master's degrees in Nursing are available at most public university campuses, including three regional campuses (IU South Bend, IPFW, and Purdue Calumet). In FY2010, these programs enrolled a total of 1,885 headcount or 859 FTE students and produced 381 graduates.

The shortage of Registered Nurses (RNs) has been widely reported and is expected to get even worse as those in the Baby Boomer generation begin to require more health care services at the same time the large numbers of RNs, who are of that generation, retire in greater numbers. One reason for the shortage of RNs is an insufficient number of RNs who are qualified to teach in Nursing programs, which is exacerbated by an unfavorable salary differential between Nursing faculty and their colleagues in employed in the health care sector. Approval of this program will expand the pool of RNs qualified to teach both in associate and baccalaureate Nursing programs.

Two tracks are available in the proposed M.S. in Nursing: Nursing Education and Nursing Administration. Graduates of the Nursing Education track will be prepared to successfully pass the Certified Nurse Educator (CNE) Certification Exam, which together with appropriate work experience, qualifies one to become a CNE through the National League for Nursing (NLN). Graduates of the Nursing Administration track will be prepared for administrative certifications available through two professional groups: (1) the American Organization of Nurse Executives and (2) the American Nurses Credentialing Center.

A notable feature of the proposed programs is their collaborative nature. While each campus will offer a separate program and will seek separate accreditation from the NLN, the two campuses will collaborate on the offering of several required and elective courses, which will be taught online.

Approval of the M.S. in Nursing is consistent with the regional campus agreement, which defined the missions of those campuses to include the offering of master's programs in key professional areas that are aimed at meeting important, regional workforce needs.

### **Supporting Documents**

- (1) *Abstract – Master of Science in Nursing To Be Offered by Indiana University at Kokomo and East (Richmond), January 28, 2011*
- (2) *New Academic Degree Program Proposal Summary – January 28, 2011*

## Abstract

Master of Science in Nursing  
To Be Offered by  
Indiana University at Kokomo and East (Richmond)

January 28, 2011

**Objectives:** To prepare registered nurses with advance practice nursing knowledge in the areas of nursing education and administration.

**Clientele to be Served:** Students in this program will be practicing Registered Nurses (RNs) who have a baccalaureate degree in nursing and who seek to pursue graduate education in nursing.

**Curriculum:** A total of 39 semester credit hours are required to complete the program, distributed as follows:

Core Courses (18 credit hours)

Measurement and Data Analysis (3)

Nursing Theory I (3)

Nursing Research Methods I (3)

Advanced Practice Concepts I & II (6)

Introduction to Nursing Informatics (3)

Nursing Education (15 credit hours)

Teaching of Nursing (3)

Nursing Curriculum (3)

Evaluation in Nursing (3)

Computer Technologies for Nurse Educators (3)

Elective (3)

Culminating Experience (6 credit hours)

Research Study (3)

Nursing Education Practicum (3)

**Employment Possibilities:** This program will enable graduates to function in advanced level management positions at hospitals, clinics, surgery centers, extended care facilities, and nurse managed health centers, as well as a multitude of community agencies.

## NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

January 28, 2011

**I. Prepared by Institution**

Institution/Location: Indiana University at Kokomo and East (Richmond)

Program: M.S. in Nursing

	Year 1 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
Enrollment Projections (Headcount)					
Full-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Part-Time	<u>15</u>	<u>33</u>	<u>36</u>	<u>36</u>	<u>36</u>
Total	<u>15</u>	<u>33</u>	<u>36</u>	<u>36</u>	<u>36</u>
Enrollment Projections (FTE)					
Full-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Part-Time	<u>11</u>	<u>25</u>	<u>27</u>	<u>27</u>	<u>27</u>
Total	<u>11</u>	<u>25</u>	<u>27</u>	<u>27</u>	<u>27</u>
Degree Completions Projection	<u>0</u>	<u>15</u>	<u>18</u>	<u>18</u>	<u>18</u>
New State Funds Requested (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

**II. Prepared by CHE**

New State Funds To Be Considered For Recommendation (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

CHE Code: 10-38

Campus Code: 1814 &amp; 1811

County: Howard &amp; Wayne

Degree Level: 07

CIP Code: Federal – 513801; State – 513801

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

## COMMISSION FOR HIGHER EDUCATION

Friday, February 11, 2010

### DECISION ITEM A-3:

#### Doctor of Philosophy in Educational Administration To Be Offered by Indiana State University at Evansville and via Distance Education Technology in Partnership with the Vanderburgh School Corporation

#### Staff Recommendation

That the Commission for Higher Education approve the Doctor of Philosophy (Ph.D.) in Educational Administration to be offered by Indiana State University at Evansville and via distance education technology in partnership with the Vanderburgh School Corporation, in accordance with the background discussion in this agenda item and the *Abstract*, January 28, 2011; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, January 28, 2011.

#### Background

Indiana State University currently offers the Ph.D. in Educational Administration, which has averaged an annual enrollment over the past five years (FY2006-FY2010) of 118 headcount or 65 FTE. During this same time period, the program has conferred an average of 20 degrees per year.

ISU is responding to a request from the Evansville Vanderburgh School Corporation to offer the Ph.D. in Educational Administration to three cohorts of approximately 16 students per cohort. Initial interest in the program suggests that approximately two-thirds of the students will be current principals at all levels (elementary through high school) and the other third will be at the director level. The program is part of a specific plan by the Evansville Vanderburgh School Corporation to enhance the professional credentials, skills, and leadership capabilities of administrators in that district. ISU and the School Corporation have worked in partnership to develop the design and delivery of the curriculum, whose characteristics include:

- A scholar-practitioner orientation emphasizing leadership for change;
- Content built around problems of practice; and
- The integration of tools of inquiry, data analysis, and data interpretation shaped by the contemporary needs of education reform.

While the delivery of the program includes a strong face-to-face component, more than 50 percent of the program will be delivered online.

This is not the first time that the Evansville Vanderburgh School Corporation has been proactive in delivering leadership development opportunities to its employees. In 2009, through the initiative of Superintendent Vince Bertram, the School Corporation began, in partnership with Brown University's Department of Education, a Learning Leadership Cadre (LLC) for 38 teachers and administrators. The two-year program was funded through the Indiana Department of Education and federal funds.

### **Supporting Documents**

- (1) *Abstract - Doctor of Philosophy in Educational Administration to be offered by Indiana State University at Evansville and via distance education technology in partnership with the Vanderburgh School Corporation, January 28, 2011*
- (2) *New Academic Degree Program Proposal Summary – Ph.D. in Educational Administration, January 28, 2011*

## Abstract

Doctor of Philosophy in Educational Administration  
To Be Offered by  
Indiana State University at Evansville and via  
Distance Education Technology in Partnership  
with the Vanderburgh School Corporation

January 28, 2011

**Objectives:** To enhance the professional credentials, skills, and leadership capabilities of school administrators in the Evansville area.

