



REACHING HIGHER, ACHIEVING MORE



AGENDA MATERIALS

August 8, 2013

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INDIANA COMMISSION
HIGHER *for* EDUCATION



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QUALITY

AGENDA

HOTEL ACCOMMODATIONS:

Hilton Garden Inn
501 Gateway Blvd.
Chesterton, IN 46304
219-983-9500

MEETING SITE:

Purdue University North Central
1401 S. U.S. Highway 421
Westville, IN 46391
Parking Available in Lot #1

All times listed are in Central Time

CHAIR'S BREAKFAST

8:00 A.M. – 9:00 A.M.

Building: Library-Student-Faculty Bldg (LSF)
Meeting Room: Formal Dining Room (170A)
Breakfast Guest: Gary Lehman, Trustee, PNC

STAFF BREAKFAST

8:00 A.M. – 9:00 A.M.

Building: Library-Student-Faculty Bldg (LSF)
Meeting Room: Cafeteria

WORKING SESSION AGENDA

9:00 A.M. – 11:30 A.M.

Building: Library-Student-Faculty Bldg (LSF)
Meeting Room: 141

DISCUSSION TOPICS

- Introduction of new commission members
- Overview of updated member orientation handbook
- Review of Regional Campus Policy and recap of the first regional campus study committee
- Preview of Sept. 19 convening
- Blueprint initiative overview
- Committee reports

LUNCH - COMMISSION
11:45 A.M. – 1:00 P.M.
Building: Library-Student-Faculty Bldg (LSF)
Meeting Room: Formal Dining Room (170A)
Lunch Guest: James B. Dworkin, Chancellor, PNC

LUNCH - STAFF
11:45 A.M. – 1:00 P.M.
Building: Library-Student-Faculty Bldg (LSF)
Meeting Room: Cafeteria

COMMISSION MEETING
1:00 P.M. – 4:00 P.M.
Building: Library-Student-Faculty Bldg (LSF)
Meeting Room: Assembly Hall (002)

I. Call to Order – 1:00 p.m. (CDT)	
Roll Call of Members and Determination of a Quorum	
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**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on September 12, 2013, in Richmond, Indiana.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, June 13, 2013

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University Purdue University Fort Wayne (IPFW), with Chair Marilyn Moran-Townsend presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Jon Costas, Susana Duarte De Suarez, Jud Fisher, Chris LaMothe, Marilyn Moran-Townsend, Chris Murphy, Dan Peterson, Hannah Rozow, Kent Scheller.

Members Absent: George Rehnquist, Mike Smith.

CHAIR'S REPORT

Ms. Moran-Townsend invited Dr. Vicky Carwein, Chancellor of Indiana University Purdue University Fort Wayne campus, to give welcoming remarks. Dr. Carwein spoke about their new strategic plan for the next several years that will go in effect in 2014. This new plan will be focused on student success. Dr. Carwein thanked the Commission for including their campus in Reciprocity Agreement. Dr. Carwein welcomed Commission members to the campus.

Ms. Moran-Townsend announced that this was the last meeting for Dr. Kent Scheller as a faculty representative. She thanked Dr. Scheller for his hard work and wisdom that he put in the deliberations and work regarding the policy setting, as well as for being courageous when sharing the minority position on an issue. Ms. Moran-Townsend asked to Dr. Bepko to read the resolution honoring Dr. Kent Scheller.

R-13-04.1 **WHEREAS**, Kent Scheller served with distinction for the past two years as the faculty member designated by the Governor to be a member of the Indiana Commission for Higher Education;

WHEREAS, during this period of service, Kent Scheller discharged his responsibilities with extraordinary distinction;

WHEREAS, Professor Scheller achieved that distinction by addressing issues from an academic or faculty perspective and carefully giving voice to concerns of faculty on a broad range of issues;

WHEREAS, the insights Professor Scheller brought to ICHE discussions were cogent and valuable in the process of formulating ICHE policy;

WHEREAS, Kent participated actively in two highly successful H. Kent Weldon Conferences for Higher Education, including the break-out sessions which he led;

WHEREAS, he raised important issues and concerns of faculty as the ICHE formulated its 2013-15 biennial Budget recommendation for higher education to the General Assembly;

WHEREAS, he made significant contributions to the creation and development of *Reaching Higher, Achieving More*;

WHEREAS, he had a particularly important impact on shaping the well regarded new program guidelines, policies, and practices;

WHEREAS, Kent was an original member of the Academic Affairs and Quality Committee and contributed greatly to the work of the Committee through, among other things, his close reading of new program proposals and related thoughtful comments and questions;

NOW, THEREFORE BE IT RESOLVED, that the Indiana Commission for Higher Education expresses its deep appreciation to Kent Scheller for his dedicated service as the Governor's Faculty Representative to the ICHE and wishes him well as he devotes more of his time to his first love – teaching university level Physics (Motion – Bepko, approved by consensus).

In his response, Dr. Scheller said that when he was first appointed by the Governor, he did not understand the depths of higher education and how much he had to learn. Dr. Scheller thanked Teresa for her ability to walk a fine line between the educational and political arenas and maintaining an effective balance. Dr. Scheller also thanked Dr. Sauer for his attention to the detail in the academic programs and his concern for rigor and quality in providing the best opportunities for the students in Indiana. Dr. Scheller expressed thanks to other members of the Commission and staff for their time in collegial discourse for the betterment of Hoosier students. Dr. Scheller also thanked the university representatives for their command of the political, fiscal and academic sides of the higher education and invaluable relationships and partnerships they provide to the Commission.

Dr. Scheller said that Hoosier students are not equitably supported between comparable institutions and state of Indiana and that disparity directly affects the opportunity for these students to ultimately succeed. On an academic side, the most important work the Commission does is fostering and approval of new academic programs. Over the past several years the large emphasis was put on the job training, and greater focus has been made on those programs that create or supply employment. Dr. Scheller pointed out that the academy's primary focus must remain on teaching and learning, preparing students to live wisely in a global theatre. He added that it is important to train the students for critical thinking, and prepare them for their entire career. In the long run it will benefit Indiana the greatest. In closing, Dr. Scheller said that teaching and learning at any level rank second only to parenting, as the most important thing people can do as a society.

Ms. Moran-Townsend informed the Commission about two new staff members on the Commission. Mr. Matt Hawkins will join the Commission on July 8th as a CFO. Matt has earned a Bachelor's degree in Business Administration from Trine University and MBA from Butler

University. Previously he was holding jobs with the City of Indianapolis, Butler University, and most recently, with Ivy Tech Community College, where he was an Executive Director of the Grants' Office. Mr. Mark Jones will join the staff of SFA as Senior Application System Analyst. Mark has a BS in Computers Graphics Technology from Purdue University, and has been working in the computer technology in the past ten years, most recently for Indiana Business Research Center and the department of local government. Ms. Moran-Townsend also mentioned several interns, who will be working at the Commission this summer: Max McLennan, who is pursuing a BS at IU Bloomington; Daniel Pearson, who is pursuing an MA at Ball State; Aaron Berry, who is pursuing a BS at Ball State; and Elijah Howe, who is pursuing a PhD at Purdue.

R-13-04.2 RESOLVED: That the Commission for Higher Education approves the hiring of two new staff members for the Commission and SFA (Motion – Fisher, second – Bepko, unanimously approved)

COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, on behalf of the Commission staff extended deep gratitude to Kent Scheller for the service he provided to the Commission's work and strategic plan for the last two years. She said that Dr. Scheller has reminded the Commission many times about building a student-centered system of higher education and the importance of learning. Ms. Lubbers said that a lot is expected from the members of the Commission, even though they serve as volunteers, and this is a huge commitment of their time, as well as their counsel. Ms. Lubbers said that the Commission has been honored by Dr. Scheller's service and friendship. She added an open invitation for him to come and visit any time.

Ms. Lubbers announced that today marks a special day in the life of one of the Commission staff members. Melinda Merony will be married later this evening and will become Melinda Santulli. Ms. Lubbers invited everybody to join her in offering congratulations and warm wishes.

Ms. Lubbers also asked that the attendees join her in congratulating Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, and Mr. Doug Lintner, Design and Digital Media Manager, whose work on Learn More Indiana's website was recognized with two Awards of Distinction in Education and Visual Appeal by the Communicator Awards – the largest and most competitive awards program honoring the creative excellence for communications professionals. The Communicator Awards are judged and overseen by the International Academy of the Visual Arts.

Ms. Lubbers told the Commission that last Thursday and Friday the Midwest Higher Education Compact (MHEC) met in Indianapolis for its Executive Committee Meeting. Indiana was asked to highlight its efforts to improve student success. Ms. Lubbers said that she was joined by a panel comprised of Representative Tom Dermody, Mr. Andrew Kossack of the Governor's Office, and Ms. Cheryl Orr Dixon of Complete College America, to highlight the key areas, including: the usage of financial aid to incent student success; the requirement for each student to have and follow degree maps; the redesign of remediation; and the Commission's Return on Investment efforts.

In conclusion, Ms. Lubbers said that there will be no Commission meeting in July, but in August the Commission will welcome new members and will hold its election of officers.

CONSIDERATION OF THE MINUTES OF THE MAY 2013 COMMISSION MEETING

R-13-04.3 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the May, 2013 regular meeting (Motion – Fisher, second – Peterson, unanimously approved)

II. DISCUSSION ITEM: The Public Square

A. Defining and Measuring Quality

Ms. Moran-Townsend invited Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, to facilitate the panel.

Dr. Sauer introduced Dr. Carol Geary Schneider, President, Association of American Colleges and Universities (AAC&U).

Dr. Schneider made a presentation on Liberal Education and America's Promise (LEAP). First, she explained the structure and network of AAC&U. Then she talked about LEAP. This is a multi-front effort that works simultaneously on advocacy for high quality learning and campus action to help faculty and students achieve the kind of learning necessary for the 21st century.

Dr. Schneider explained the reasons why LEAP was launched by the Association. Today there is a demand for more informed citizens; there is also a demand from employers and from the global community for the graduates with higher levels of learning and knowledge, as well as with some new and different skills and abilities. LEAP has been pursuing a question regarding the kind of learning that prepares the students well for this economy and democracy; the kinds of practices that would help the students achieve it, and evidence that they are achieving this kind of quality.

Dr. Schneider said that LEAP is promoting the forms of learning that blend the strength of liberal arts education and career in professional technical programs. LEAP wants to make sure students know what they are supposed to be learning in college and that they are achieving this learning. LEAP is also providing tools for documenting a progress in these goals.

Next Dr. Schneider spoke about a four part framework for quality that LEAP has developed in concert with colleges, universities, and community colleges across the United States, taking some of their important ideas and evidence from the institutions in Indiana. The framework consists of the set of essential learning outcomes; high impact practices; authentic assessments of student learning; and inclusive excellence.

At this point Dr. Schneider referred to the second handout, "Reaching Higher, Achieving More – Indiana and LEAP", which gives more details of the framework of learning outcomes that are being promoted by LEAP, and that hundreds of colleges, universities and community colleges have already adapted in some form. As a part of a degree, students need broader knowledge of science, society, culture, the arts and traditional components to the arts and sciences. LEAP is emphasizing a set of intellectual and practical skills that are fundamental to the economy and for our democracy: creative analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, team work and problem solving.

Dr. Schneider emphasized the fact that the universities are educating the students not just for the economy, but for a diverse democracy with global responsibilities, and the students need the kind of learning that prepares them to take an active role in solving problems. Dr. Schneider also said that there is a very strong focus on making sure that students can adapt their learning to new challenges; integrate the knowledge, the skills, and the sense of responsibility and use them.

Dr. Schneider told the Commission members that several years ago AAC&U began a process of asking higher education about its goals, and practices that would help students to achieve these goals. In concert with Indiana University and National Study of Student Engagement, AAC&U began developing the evidence that when students use these practices more frequently, they are more likely to persist and to finish, and they do achieve higher levels of skills and learning.

Next Dr. Schneider talked about the authentic assessments tied to those high impact practices. When students are doing the graduate research, internships, or project intensive courses they are showing whether or not they have achieved a high level of integrating their knowledge, skill, and responsibility in application. LEAP has received support from the industry and the Federal government to develop a set of VALUE rubrics (tools) to probe students' actual work and see whether or not it shows their achievement of intended learning outcomes.

Speaking about the inclusive excellence, Dr. Schneider said that traditionally, in higher education there had been many programs described as terminal degrees, not intended to lead to a continuing opportunity. AAC&U is working to change this through LEAP.

Dr. Schneider spoke about working closely with employers, producing a series of national reports and studies based on surveys done by employers. Dr. Schneider mentioned the latest one, called "It Takes More Than a Major" that was released about a month ago. Dr. Schneider showed the results of the employees' surveys, who overwhelmingly wanted a big picture of learning, as well as specific skills and knowledge. Ninety five (95) percent of employers say that innovation is the key to success in their enterprise, as well as the ability to keep adapting to a changing world.

