



MEMORANDUM

To: Those Concerned
From: Teresa Lubbers
Commissioner
Date: September 2, 2010
Subject: Commission Meeting

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

PURDUE UNIVERSITY
WEST LAFAYETTE, IN 47906

Thursday, September 9, 2010 (Eastern time)

- 3:30 – 5:00 p.m.** **Strategic Directions Subcommittee Meeting**, Purdue Memorial Union, East Faculty Lounge (Room 240), 2nd floor, 101 N. Grant St.
- 5:30 – 7:15 p.m.** **Dinner**, for Commission members and staff, and invited Purdue guests, Westwood, 500 McCormick Rd., 47906
- * 7:30 - 9:00 p.m.** **Working Session** (*public meeting*), Purdue Memorial Union, East Faculty Lounge (Room 240), 2nd floor, 101 N. Grant St.

Friday, September 10, 2010 (Eastern time)

- * 7:45 - 8:45 a.m.** **Breakfast Working Session** (*public meeting*), Purdue Memorial Union, Anniversary Drawing Room (304), 3rd floor, 101 N. Grant Street
- * 9:00 a.m. - 12:00 p.m.** **Commission Meeting** (*public meeting*), Stewart Center, Room 214 ABC, 2nd floor
Note: For those using GPS systems, there is no exact street address for Stewart Center; it is located on the east side of the Union building. You would need to use the PMU street address, park in the Grant Street parking garage across the street from the PMU, and walk through the Union building to Stewart.)
- 12:00 p.m.** **Lunch**, Purdue Memorial Union, Anniversary Drawing Room (304)

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

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

Indiana Commission for Higher Education

AGENDA MATERIALS

September 9-10, 2010



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INDIANA COMMISSION FOR HIGHER EDUCATION
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WORKING SESSION AGENDA
Thursday, September 9, 2010 – 7:30 p.m. (Eastern Daylight Time)

Purdue University
Purdue Memorial Union
East Faculty Lounge (Room 240)
101 N. Grant Street
West Lafayette, IN

DISCUSSION TOPICS

1. Transfer Action Plan
2. Ivy Tech – New Program Procedure
3. ICI – Data Work Product
4. Budget Request Overview

BREAKFAST WORKING SESSION AGENDA
Friday, September 10, 2010 – 7:45 a.m. (Eastern Daylight Time)

Purdue University
Purdue Memorial Union
Anniversary Drawing Room (304)
101 N. Grant Street
West Lafayette, IN

DISCUSSION TOPICS

1. Education Roundtable Budget

AGENDA

Commission for Higher Education

COMMISSION MEETING

Purdue University
Stewart Center, Room 214 ABC
101 N. Grant Street
West Lafayette, IN 47906
Phone: 765-494-6838

Friday, September 10, 2010

- I. CALL TO ORDER -- 9:00 a.m.**
- II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**
- III. CHAIR'S REMARKS**
- IV. COMMISSIONER'S REPORT**
- V. CONSIDERATION OF THE MINUTES OF THE AUGUST COMMISSION MEETING AND THE AUGUST 20TH SPECIAL COMMISSION MEETING1**
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IX. OLD BUSINESS

X. NEW BUSINESS

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

The next meeting of the Commission will be on October 8, 2010, in Bloomington.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

**August 13, 2010
Friday**

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:10 a.m. at the University Place Conference Center, Room 137, IUPUI Campus, 850 W. Michigan St., Indianapolis, Indiana, with Chair Michael Smith presiding.

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Cynthia Baker, Gerald Bepko, Dennis Bland, Jud Fisher, Keith Hansen, Gary Lehman, Eileen O'Neill Odum, George Rehnquist, Ken Sendelweck, Mike Smith.

Members Attending via Conference Call: Jon Costas

Members Absent: Carol D'Amico, Marilyn Moran-Townsend, Chris Murphy

Dr. Richard Helton, President of Vincennes University, was also present.

III. CHAIR'S REPORT

Mr. Smith introduced Mr. Keith Hansen, the new student representative on the Commission. Mr. Hansen attends Purdue University at West Lafayette, and is pursuing a B.S. degree in Biomedical Engineering.

Mr. Smith announced that this was Bernie Hannon's last Commission meeting in his capacity as CFO and Senior Financial Officer at the Commission. Mr. Smith thanked Bernie for his service at the Commission.

Mr. Smith also announced that this was Gary Lehman's last Commission meeting. Mr. Lehman was appointed by Governor Daniels to serve on the Board of Trustees of Purdue University; therefore, in conjunction with the Commission's policy, he cannot be a member of the Commission. Mr. Smith thanked Mr. Lehman for his service and wished him good luck.

IV. COMMISSIONER'S REPORT

Ms. Teresa Lubbers began her report with several introductions. In a recent announcement, Ms. Lubbers and Superintendent Tony Bennett announced that Mr. Daniel Clark will be the new – and first – executive director of the Education Roundtable. Ms. Lubbers reminded the Commission that the Roundtable was created by statute in the late 1990's, and it is designed to bring together representatives of education (K-12 and higher education), public officials, and business leaders to help develop and promote Indiana's education policies.