**Clientele to be Served:** Currently working professionals in Evansville and the surrounding area schools.

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

Core Curriculum (30 credit hours)

Advanced Leadership Theory, Governance, and External Relations (3)

Statistical Methods (3)

Human Relations in Education Administration (3)

Seminar in the Foundations of Modern Education (3)

Contemporary Problems in Educational Administration (3)

Research Seminar in Educational Administration (3)

Research Seminar in Educational Law (3)

Action Research in Education (3)

Statistical Inference (3)

Seminar in Educational Thought (3)

Proficiency in Research Tools: Successful completion of two research tool proficiencies, typically a two course sequence of statistics and a research methods course.

Examination: After completion of the core curriculum, the students will successfully complete oral and written departmental proficiency examinations before being admitted to the candidacy status for the Ph.D. degree.

Dissertation (18 credit hours)

Each student will develop and successfully defend a dissertation expanding the knowledge base in an area of interest.

**Employment Possibilities:**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

January 28, 2010

**I. Prepared by Institution**

Institution/Location: Indiana State University to be offered at Evansville and via distance education technology in partnership with the Vanderburgh School Corporation  
 Program: Ph.D. in Educational Administration

	Year 1 FY2011	Year 2 FY2012	Year 3 FY2013	Year 4 FY2014	Year 5 FY2015
Enrollment Projections (Headcount)					
Full-Time	16	32	34	34	5
Part-Time	0	0	0	0	0
Total	16	32	34	34	5
Enrollment Projections (FTE)					
Full-Time	16	32	34	34	5
Part-Time	0	0	0	0	0
Total	16	32	34	34	5
Degree Completions Projection	0	0	14	14	15
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

**II. Prepared by CHE**

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

CHE Code: 10-46  
 Campus Code: 9563  
 County: Vanderburgh  
 Degree Level: 10  
 CIP Code: Federal – 130401; State – 130401

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

## COMMISSION FOR HIGHER EDUCATION

Friday, February 11, 2011

### DECISION ITEM A-4:

#### Doctor of Philosophy in Urban Education To Be Offered by Indiana University through its IUPUI campus

#### Staff Recommendation

That the Commission for Higher Education approve the Doctor of Philosophy (Ph.D.) in Urban Education to be offered by Indiana University through its IUPUI campus, in accordance with the background discussion in this agenda item and the *Abstract*, January 28, 2011; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, January 28, 2011.

#### Background

The proposed Ph.D. in Urban Education would be the first doctoral program available through the IU School of Education that would be offered entirely at the IUPUI campus. Two Bloomington-based, doctoral programs – the Ed.D. in Education Leadership and the Ed.D./Ph.D. in Higher Education and Student Affairs – are largely available to IUPUI students. However, slightly less than one-half of the coursework is taught on the IUPUI campus face-to-face, with much, though not all, of the remaining coursework taught through a two-way video connection to Bloomington.

Urban Education is an emerging field, with only a dozen universities nationwide – none in Indiana – offering doctoral programs in the field or specializations within a broader educational doctorate. IUPUI has identified four universities that offer Ph.D. in Urban Education programs: the University of Wisconsin at Milwaukee, City University of New York (CUNY), Temple University, and Cleveland State University. The latter two programs are deemed to be closest to the proposed program.

The Ph.D. in Urban Education will prepare researchers who study schools in complex urban environments and can conduct community-based research that is designed in partnership with P-12 schools and community organizations. This approach – translational research – involves researchers being imbedded in the organizations being studied, with a dialog developing over time incorporating feedback and involving the researchers, the schools, and the service providers.

A special focus of the program is to research issues related to urban education, with particular attention given to addressing the needs of high risk students and the various community-based factors that influence the ability of students to learn. Faculty and students in the Ph.D. program, for example, will investigate issues such as the effectiveness of programs delivered by community organizations offering health, social, and other services in partnership with P-12 schools. Given this approach, the School of Education will also involve a variety of units on campus – such as the Schools of Social Work, Public and Environmental Affairs, Nursing, Medicine, Science, and Liberal Arts – in the research it designs and conducts.

The School of Education's Center for Urban and Multicultural Education (CUME) will be a central vehicle through which research will be undertaken by faculty and doctoral students. CUME's annual report for 2009-10 highlights a dozen of its projects, including two evaluations involving the NSF-funded Noyce Scholars Program and the Woodrow Wilson Indiana Teacher Fellowship Program. Both of these latter projects are in collaboration with IUPUI's Urban Center for the Advancement of STEM Education (UCASE). Two very recent projects associated with CUME and the School of Education are also noteworthy: (1) an on-going evaluation of a just announced \$2.5 million USDOE grant to study school/community collaboration involving the Mary Rigg Neighborhood Center and George Washington Community High School and (2) an evaluation of early childhood readiness assessment instruments for the Marion County Superintendents to aid them in adopting a common assessment tool. Over the three-year period FY2008-10, CUME averaged annual external research expenditures of \$335,000.

The University anticipates that two-thirds of the entering class will come from education-related backgrounds, with most of these students having already earned master's degrees. About two-thirds of the graduates of the proposed Ph.D. program are expected to be employed by universities. The remaining graduates are expected to find employment in non-university research centers and think-tanks, government agencies, and community organizations.

### **Supporting Documents**

- (1) *Abstract – Doctor of Philosophy in Urban Education To Be Offered by Indiana University through its IUPUI Campus*, January 28, 2011.
- (2) *New Academic Degree Program Proposal Summary – Ph.D. in Urban Education*, January 28, 2011.

## Abstract

Doctor of Philosophy in Urban Education  
To Be Offered by  
Indiana University through its IUPUI Campus

January 28, 2011

**Objectives:** To prepare highly qualified doctorates who are knowledgeable about educational needs in diverse urban contexts and skilled in critical research related to urban education.

**Clientele to be Served:** Professionals with post baccalaureate degrees from a variety of fields. It will accommodate part-time students as well as full-time graduate students from the United States and other countries. Students with a bachelor's degree can enter the masters program at IUPUI with an urban education focus and matriculate to the doctoral program if they successfully meet all requirements.

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

### Urban Education Major (36 credit hours)

#### *Required Courses* (21 credit hours)

- Issues in Urban Education (3)
- Seminar in Multicultural and Global Education (3)
- Internship in Urban Education (3)
- Doctoral Seminar in Urban Education (6)
- Research Practicum (3)
- Research Seminar in Urban Education (3)

#### *Additional Courses* (15 credit hours; students must take 5 from the following)

- Political Perspectives of Education (3)
- Education and Social Issues (3)
- Philosophy of Education (3)
- Instruction in the Context of Curriculum (3)
- Curriculum Theory and Practice (3)
- Families, School and Society (3)
- Instructional Issues in Language Learning (3)
- Language Education Issues in Bilingual and Multicultural Education (3)
- ESL/EFL Instruction and Assessment Approaches (3)
- Assessment in Schools (3)
- Interprofessional Collaboration in Urban Schools and Communities (3)
- Organizational Change in Culturally & Linguistically Diverse Schools (3)
- Topics in Urban Education: Variable Topics (3)
- Cultural/Community Forces and the Schools (3)
- Action Research I (3)

Inquiry Core (12 credit hours)

- Intermediate Statistics Applied to Education (3)
- Methodological Approaches to Educational Inquiry (3)
- Qualitative Inquiry in Education (3)
- Topical Seminar in Educational Inquiry Methodology (3)

Minor (12-18 credit hours)

- Students identify a minor in consultation with their Program Committee. The courses that constitute the minor will be taken in areas of study either outside the major or outside the School of Education.