Dr. Schneider quoted a few more numbers from that survey. Eighty (80) percent of employers have strongly endorsed so called high impact practices. To a question whether they thought e-portfolios would be useful to them in making hiring decisions, 80 percent responded in the affirmative. The vast majority of employers are saying that they want more emphasis to be placed on the key components of the essential learning outcomes. Four out of five employers said that they value employees' ability to apply their knowledge in the real world settings. Eighty six (86) percent of employers thought the students should have direct experience in solving problems in the community.

Dr. Schneider mentioned that there was a question whether the employers supported the high impact practices. Eighty three (83) percent of employers would like to see students doing research; 79 percent – senior projects; 78 – internships; 74 – collaborative research; 69 – scientific inquiry, to have understanding on how the science is constructed. Sixty six (66) percent of employers want more attention to the

ethical questions. Fifty nine (59) percent of employers preferred the idea of on-line education versus classroom learning.

There was the set of questions on the survey about what employers look for in their hiring. Ninety six (96) percent of employers give the highest rating to apparent ethics and integrity; 96 percent are looking for ease and comfort in working with people from diverse cultural backgrounds; and a large number is looking for a demonstrated capacity for professional growth and development. Seventy one (71) percent of employers also mentioned the high importance of students' experience in service.

Next, Dr. Schneider gave more details on the LEAP states. It is an affiliation of eight states and two consortia: COPLAC, which is a Consortium of Public Liberal Arts Colleges (there are 22 of them around the country) and National Association of Colleges and Universities (NACU), which is a group of private colleges.

The idea behind forming partnerships with states is that it is easier to get most leverage working with state systems, where states collectively make decisions about the kind of learning they want for the students and practices that are worth investing in. Dr. Schneider noted that AAC&U has been working in partnership with the states since 2005, and these states have become a laboratory for applying the learning outcomes to such issues as transfer and creating a single pathway to general education.

Collectively, LEAP is a set of campuses and institutions that are working together to figure out how to make this kind of learning pervasive rather than simply available. It is increasingly focused on policy; fundamental changes in policy will have to be made in order to build this kind of framework for quality. At present, progress is tied directly to the number of credit hours. Dr. Schneider added that right now AAC&U is working with eight LEAP states and with Indiana in Quality Collaboratives, which was founded by Lumina Foundation.

Dr. Schneider mentioned two other projects. One is a Roadmap Project, designed for the students in community colleges. AAC&U has been funded to work with 22 community colleges across the country on ways of making LEAP real on these campuses. There is a close connection between this project and Quality Collaboratives.

The final project is called VALUE (Valid Assessment of Learning and Undergraduate Education). A number of states, some of which are LEAP states, have agreed to come together to use the VALUE's tools, to go deeper in the quality question and to exchange reports on students' progress.

In conclusion, Dr. Schneider said that AAC&U hopes that Indiana will become a part of this enterprise in a continuing way. She added that AAC&U has benefited enormously from their learning in Indiana, since a lot of the key ideas that LEAP is driving have been pioneered by IUPUI 15 years ago.

In response to Mr. Peterson's question whether AAC&U surveyed employers from different sectors, Dr. Schneider responded in the affirmative, saying that they looked at different levels of industry; and the last two surveys worked with non-profitable organizations, as well. Dr. Schneider also responded in the affirmative to another

question from Mr. Peterson, whether the same response was received from the different sectors. Dr. Schneider said that there are four surveys, and approximately 1500 people responded; the surveys do show a trend toward paying more attention to ethics.

Responding to Dr. Scheller's question whether there is any documented evidence of outcomes after having become a LEAP state, Dr. Schneider said that when LEAP first started there was a question whether the systems would adopt the outcomes framework, so virtually all of them had either to rewrite their own or adapt these specifically. There are a lot of campuses within the systems that are trying out the assessments, but there is no evidence that the students are actually gaining on the outcomes. Dr. Schneider pointed out that there is evidence, however, that when the students from the populations with high dropout rates are significantly involved with so called high impact practices, their graduation rates double to 78 percent.

Ms. Duarte De Suarez noted that employers often complain about students coming to work unprepared for workforce. At the same time there is evidence that some students graduate from high school and still need remediation. Ms. Duarte De Suarez asked whether Dr. Schneider thinks that higher education institutions are capable of instilling in the young adults some of these qualities needed for the workforce.

Dr. Schneider referred to a text on top of page 2 of the handout, where it is said that beginning in school, and continuing at higher levels across the college study, students should prepare for 21st century challenges. The set of essential outcomes cannot begin in college. AAC&U does not have the bandwidth to take on the issue of a school reform; however, they believe that higher education could do more. Dr. Schneider said that the first product in the e-portfolio should be a research paper from high school, not from college; and this should be a foundation for all outcomes being discussed today. Higher education as a system could be sending much clearer messages that students should do intense work in high school; otherwise, it will take them longer to get through college.

Ms. Lubbers said that members of the Commission have been dealing with issues related to quality, and the Commission's strategic plan reflects that. Mr. Lubbers referred to AAC&U's data showing that 83 percent of the employers acknowledge the importance of e-portfolios, and asked how the employers use them.

Dr. Schneider explained that they are not going through portfolios at the screening level; however, they look at them when it comes down to making a hiring decision. Employers want to see some evidence that graduates can use their learning. Dr. Schneider mentioned LaGuardia Community College, where most of the students are doing portfolios, and the persistence rates for these students are higher. Dr. Schneider added that there is national evidence that students who use high impact practices are more likely to complete, as well as to learn. Dr. Schneider also mentioned other practices, like orientation for students in community colleges, which helps them to succeed in their first year.

Dr. Sauer introduced the rest of the panelists: Dr. Kathy Johnson, Vice Chancellor for Undergraduate Education and Dean of University College at IUPUI (Indiana University Purdue University in Indianapolis); Dr. Frank Moman, Vice Chancellor for Academic Affairs, Ivy Tech Community College, Indianapolis; and Dr. Karen

Schmid, Vice Chancellor for Academic Affairs, PUNC (Purdue University North Central.)

Dr. Sauer said that the panelists were invited to participate in the discussion because of their involvement in two of the initiatives Dr. Schneider has mentioned in her presentation. One is Quality Collaboratives, which involves IUPUI and Ivy Tech in Indianapolis, and is focusing on ways for the faculty at the campuses to work together to insure smoother and successful transfer for students who come from Ivy Tech and want to pursue their baccalaureate degrees.

Dr. Sauer asked Dr. Johnson why IUPUI is committed to this project, and why they chose Written Communication and Engineering as the two parts of their efforts. Dr. Johnson said that the two campuses already have a rich history of collaborating with one another. The majority of the transfer students at IUPUI come from Ivy Tech Central Indiana campus; at IUPUI there is an office called “Passport Program Office” to help students move between these campuses. Dr. Johnson mentioned that at IUPUI they have had their competency-based framework of the general education, called “The Principles of Undergraduate Learning”, but they have been working on the issue of how this learning should change over time. Dr. Johnson added that they found it very helpful to have a broader national framework to continue with their work; and they are deeply concerned about the success of their transfer students from Ivy Tech.

Dr. Moman said that transfer is one of the main missions of Ivy Tech. They see it as a step to prepare their students better and cut down extra courses, as well as extra expenses. Dr. Moman explained that they picked English, because it was more qualitative kind of object; and pre-engineering was chosen because it is more of a quantitative kind of subject. Dr. Moman noted that the idea was that if the two campuses could work on these two types of flagship programs, then it would be possible to use these patterns for other programs.

In response to Dr. Sauer’s question about the two of the most important things they have learned so far as a result of the campuses’ participation in the QC Project, Dr. Moman said that first of all it takes time and trust between the faculty members. Dr. Moman added that through this process they saw a metamorphosis of culture, of the faculty.

Dr. Johnson echoed Dr. Moman’s remarks, and added that there has to be flexibility on the part of the faculty, as well, to work in ways normative within their disciplines. Dr. Johnson noted that IUPUI uses the process called “Process Criteria Mapping,” where the faculty is having a dialogue about what is and is not valued in student’s work. Dr. Johnson pointed out the importance of honoring that practice and using it in a course of the project. Dr. Johnson added that it was important for the Center of Teaching and Learning to be aware of the project and to support it.

Responding to Dr. Sauer’s question on how the approach taken in the QC project could be compared with other approaches, Dr. Johnson said that the other approach is looking at the grades on the transcript, and it leaves much to be desired. She said that sometimes, a four-year end institution will be skeptical on whether the grades from a two-year institution will be compatible with those at a four-year institution. Dr. Johnson added that the collaborative has enabled them to convene and focus on the

issue of competency. Right now, C is the benchmark for establishing a competency; so it is a great improvement to make sure that faculty agrees on what that C means, and thinks more broadly about learning outcomes and competency domains that students should be gaining.

Dr. Moman agreed with Dr. Johnson's comments, adding that there are a lot of good teachers at both institutions, and this process allows them to start having more creative ideas.

In response to Dr. Sauer's question regarding the biggest challenges both campuses face in carrying this project, Dr. Moman named two: time and different type of institutions as systems. He noted that Ivy Tech looked at this collaboration in an optimistic way, determined that this will be one of their best practices.

Dr. Johnson said that both campuses wanted to track the effectiveness of their work, and the absence of the shared data infrastructure makes it challenging. She added that they have a goal to create an electronic transfer portfolio for the students moving from Ivy Tech Central Indiana to IUPUI, but such challenges are beyond the faculty control. Dr. Johnson also mentioned a difference in a degree of faculty autonomy and flexibility between two- and four-year institutions; she added that there has to be a new rubric that faculty at IUPUI could start using right away.

Responding to Dr. Sauer's question on how is it possible to bring the QC project to scale and spread it to other campuses within or outside their system, Dr. Johnson said that, speaking only for IUPUI, it would make the most sense to scale with the transferable general education core. She added that IUPUI and Ivy Tech have an agreement that students can move flexibly across these campuses, and once the students move successfully, they will be able to decide whether it is possible to align their curricula further.

Dr. Moman agreed with Dr. Johnson, adding that in Ivy Tech they are trying to put the pathways in and to go with more intrusive advising. They are trying to make sure their base education would align with 30 hours of transfer; as well as IUPUI has. Dr. Moman also acknowledged the importance of the electronic portfolio, and said that Ivy Tech needs to move to it.

At this point Dr. Sauer turned the conversation from the Quality Collaboratives project to the LEAP Campus Action Network. He explained that campuses that have embraced the LEAP principles, as well as activities associated with LEAP, have declared themselves the LEAP campuses. Purdue University North Central campus is one of these campuses.

In response to Dr. Sauer's question how the greater emphasis on quality might result in degree completion, Dr. Schmid said that it is possible to increase both by improving the quality of high school graduates. Even though institutions have a limited ability to impact the teaching of high school, there are some areas where an impact is possible. One area is greater alignment of the expectations for high school graduates with what they need in order to be successful in college. Dr. Schmid mentioned the Common Core state standards, and said that implementing those standards is a widespread approach. Purdue North Central (PNC) together with the College Board is working with the National Project on the Common Core state

standards. Dr. Schmid added that PUNC is working with Ivy Tech Northwest, as well as with Westville School Corporation and other school corporations across northern Indiana.

Another area, continued Dr. Schmid, in which PUNC works closely with K-12 in order to have a high quality of high school graduates is concurrent enrollment and dual credit. Dr. Schmid talked about work PUNC does in both areas, especially in concurrent enrollment, where instructors in high schools and PUNC faculty are working closely together. Dr. Schmid said that the students learn what is expected in college level courses and study skills, so they come better prepared for college. PUNC has data on students' performance and on two English composition courses. Dr. Schmid also mentioned their "One Plus Three" Program, where PUNC has partnered with six school corporations, so students can complete their 30 hour general education core, as well as a subset of courses that will lead to a major in Business, Human Resources and Biology.

Dr. Schmid spoke about the third area: quality, saying that increasing quality can lead to increasing number of degrees in Indiana, which puts another emphasis on learning outcomes in Indiana. This provides greater clarity for students, especially first generation students, and PUNC has a responsibility to help these students and their parents understand what college is all about.

Responding to Dr. Sauer's question about the challenges of getting census of what students should know, Dr. Schmid said that in some fields, like nursing, engineering, and teacher education, it is easier; and in others, like history or English it can be very challenging.

Dr. Sauer invited Dr. Schneider to provide a brief comment on the discussion. Dr. Schneider thanked the panelists and said that AAC&U's optimism in the future of higher education is based on such dialogues. Dr. Schneider noted that even though it is important to reach an agreement on set of competencies that students need, it is different when it comes to the effects it may have on the structuring of the programs, and on general education. Dr. Schneider emphasized that virtually every outcome requires the cooperation of the major programs. General education and work on the major should come together to help students practice the kinds of competencies they need in order to be ready for the jobs they want to get.

Ms. Moran-Townsend asked whether there is a certain point in the students' learning when they go from being able to demonstrate their knowledge and abilities to developing all these critical competencies. Dr. Johnson responded that faculty, communities and institutions are building in students an increasing capacity to take charge in their own learning. This is a huge shift, which takes different time for different students; but this should happen by their sophomore year.

Ms. Moran-Townsend then asked whether this means that the differentiation between learning outcomes is not the course of study, but the time a person spends on it. She also wondered whether this argues against certificates and associate degrees.