Ms. Lubbers stated that in his role, Mr. Clark will spearhead this work, including issues related to teacher quality and college readiness by building strategies for aligning efforts between K-12, higher education, workforce and economic development. Ms. Lubbers added that many of those present in the audience have worked with Mr. Clark throughout the years and look forward to this new opportunity to work together on these issues.

Ms. Lubbers also introduced two new members of the Commission's staff. Mr. Jon Gubera is serving in the policy role that was held by Haley Glover, Associate Commissioner for Policy and Planning Studies. Most recently, Jon spearheaded college readiness issues at the Department of Education, including advanced placement and dual credit. Prior to that, he served in several capacities, including Dean of Academics and Faculty Mentor at Pacific Hills School in Los Angeles. Jon holds degrees from Knox College and California State University, as well as a master in political science from Georgetown University. Ms. Lubbers asked Chairman Smith to have a motion of support to make Jon's employment official.

R-10-05.1 RESOLVED: That the Commission for Higher Education hereby approves hiring Jon Gubera as the Associate Commissioner for Policy and Planning Studies (Motion – Fisher, second – Bepko, unanimously approved)

Ms. Lubbers then said that she extended an offer to Mr. Jason Dudich to become the Commission's Associate Commissioner and Chief Financial Officer. Mr. Dudich has accepted and will begin at the Commission on August 30th. The Commission members will act on his employment next month. Ms. Lubbers told the Commission members that Jason is currently the deputy controller for the City of Indianapolis and served in state government as the Director of Strategic Finance at FSSA, and as a budget and policy analyst for the Indiana State Budget Agency, with oversight of multiple agencies, including Indiana's higher education system. Mr. Dudich also worked as a senior budget analyst for the Bureau of the Budget in Illinois.

Ms. Lubbers also acknowledged that this was Bernie Hannon's last meeting as CFO and Senior Associate Commissioner at the Commission. Ms. Lubbers stated that it is obvious that the Commission's loss is Ball State's gain. Ms. Lubbers said that Bernie's professionalism is unmatched – he is smart, principled, and hard-working – the kind of person any organization is lucky to have. Ms. Lubbers added that it was the Commission's good fortune to have Bernie as a staff member for the last five years, and the Commission is all the better for it. Under his leadership, the Commission implemented new funding policies that are nationally recognized and replicated. Ms. Lubbers said that the Commission will miss Bernie, but certainly wishes him the best in this new chapter in his life.

Ms. Lubbers spoke about a new initiative by the National Governor's Association - Complete to Compete. The National Governor's Association (NGA) has led on many important issues, including academic standards and accountability in education. Current NGA Chair, Mr. Joe Manchin of West Virginia, chose college completion and higher education efficiency as the issues NGA will focus on during his term. Though he is now running for the U.S. Senate, these efforts will likely continue. Ms. Lubbers stated that Indiana's Governor is one of three leading these efforts. To accomplish this goal, states will collect data and build strategies around the priorities of increased graduation rates and improved performance using existing resources. These efforts are also aligned with Complete College America.

Ms. Lubbers also talked about the Trustees Academy. The inaugural academy will be on August 30th, and over half of Indiana university Board of Trustees have indicated that they will attend, as well as several university presidents. Participants include the Governor and national experts on

college costs and productivity. The Commission is looking forward to this new outreach which will complement other Commission's efforts, including the Weldon Conference, the Faculty Leadership Conference and the Student Leadership Conference.

Ms. Lubbers continued her report by highlighting a few statistics related to the Common Core Standards initiative. A recently completed survey by Achieve found the following extraordinary numbers:

89% of voters agree that "to get really ahead in life a person needs at least some education beyond high school";

90% of voters believe "academic and graduation requirements in high school will better prepare students to take the next step in life";

83% agree "all students should be pushed to take rigorous and broad academic requirement to high school";

By a nearly two-to-one margin, voters believe it is "better for all states to have the same standards at each grade level in math and English";

86% of voters support "college and career-ready" graduation requirements for all high school students – with support crossing party, ethnic/racial and geographies.

In conclusion, Ms. Lubbers announced an appointment of a new Commission member, Ms. Susana Duarte De Suarez, who will replace Gary Lehman.

V. CONSIDERATION OF THE MINUTES OF THE JUNE 2010 COMMISSION MEETING

Ms. Odum noted that, on page 13 of the agenda booklet, Mr. Bland's name was misspelled.

R-10-05.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the June 2010 regular meeting as amended. (Motion – Bepko, second - Fisher, unanimously approved)

VI. DISCUSSION ITEMS

A. Common Core State Standards

Dr. Schauna Findlay, Director of Curriculum and Instruction, Department of Education, presented this item. She began her presentation by saying that on behalf of Achieve, Public Opinion Strategies and Greenberg Quinlan Rosner Research jointly conducted a national survey on the College and Career-Ready agenda. The survey included 800 registered voters between May 23-26, 2010.