Electives (9-15 credit hours)

- Students will have some freedom in course selection for this category, as it is designed to provide flexibility and enable students to have breadth of knowledge determined by their particular interests and goals. Courses in this area should be planned with and approved by the Program Committee.

Dissertation (15 credit hours)

- Doctoral Proposal Preparation (3)
- Doctoral Dissertation (12)

***Employment Possibilities:*** The program will prepare future university faculty in Urban Education. Graduates will be sought by other major research institutions interested in educational research related to urban schools and school-community relations in urban areas as well as by smaller universities and community colleges which prepare urban teachers.

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

January 28, 2011

**I. Prepared by Institution**

Institution/Location: Indiana University through its IUPUI Campus

Program: Ph.D. in Urban Education

	Year 1 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
Enrollment Projections (Headcount)					
Full-Time	4	8	12	16	16
Part-Time	6	12	18	24	30
Total	10	20	30	40	46
Enrollment Projections (FTE)					
Full-Time	4	8	9	10	10
Part-Time	4	8	11	13	15
Total	8	16	20	23	25
Degree Completions Projection	0	0	0	4	10
New State Funds Requested (Actual) *	7,900	-0-	-0-	-0-	(4,775)
New State Funds Requested (Increases) *	7,900	(7,900)	-0-	-0-	(4,774)

**II. Prepared by CHE**

New State Funds To Be Considered For Recommendation (Actual) *	7,900	-0-	-0-	-0-	(4,775)
New State Funds To Be Considered For Recommendation (Increases) *	7,900	(7,900)	-0-	-0-	(4,774)

CHE Code: 10-29

Campus Code: 1813

County: Marion

Degree Level: 10

CIP Code: Federal – 130410; State – 130410

Comment: Budget calculations are based on the assumption that Year 1 = FY2012.

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



**COMMISSION FOR HIGHER EDUCATION**

Friday, February 11, 2011

**DECISION ITEM A-5: Academic Degree Programs on Which Staff Propose Expedited Action**

**Staff Recommendation**

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

- Bachelor of Science in Criminal Justice to be offered by Indiana University East Statewide via Distance Education Technology
- Bachelor of Science in Homeland Security and Public Safety to be offered by Vincennes University Statewide via Distance Education Technology

**Background**

At its August and September 2004 meetings, the Commission for Higher Education began implementing a new policy on new academic degree programs on which staff proposes expedited action. These programs meet the criteria identified in that policy and are hereby presented for action by consent, in accordance with the aforementioned policy and the information presented in the supporting documents.

**Supporting Documents**

- (1) *Background Information on Academic Degree Programs on Which Staff Propose Expedited Action*, January 28, 2011
- (2) *Policy for New Academic Degree Programs on Which Staff Propose Expedited Action*, September 2, 2004



**Background Information on Academic Degree Programs on Which Staff Propose Expedited Action**

January 28, 2011

**CHE 10-26 Bachelor of Science in Criminal Justice to be offered by Indiana University East Statewide via Distance Education Technology**

Proposal received on June 30, 2010  
CIP Code: Federal – 430104; State – 430104  
Projected Annual Headcount: 90; FTEs: 73; Degrees: 32  
New State Funds Requested, Actual:  
Year 1: \$ 0  
Year 2: \$ 0  
Year 3: \$ 0  
Year 4: \$ 0  
Year 5: \$ 0

IU East has an articulation agreement with Ivy Tech that applies to A.S. in Criminal Justice programs offered throughout the Ivy Tech system. The offering of this program is consistent with the Commission's existing policy on distance education.

**CHE 11-01 Bachelor of Science in Homeland Security and Public Safety to be offered by Vincennes University Statewide via Distance Education Technology**

Proposal received on January 6, 2011  
CIP Code: Federal – 430112; State – 430112  
Projected Annual Headcount: 135; FTEs: 58; Degrees: 40  
New State Funds Requested, Actual:  
Year 1: \$ 0  
Year 2: \$ 0  
Year 3: \$ 0  
Year 4: \$ 0  
Year 5: \$ 0

## **Policy for New Academic Degree Programs on Which Staff Propose Expedited Action**

September 2, 2004

Pursuant to the Commission's desire to expedite action on new academic degree program requests whenever possible, the staff has identified a set of factors, which though not exhaustive, suggest when a request might be considered for expedited action by consent and when a request would require Commission consideration prior to action. With respect to the latter, the presence of one or more of the following factors might suggest a significant policy issue for which Commission attention is needed before action can be taken:

- Consistency with the mission of the campus or institution
- Transfer of credit
- New program area
- New degree level for a campus
- Accreditation
- Unnecessary duplication of resources
- Significant investment of state resources

In the absence of these factors or an objection from another institution, Commission staff will propose expedited action on new program requests. Examples of situations that pose no policy issues for the Commission include, but are not limited to:

- Adding a second degree designation to an existing program (e.g. A.S. to an A.A.S.)
- Delivering an on-campus program to an off-campus site through faculty available on-site or traveling to the site
- Adding a degree elsewhere in a multi-campus system to a new campus within the system.

All requests to offer new academic degree programs must continue to be accompanied by a full program proposal, unless otherwise specified in the guidelines. It is only after a proposal is received that a determination will be suggested as to how the request might be handled.

**COMMISSION FOR HIGHER EDUCATION**

Friday, February 11, 2011

**DECISION ITEM B-1: Indianapolis Fall Creek Expansion Project at the Indianapolis Ivy Tech Campus**

**Staff Recommendation**

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *Indianapolis Fall Creek Expansion Project at the Indianapolis Ivy Tech Campus*. 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 dollars (\$1,000,000). 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 within ninety (90) days after the project is submitted to the Commission. This project was authorized by the General Assembly.

The Trustees of Ivy Tech Community College of Indiana request authority to proceed with the construction of a connector over Illinois Street between Fall Creek Expansion Project and the Sample Building at the North Meridian Center campus and build out of the fourth and fifth floor of the Fall Creek Expansion Project in Indianapolis and the financing through the issuance of one or more series of bonds equal to the sum of (1) \$6,771,900 for costs of planning, construction, and equipping (2) any amounts required to fund a reserve fund for such bonds (3) costs of issuance of the bonds and such other expenses as may be necessary or incidental to such financing, and (4) underwriter's or original issue discount within the limits prescribed by law. Most likely, the College will enter into interim financing and include the \$6,771,900 in a bond issue at the time the balance of \$69,370,000 is released subsequent to a request to do so in late 2011.

**Supporting Document**

*Indianapolis Fall Creek Expansion Project at the Indianapolis Ivy Tech Campus*, February 11, 2011.



# INDIANAPOLIS FALL CREEK EXPANSION PROJECT AT THE INDIANAPOLIS IVY TECH CAMPUS

## Project Description

### SUMMARY

This additional authority will construct a connector, over Illinois Street, between the Fall Creek Expansion project and the Sample building and build out floors four and five of the project providing additional classrooms, labs, offices, and study areas.