Dr. Johnson responded that it argues for a much higher degree of intentionality in figuring out what happens at the first level. This insight led to the invention of LEAP; and each institution should define its own way. Students, who transfer from

one campus to another, are not sure what they are actually encountering; and the universities could and should come to an agreement on the kinds of learning and expected practices to help students in getting there. The key is whether or not there is expectation of support for the faculty and staff to go into this.

Mr. Costas asked whether there has to be a deliberate effort to bring up the innovation, critical thinking, and communication in every course. Dr. Johnson referred to a new degree program in Anthropology, proposed by the University of Southern Indiana, saying that the faculty have thought about a course of study and about introducing some concepts and practices at various times. Dr. Johnson added that many institutions are recognizing the competencies developed in the core curriculum. AAC&U's work on assessment assumes that an average student today is picking up some competencies in the workplace.

In response to a question from Ms. Duarte De Suarez about adopting LEAP and joining the Campus Action Network list, as well as the meaning of these actions for the state, Dr. Schneider explained the difference between Campus Action Network and LEAP. She said that AAC&U is an organization with half of the members being private institutions. The Campus Action Network was a way to bring together the schools that already were working with AAC&U on developing the outcomes and the insights about the higher impact practices, and creating a network of schools. To become a part of a Campus Action Network a college has to assign someone from their campus to be a liaison to AAC&U.

Dr. Schneider noted that a state process has been much more elaborate. AAC&U has put together a framework with a lot of input, and has asked the states to identify particular problems and goals, with which LEAP can help. States wanted to work on remapping the general education, aligning it with the competencies and the outcomes, making sure that was contributing to the students' learning. AAC&U is encouraging every state to spend time and money on including the excellence part to disaggregate data, to take a look at who is benefiting from the best practices. To become a LEAP state it is necessary to make a commitment to work on something of quality; second, to see some value in this national network of states' similarly engaged campuses working together, trying to solve these problems. AAC&U asks that these state systems assign a representative to work with them; and AAC&U will assign a representative to work with the state. Dr. Schneider added that they are limited in a number of states involved, and they want these states to be laboratories for high quality learning in 21st century to benefit the students.

Dr. Schmid added that joining the Campus Network helped PUNC to advance. At the end of 2010 they adopted a set of essential learning outcomes as a part of their general education program. Dr. Schmid said that joining the Network was a right thing for the university and for their students. The framework from AAC&U, as well as high impact practices, was very beneficial for the university.

In his concluding remarks Dr. Sauer said that this was a thorough conversation about quality related topics. Indiana is committed to working on Statewide Transfer and General Education Core, as well as the on the challenge of building on that foundation and pursuing the connections with the major. Dr. Sauer said that there is a real opportunity to deepen Indiana's involvement with many projects described during this discussion and to work together with other states that are committed to

these projects. By working with AAC&U, the Commission can further this important quality related agenda, which will also strengthen the completion goals of the Commission, expressed in *Reaching Higher, Achieving More*, and will lead to innovative, more entrepreneurial effective workforce that is so important for the economic development of our state.

Ms. Moran-Townsend thanked the panelists.

III. DECISION ITEMS.

A. Resolution on Indiana Becoming a LEAP State

Ms. Moran-Townsend read the resolution.

R-13-04.4 **WHEREAS**, *Reaching Higher, Achieving More* embraces the proposition that Indiana’s completion, productivity and quality goals are not mutually exclusive, and that our State’s success depends on achieving all three;

WHEREAS, the Quality section of *Reaching Higher, Achieving More* emphasizes the need to clearly articulate the learning outcomes associated with a college education and calls for the adoption of “comparable assessments that use common metrics and competencies to gauge learning”;

WHEREAS, the core activities of the Association of American Colleges and Universities (AAC&U), and in particular, its LEAP States Initiative and its Quality Collaboratives project, comprise an extraordinary set of resources – including research-based best practices derived from nearly 1,300 member two- and four-year institutions – that can aid the Commission in meeting its Quality-related goals;

WHEREAS, AAC&U’s national 2013 survey of employers, the latest in a series commissioned since 2005, provides key insights into the competencies that employers value in college graduates;

WHEREAS, Indiana institutions enjoy a long history of involvement in AAC&U activities, as exemplified by IUPUI, whose Principles of Undergraduate Learning served as an important influence on the development of AAC&U’s LEAP Vision for Learning and its Essential Learning Outcomes;

WHEREAS, nine of Indiana’s sixteen public two- and four-year institutions and campuses, including six Indiana University and Purdue University regional campuses, as well as eight Indiana independent institutions, are presently members of the LEAP Campus Action Network;

WHEREAS, Indiana is one of nine states participating in AAC&U’s Quality Collaboratives project, which is focused on the Degree Qualifications Profile and authentic assessment of student learning; and

WHEREAS, the Indiana Commission for Higher Education is committed to promoting approaches and supporting campus practices that lead to demonstrated student mastery of the intellectual and practical skills needed for Indiana’s workforce to be innovative, entrepreneurial, and internationally competitive in the 21st Century,

NOW THEREFORE BE IT RESOLVED,

- I. Best Practices:** The Commission endorses Indiana joining the Association of American Colleges and University’s LEAP States Initiative to collaborate with other states in identifying and advancing best practices that result in Indiana colleges graduating more students with the 21st Century knowledge and skills to succeed as lifelong learners and members of the workforce;
- II. System Coherence:** The Commission uses the opportunity of becoming a LEAP State to bring together Indiana’s various state-level and campus initiatives in an integrated way to reinforce one another and amplify their impact on student learning; and
- III. Transformational Change:** The Commission, the institutions, and the business community commit to a strategic, comprehensive agenda to bring to scale innovative models that enhance teaching and learning, so that all students graduate with the knowledge and skills needed to be successful participants in the 21st Century workforce (Motion – Bepko, second – Rozow, approved by consensus).

B. Academic Degree Programs on Which Staff Proposes Expedited Actions

R-13-04.5 RESOLVED: That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background discussion in this agenda item and the *Program Description*:

- *Bachelor of Science/Bachelor of Art in Anthropology* to be offered by the University of Southern Indiana at Evansville
- *Bachelor of Science in Environmental Science* to be offered by the University of Southern Indiana at Evansville (Motion – Bepko, second – Fisher, unanimously approved)

Ms. Rozow expressed a concern regarding the necessity of having the Anthropology Degree program, since 14 different schools (including seven public campuses) offer degrees in Anthropology, and the graduates from this program are earning on average \$14,000 less than those with any other Bachelor degree.

Dr. Bepko responded that the Academic Affairs and Quality Committee talked about this, and it was clear to them that at this time and at this place it is a good degree to offer.

Ms. Moran-Townsend echoed Dr. Bepko's comment, saying that there was a lot of discussion and consideration; this is why this program was offered for an expedited action.

Ms. Rozow pointed out that she did not get the Agenda book soon enough to suggest taking this item off the Agenda and having more discussion about it.

Ms. Lubbers assured Ms. Rozow that her comment was duly noted.

C. Capital Projects

1. Indiana State University: Terre Haute Campus – Student Housing Lease

Ms. Diann McKee, Vice President for Business Affairs, Finance, and University Treasurer, Indiana State University, presented this item.

In response to Mr. LaMothe's question whether a portion of this project is going to be a retail space and operated by the developer, Ms. McKee responded in the affirmative, but added that a share of the rent on this space will not go back to the university. However, the developer agreed to have this space occupied, or offer it at a lower rent.

Answering Mr. Costas' question, Ms. McKee confirmed that the university will be paying property taxes on space, due to the funding involved.

In response to Mr. Fisher's question, Ms. McKee answered that the estimated cost of the project is \$17,000,000, and the cost per square foot is \$208.00.

Mr. Hatchett gave the staff recommendation.

R-13-04.6 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *C-1-13-5-03 Student Housing Lease* (Motion – Murphy, second – Duarte De Suarez, unanimously approved)

2. Indiana State University: Terre Haute Campus – Renovation of Life Science/Chemistry Laboratories

Mr. Moran-Townsend said that in this morning's discussion the Commission members talked about several things, some of which will require more information than what the staff and the university representatives provide the Commission as it makes these considerations. Ms. Moran-Townsend added that it would be helpful to have a confirmation of alignment between the capital project and the mission of the master plan, so that the Commission understands this, as well as the institutional performance.

Ms. McKee presented the capital project.

Mr. Hatchett gave the staff recommendation.

R-13-04.7 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *C-1-07-2-01 Renovation of Life Science/Chemistry Laboratories* (Motion – Scheller, second – Murphy, unanimously approved)

3. Ivy Tech Community College: Indianapolis Fall Creek Campus – Fall Creek Expansion Project Phase III

Mr. Jeff Terp, Senior Vice President for Engagement and Institutional Efficiency, Ivy Tech Community College, presented this item.

In response to Ms. Duarte De Suarez' question on how this will work with the long term development of Ivy Tech's prospects, Mr. Terp said that they have not done major determination yet. Ivy Tech teaches classes in 76 different cities in Indiana; 46 percent of their sites are leased, and the rest are either owned by the college through donations or foundation, or there have been fee replacement. Mr. Terp added that they have a formula created by the State Budget Agency jointly with the Commission for Higher Education and Ivy Tech, on the return on investment and they use it in their analysis process that they do on every potential new lease site. Mr. Terp mentioned that currently Ivy Tech has 86 to 90 percent occupancy on all their sites.

In response to Mr. LaMothe's question whether Ivy Tech anticipates a lot of administrative structure, Mr. Terp responded that the money will be spend strictly on the class areas, faculty and staff areas.

Mr. Hatchett gave the staff recommendation.

R-13-04.8 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *F-0-12-1-02 Ivy Tech Fall Creek Expansion Phase III* (Motion – Murphy, second – Peterson, unanimously approved)

4. Purdue University: West Lafayette Campus – Softball Stadium Sublease

Mr. Kevin Green, Assistant Director of Capital Planning, Purdue University, presented this item.

Mr. Hatchett gave the staff recommendation.

R-13-04.9 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *B-1-13-5-25 Purdue University West Lafayette Campus Softball Stadium Sublease* (Motion – Costas, second – Rozow, unanimously approved)

5. Ivy Tech Community College: Bloomington Campus – New Construction

Mr. Shane Hatchett, Manager of Business/Human Resources, made a brief overview of the project and gave the staff recommendation.

R-13-04.10 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *F-0-08-1-03 Ivy Tech Community College: Bloomington Campus – New Construction* (Motion – Fisher, second – Rozow, unanimously approved)

6. Ivy Tech Gary/Indiana University: Northwest Campus – Tamarack Hall Replacement

Mr. Hatchett made a brief overview of the project and gave the staff recommendation.

R-13-04.11 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *A-7-09-1-09 Tamarack Hall Replacement and Ivy Tech Community College – Northwest at Indiana University Northwest Campus* (Motion – Bland, second – Peterson, unanimously approved)

7. Ball State University: Muncie Campus – Boiler Plant Renovation and Geothermal Project Phase II

Mr. Hatchett made a brief overview of the project and gave the staff recommendation.

R-13-04.12 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee following project: *D-1-05-1-02 Ball State University: Muncie Campus – Boiler Plant Replacement and Geothermal Project Phase II* (Motion – LaMothe, second – Costas, unanimously approved)

8. Ball State University: Muncie Campus – Central Campus Renovation Phase II

Mr. Hatchett made a brief overview of the project and gave the staff recommendation.

R-13-04.13 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the project *D-1-09-2-01R Ball State University – Central Campus Renovations Phase IIB* (Motion – Costas, second – Bland, unanimously approved)

9. Capital Projects for Which Staff Proposes Expedited Action

R-13-04.14 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:

- Purdue University – North Central Campus: Student Services Center architecture and engineering planning - \$1,000,000
- Ball State University – Muncie Campus: Construction of new planetarium - \$4,600,000

- Vincennes University – Vincennes Campus: Infrastructure improvements phase I - \$4,000,000 (Motion – Murphy, second – Rozow, unanimously approved)

Ms. Moran-Townsend praised the work of the Commission members and staff, as well as the Budget and Productivity and Academic Affairs and Quality Committees, which led to the expeditious way the Commission members were able to handle such a large number of items on this Agenda.

D. Adoption of 2013-14 Award Maxima

Ms. Moran-Townsend said that there was a discussion during the morning working session. Staff recommends increase of five percent in the awards levels.

R-13-04.15 **RESOLVED:** That the Commission for Higher Education adopts the recommendation of 5 percent increase in the awards levels for 2013-14 academic years (Motion – LaMothe, second – Fisher, unanimously approved)

E. Indiana-Ohio Reciprocity Agreement

Ms. Moran-Townsend said that there was a discussion on this item during the morning working session. Indiana University Purdue University Fort Wayne campus has been added to this agreement.

R-13-04.16 **RESOLVED:** That the Commission for Higher Education approves by consent the *Memorandum of Understanding between Indiana and Ohio Regarding Tuition Reciprocity*, dated June 6, 2013 (Motion – Duarte De Suarez, second – Bland, unanimously approved.)