### DESCRIPTION OF THE PROJECT

The 2007 General Assembly authorized the College to plan and construct its Fall Creek Expansion project by issuing bonds not to exceed \$69,370,000. Ivy Tech Community College requested that \$39,500,000 of that bonding authority be released to pay for planning, selected demolition of the existing Fall Creek Expansion property (formerly the St. Vincent Hospital property) located on the Main Campus at 2534 North Illinois, and construction of a new building at its site.

The College has proceeded with planning and demolition and has bid construction in six different phases to fast track the construction and, to the extent possible, take advantage of the current bidding climate. The desired project scope included:

- Demolition of the former St. Vincent Hospital out buildings and part of the 1912 main building,
- Site work,
- Rehabilitate the five floors and attic of the retained main building,
- Construction of five floors and attic of additions to the five-floors and attic of the retained 1912 main building; five new floors and attic need to be constructed to match the retained five floors and attic,
- Construction of a connector, over Illinois Street, between the new construction and the existing North Meridian Center Building to provide safe passage for students, faculty, staff, and visitors.

With the bids received, the College will be able to construct and rehabilitate a five-story plus attic, 211,650 gross square foot (GSF) building. Five floors plus attic, 140,480 GSF, of new construction will be attached to five floors plus attic, 71,170 GSF, of the former St. Vincent Hospital. However, with the \$39.5 million of funding released, the College will be able to construct the 211,650 GSF but will not be able to construct the connector over Illinois Street and not be able to build out the fourth and fifth floors. Build out of the fourth and fifth floors will add 14 classrooms, six teaching labs, faculty office space, student study space, and a small amount of support space.

The College therefore requests additional bonding authority of \$6,771,900 be released to:

- Construct the connector over Illinois Street for \$2,530,600, and
- Build out of the fourth and fifth floor for \$4,241,300.

Doing the work at this time will save the College and State approximately \$1.1 million of increased costs (inflation, bidding, additional construction manager fees and reimbursables, additional architecture and engineering fees and reimbursables, contractor restaging, etc.) over doing the work approximately two years later.

### RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

As a statewide, open-access, community college, Ivy Tech Community College of Indiana provides residents of Indiana with professional, technical, transfer, and lifelong education for successful careers, personal development, and citizenship. Through its affordable, quality educational programs and services, the College strengthens Indiana's economy and enhances its cultural development. Ivy Tech Community College of Indiana strives to accomplish its mission placing strategic emphasis on professional and technical education, general education, transfer education, developmental education, student development and services, continuing education, workforce education and training, community service, diversity and continuous improvement of all instruction and services.

This project is consistent with the College's mission and directly supports the college's vision and each of the college's goals and primary objectives of the Region. Based on the Region's 2005 Master Plan, current and projected enrollment growth as well as the need for improved academic/instructional space is driving this project. In addition, this expansion and renovation is critical to serve the local community's needs and the needs of the local workforce.

This project also supports Ivy Tech's mission in Indianapolis and throughout the Central Indiana Region by providing increased space to accommodate:

- A rapidly growing enrollment, including anticipated growth in African-American and Hispanic enrollment to approximate the percentage of these groups in the general population of the area near the North Meridian Center Campus
- New programs and courses to meet emerging community needs for career/technical training, transfer education, developmental education and workforce development, and the approved Associate of Arts and Associate of General Studies programs
- Increased community demand for the use of Ivy Tech's facilities for public gatherings without disruption to students and faculty
- Accreditation for offered and anticipated programs and curriculum
- Student Life and the overall well being of the students, faculty and staff, including work spaces for faculty and staff, while promoting the enhancement of both instruction and services

As long-range plans call for continuing expansion of the community college mission through an increasing number of transferable programs and courses while maintaining and expanding career technical/programming, this project relates to long-range planning by providing the additional classroom, faculty and staff, and student life spaces necessary to support this expansion.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

Ivy Tech's Indianapolis Central Campus has experienced a great deal of success and growth recently. However, this growth has resulted in the need to evaluate the current facilities' ability to meet the demands of the students, faculty and the community. In the summer of 2004, the leadership of Ivy Tech Community College of Indiana - Region 8 determined that a site and Facility Master Plan was needed to address current and anticipated future growth.

Fall	Actual and Projected FTE 2005 Master Plan	Actual FTE	
	Actual		
2005	7,063	7,063	
	Projected		
2006	7,416	7,672	
2007	7,787	8,262	
2008	8,176	8,960	
2009	8,585	11,205	
2010	9,014	11,766	Estimated
2011	9,465		
2012	9,938		
2013	10,435		
2014	10,957		
2015	11,505		

Note: Enrollment growth was projected at 5 percent per year.

Clearly, enrollment has outpaced the 2004 projections creating an even greater need for additional space at the North Meridian Center main campus.

When the Fall Creek Expansion property is constructed, 211,650 GSF will be added which will significantly reduce the current space deficiency.

The project can be expected to contribute to educational services by:

- Providing additional shared classroom and laboratory spaces to meet instructional demands
- Accommodating Associate of Arts in Liberal Arts degree requirements and enrollment growth in transfer programs
- Enhancing student life and the overall well-being of students, staff and faculty
- Providing greater support to faculty in their instructional mission
- Providing the infrastructure necessary to maintain and expand accreditations, ensuring quality education for the citizens of our region
- Providing more spaces to respond to community needs for additional academic programs and training opportunities

## ALTERNATIVES CONSIDERED

During the course of the Master Plan Process, the following alternatives were considered:

- Expand facilities on the Lawrence Campus. However, this option was inconsistent with the Region's goal of strengthening the Central Campus. In addition, the Lawrence Campus expansion opportunities are limited and would require purchase of additional land.
- Expand facilities at an alternative location on the Central Campus. While feasible, this alternative would result in a significant reduction in onsite parking and necessitate the immediate implementation of multiple parking structures for which funding is not available.
- Consider an alternative location off the Central and Lawrence Campuses for facility expansion. Once again, this alternative was very inconsistent with the Region's goal of strengthening the Central Campus.

The Master Plan team also explored the cost effectiveness of renovating the former St. Vincent facility versus new construction and discovered that the cost of new construction was significantly less than renovation and rehabilitation of the facility. Ultimately, the availability and proximity of the Fall Creek Expansion property, new construction being able to provide significant additional space configured to College standards and needs, alignment with the overall Master Plan goals as well as the Region's goal to strengthen the central campus prevailed. The conclusion was to acquire, renovate the south facing facade, and construct new space at the former St. Vincent hospital site as the best solution.

## RELATIONSHIP TO LONG-RANGE FACILITY PLANS

The redevelopment of the Fall Creek Expansion property is the first in a series of facility Master Plan projects. Future Projects include selected renovation of the North Meridian Center and Technology Building using the remaining portion of the \$69,370,000 bonding authority approved by the 2007 General Assembly and a new Multi Model Facility funded by Federal and gift funds.

The College is currently conducting a planning process that will compare continued construction at the North Meridian Center campus versus a hub and spoke configuration that would create instructional centers around the Central Indiana Region. Therefore, at some time in the future, additional projects may be requested in the surrounding counties with high need and demand for the College's degree programs and services so that those locations could be better served.