F. Administrative Items on Which Staff Proposes Expedited Action

R-13-04.17 **RESOLVED:** That the Commission approves by consent the following item, in accordance with the background information provided in this agenda item:

- Commission for Higher Education Fiscal Year 2013-14 Spending Plan (Motion – Murphy, second – Rozow, unanimously approved)

V. INFORMATION ITEMS

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

E. Calendar of Upcoming Meetings of the Commission

VI. NEW BUSINESS

There was none.

VII. OLD BUSINESS

There was none.

VIII. ADJOURNMENT

The meeting was adjourned at 3:25 P.M.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 8, 2013

PUBLIC SQUARE A:

Approaches Recognized by the Voluntary System of Accountability To Assess Learning Outcomes

Background

This dialog represents the second of a three-part discussion of the *Quality* section of the Commission's strategic plan, *Reaching Higher, Achieving More* (RHAM). Consideration of the *Quality* section of RHAM began at the June meeting, when the Commission had an opportunity to discuss various assessment-related projects and initiatives of the Association of American Colleges and University (AAC&U). The Commission heard from three public campuses that were involved in these AAC&U efforts – IUPUI, Ivy Tech Indianapolis, and Purdue University North Central. Dr. Carol Geary Schneider, President of AAC&U, also made a presentation to the Commission at its June meeting.

The second installment of this three-part discussion focuses on the approaches recognized by the Voluntary System of Accountability (VSA) to assess learning outcomes. The VSA is referenced in the *Quality* section of RHAM as one way of using comparable assessments to gauge student learning. A panel will explore the approaches recognized by VSA and will include:

- Alex C. McCormick, Director, National Survey of Student Engagement (NSSE)
- Don Sprowl, Assistant Provost for Institutional Research and Accreditation, Indiana Wesleyan University
- Richard "Biff" Williams, Provost, Indiana State University

The final installment of the three-part discussion of the *Quality* section of RHAM will occur at the September Commission meeting.

Supporting Document

- (1) Panelist Bios
- (2) A Glossary of Terminology Associated with the Voluntary System of Accountability

Alexander C. McCormick, Ph.D.

Alexander C. McCormick is an Associate Professor of Education at Indiana University Bloomington, where he teaches in the Higher Education and Student Affairs program. He also directs the National Survey of Student Engagement (NSSE), housed at IU's Center for Postsecondary Research. Since its inception in 2000, more than 1,500 bachelor's-granting colleges and universities in the U.S. and Canada have used NSSE to assess the extent, to which undergraduates engage in and are exposed to effective educational practices. Through this work, McCormick aims to enrich the national discourse about quality and accountability in higher education, while also providing institutions with tools to diagnose and improve undergraduate teaching and learning. His research interests center around assessment, accountability, and evidence-based improvement in higher education.

Before coming to Indiana, McCormick served as a senior scholar at The Carnegie Foundation for the Advancement of Teaching, an Educational Research and Policy Center. In that role, he led a major overhaul of the Foundation's widely-used classification of U.S. colleges and universities. He holds a bachelor's degree in French from Dartmouth College, and a Ph.D. in education and sociology from Stanford University.

Don Sprowl, Ph.D.

Dr. Don Sprowl is Assistant Provost for Institutional Research and Accreditation at Indiana Wesleyan University. In this capacity he provides support across the institution for both the assessment of student learning and evaluation of institutional effectiveness. He is the architect of the Academic Quality Index, a collection of measures designed to assess the quality of all aspects of the IWU academic program. Prior to coming to IWU seven years ago, Dr. Sprowl served as Professor of Geophysics at the University of Kansas and Professor of Physics and Earth Science at Louisiana College. He has a bachelor's degree in Physics from Houghton College and a PhD in Geophysics from the University of Minnesota.

Richard "Biff" Williams, Ph.D.

Richard "Biff" Williams is Provost and Vice President of Academic Affairs at Indiana State University. He is also the founding Dean of the College of Nursing, Health and Human Services at ISU. He received his bachelor's degree from Weber State University in Utah, a master of science in athletic training from Indiana State, and a Ph.D. in curriculum and instruction from New Mexico State University. Prior to being named dean at Indiana State in 2008, he served for 10 years in numerous capacities at the University of Northern Iowa, including Associate Dean of the College of Education and founding Chair of the Division of Athletic Training, where he developed three athletic training education programs at the undergraduate and graduate level. He has also published numerous articles, manuscripts, and abstracts, has presented at national conferences and garnered several external grants. At Indiana State, Williams has led the development of six new degree programs designed to address the state's critical shortage of healthcare workers.

July 31, 2013

CAAP (Collegiate Assessment of Academic Proficiency): CAAP is the standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes.

CAAP can be used to:

- Satisfy accreditation and accountability reporting requirements
- Measure students' achievement levels on a group and individual basis
- Compare students' achievement levels with national user norms
- Evaluate the strengths and weaknesses of general education programs
- Document the performance gain of students' achievement levels over time
- Analyze what interventions may be necessary to enhance results
- Determine student eligibility for upper-division studies
- Advise individual students how to achieve academic success
- Measure student learning outcomes for Voluntary System of Accountability (Critical Thinking & Writing Essay)

CAAP offers six independent test modules, actual testing time is 40 minutes, for which institutions may select from which best reflect their mission and the goals and curricula of their general education programs. Those six modules are:

1. Reading
2. Writing Skills
3. Writing Essay
4. Mathematics
5. Science
6. Critical Thinking

CLA+ (Collegiate Learning Assessment): CLA+ , formerly known as CLA, measures critical-thinking, problem solving, scientific and quantitative reasoning, writing, and the ability to critique and make arguments. Institutions use CLA+ results to evaluate students' strengths and areas requiring further attention, sometimes publishing results to demonstrate that they have, indeed, graduated students with the skills needed to succeed beyond college. Student themselves use CLA+ results as a credential, illustrating to prospective employers and graduate schools their talents as 21st century thinkers.

ETS Proficiency Profile (Educational Testing Service): measures proficiency in critical thinking, reading, writing and mathematics in the context of humanities, social sciences, and natural sciences, as well as, academic skills developed, as opposed to subject knowledge taught, in general education courses. In addition to a total score, proficiency classifications (proficient, marginal or not proficient) measure how well students have mastered each level of proficiency within the three skill areas.

July 31, 2013

The ETS Proficiency Profile test helps to:

- measure the effectiveness of general education programs to meet requirements for accreditation and accountability initiatives and performance funding
- evaluate and inform teaching and learning with actionable score reports that can be used to pinpoint strengths and areas of improvement
- gauge program effectiveness by providing comparative data on more than 500 institutions and over 550,000 students nationwide
- create greater flexibility in testing programs by adding up to 50 locally authored questions and using both paper-and-pencil and online formats, as well as choosing to use proctored (both on- and off-campus) and non-proctored versions

NSSE (*National Survey of Student Engagement*): The NSSE survey, developed at Indiana University Bloomington, was launched in 2000 and updated in 2013, assesses the extent to which students engage in educational practices associated with high levels of learning and development.

The questionnaire collects information in five categories:

1. Participation in dozens of educationally purposeful activities,
2. Institutional requirements and the challenging nature of coursework,
3. Perceptions of the college environment,
4. Estimates of educational and personal growth since starting college, and
5. Background and demographic information.

VALUE Rubrics (*Valid Assessment of Learning in Undergraduate Education*): diverse teams of faculty and other academic and student affairs professionals from a wide range of institutions drafted and revised institutional-level rubrics (and related materials) to correspond with the Association of American Colleges and Universities' Essential Learning Outcomes. Each VALUE rubric (listed below) contains the most broadly shared criteria or core characteristics considered to be critical for judging the quality of student work in a particular outcome area.

VALUE Rubrics:

Intellectual and Practical Skills

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading
- Quantitative literacy

July 31, 2013

- Information literacy
- Teamwork
- Problem solving

Personal and Social Responsibility

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Global Learning

Integrative and Applied Learning

- Integrative and applied learning

VSA (Voluntary System of Accountability Program): The VSA Program was created in 2007 through a partnership between the Association of Public and Land-grant Universities (APLU) and the American Association of State Colleges and Universities (AASCU). Development funding was provided by the Lumina Foundation; ongoing operations administered through the APLU offices and supported through annual participant dues. Oversight for the VSA is provided by a VSA Board made up of senior officials from APLU and AASCU institutions. As of winter 2013, 282 institutions participate in the VSA. It is a vehicle for public four-year universities to report comparable information about the undergraduate student experience.

VSA has three primary objectives.

1. To provide a consumer information tool for colleges and universities to communicate with policy makers, state official, students, families, and the general public using clear, accessible, and comparable information on the undergraduate student experience through the College Portrait website (www.collegeportraits.org).
2. To provide a mechanism for public institutions to demonstrate accountability and transparency, particularly in the areas of access, cost, student progress, and student outcomes.
3. To support institutions in the measurement and reporting of educational outcomes and facilitate identification and implementation of effective practices as part of institutional improvement efforts.

VSA's College Portrait: The College Portrait is a source of basic, comparable information from over 300 public colleges and universities presented in a common, user-friendly format. The collected information is placed onto a website which is designed to be a tool for prospective students and their families during the college search process as well as a resource for high school guidance counselors, community college advisors, state policy-makers ... or anyone interested in learning more about public colleges and universities.

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Each institution's College Portrait has a variety of information including the characteristics of students and faculty, admissions requirements, popular majors, average class sizes, campus safety, the future plans of graduates, and much more. Every College Portrait provides cost of attendance and financial aid information and an interactive tool for users to more specifically estimate their own costs at a particular institution. And only on a College Portrait can users find a snapshot of student experiences on campus and the expected learning gains of students in critical thinking and written communication.

The VSA and College Portrait are sponsored by two nonprofit organizations in Washington DC – the American Association of State Colleges and Universities (AASCU) and the Association of Public and Land-grant Universities (APLU). More than 80 higher education leaders from 70 public institutions were involved in developing the College Portrait.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 8, 2013

BUSINESS ITEM A-1: Election of Next Year's Commission Officers

Staff Recommendation That the Commission elect the slate of officers developed by the nominating committee.

Background Commission by-laws specify that the Chair shall annually form a nominating committee with one appointee from each class. The nominating committee creates a slate of officers for election at the June meeting. Any officer may succeed him/herself at the pleasure of the commission.

The nominating committee has created the following slate:

Chair: Jud Fisher
Vice Chair: Dennis Bland
Secretary: Dan Peterson

Supporting Document None

COMMISSION FOR HIGHER EDUCATION

Thursday, August 8, 2013

BUSINESS ITEM A-2: Introduction of New Commission Members

Background

Governor Pence's office has appointed 4 new members to the Commission and renewed the term for another.

The new members of the Commission are:

- Al Hubbard, Co-founder and Chairman of E&A Industries
- Mark Holden, Chief Executive Officer, A&R Logistics, Inc.
- John Popp, President and Chief Executive Officer, Aunt Millie's Bakeries
- Jason Curtis, Associate Professor of Biology, Purdue University North Central

The reappointed member of the Commission is:

- Susana Duarte de Suarez, President and Chief Executive Officer of Media Moon Communications

Supporting Document

Press Release from the Statehouse File

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Governor appoints Indiana Commission for Higher Education members

June 28, 2013 | Filed under: Quick reads | Posted by: MeganBanta

Staff Report
TheStatehouseFile.com

INDIANAPOLIS – Gov. Mike Pence appointed five members to the Indiana Commission for Higher Education Friday.

Beginning July 1, Al Hubbard, Mark Holden, John Popp and Susana Duarte de Suarez will each serve for four years, and Jason Curtis, a faculty representative, will serve a two-year term.

Al Hubbard, of Indianapolis, is the co-founder of E&A Industries. Except for his time in government service, Hubbard has been the chairman of E&A Industries since 1977. During his government service, Hubbard was the White House deputy chief of staff for Vice President Dan Quayle, executive director of the president's council on competitiveness under the administration of George H.W. Bush and assistant to the president for economic policy and director of the national economic council under George W. Bush. He has also served on boards for for-profit and not-for-profit groups.

Mark Holden, from West Lafayette, currently serves as the chief executive officer at A&R Logistics, Inc. Holden has formerly held positions such as president, chief executive officer and owner at Prime Distribution Services, Inc., American Commercial Lines, Inc. and Wabash National Corporation. In 2013, Holden received the President's Medal of Distinction from Ball State University, his alma mater.

John Popp, of Fort Wayne, has been the president and chief executive officer of Aunt Millie's Bakeries, Inc., since 1980. From 1954 to 1956, Popp was the U.S. Army chief of review and analysis division for ordnance training command at Aberdeen, Md. Popp is also a real estate developer and has served on several different boards.

Susana Duarte de Suarez, from Zionsville, will fill the commission's at-large representative position. She was formerly on the commission's board as a representative from District 4. Currently, she is serving her four-year term as councilwoman for Zionsville and is the president and chief executive officer of Media moon Communications. She has also served in vice president and senior official positions at Fortune 500 companies.