## HISTORICAL SIGNIFICANCE

While not officially registered or designated as historic buildings, both the Fall Creek Expansion and the North Meridian Center are historically significant. The Fall Creek Expansion facility was the original St. Vincent Hospital facility, while the North Meridian Center previously served as the former AUL Headquarters. Both were and continue to be significant institutions in Central Indiana.

Previous renovations at the North Meridian Center have been respectful of the historic significance of the building and it is intended that future modifications will be coordinated in a like manner.

With regard to the Fall Creek Expansion property, extensive discussions and negotiations were coordinated with the City of Indianapolis, Indiana Historic Landmarks Foundation, and the - numerous neighborhood groups. The selective demolition strategy and rehabilitation/expansion strategy is in keeping with these discussions and negotiations and has the full support of the City of Indianapolis, the Indiana Historic Landmarks Foundation, and the numerous neighborhood groups and is included in the modified agreement between the City of Indianapolis and Ivy Tech Community College.

### STAFF ANALYSIS

Ivy Tech is requesting funding and the ability to proceed forward with a portion of its Phase II Fall Creek Expansion Project located in Indianapolis, approximately \$6.8 million. The total anticipated cost of the entire Fall Creek Expansion Project is \$69.4 million and was authorized by the 2007 General Assembly. In September 2009, Ivy Tech was approved by the Commission to move forward with a portion of the Fall Creek Expansion Project, Phase I, at a total cost of \$39.5 million. It was agreed during the September 2009 meeting that Ivy Tech would request the second half of the project, Phase II, at a later date.

Phase I of the Fall Creek Expansion Project covered the construction of a 211,650 gross square foot facility where the former St. Vincent Hospital was located. The \$39.5 million covered the demolition of the St. Vincent Hospital, except for the façade, and allowed Ivy Tech to construct a 5 story building attached to the façade, which will add 211,650 gross square feet to the Indianapolis campus. Of the 211,650, only 3 floors (approximately 147,000 gross square feet) will be built out, leaving floors 4 and 5 vacant and in need of building built out.

Phase II of the Fall Creek Expansion includes the building out of floors 4 and 5 (64,000 gross square feet) at a cost of \$4.2 million. This will allow Ivy Tech to finish out the remaining floors in the new facility and have the facility open entirely versus a partial opening, with construction continuing while students, faculty and staff are in the new facility. The original Phase I plan only called for 147,000 gross square feet in the new facility; however, after further study and demolition, Ivy Tech was able to build an additional 64,000 square feet in the new structure that would have been built in another structure as part of Phase II. Taking this course of action allowed Ivy Tech to build the new structure at a low per square foot cost.

In addition to floors 4 and 5 being built out, Ivy Tech is asking for \$2.5 million to construct a connector between the Ivy Tech North Meridian building located and the new facility located along Illinois Street. The timeframe to open the new structure is scheduled for December 2011, and the connector would be scheduled for the same time period to allow for a smooth transition between the two structures. There will be heavy foot traffic since various services, classes, programs, and other offerings will be split between the two buildings. Safety concerns for students, faculty and staff having to cross Illinois street have warranted this connector. In addition, students, faculty and staff who park near the Illinois Street parking area will use this connector to gain access to the North Meridian building.

Ivy Tech estimates that by allowing them to proceed with this portion of Phase II, they will save approximately \$1.1 million in cost, reducing the overall construction cost to the state to \$68.3 million. By delaying the project, or a portion of the project, those savings might not be realized. Ivy Tech has offered an option of only proceeding forward with the connector at this time, but would not be able to secure savings of \$1.1 million to the state.

The remaining portion of Phase II most likely would be submitted in the fall of 2011, and would include construction of a 60,000 gross square foot wing at the new facility, which was left out of Phase I. The space would include classrooms, labs, offices and an auditorium. Various infrastructure renovations to the North Meridian and Technology building would be included. Total cost is approximately \$23.1 million.

Estimated fee replacement for the portion of Phase II, including the build out of floors 4 and 5 and the connector is \$590,000. If the project is focused only on the connector at this time, the estimated fee replacement would be \$220,000. No outside funds, gifts or grants have been utilized for this project; total cost is borne by the state.

Staff recommends that the Commission provide a favorable review of the Phase II portion of the Fall Creek Expansion Project, at a cost of \$6.8 million and include both the build out of floors 4 and 5 and the connector. Due to the anticipated savings that could be realized by moving this portion of the project forward and the public safety issues regarding movement of students, faculty and staff, a favorable review is requested by staff.

Note, at this time funding for this project was not included in the Commission's 2011-2013 budget recommendation or in Ivy Tech's annual fee replacement appropriation. Commission staff will notify both House and Senate fiscal staff, the State Budget Agency and the State Budget Committee of the fiscal impact to the state if the project is approved by the Commission.

## COMMISSION FOR HIGHER EDUCATION

Friday, February 11, 2011

### **DECISION ITEM B-2: Advanced Manufacturing Training & Technology Center at Vincennes University- Jasper Campus**

#### **Staff Recommendation**

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *Advanced Manufacturing Training & Technology Center at Vincennes University- Jasper Campus*. 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 dollars (\$1,000,000). 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 within ninety (90) days after the project is submitted to the Commission. This project was authorized by the General Assembly.

The Trustees of Vincennes University request authorization to proceed with the Jasper Center for Applied Technology & Advanced Manufacturing. This project was first authorized in the 2007 legislative session. It is eligible for fee replacement at a bonding level of \$8 million. The total project cost is \$12 million, with the remaining \$4 million to come from businesses and industry partners, and Vincennes University and Foundation endowments. Since they have anticipated this project to be coming over the last many years, all funds have been set aside. In addition, as a demonstration of the corporate commitment to this project, Masterbrand has donated ten acres of prime commercial property adjacent to the Jasper Campus, valued at approximately \$350,000.

#### **Supporting Document**

Advanced Manufacturing Training & Technology Center at Vincennes University- Jasper Campus, February 11, 2011.



# **ADVANCED MANUFACTURING TRAINING & TECHNOLOGY CENTER AT THE VINCENNES UNIVERSITY – JASPER CAMPUS**

## **Project Description**

### PROJECT SUMMARY:

A state-of-the-art Advanced Manufacturing Training and Technology Center at the Jasper campus. This new facility will bring both technical and specialized training not only to greater Dubois County but also to southwestern, south-central, and southeastern Indiana. In addition, this new facility will provide the opportunity to bring many of Vincennes University technical programs, currently offered only on the Vincennes campus, to the Jasper campus.

### PROJECT DESCRIPTION:

The Advanced Manufacturing Training & Technology Center to be located at Vincennes University's campus in Jasper will be a powerful asset in enhancing the capacity to serve as a technical and specialized training center for southwestern, south-central, and southeastern Indiana. The Jasper facility will have advanced manufacturing and technology, focusing on manufacturing, but also bring technology to the Jasper campus which they currently do not have. Primarily serving commuting students this facility will provide instruction of in-demand employment skills as well as degree earning opportunities.

Participants would have full access to the multi-purpose training labs and specialized facilities housed in the new center. Students may also utilize other facilities on the Jasper campus which offers the full complement of resources to degree and non-degree seeking students. Campus labs, facilities, and resources are also available to support training in the use of specialized software, manufacturing and production processes, or skill development that would meet employer needs.

### RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

Vincennes University fulfills a unique role in Indiana's system of higher education. As a public, comprehensive university, Vincennes University has a two-fold mission: preparing graduates for junior level transfer into four-year colleges and universities, and preparing two-year occupational graduates with the job skills needed to achieve immediate job placement, as well as with the academic skills necessary to support lifelong learning. The new Advanced Manufacturing and Technology Center on the Jasper campus will be instrumental in allowing VU to be the leader in high-tech business and industry and vocational education. It will act as a catalyst for the continuous upgrading of the region's human capital and will be an incentive for sustaining and attracting new industry. We believe this project will result in a significant return on investment by promoting economic development and expansion along the greater Dubois County and surrounding areas. This initiative is consistent with VU's long-range planning and unique educational mission.

### NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES:

Vincennes University has recognized for many years that Indiana is unique as a leading manufacturing state. In addition, VU realizes that centers of manufacturing equate to a large need for human and intellectual capital. Therefore, considerable time and resources have been spent over past decades in

developing special curriculum and evaluating techniques tailored to suite the diverse industrial needs of Indiana. The strength of Vincennes University lies in its ability to adapt to the ever changing business and technical world to fulfill the employment needs of Indiana through specialized training. However the proposed Workforce Development Campus needs a cooperative effort between business and industry throughout Indiana.

Vincennes University believes that Indiana is alive with vibrant communities, attractive employment opportunities, and industries that make a difference within the state. This initiative will establish Vincennes University as a Technology Center that will provide the technical assistance for new development, high tech companies and future technology training for industries. This facility will also be used as a primary focus point by the Indiana Department of Commerce in attracting new business to the state of Indiana.

#### ALTERNATIVES CONSIDERED

No acceptable alternatives that were cost-effective were apparent. The new Advanced Manufacturing Training and Technology Center on the Jasper campus is designed to utilize state-of-the-art technologies in a centralized location in a cost-effective manner.

#### RELATIONSHIP TO LONG-RANGE FACILITIES PLANS

The addition of the new Advanced Manufacturing Training and Technology Center in Jasper is consistent with the University's plans of providing high quality facilities to meet the growing needs of specialized programs.

#### HISTORICAL SIGNIFICANCE

None

#### STAFF ANALYSIS

Vincennes University is requesting funding and the ability to proceed forward with the Advanced Manufacturing and Technology (AMT) Center in Jasper, Indiana at total cost of \$12 million. Of the total cost, the state's share is \$8 million and Vincennes University has secured an additional \$4 million of outside gift funds and support for the facility. The facility will be a 57,000 gross square foot building attached to the current Vincennes University Jasper campus. Land donated by MasterBrand Cabinets, Inc. at a cost of \$250,000 will be used to construct the new facility.

The new facility will mirror that of the Gibson County Advanced Manufacturing and Technology Center that was approve by the Commission in November 2008. That facility was 50,000 gross square feet and cost \$10 million to construct, in addition to \$2 million in land acquisition. The state funded \$5 million for the project.

Various degrees and certificates will be offered as a result of the new facility being constructed, which are currently not offered at VU at this time. 8 new degree programs and 3 new certificate

programs will be added to the VU Jasper campus academic program with the construction of this new facility, ranging from Welding Technology and Biomedical Technician degrees to Electronics Fundamentals and Logistics certificates. VU anticipates that in the first year of operation, approximately 100 FTE degree seeking students and 500 non-degree seeking students will take classes. By the 5<sup>th</sup> year of operation, VU projects 450 FTE degree seeking students and 2,500 non-degree seeking students will be taking classes on the campus.

There has been an overwhelming level of support for this project by Dubois County, the City of Jasper and various businesses and groups interested in the project. On November 30, 2010, a larger group of community leaders, businesses, school corporations, etc. meet to endorse the Jasper AMT Center and provided the Commission staff with a letter of support. In addition, nearly \$525,000 has been raised to help support the project and its costs. Support from the Dubois County Commissioners, the City of Jasper, the Dubois County Area Development Corporation and the donation of land by MasterBrand, Inc. will help support this project and costs with starting the new facility. VU anticipates an additional \$500,000 of outside support for this project, bringing the total outside funding support to nearly \$5 million, almost half the cost of the overall project.

The capital project is anticipated to energize economic development in Dubois County and surrounding area counties by providing training, education, degrees and certificates to individuals and student who need additional education. In addition, many businesses in the area support the capital project because of its expected impact on attracting potential employers to the area along with keeping current employees trained and educated for future workforce challenges. The new facility will help prepare and train individuals and students with industry specific skills based on Dubois County and surrounding county's workforce demands and the feedback VU has received over the last year from businesses and economic leaders in the area.

Estimated fee replacement for the Jasper AMT Center, is \$698,000. The total cost of the project, as requested by VU is \$12 million, with \$4 million from outside funding sources and \$8 million from state funds. Staff recommends that the Commission provide a favorable review of the VU Jasper AMT Center, at the full state funding level of \$8 million.

Note, at this time funding for this project was not included in the Commission's 2011-2013 budget recommendation or in Vincennes University's annual fee replacement appropriation. Commission staff will notify both House and Senate fiscal staff, the State Budget Agency and the State Budget Committee of the fiscal impact to the state if the project is approved by the Commission.



**COMMISSION FOR HIGHER EDUCATION**

Friday, February 11, 2011

**DECISION ITEM B-3:                    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:

- McNutt (Dejoya) and Teter (Wissler) Quad Restrooms –  
Renovation: \$3,552,200

**Background**

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

**Supporting Document**

*Background Information on Capital Projects on Which Staff Propose Expedited Action, February 11, 2011*



## **Background Information on Capital Projects on Which Staff Propose Expedited Action**

February 11, 2011

### **A-1-11-2-23 McNutt and Teter Quad Restroom Renovation Project Cost: \$3,552,200**

The Trustees of Indiana University request authorization to proceed with the renovation of restrooms on all floors of the Dejoya Wing of McNutt Quadrangle and Wissler Wing of Teter Quadrangle located on the Bloomington Campus. The existing common restrooms/showers will be replaced with an individual-style configuration to provide privacy to residents. Installation of new piping, ventilation systems, lighting, and fire-alarm strobes will be included in the project. In addition, the roof on Teter Quadrangle will be replaced. This is the fourth phase of the bathroom renovation project in McNutt and Teter Quadrangles. The project is estimated to cost \$3,552,200 and will be funded through the Residential Programs and Services cash reserves.