Jason Curtis, of Valparaiso, is an associate professor of biology at Purdue University North Central. Curtis has been with Purdue for 13 years and is currently academic program coordinator for the biology department. He has also been the coordinator for institutional effectiveness and a 10-year member of the faculty senate. Curtis has been on the City of La Porte's Historic Preservation Commission for eight years, five which he served as president. He has also been a facilitator for the Michigan City Area Schools' summer "STEMstitute" and worked with the Indiana Department of Education of the Indiana Science 2010 Initiative.

Pence said he is confident these five new members will work to help students in Indiana.

"When it comes to higher education, our administration is focused on making college more affordable and accessible for Hoosiers," Pence said in a statement. "With a shared vision, vast experience and proven leadership, I am confident the individuals named today to the Commission for Higher Education will strive to make this goal a reality and will serve to benefit thousands of Hoosier students across the state."

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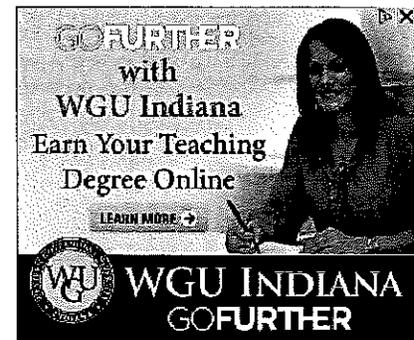
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COMMISSION FOR HIGHER EDUCATION

Thursday, August 8, 2013

BUSINESS ITEM A-3: Student Voices Program Meeting – Report by Hannah Rozow

Background

The U.S. Department of Education invited Hannah Rozow to attend the Student Voice Program and meet with U.S. Secretary of Education, Arne Duncan, to discuss her college experience and engage in a dialogue of issues, federal policy or other matters, most important to her as a student.

Supporting Document

None

COMMISSION FOR HIGHER EDUCATION

Thursday, August 8, 2013

BUSINESS ITEM A-4:

Update on Standard Credit Hour Expectations for Undergraduate Degree Programs

Background

In 2012, the General Assembly passed House Enrolled Act (HEA) 1220, which created a standard expectation that associate degrees would consist of 60 semester hours of coursework and baccalaureate degrees would consist of 120 semester hours, although exceptions would or could be made for additional credit hours due to external accreditation, occupational certification or licensure, employer requirements, or enhanced program quality. The bill was passed to help increase college completion, especially on-time completion, and reduce to cost of going to college.

At the time of its passage, an analysis showed that nearly 90 percent of associate and baccalaureate degree programs exceeded the standard credit hour expectation. This update will report on the considerable progress that has been made over the academic year that just ended, as well as additional progress that is anticipated during the year about to start.

Supporting Document

To be distributed

COMMISSION FOR HIGHER EDUCATION

Thursday, August 8, 2013

BUSINESS ITEM B-1: **Bachelor of Science in Health Studies To Be Offered by Purdue University North Central at Westville**

Staff Recommendation

That the Commission for Higher Education approve the Bachelor of Science in Health Studies to be offered by Purdue University North Central at Westville, in accordance with the background discussion in this agenda item and the *Program Description*.

Background

The Academic Affairs and Quality Committee discussed this program on June 10, 2013 and reacted favorably to the proposal. Committee members and staff felt it appropriate to bring the program to the Commission for action as a regular decision item.

Similar Programs in Indiana. According to the Independent College of Indiana (ICI) web site, there are no programs at the baccalaureate level in the *independent* or private not-for-profit sector that are similar to the proposed program.

The Board for Proprietary Education (BPE) database indicates there are a number of programs in Health Care Management or Health Care Administration at the baccalaureate level in the *proprietary* or private for-profit sector, e.g. three institutions (University of Phoenix, DeVry University, Kaplan University) offer bachelor's degrees in Health or Health Care Administration. However, the proposed program has a different focus and orientation than that of a traditional management or administration program in health care.

Likewise, within the *public* sector, there are two campuses (IUPUI and IU Northwest) that offer baccalaureate programs in Health Information Administration and Health Services Administration, respectively. However, the proposed program has a very different focus and orientation than these.

IWIS Analysis. Given the uniqueness of the proposed program, there is not good data available through IWIS on comparable programs.

Related Programs at Purdue North Central. The only health care related program that the Purdue North Central campus currently offers is the B.S. in Nursing, which in FY 2012 enrolled 586 headcount or 348 FTE students and graduated 40.

Unique Focus of Program. The proposed program is intended to prepare graduates, who work with clients, so that health care services can be delivered to them in a coordinated and more efficient and effective manner, thereby improving services, while at the same time controlling costs. Health Studies is responsive to regional employers' needs for employees with a broad health care knowledge base to move in and out of roles within the quickly-changing health care environment.

Graduates will be prepared for careers, such as: care coordinator, case manager, patient advocate, and medical and health services manager. One emerging role graduates are prepared for is that of a "health care navigator" or care coordinator. Health care or patient navigators and care coordinators undertake a number of tasks, such as: educating clients about qualified health plans; sharing information about enrollment, tax credits, and subsidies; helping people to enroll in plans; referring clients, who need additional help, to other agencies; and, in general, guiding clients through the complexities of the health care system so they can be better consumers and the health care system can become more efficient. Sources indicate that private navigator businesses are growing at a significant rate.

This program also has been designed for those with an associate degree in a health field from Ivy Tech, who are seeking a degree completion program that enables them to move into broader and more advanced roles, including administration and leadership.

Standard Credit Hour Expectation. This program requires students to complete a total of 120 semester credit hours, which meets the standard credit hour expectation for baccalaureate programs.

Articulation Agreement. Purdue North Central has a signed articulation agreement with Ivy Tech Community College for graduates of the College's health related associate degree programs.

Supporting Document

Program Description – May 13, 2013

1. Characteristics of the Program

a. Campuses offering Program

Purdue University North Central

b. Scope of Delivery

Purdue University North Central Campus

c. Mode of Delivery

Classroom and blended

d. Other Delivery Aspects

Most students will complete an internship as their capstone course.

e. Academic Unit Offering Program

The Bachelor of Science in Health Studies is an interdisciplinary program administratively housed within the Department of Nursing.

2. Rationale for Program

a. Institutional Rationale

The proposed baccalaureate in Health Studies at Purdue University North Central (PNC) supports the direction of the Purdue System, is an integral aspect of Purdue North Central's strategic plan, contributes to human capital and economic development in northern Indiana, and meets the needs of employers in this region. This degree builds upon PNC's successful baccalaureate in nursing. An important part of PNC's strategic plan is to add baccalaureate degrees to better serve the region

b. State Rationale

This proposal directly contributes to the Commission's goals. It is workforce aligned, student centered, and will increase degree productivity. This program is aligned with *Reaching Higher, Achieving More* in the following ways:

- Student persistence and degree completion—provides a clear, efficient path for students interested in health careers who are not admitted into nursing or who are not interested in nursing
- Transfer—designed specifically for students transferring from a two-year institution
- Productivity—prioritizes resources to high-demand academic programs

This new program adds value by using existing courses and other existing resources to create a program that will lead to employment in our region.

c. Evidence of Labor Market Need:

i. National and State

Health care will generate 3.2 million new jobs between 2008 and 2018, more than any other industry, largely in response to rapid growth in the elderly population. Ten of the 20 fastest growing occupations are related to health care. Many job openings should arise in all health care employment settings as a result of employment growth and the need to replace workers who retire or leave their jobs (<http://www.bls.gov/oco/cg/cgs035.htm>).

ii. Preparation for Graduate Programs or Other Benefits

Students who graduate from PNC with a B.S. in Health Studies will be prepared for master's programs in health and human services as well as doctoral level training, including in health services research, public health, health education and applied areas of health professions such as physical therapy or occupational therapy.

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

The employment outlook for health care professionals is excellent. According to the Bureau of Labor Statistics (2010), "Employment growth is expected to add about 2.8 million new jobs – 13-

percent of all wage and salary jobs added to the economy over the 2010-2018 period.” In addition, the Bureau finds, “Employment in health services will continue to grow...The elderly population, a group with much greater than average health care needs, will grow faster than the total population...Advances will continue to improve the survival rate of patients; new technologies will lower the cost of treatment and diagnosis while enabling identification and treatment of conditions not previously treatable. In addition, medical group practices and health networks will become larger and more complex, and will need more managerial and support workers. Various combinations of all these factors will ensure robust growth in this massive diverse industry” (<http://www.bls.gov/oco/cg/cgs035.htm>).

The demand in Indiana for health care professionals is high and consistent with national demand. According to the Indiana Department of Workforce Development (IDWD), Health Care Support Occupations has a 28.7% projected growth rate.

iv. National, State, or Regional Studies

Health care is the fastest growing industry in Northwest Indiana. Of the five largest industries in this region, two are in health: ambulatory health care services and hospitals. Ambulatory health care services had the largest growth of any industry in the region, with a 76% increase in earnings between 2001 and 2009. Hospitals rank second, with a 40% growth in earnings during this time period (see <http://www.insideindianabusiness.com/newsitem.asp?ID=50584>).

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

Planning began with local leaders of health care organizations, who informed us of the need for professionals with a background in health. Nursing is the only health-related major at PNC. Students not admitted into the nursing program have expressed strong interest in a health-related major at PNC.

vi. Letters of support

Appendix A provides letters of support from regional organizations. Letters of support from the Dean of the School of Health Sciences from Ivy Tech Northwest and the Dean of the College of Health and Human Sciences at Purdue West Lafayette also are included.

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

One new faculty member will be needed initially. Additional faculty and a coordinator/advisor will be needed over time. To complement the existing faculty, these additional faculty will have specializations in an area of health care that supports the program’s learning outcomes. The additional revenue to the campus based upon additional enrollment would support these hires. Please see full proposal for additional information.

ii. Facilities

The B.S. in Health Studies program will be housed and taught at PNC’s main campus in Westville and at PNC’s Porter County site. No new labs are needed. Library holdings will need to be supplemented.

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

None

b. Support

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

There is existing support to start the program. Future costs for the program will be covered through new tuition revenue from higher rates of retention and new students.

ii. Special Fees above Baseline Tuition

None

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

There is no other Health Studies program in Indiana. Purdue Calumet offers a bachelor's degree in Safety, Health and Environmental Management in the Department of Construction Science and Organizational Leadership. Indiana University Northwest offers B.S. degrees in Health Information Administration, Health Services Administration, and Health Services Management. Indiana University South Bend offers bachelor's degrees in Health Services Management and in Health Systems Administration and Policy.

The PNC Health Studies program is distinctive in several ways. It was developed to educate a health care generalist with the ability and knowledge to adapt within ever-changing health care settings and situations. The program was specifically designed to increase student persistence and degree completion. It was also designed to increase the number of associate degree graduates who go on to earn a bachelor's degree and to provide an avenue for associate degree holders to advance in their careers and better meet the needs of employers.

ii. Related Programs at the Proposing Institution

Nursing, Business, Organizational Leadership

Health Studies is an efficient program that uses the strengths of existing courses and shares a core with nursing.

b. List of Similar Programs Outside Indiana

Eastern Illinois University and Western Illinois University offer a B.S. in Health Studies. Eastern Kentucky University offers a B.S. in Health Services Administration.

c. Articulation of Associate/Baccalaureate Programs

Ivy Tech graduates will be able to transfer seamlessly into the Health Studies program. In addition the PNC Health Studies program has a recent articulation agreement with Ivy Tech.

d. Collaboration with Similar or Related Programs on Other Campuses

Purdue Calumet offers 17 courses online that are accepted for PNC's Health Studies program. Nursing is collaborating with the three other Purdue System nursing programs on a Graduate Nursing Program Consortium and course sharing. Purdue North Central will use what is learned in this effort to further develop collaboration in Health Studies. As the program matures, faculty will work with West Lafayette on discovery opportunities, which will strengthen the ability to compete for larger, more diverse discovery grants.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time to Completion

The program is designed to be completed in four years, or two years for those with an associate's degree.

b. Exceeding the Standard Expectation of Credit Hours

The program requires 120 credit hours.

c. Program Competencies or Learning Outcomes

The graduate will be able to:

- Utilize problem-solving, critical-thinking and decision-making skills in a variety of health settings and situations.
- Evaluate effective leadership and management strategies in common in health care delivery systems and environments.
- Apply evidence-based health care practices for optimum health outcomes.
- Demonstrate accountability within the legal and ethical parameters of the health care system.
- Integrate communication skills into professional roles.
- Utilize information technology in the delivery of health care.
- Explore the historical and contemporary social determinants of health that shape health status, health behavior and health inequalities.

d. Assessment

A primary site of assessment will be the capstone course. Faculty will use a standard rubric on a final project to assess student learning and the degree to which students have met learning outcomes. A Health Studies Advisory Board will be established due to the ongoing and rapid changes in health care, government, and technology that underpin the need for communication and collaboration between health education programs and the communities they serve. The membership of the advisory board will be representative of the community and employment market served by the PNC Health Studies program. It will be composed primarily of individuals in the community and employment market who are impacted by the Health Studies program and who impact the program.

e. Licensure and Certification

There is no licensure for Health Studies.

f. Placement of Graduates

Graduates would enter non-clinical occupations within the Health Care sector. Specific position with typical average salaries (<http://www.simplyhired.com/a/salary/search>) are given below:

Claims Reviewer	\$50,000
Medical and Health Service Managers	53,000
Client/Patient Advocate	44,000
Children’s Care Manager	46,000
Medical Equipment Marketing and Sales	52,000
Community Relations Coordinator	44,000
Pharmaceutical Sales	68,000
Insurance Sales	56,000
Family Services Counselor	41,000
Case Manager/Care Coordinator	57,000
Health Benefits Manager	55,000
Independent Living Specialist	45,000
Wellness Coordinator	44,000

g. Accreditation

There is no accreditation for Health Studies.

6. Projected Headcount and FTE Enrollment and Degrees Conferred

**Data for Question # 6
Projected Headcount and FTE Enrollment and Degrees Conferred**

	Year #1 FY 2015	Year #2 FY 2016	Year #3 FY 2017	Year #4 FY 2018	Year #5 FY 2019
Enrollment Projections (Headcount)	490	520	523	539	541
Enrollment Projections (FTE)	389.0	410.0	410.5	422.5	424.0
Degree Completions Projection	0	32	29	188	200

Appendix A
Letters of Support



DUNELAND HEALTH
COUNCIL

September 10, 2012

Mario R. Ortiz, RN; PhD; PHCNS-BC
Associate Professor and Chair
Department of Nursing
Purdue University North Central
1401 South US Highway 421
Westville, IN 46391-9542

Dear Dr. Ortiz:

I am pleased to convey my support for the Bachelor of Science in Health Studies degree being submitted by Purdue University North Central to the Purdue University Board of Trustees and the Indiana Commission for Higher Education.

I have a 35 year association with the health programs of Purdue University North Central as the former President and Chief Executive Officer of Memorial Hospital of Michigan City for 27 years and as the Executive Director of the Duneland Health Council for the last 15 years. I believe that a Bachelor of Science in Health Studies would be attractive to many middle management department heads in many of the health care facilities located in LaPorte and Porter County. I think the program would be a good stepping stone for those individuals looking to earn a master's degree or higher in health care administration.

I fully support the efforts of Purdue University North Central's BS in Health Studies proposal to prepare students with a firm foundation in furthering their understanding of health and health care. Well educated individuals will continue to be challenged in the future to look for solutions to the many complexities and problems our health care system is faced with.

Sincerely,

Norman D. Steider
Executive Director

*"Making a difference...
for Michigan City"*

P.O. Box 9327
Michigan City, Indiana
46361

Phone: (219) 874-4193
Fax: (219) 873-2416

November 29, 2012

Mario R. Ortiz
Associate Professor and Chair
Department of Nursing
Purdue University North Central
1401 South US HWY 421
Westville, IN 48391

RE: BS in Health Studies Proposal

Dear Dr. Ortiz:

It is my pleasure to write a letter in support of Purdue University North Central's BS in Health Studies Proposal being submitted to the Purdue University Board of Trustees and the Indiana Commission for Higher Education.

The Division of Nursing and Health Sciences at Ancilla College work closely with Dr. Ortiz and the nursing program to ensure a smooth transition from associates to bachelor's level education in nursing. Ancilla College also provides an associate degree in Health Science that will fit seamlessly into the BS in Health Studies program.

In conclusion, I fully support the efforts of Purdue University North Central's BS in Health Studies Proposal. The Division of Nursing and Health Science at Ancilla College is anxious to partner with Purdue North Central as they move forward with this program. It will give students a firm foundation in understanding health and health care needs. The BS in Health Studies will also provide a pathway to graduate education in a health-related field that is important and desperately needed in this geographic area.

Sincerely,



Ann Fitzgerald MSN, PhD(c), CNE
Director, Division of Nursing and Health Science
Ancilla College

September 4, 2012

Mario R. Ortiz
Associate Professor and Chair
Department of Nursing
Purdue University North Central
1401 South US HWY 421
Westville, IN 48391

RE: BS in Health Studies Proposal

Dear Dr. Ortiz:

It is my pleasure to write a letter in support of Purdue University North Central's BS in Health Studies Proposal being submitted to the Purdue University Board of Trustees and the Indiana Commission for Higher Education.

I am writing to support this endeavor from a personal level. I am the parent of a senior college student who currently attends Texas A & M University in College Station, TX. Her degree is in Community Health. Her course of studies share similar goals and curriculum you have described in your proposal. She has a passion for health education and the health care system. She has a lot of leadership qualities that make her an outstanding candidate to be successful in a health-related field. She did not want to go into nursing and therefore, this course of study was very appealing to her. She hopes to someday work for FEMA, The Department of Health, or for the company she currently works for which is an oil company. She has the opportunity to work as their Employee Health and Wellness Coordinator.

As far as I know, there are not any programs in this area where a person who does not want a non-clinical degree may obtain a BS degree in Health Studies, if there were, she would not have gone to Texas, she could have stayed home and attended Purdue University North Central. This program is definitely needed in our area and I fully support the BS in Health Studies Proposal.

Sincerely,

Lorie Skimehorn, R.N., B.S.N.

Lorie Skimehorn, R.N., B.S.N.
Health Services Supervisor
Duneland School Corporation



December 5, 2012

FRANCISCAN ALLIANCE
CORPORATE OFFICE
Mishawaka

FRANCISCAN
ST. ANTHONY HEALTH
Crown Point

FRANCISCAN
ST. ANTHONY HEALTH
Michigan City

FRANCISCAN
ST. ELIZABETH HEALTH
Crawfordsville

FRANCISCAN
ST. ELIZABETH HEALTH
Lafayette Central

FRANCISCAN
ST. ELIZABETH HEALTH
Lafayette East

FRANCISCAN
ST. JAMES HEALTH
Chicago Heights

FRANCISCAN
ST. JAMES HEALTH
Olympia Fields

FRANCISCAN
ST. MARGARET HEALTH
Dyer

FRANCISCAN
ST. MARGARET HEALTH
Hammond

FRANCISCAN
ST. FRANCIS HEALTH
Beech Grove

FRANCISCAN
ST. FRANCIS HEALTH
Indianapolis

FRANCISCAN
ST. FRANCIS HEALTH
Mooresville

FRANCISCAN
PHYSICIANS HOSPITAL, LLC
Munster

FranciscanAlliance.org

Mario R. Ortiz
Associate Professor and Chair
Department of Nursing
Purdue University North Central
1401 South US Hwy 421
Westville, IN 48391

Re: BS in Health Studies Proposal

Dear Dr. Ortiz:

It is my pleasure to write a letter in support of Purdue University North Central's BS in Health Studies Proposal being submitted to the Purdue University Board of Trustees and the Indiana Commission for Higher Education.

The Health Studies program appears well developed offering students the opportunity to advance their knowledge in areas of nursing theory, A&P, psychology and a variety of topics relative to the health care industry.

In conclusion, I fully support the efforts of Purdue University North Central's BS in Health Studies Proposal. Any program that prepares students with a solid foundation in health care that will support entry into health care or ongoing graduate education in a health-related field is important and much needed in this geographic area.

Sincerely,

Trish Weber, RN, MBA
VP Operations/Chief Nursing Officer

TW/ch

MICHIGAN CITY 301 West Homer Street Michigan City, IN 46360 PH: 219 879 8511

December 12, 2012

Mario R. Ortiz
Associate Professor and Chair
Department of Nursing
Purdue University North Central
1401 South US HWY 421
Westville, IN 48391

RE: **BS in Health Studies Proposal**

Dear Dr. Ortiz:

It is my pleasure to write a letter in support of Purdue University North Central's BS in Health Studies Proposal being submitted to the Purdue University Board of Trustees and the Indiana Commission for Higher Education. The Health Study program will provide a core graduate group of individuals with the necessary skills to function within the complex healthcare arena. These individuals will be able to employ their skills in non-clinical entry and mid-level leadership positions within The Methodist Hospitals, Inc. facilities. Within the organization, these individuals can bridge the gap between clinical and non-clinical support areas in roles located in departments such as radiology, homecare and rehabilitations services. The content included in the program will assist the graduate in being successful.

In conclusion, I fully support the efforts of Purdue University North Central's BS in Health Studies Proposal. This program will offer opportunities within the healthcare field while preparing students for entry level positions and offering a sound foundation for further graduate education.

Sincerely,



Michele Major, RN, MS, MBA, NEA-BC, FACHE
VP, Chief Nursing Officer



Northlake Campus
600 Grant Street
Gary, Indiana 46402

Midlake Campus
2269 West 25th Avenue
Gary, Indiana 46407

Southlake Campus
8701 Broadway Avenue
Merrillville, Indiana 46410

January 9, 2013

Mario R. Ortiz
Associate Professor and Chair
Department of Nursing
Purdue University North Central (PNC)
1401 South U.S. Highway 421
Westville, IN 46391-9542

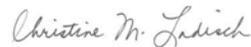
Re: B.S. in Health Sciences Proposal
Dear Dr. Ortiz:

Dr. Karen Schmid, the Vice Chancellor for Academic Affairs at PNC, recently sent me a copy of your proposal for a new baccalaureate program in Health Studies that would be located administratively in the Department of Nursing. In addition to reviewing the proposal myself, I asked Thomas Berndt, the College of Health and Human Sciences Associate Dean for Academic Affairs, for feedback.

Both of us were very impressed with the evidence in the proposal of the great need for well-trained health care professionals in the PNC service area, in the rest of Indiana, and in the nation. We were equally impressed with the quality of the curriculum for the students in the new B.S. program. Moreover, we agree completely with the statement on Page 14 of the proposal about seeking new opportunities for discovery, as your new program develops, through collaboration with faculty in our college on the West Lafayette campus, and, in particular, with faculty in our School of Health Sciences. We would also welcome future conversations about the possibility of collaborating in offering online courses that would further prepare our students and your students for careers in health-related fields.

For all these reasons, I strongly support the proposal for a new B.S. program in Health Studies at Purdue University North Central.

Sincerely,



Christine M. Ladisch
Dean

ARTICULATION AGREEMENT

Between
Purdue University North Central
and
Ivy Tech Community College

For Transfer of Ivy Tech Community College's health related Associate of Science programs and Associate of Applied Science in Health Care Support to Purdue University North Central's Bachelor of Science in Health Studies

Statement of Purpose

The purpose of this articulation is to provide a basis for a cooperative relationship between Purdue University North Central and Ivy Tech Community College (ITCC) to benefit students who desire to complete a bachelor's degree. The intent is for ITCC students completing a health-related AS or the AAS degree plan to move seamlessly to the BS degree plan.

Transfer Agreement

To earn a Bachelor of Science in Health Studies at Purdue University North Central requires a minimum of 120 credits.

Graduates from January 1, 2013 onward of Ivy Tech Community College with a health related Associate of Science degree or an Associate of Applied Science in Health Care Support from Ivy Tech Community College may transfer and apply 60-72 credits from that completed degree to requirements for Purdue University North Central's Bachelor of Science in Health Studies. Students will be admitted to Purdue University North Central via the standard undergraduate admission process.

Addendum One: Curriculum details the course requirements for this transfer agreement, including remaining courses required to fulfill the baccalaureate degree requirements. Substitutions for the approved list of courses must be approved by Purdue University North Central.

Addendum Two: Sample Semester Sequence details a sample semester sequencing of remaining courses.

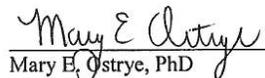
Additionally, under the terms of this agreement:

1. A course grade of "C" or better must be earned to be accepted for transfer.
2. As ITCC graduates complete a minimum of 32 credits hours of course work at or above the 300-level credit hour requirement for the award of the BS degree in Health Studies, they must meet the graduation requirements as approved by Purdue University North Central at the time of the student's admission to the Health Studies (PUNC) program.

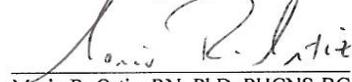
3. Written notice of intention to terminate, modify, or withdraw from this Articulation Agreement will be submitted by the academic head of either institution at least one academic semester prior to the proposed date of termination/withdrawal. Should a decision be made to modify or dissolve this agreement, students who are already attending Purdue University North Central at the time will be permitted to continue as long as their academic performance remains in good standing.
4. Both institutions agree to notify each other of curriculum changes that impact this agreement.
5. A review of this agreement and the resulting programs will take place every four years by the representatives from both institutions.

Agreed to 1/1/2013 (date)

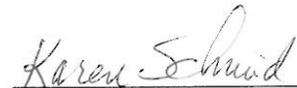
Ivy Tech Community College


Mary E. Ostrye, PhD
Provost

Purdue University North Central


Mario R. Ortiz, RN; PhD; PHCNS-BC
Chair, Department of Nursing


Keith Schwingendorf, PhD
Dean, College of Science


Karen Schmid, PhD
Vice Chancellor for Academic Affairs


James B. Dworkin, PhD
Chancellor

PNC: Additional BS in Health Studies Employment Information

June, 2013

With the quickly changing and ever-growing health care arena, there is a demand for health care professionals educated as generalists, so that they may serve in a variety of roles. Professionals with a breadth of background in health who are versatile, adaptable, and prepared for lifelong learning are needed. Several trends are driving this: the imperative to control costs, retirement of many health care providers, the shortage of nurses and other health care professionals, the drive to advance quality, the aging of the population, and implementation of the Affordable Care Act.