## COMMISSION FOR HIGHER EDUCATION

Friday, February 11, 2011

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

<u>Institution and Site</u>	<u>Program Title</u>	<u>Date Received</u>	<u>Status</u>
1. BSU	B.A./B.S. in Construction Management	12/23/09	Awaiting additional information from BSU.
2. IU-Bloomington	B.A. in Fashion Design	06/30/10	Awaiting additional information from IU.
3. IU-Indianapolis	Ph.D. in Urban Education	06/30/10	On February agenda for action.
4. IU-East	M.S. in Management	06/30/10	Under CHE review.
5. IU-East – Statewide via Dist. Ed. Tech.	B.S. in Criminal Justice	06/30/10	On February agenda for action.
6. ITCCI-Statewide at all 14 regions	20 Certificates	08/26/10	On February agenda for action.
7. IU-Kokomo and East	M.S. in Nursing	10/18/10	On February agenda for action.
8. IU-South Bend	M.A.T. in Special Education	10/18/10	Under CHE review.
9. IU-South Bend	M.S.Ed. in Educational Leadership	10/18/10	Under CHE review.
10. IU-East	B.S. in Human Life Science	10/18/10	Under CHE review.
11. IU-East	B.S. in Biochemistry	10/18/10	Awaiting additional information from IU.
13. IU-Bloomington	Ph.D. in Environmental Health	11/19/10	Awaiting additional information from IU.
14. IU-Bloomington	Ph.D. in Epidemiology	11/19/10	Awaiting additional information from IU.
15. ISU-Evansville, in partnership with the Vanderburgh School Corp.	Ph.D. in Educational Administration	12/02/10	On February agenda for action.
16. VU-Statewide via Dist. Ed. Tech.	B.S. in Homeland Security and Public Safety	01/06/11	On February agenda for action.
17. IU-East & Kokomo-Statewide via Dist. Ed. Tech.	Bachelor of General Studies	01/28/11	Under CHE review.



**COMMISSION FOR HIGHER EDUCATION**

Friday, February 11, 2011

**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.

**No Capital Projects have been acted upon since the October Commission meeting**

I. REPAIR AND REHABILITATION

None.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.



## COMMISSION FOR HIGHER EDUCATION

Friday, February 11, 2011

### INFORMATION ITEM C: Capital Improvement Projects Awaiting Action

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

- (1) Staff Action. Staff action may be taken on the following types of projects: most projects funded from General Repair and Rehabilitation funding, most lease agreements, most projects which have been reviewed previously by the Commission, and many projects funded from non-State sources.
- (2) Expedited Action. A project may be placed on the Commission Agenda for review in an abbreviated form. No presentation of the project is made by the requesting institution or Commission staff. If no issues are presented on the project at the meeting, the project is recommended. If there are questions about the project, the project may be removed from the agenda and placed on a future agenda for future action.
- (3) Commission Action. The Commission will review new capital requests for construction and major renovation, for lease-purchase arrangements, and for other projects which either departs from previous discussions or which pose significant state policy issues.

#### I. NEW CONSTRUCTION

B-1-08-1-02      Purdue University  
Animal Disease Diagnostic Laboratory BSL-3 Facility  
Project Cost: \$30,000,000

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is \$30,000,000 and would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

F-0-08-1-03      Ivy Tech Community College of Indiana  
Bloomington New Construction A&E  
Project Cost: \$350,000

Ivy Tech Community College of Indiana seeks authorization to proceed with the expenditure of Architectural and Engineering (A&E) planning funds for a New Construction project at the ITCCI Bloomington campus. The expected cost of the project is \$350,000 and would be funded from 2007 General Assembly cash appropriation. This project is awaiting a letter from the Budget Agency requesting review.

B-1-10-6-18

Purdue University  
Herrick Labs Center for Advanced Acoustics Research Addition  
Project cost: \$12,500,000

The Trustees of Purdue University seek authorization to proceed with planning of the project Herrick Labs Center for Advanced Acoustics Research Addition on the West Lafayette campus. The expected cost of the planning of the project is \$12,500,000 and would be funded from Federal Grant Funds and departmental funds. This project is awaiting a letter from the Budget Agency requesting review.

B-2-09-1-10

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

The Trustees of Purdue University seek authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning of the project is \$2,400,000 and would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

B-4-09-1-21

Purdue University North Central  
Student Services and Activities Complex A&E  
Project Cost: \$1,000,000

The Trustees of Purdue University seek authorization to proceed with planning of the project Student Services and Activities Complex. The expected cost of the planning of the project is \$1,000,000 and would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

A-9-09-1-12

Indiana University Southeast  
New Construction of Education and Technology Building  
Project Cost: \$22,000,000

The Trustees of Indiana University request authority to proceed with the new construction of the Education and Technology Building on the Indiana University Southeast campus. The new building would be a 90,500 GSF facility and provide expanded space for the IU School of Education and Purdue University College of Technology. The project would be funded through state fee replacement appropriations. This project is awaiting a letter from the Budget Agency requesting review.

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.



## COMMISSION FOR HIGHER EDUCATION

Friday, February 11, 2011

### **INFORMATION ITEM D:** Minutes of the December 2010 Commission Working Sessions

#### **MINUTES OF THE COMMISSION WORKING SESSIONS**

Thursday, December 9, 2010

##### **I. CALL TO ORDER**

The Commission for Higher Education met in working session starting at 6:30 p.m. (ET) at University Place Conference Center, Indianapolis, Indiana. Commission members in attendance were Cynthia Baker, Jerry Bepko, Dennis Bland, Marilyn Moran-Townsend, Ken Sendelweck, Carol D'Amico, Jud Fisher, Eileen Odum, George Rehnquist, Chris Murphy and Michael Smith.

Absent were: Keith Hansen, Jon Costas, and Susana Duarte de Suarez

Staff present was Jason Bearce, Jon Gubera, Jason Dudich, Teresa Lubbers, Ken Sauer, Catisha Coates and Jennifer Seabaugh.

##### **II. DISCUSSION**

Jason Dudich, Chief Financial Officer, presented the staff's recommendations for the 2011-13 biennial budget. He said the recommendations are guided by the assumption that total higher educational funding over the biennium would remain flat. Therefore, in order to maintain the Commission's commitment to provide a portion of the funding for the Performance Formula, the staff proposes a 5% cut in each institution operations funding and replaces that difference (approx. 61M per year over the biennium) based on each institution's performance on the formula. Some institutions actually have a negative result on some metrics within the formula but no institutions will have the negative impact counted twice in their final distribution. The result of this process is that some institutions will have up to 5% or beyond in funding restored from the cut based on demonstrated performance on the metrics approved by the Commission and others will be restored somewhere between 0 to 5% of the cut based on their demonstrated performance. He then explained the specific results for each institution if the budget was passed by the General Assembly under the current proposal.

Jerry Bepko asked if all institutions participate in the Successful Completion of Credit Hours (SCCH) performance metric – specifically, IU-B and PU-WL.

Jason Dudich explained that currently each institution is able to participate in 5 of 6 of the performance metrics (with the inclusion of BSU and ISU in SSCH) which the Commission has seen as appropriately equitable. So while IU-B and PU-WL do not participate in SCCH, they are the only ones (along with IUPUI) that qualify for research performance funding. As stable campuses, IU-B and PU-WL don't typically show SCCH growth so they have not been allowed to participate in this metric.

Teresa Lubbers stated this is still a topic that needs to be examined further by staff and the institutions as the formula evolves.

Eileen Odum stated that she was troubled by the fact that some of the performance dollars are based on projected numbers instead of actual (this would be the case for SCCH and Dual Credit SCCH, Early College SCCH, and Research). Other Members expressed the same concern.