For example, two fast-growing occupations are community health care workers (CHWs) and health care navigators. There are 38,000 CHWs nationally (<http://www.bls.gov/oes/current/oes211094.htm#ind>). Within Indiana, the average salary is \$37,290 (<http://www.bls.gov/oes/current/oes211094.htm#st>). Graduates of PNC's Health Studies program would have the background to become supervisors and trainers of CHWs.

CHWs promote adherence to provider recommendations by connecting patients to community-based resources. The literature points to CHWs as having a significant impact on reducing unnecessary hospital readmissions, strengthening patient self-efficacy, increasing adherence to medication and provider recommendations, and improving access and quality of care (<http://www.in.gov/isdh/24942.htm>).

Navigators help people to select and sign up for health insurance and find their way through health systems. The U.S. Department of Health and Human Services (HHS) has outlined the requirements for the Affordable Care Act's insurance navigators. Under the law, navigators have five tasks: educating the public about qualified health plans; distributing impartial information about enrollment, tax credits, and subsidies; helping people enroll; referring people who need additional help to another agency that can help with an appeal; and providing culturally appropriate information (<http://www.behavioral.net/article/navigators-play-key-role-obamacare-health-insurance-enrollment>). HHS estimates that navigators will make anywhere from \$20 to \$48 per hour, depending on their positions.

In addition, private navigator businesses are growing. One estimate is that there are approximately 300 full-time private patient advocacy businesses in the United States at present (<http://www.health-care-navigators.com/faq.html>). Navigators assist with:

- tackling the red tape involved in the health care system
- recommending physicians, assisted living facilities, nursing homes, and so on
- helping to organize and interpret medical records
- booking and attending doctor visits with patients
- researching diagnoses and helping to choose among treatment options
- verifying and tracking medications
- negotiating with health insurance companies and hospital billing departments
- helping prepare for surgery and being at the hospital bedside after surgery

- ensuring a stress-free hospital stay and a smooth discharge
- helping with post-hospital home set-up, personal care, homemaking, and other similar needs
- providing emotional support and companionship

(<http://www.health-care-navigators.com/>).

COMMISSION FOR HIGHER EDUCATION

Thursday August 8th, 2012

BUSINESS ITEM C-1: **Indiana University Bloomington – Hodge Hall Kelley School of Business Renovation and Expansion, Phase II**

Staff Recommendation That the Commission for Higher Education discuss the following project: *Hodge Hall Kelley School of Business Renovation and Expansion, Phase II at Indiana University Bloomington.*

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

The Trustees of Indiana University respectfully request authorization to proceed with the second phase of a two-phase improvement program for the Kelley School of Business on the Bloomington campus. This project is estimated to cost \$29,000,000 and will be funded by gifts and grants. Originally constructed in 1966, the existing undergraduate building named Hodge Hall is beginning to show its age. This project focuses on replacing the aging mechanical and electrical systems of the existing building and renovating restrooms, corridors, administrative and academic spaces, offices, and classrooms many, of which, contain original seating and infrastructure.

Supporting Document *Indiana University Bloomington – Hodge Hall Kelley School of Business Renovation and Expansion, Phase II*

Indiana University Bloomington – Hodge Hall Kelley School of Business Renovation and Expansion, Phase II

DESCRIPTION OF THE PROJECT

This is the second phase of a two-phase improvement program for the Kelley School of Business on the Bloomington campus. Phase II will renovate administrative and academic space in the existing undergraduate building known as Hodge Hall. Renovation of Hodge Hall will replace aging mechanical systems and update existing classrooms, many of which contain original seating and infrastructure. Phase II will also renovate space for academic administration and student services, improve life-safety infrastructure and modernize infrastructure for efficiency and economy of operation.

Relationship to Other Capital Improvement Projects: This project does not affect any other capital improvement projects.

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

Alternatives Considered: Due to the nature of this project, no other alternatives were considered.

Relationship to Long-Term capital plan for Indiana University: This project is consistent with the mission of the IUB campus and the Kelley School of Business.

IMPACT ON EDUCATIONAL ATTAINMENT OF STUDENTS

Hodge Hall Kelley School of Business is one of the most heavily used buildings on campus. This project, along with Phase I, which is currently under construction, will greatly improve the learning environment for the students. In Phase I, more modern classrooms are being built with more collaboration space, allowing modernization of the existing classrooms to mesh with the latest teaching pedagogies.

NEED AND PURPOSE OF THE PROJECT

The undergraduate building of the Kelley School of Business was built in 1966 and, as the program became more and more successful, has been heavily used. The building has served the school well, but needs serious renovations in order to make it more effective in the current environment. The mechanical systems are over 45 years old and need to be replaced.

SPACE UTILIZATION

This project renovates existing classroom and office space, but does not change the usage classification of any space.

COMPARABLE PROJECTS

This is a significant renovation. All renovations are different, so comparisons are difficult. This project is estimated to cost approximately \$166/gsf. The renovation of the IUB Student Building cost approximately \$120/gsf (in 2012 dollars). The School of Nursing - Third Floor Renovation cost approximately \$170/gsf.

STAFF ANALYSIS

This second phase of a two-phase improvement program for the Kelly School of Business on the Bloomington campus will be funded by gifts and grants received; Phase I was approved by the Commission during the March 2012 meeting and is currently under construction. Phase II focuses on replacing electrical and mechanical systems, restrooms, corridors, academic spaces and administrative offices constructed in the 1960's. Hodge Hall is one of the most heavily utilized buildings on the Bloomington campus. This project will allow for the latest in teaching pedagogy to be employed. Phase II of the project will add no gsf/asf to the Bloomington campus. The cost per gsf (\$166) falls between previous IU capital projects e.g., the Student Building (\$120) and the IU Nursing renovation project (\$170) and is 43% less per gsf than Phase I (\$292). The per gsf cost is also comparable to the currently staff expedited Franklin Hall project (\$152 per gsf).

IU expects to realize operational savings as a result of Phase II of this project; the savings are not easily quantifiable and thus are not listed on the Capital Project Summary and Description. Phase I is a large addition to the Kelley School building. The expected Phase II savings will help to offset the additional operational costs resulting from the increase in square footage. IU will be able to better quantify the impact of renovated systems in conjunction with the newer addition in the coming years.

Based on the analysis conducted by staff, staff recommends the Commission provide a favorable review of the project.



June 28, 2013

OFFICE OF THE
PRESIDENT

The Honorable Michael R. Pence
Governor, State of Indiana
206 State House
Indianapolis, Indiana 46204

RE: Hodge Hall Kelley School of Business Renovation and Expansion, Phase II
Indiana University Bloomington
A-1-13-2-13

Dear Governor Pence:

The Trustees of Indiana University and I respectfully request authorization to proceed with the second phase of a two-phase improvement program for the Kelley School of Business on the Bloomington campus. This project is estimated to cost \$29,000,000 and will be funded by gifts and grants.

Originally constructed in 1966, the existing undergraduate building named Hodge Hall is beginning to show its age. This project focuses on replacing the aging mechanical and electrical systems of the existing building and renovating restrooms, corridors, administrative and academic spaces, offices, and classrooms many, of which, contain original seating and infrastructure.

Your early approval of this request will allow us to proceed on schedule with this project.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Michael A. McRobbie", with a long horizontal line extending to the right.

Michael A. McRobbie
President

Submitted through the Indiana Commission for Higher Education and the State Budget Agency.

cc: Indiana Commission for Higher Education
State Budget Agency

Bryan Hall 200
107 S. Indiana Avenue
Bloomington, Indiana
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812-855-4613
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20128531

The Honorable Michael R. Pence
June 28, 2013
Page 2

RE: Hodge Hall Kelley School of Business Renovation and Expansion, Phase II
Indiana University Bloomington
A-1-13-2-13

cc: Senator Luke Kenley
Representative Tim Brown
Senator Karen Tallian
Representative Terry Goodin
Mr. Chris Atkins
Representative Eric Turner
Senator Brandt Hershman
Senator Tim Skinner
Representative Sheila Klinker
Ms. Teresa Lubbers
Mr. Chad Timmerman
Mr. Jason Dudich

bc: L. K. Robel
T. A. Morrison
S. T. Cobine
J. R. Grew
J. M. Hagen
J. M. Lewis
J. M. Linder
M. F. McCourt
J. A. Simmons
P. J. Sullivan

xc: M. C. Bartlett
M. R. Bucklin
T. H. Ellis
S. A. Fleener
T. J. Griffith
J. H. Hewetson
B. I. Hoffman
S. Kapperman
R. H. Richardson
R. A. StanCombe
J. A. Stephens
J. A. Stines
T. A. Thompson
B. S. Wells
N. K. Wilson

CAPITAL PROJECT SUMMARY AND DESCRIPTION

For: **Hodge Hall Kelley School of Business Renovation - Phase II**

<u>Institution:</u> <input style="width: 90%;" type="text" value="Indiana University"/>	<u>Budget Agency Project No:</u> <input style="width: 90%;" type="text" value="A-1-13-2-13"/>
<u>Campus:</u> <input style="width: 90%;" type="text" value="Bloomington"/>	<u>Institutional Priority:</u> <input style="width: 90%;" type="text"/>
<u>Previously Approved by General Assembly:</u> <input style="width: 90%;" type="text" value="No"/>	<u>Previously Recommended by CHE:</u> <input style="width: 90%;" type="text" value="No"/>
<u>Part of the Long-Term Capital Plan:</u> <input style="width: 90%;" type="text" value="Yes"/>	

20128531

Project Summary Description

This is the second phase of a two-phase improvement program for the Kelley School of Business on the Bloomington campus. Phase II renovates administrative and academic space in the existing undergraduate building known as Hodge Hall. Renovation of Hodge Hall will replace aging mechanical systems and update existing classrooms, many of which contain original seating and infrastructure. Phase II will also renovate space for academic administration and student services, improve life-safety infrastructure, and modernize infrastructure for efficiency and economy of operation.

Summary of the Impact on the Educational Attainment of Students at the Institution

Hodge Hall Kelley School of Business is one of the most heavily used buildings on campus. This project, along with Phase I, which is currently under construction, will greatly improve the learning environment for the students. In Phase I, more modern classrooms are being built with more collaboration space, allowing modernization of the existing classrooms to mesh with the latest teaching pedagogies.

<u>Project Size:</u> <input style="width: 90%;" type="text" value="175,000"/> GSF	<input style="width: 90%;" type="text" value="103,250"/> ASF	<input style="width: 90%;" type="text" value="59%"/> ASF/GSF
<u>Net Change in Overall Campus Space:</u>	<input style="width: 90%;" type="text" value="0"/> GSF	<input style="width: 90%;" type="text" value="0"/> ASF

<u>Total Project Cost:</u> <input style="width: 90%;" type="text" value="\$29,000,000"/>	<u>Cost per ASF/GSF:</u> <input style="width: 90%;" type="text" value="\$166"/> GSF
	<input style="width: 90%;" type="text" value="\$281"/> ASF
<u>Funding Sources(s):</u>	<input style="width: 90%;" type="text" value="\$29,000,000"/> Gifts and Grants
	<input style="width: 90%;" type="text"/>
	<input style="width: 90%;" type="text"/>
<u>Estimated Annual Debt Payment:</u>	<input style="width: 90%;" type="text" value="\$0"/>
<u>Are All Funds for the Project Secured?</u>	<input style="width: 90%;" type="text" value="Yes"/>
<u>Estimated Annual Change Cost of Building Operations Based on the Project:</u>	<input style="width: 90%;" type="text"/>
<u>Estimated Annual Repair and Rehabilitation Investment:</u>	<input style="width: 90%;" type="text"/>

CAPITAL PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

For: **Hodge Hall Kelley School of Business Renovation - Phase II**

Institution:

Budget Agency Project No:

Campus:

Institutional Priority:

20128531

Description of Project

This is the second phase of a two-phase improvement program for the Kelley School of Business on the Bloomington campus. Phase II will renovate administrative and academic space in the existing undergraduate building known as Hodge Hall. Renovation of Hodge Hall will replace aging mechanical systems and update existing classrooms, many of which contain original seating and infrastructure. Phase II will also renovate space for academic administration and student services, improve life-safety infrastructure and modernize infrastructure for efficiency and economy of operation.

Relationship to Other Capital Improvement Projects: This project does not affect any other capital improvement projects.

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

Alternatives Considered: Due to the nature of this project, no other alternatives were considered.

Relationship to Long-Term capital plan for Indiana University: This project is consistent with the mission of the IUB campus and the Kelley School of Business.

Need and Purpose of the Project

The undergraduate building of the Kelley School of Business was built in 1966 and, as the program became more and more successful, has been heavily used. The building has served the school well, but needs serious renovations in order to make it more effective in the current environment. The mechanical systems are over 45 years old and need to be replaced.

Space Utilization

This project renovates existing classroom and office space, but does not change the usage classification of any space.

Comparable Projects

This is a significant renovation. All renovations are different, so comparisons are difficult. This project is estimated to cost approximately \$166/gsf. The renovation of the IUB Student Building cost approximately \$120/gsf (in 2012 dollars). The School of Nursing - Third Floor Renovation cost approximately \$170/gsf.