Mike Smith requested that Jason Dudich run the data on actual SCCH for each of the three categories for 2007-10 and compare that average to the 2009 data using the same methodology for calculating award amounts and report the results to the Commission the following morning.

Jason Dudich then explained the budget proposal for debt service over the 2011-13 biennial budget. The proposal asks that fee replacement remain flat, which will have the impact of reducing the debt owed over the biennium by approximately \$22M, which is a functional result achieved by not approving any new capital projects. As such, staff proposes that projects approved by the Commission up through November 2010 move forward, but none thereafter. Any surplus funds that occur over the biennium from this action will be allocated to Repair and Rehabilitation for institutions.

Chris Murphy asked about projects that have been previously approved by the General Assembly but have not yet been requested by the State Budget Agency or Budget Committee for CHE to review.

Jason Dudich stated that CHE would then have to review and provide a recommendation. Ultimately, CHE is only a recommending body so, even if CHE gives an unfavorable recommendation on a project, the General Assembly and Governor may still approve and provide appropriations for a new capital project, which in this case would affect the bottom line of the overall budget package proposed by staff.

Chris Murphy asked that Jason Dudich provide legislators information on the possible impact of any approval of new capital projects in terms of debt service that would have the effect of changing the bottom line in the CHE proposal. Jason Dudich said he will share that information.

Jason Dudich then explained the budget proposal for Repair and Rehabilitation (R&R) over the 2011-13 biennial budget. The proposal asks that R&R be funded at 52.8M over the biennium, which is made possible by not allowing additional capital projects (that incur debt or fee replacement) and by cutting most higher education line-items by 15% (State Student Assistance Commission of Indiana is not part of the 15% cut metric requested by SBA although they were cut by 1.8M). He also mentioned that institutions have said they prioritize R&R funding over new capital projects.

Jason Dudich next explained the budget proposal for new Capital projects over the 2011-13 biennial budget. The proposal asks that no new, state-funded, fee replacement eligible capital projects be approved and/or funded. Institution requests for this biennium for new capital projects equaled in total 522M. If all of these new capital projects were approved it would add 45.5M to the current projected debt service total of 177M. In total from the submission of new capital requests by all of the institutions, only 20M, or 3.8%, of the 522M total was provided as a funding match.

Jason Dudich then explained the budget proposal for all Line-Items over the 2011-13 biennial budget. The proposal asks that all line-items be cut by 15% or 6.8M, except for those that had been cut by 15% in the last biennium (e.g., CHE budget) and SSACI (which is operating under a 1.8M cut in administrative costs). In the last biennium, the line items were cut by 30M, most of which came from the Innovation Alliance.

Chris Murphy stated he was not sure if a 15% across the board cut is the right approach. He suggested that in the future the Commission should analyze demonstrated performance and need to make determinations of cuts specific to those line-items.

Teresa Lubbers stated that as staff is reformatting the budget submission policy that this topic is one of a few others for which they are working to improve and any changes will be part of the next budget process.

Jason Dudich stated in summary that the total impact of all cuts to the higher education 2011-13 budget from 2009-11 is 43.5M, or 2.5%, of the total higher education budget allotment. The total goes from 1.761B to 1.718B with the breakdown as follows: a 1.1% cut in operations, 12.7% in debt service, and a 10.5% cut of line items.

Mike Smith stated that this 2.5% reduction seems quite small and fair considering the state of the economy both in Indiana and throughout the nation. He went on to state that most other states' higher education institutions will be facing much deeper cuts, and then asked if anyone from the institutions would like to comment on this final summary.

John Grew from Indiana University stated that he appreciated the earnest effort made on this task by both the CHE staff and Commission members to make the best and most fair recommendation to the General Assembly during a very difficult economic climate.

Jerry Bepko stated that it would be great to get analytical information on other states' budget cutting for comparative purposes with Indiana because it will be helpful for all policymakers, and most likely it will show that Indiana institutions fared better than their peers in other states.

Jason Dudich stated that staff will collect and report that data when it becomes available.

Eileen Odum stated that funding results from institutional performance on the funding formula need to be shared with the public, particularly the Boards of Trustees at all of the public colleges.

Teresa Lubbers stated that a report as such will be part of the communications sent to Boards of Trustees through the Trustees Academy.

### **III. ADJOURNMENT**

The Chair adjourned the meeting at 8:48p.m. (ET).

## **MINUTES OF THE COMMISSION WORKING SESSIONS**

Friday, December 10, 2010

### **IV. CALL TO ORDER**

The Commission for Higher Education met in working session starting at 7:45 a.m. (ET) at University Place Conference Center, Indianapolis, Indiana. Commission members in attendance were Cynthia Baker, Jerry Bepko, Dennis Bland, Marilyn Moran-Townsend, Ken Sendelweck, Carol D'Amico, Jud Fisher, Eileen Odum, George Rehnquist, Chris Murphy and Michael Smith.

Absent were: Keith Hansen, Jon Costas, and Susana Duarte de Suarez

Staff present was Jason Bearce, Jon Gubera, Jason Dudich, Teresa Lubbers, Ken Sauer, Catisha Coates and Jennifer Seabaugh.

### **V. DISCUSSION**

- A. Ken Sauer, Chief Academic Officer, presented the ITCC proposed new policy for approving new sites for degree programs. The plan is to move this process to an expedited item on the agenda.

Chris Murphy stated that for all new programs we ought to have a process of giving preliminary approval subject to a time period (say four years) when it would come up for review for final approval.

Eileen Odum stated we should have a contingent plan for approving new programs.

Jerry Bepko stated we need to establish set criteria so there is a consistent and fair approach to this – knowing that Commissions (membership) do change over time.

Carol D'Amico stated we really need to take a closer look at what credentials we are approving and counting in our measure. In light of all of the national focus on this topic, certificates will come under greater scrutiny, but she is not comfortable with the Commission micromanaging – extending these existing programs to new sites is a decision that ought to be made by the Board of Trustees.

Teresa Lubbers stated it's time to have the Commission really examine the currency of certificates in light of the fact they are included in our goals in degree attainment for updating Reaching Higher. People like Complete College America are doing a lot of work on this.

Mike Smith stated let's table this because we need to reexamine a policy for the schools as a whole, and put it on the agenda in early 2011, understanding the need to move forward on this topic.

- B. Catisha Coates, Special Projects Coordinator, presented on the Improving Teacher Quality Grants, Title II part A of NCLB. She presented the stipulations of the grant and the scoring process and then provided the names, programs, and dollars awarded for each over the two years of the grant. Since 2002, ICHE has participated in this program as part of NCLB.

Eileen Odum asked how many RFP responses were received and how many received awards.

Catisha Coates stated there were 8 responses and 7 were awarded funding.

Marilyn Moran-Townsend asked if we may have an annual report on the results from the mandatory outside evaluation that each recipient must have done.

- C. Jennifer Seabaugh, Data Coordinator, provided a fall enrollment rough draft report for each of the public universities. She stated that staff hopes to have the final data warehouse finished by December 17<sup>th</sup>, working in conjunction with IBRC, and after that time will be able to confirm final numbers.

## **VI. ADJOURNMENT**

The Chair adjourned the meeting at 8:58 a.m. (ET).