Background Materials

CAPITAL PROJECT CAMPUS SPACE DETAILS

For: **Hodge Hall Kelley School of Business Renovation - Phase II**

Bloomington (20128531) Budget Agency Project No: A-1-13-2-13 Institutional Priority:	Current Space in Use (a)	Space Under Construction (b)	Space Planned & Funded (c)	Subtotal Current and Future Space	Space to be Terminated	New Space in Capital Request	Net Future Space
A. Overall Space in ASF							
Classroom (110 & 115)	38,073	0	0	38,073	0	0	38,073
Class Lab (210, 215, 220, 225, 230, 235)	4,482	0	0	4,482	0	0	4,482
Non-class Lab (250 & 255)	1,071	0	0	1,071	0	0	1,071
Office Facilities (300)	82,457	0	0	82,457	0	0	82,457
Study Facilities (400)	2,760	0	0	2,760	0	0	2,760
Special Use Facilities (500)	494	0	0	494	0	0	494
General Use Facilities (600)	1,754	0	0	1,754	0	0	1,754
Support Facilities (700)	780	0	0	780	0	0	780
Health Care Facilities (800)	0	0	0	0	0	0	0
Resident Facilities (900)	0	0	0	0	0	0	0
Unclassified (000)	7,442	0	0	7,442	0	0	7,442
B. Other Facilities (List major categories)							
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
TOTAL SPACE	139,313	0	0	139,313	0	0	139,313

Notes: Represents asf for BL451 - Hodge Hall (Business School)

CAPITAL PROJECT COST DETAILS

For: **Hodge Hall Kelley School of Business Renovation - Phase II**

Institution:	Indiana University	Budget Agency Project No:	A-1-13-2-13
Campus:	Bloomington	Institutional Priority:	
20128531			

Anticipated Construction Schedule

	Month	Year
Bid Date:	December	2013
Start Construction	April	2014
Occupancy (End Date)	July	2015

Estimated Construction Cost for Project

	Cost Basis ⁽¹⁾	Escalation Factors ⁽²⁾	Estimated Project
Planning Costs			
a. Engineering	\$0	\$0	\$0
b. Architectural	\$1,450,000	\$0	\$1,450,000
c. Consulting	\$0	\$0	\$0
Construction			
a. Structure	\$14,210,000	\$0	\$14,210,000
b. Mechanical (HVAC, plumbing, etc.)	\$5,800,000	\$0	\$5,800,000
c. Electrical	\$4,350,000	\$0	\$4,350,000
Movable Equipment	\$0	\$0	\$0
Fixed Equipment	\$0	\$0	\$0
Site Development/Land Acquisition	\$0	\$0	\$0
Other Please List - Contingency, Admin & Legal Fees	\$3,190,000	\$0	\$3,190,000
Total Estimated Project Cost	\$29,000,000	\$0	\$29,000,000

⁽¹⁾ Based on current cost prevailing as of (month/year).

Jul-2012

⁽²⁾ Explanation for estimate escalation factors (below).

CAPITAL PROJECT OPERATING COST DETAILS

For: **Hodge Hall Kelley School of Business Renovation - Phase II**

<u>Institution:</u>	Indiana University	<u>Budget Agency Project No:</u>	A-1-13-2-13
<u>Campus:</u> 20128531	Bloomington	<u>Institutional Priority:</u>	

Annual Operating Cost/Savings⁽¹⁾

GROSS SQUARE FOOTAGE OF AREA AFFECTED BY PROJECT: N/A

	Cost per GSF	Total Operating Cost	Personnel Services	Supplies and Expenses
1. <u>Operations</u>	\$0.000	\$0	\$0	\$0
2. <u>Maintenance</u>	\$0.000	\$0	\$0	\$0
3. <u>Fuel</u>	\$0.000	\$0	\$0	\$0
4. <u>Utilities</u>	\$0.000	\$0	\$0	\$0
5. <u>Other</u>	\$0.000	\$0	\$0	\$0
<u>Total Estimated Operational</u>	\$0.000	\$0	\$0	\$0

Description of any unusual factors affecting operating and maintenance cost/savings.

⁽¹⁾ Based on figures from "Individual Capital Project Description" schedule.

COMMISSION FOR HIGHER EDUCATION

Thursday August 8, 2013

BUSINESS ITEM D: 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:

1. *Indiana University - Academic Core Renovations \$21M
2. *Indiana University – Deferred Maintenance System wide \$29M
3. *Ball State University – Geothermal Heating & Cooling \$30M
4. Indiana University - Wells Library Scholar Commons \$2.4M
5. Ball State University – Ballpark Complex Improvements \$3.7M
6. Ball State University – Football Team Meeting Complex \$5M

Background

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

Supporting Document

Background Information on Capital Project on Which Staff Proposes Expedited Action, August 8, 2013

**Recommended by ICHE in 2013-2015 Biennial Budget*

Background Information on Capital Projects on Which Staff Proposed Expedited Action
August 8, 2013

A-1-97-1-01 & A-1-03-2-24

Indiana University – Bloomington: Franklin Hall Academic Core Renovations – \$21,000,000

The Trustees of Indiana University respectfully request authorization to proceed with the complete renovation of Franklin Hall located in the Academic Core on the Bloomington campus. This project is estimated to cost \$21,000,000 and will be state funded through academic facilities/student fee bonds. As part of the Bloomington Master Plan, Franklin Hall is in need of significant renovations to create a new and better academic space. Work on this project includes updating entryways and restrooms for accessibility; removing asbestos and lead paint; as well as upgrading the roof, building exterior and mechanical systems. Classrooms will be upgraded and equipped with the latest in digital presentation technology and new student spaces will be created to accommodate new learning pedagogies for interaction and teamwork assignments. This project was recommended by the Commission during the 2013-15 Biennial Budget process.

A-0-11-2-16 Indiana University – System wide: Multi-Campus Special Repair and Rehabilitation for Deferred Maintenance - \$29,000,000

The Trustees of Indiana University respectfully request authorization to address major renovation and rehabilitation issues currently affecting five regional campuses: IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This project is estimated to cost \$29,000,000 and will be funded by state appropriations. These projects are replacements and repairs of the building envelopes, campus and building systems and code updates for accessibility and safety. This project was recommended by the Commission during the 2013-15 Biennial Budget process.

D-1-13-1-03 Ball State University: Geothermal Heating & Cooling –\$30,000,000

In 2005 the General Assembly authorized Ball State University to replace or upgrade its aging coal-fired boilers and provided the university with \$48M fee-replacement bonding authority for Phase I. The U.S. Department of Energy contributed \$5M from the American Recovery and Reinvestment Act. Phase I was successfully completed in March 2012. Ball State University requests approval of Phase II of this project which has been cash funded in the 2013-15 biennium. This project was recommended by the Commission during the 2013-15 Biennial Budget process.

A-1-11-2-09 Indiana University – Bloomington: Wells Library Scholars Commons and Infrastructure Indiana University Bloomington- \$2,400,000

The Trustees of Indiana University respectfully request authorization to proceed with the renovation of the former card catalog space on the main floor of the east tower of the Herman B Wells Library located on the Bloomington campus. This project is estimated to cost \$2,400,000, with \$1,200,000 funded by campus renovation funds and \$1,200,000 funded by campus repair and rehabilitation funds.

This project will create a Scholars Commons for graduate students and faculty engaged in academic research. It will centralize critical research and technology expertise on campus as well as update and modernize infrastructure. This project also includes the installation of an infrastructure to provide a fire protection system.

D-1-14-1-01 Ball State University: Ballpark Complex Improvements –\$3,700,000

As part of Ball State University’s “Cardinal Commitment Developing Champions” \$20M capital campaign the Ball State Trustees approved the construction of a new Ballpark Complex on campus. The project will be funded by private gifts which have been received by the University.

D-1-14-1-02 Ball State University: Football Team Meeting Complex –\$5,000,000

As part of Ball State University’s “Cardinal Commitment Developing Champions” \$20M capital campaign the Ball State Trustees approved improvements to the Football Team Meeting Complex on campus. The project will be funded by private gifts which have been received by the University and non-state supported renewal and replacement funds.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 8, 2013

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

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01	Purdue University – West Lafayette	Grad Certificate Psychological Statistics	6/28/2013	Addition of Certificate to existing MS in Psychology program
02	Purdue University – North Central	AS in Electrical Engineering, General		Elimination
03	Indiana State University	BS Marketing Online	7/16/2013	Extension to online environment
04	Ivy Tech Community College	TC AAS in Apprenticeship Technology Telecommunications Technician	7/16/2013	Additional locations – Lafayette and Crawfordsville
05	Ivy Tech Community College	TC AAS Apprenticeship Technology Operating Engineers	7/16/2013	Additional locations – Evansville and Tell City
06	Ivy Tech Community College	TC AAS Electronics and Computer Technology	7/16/2013	Additional locations – Valparaiso, South Bend, Fort Wayne, Lafayette, Anderson, Terre Haute, Indianapolis, and Bloomington
07	Ivy Tech Community College	AS Electronics and Computer Technology	7/16/2013	Elimination at locations - Gary, Valparaiso, East Chicago, Michigan City, South Bend, Elkhart, Lafayette, Muncie, Anderson, Marion, Terre Haute, Greencastle, Indianapolis, Richmond, Columbus, Madison, Lawrenceburg, Evansville, Sellersburg, and Bloomington.
08	Ivy Tech Community College	AAS Electronics and Computer Technology	7/16/2013	Elimination at locations – Gary, East Chicago, Elkhart, Muncie, Marion, Greencastle, Columbus, Madison, Lawrenceburg, Evansville and Sellersburg.
09	Purdue University – West Lafayette	AS Biological Sciences	7/16/2013	Elimination
10	Purdue University – North Central	AS Mathematical Sciences	7/16/2013	Elimination
11	Indiana State University	BS Marketing	7/16/2013	Extension to online environment
12	Ivy Tech Community College	TC AS in Apprenticeship Technology Telecommunications Technician	7/18/2013	Additional locations – Lafayette, Crawfordsville, Evansville and Tell City

COMMISSION FOR HIGHER EDUCATION

Thursday, August 8, 2013

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

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University – Northwest	M.S. in Nursing	4/29/2013	Under CHE review.
02	Purdue University – North Central	B.S. in Health Studies	5/13/2013	On August agenda for Action
03	Indiana State University	B.A.S. in Health Sciences/Technology	5/23/2013	Under CHE review.
04	Indiana University Purdue University Indianapolis	Master of Jurisprudence	7/17/2013	Under CHE review.
05	Indiana University Purdue University Indianapolis	Master of Library Science	7/17/2013	Under CHE review.
06	Indiana University Purdue University Columbus	B.A. in English	7/17/2013	Under CHE review.
07	Indiana University – South Bend	Bachelor of Art Education	7/17/2013	Under CHE review.
08	Indiana University – Bloomington	B.S. in International Studies	7/17/2013	Under CHE review.
09	Indiana University – Bloomington	B.A. in Central Euroasian Studies	7/17/2013	Under CHE review.
10	Indiana University – East	M.A. in Teaching, Mathematics	7/17/2013	Under CHE review.
11	Indiana University – Bloomington	B.S. in Animal Behavior	7/17/2013	Under CHE review.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 8, 2013

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

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

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

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

I. REPAIR AND REHABILITATION

B-1-13-2-26 *Purdue University – West Lafayette
Wade Utility Plant High Voltage Substations E & F Replacements
Project Cost: \$1,100,000*

The Trustees of Purdue University request authority to proceed with the replacement of high voltage substations E and F, as well as associated equipment on the West Lafayette Campus. The current equipment and infrastructure of these substations are outdated. The equipment's unreliability prevents stability and limits future capital projects unless significant updates are made. The estimated cost of the project is \$1,100,000 and will be funded through institutional reserves for repair and rehabilitation.

A-0-14-6-01 *Indiana University – System wide
Repair & Rehabilitation
Projects Cost: \$10,799,000*

The Trustees of Indiana University informed Commission Staff of their intent to draw down \$10,799,000 of their repair and rehabilitation appropriation. This represents less than one-half of IU's approved biennial R&R appropriation of \$22,912,596. This draw down consists of 100 small projects, each less than statutory thresholds for Commission review. As additional projects are

identified, they will continue to make draw down requests from the State Budget Agency and the Commission per statute.

NEW CONSTRUCTION

None

II. LEASES

None

III. LAND ACQUISITION

None

COMMISSION FOR HIGHER EDUCATION

Thursday, August 8, 2013

INFORMATION ITEM D: Capital Improvement Projects Awaiting Action

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

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

I. NEW CONSTRUCTION

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

The Trustees of Indiana University requests authority to proceed with the new construction of the Education and Technology Building on the Indiana University Southeast campus. The new building would be a 90,500 GSF facility and provide expanded space for the IU School of Education and Purdue University College of Technology. The expected cost of the project is \$22,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

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

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

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

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

B-1-13-1-07

Purdue University
Thermal Energy Storage Tank Installation
Project Cost: \$16,800,000
Submitted to the Commission on September 14, 2012

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

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

B-2-09-1-10

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

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

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

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.