Dr. Findlay said that the college- and career-ready agenda is a state-driven policy agenda that seeks to ensure all students graduate from high school – and graduate ready for their next steps. At the heart of the college- and career-ready agenda is the goal of closing the expectations gap – the gap between what students need to know and be able to do to graduate from high school, and the knowledge and skills most demanded in postsecondary and workplace settings.

Dr. Findlay talked about the key findings from the survey: that the vast majority of voters have agreed that all students need additional education and training beyond high school; that support for policies aimed to prepare high school students for college and careers is broad and fully bipartisan with equally high numbers of Democrats, Republican and Independent voters supporting such reforms. Dr. Findlay presented the numbers that support the key findings.

Dr. Findlay then spoke about the common standards. She said that, given the choice, voters would prefer that same education standards and tests be implemented across the country, rather than each state having its own. By almost a two-to-one margin, voters agree that it is better to have rigorous graduation requirements for all students, than to have different requirements for different students.

Dr. Findlay summarized that the survey data suggest there is strong agreement among voters that all students need some education and training beyond high school – and that academic requirements in high school should prepare students for these next steps. Dr. Findlay stated that more than 30 states have already adopted the Common Core Standards. She talked about the criteria for these standards, which include their being aligned with college and work expectations, having rigorous content and application of knowledge through high-order skills, being built upon strengths and lessons of current state standards, as well as being evidence- and/or research-based.

Dr. Findlay spoke about the benefits of the Common Core. She said that, among other benefits, it will help prepare all students with the knowledge and skills needed to succeed in college and careers; it will help students who move between the states; and it also creates the opportunity for America to compete for high-wage high-skill jobs in a knowledge-based economy. In conclusion, Dr. Findlay mentioned the impact of the Common Core Standards on higher education.

Ms. Odum asked whether it was anticipated that the results of the assessments on the individual level will be used to make decisions on advancement. Dr. Findlay responded that there is legislation that passed at the last session regarding third grade reading. When the students get to high school, they do not move on to the next class until they have attained mastery of a particular course.

Ms. Odum asked whether there was an established link that is going to be considered while the state is going through this process. Dr. Findlay responded that at the present one established link that exists is that if the students do not pass the reading portion of the new assessment they will be retained until they are reading proficiently. Dr. Findlay added that the cut scores will be established in the spring of 2011.

Mr. Hansen said that when students are progressing from high school to college, they face some problem-solving that they were not taught in high school. He asked whether the latest standards would have an impact on that. Dr. Findlay responded that there is a shift now towards a requirement for an analysis and response to text. The tendency is to reduce narrative writing and move to persuasive and analytical writing. The same applies to mathematics. Dr. Findlay confirmed that there is definitely more problem-solving being called for, and that will be required also for a Core 40 diploma.

Dr. Baker asked whether the Core Standards include an essay component. Dr. Findlay responded affirmatively, and explained the process of submitting an essay and getting an immediate feedback, as well as the challenges of the process.

Mr. Fisher asked whether the opportunities to help the students at the high school level will be on a case-by-case basis. Dr. Findlay confirmed that it would and explained how the schools will be dealing with learning deficiencies.

Ms. Lubbers mentioned that Indiana is one of the governing states for the Achieve consortium called PARCC (The Partnership for the Assessment of Readiness for College and Careers). The Assessment part was driven by higher education. Each state has a four-member team, and a team will include a representative for English, math, a Provost and a K-12 Team leader. Ms. Lubbers said that the team will be working over the next couple of years to develop common assessments aligned to the common standards. Ms. Lubbers added that the goal is to have higher education involved from the beginning rather than to have assessments that do not measure college readiness.

Mr. Smith asked what other accreditations are there to make sure that the private schools are in compliance with the standards. Dr. Findlay responded that, because of the competition, the private colleges are using the same assessment as the public colleges.

B. Results of the 2009-10 Learn More Indiana – Annual College and Career Survey of Students in Grades 9 and 11

Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, introduced this item. He said that Learn More Indiana is a state-led communication and community outreach initiative, which is focused on helping Hoosiers succeed in school, complete college and connect to careers. It annually surveys high school students enrolled in grades 9 and 11 in public and accredited non-public private high schools throughout the state.

Mr. Bearce said that Learn More Indiana works on behalf of Indiana Department of Education, Indiana Commission for Higher Education, Indiana Department of Workforce Development, State Student Assistance Commission of Indiana, and Indiana colleges and universities. Participation in the survey is voluntary; this year more than 100,000 students (73 percent of schools) participated in the survey (up from 63 percent five years ago).

Mr. Bearce spoke about the purposes of the survey. Data from the survey informs schools, communities, and policymakers about students' college and career interests, aspirations, knowledge and perceptions, as well as plans and actions. The survey connects students to Indiana colleges and has information relevant to career interest. The survey also informs annual communication campaigns, like College GO! Week, which is dedicated to planning and is taking place in the fall; Cash for College, which deals with paying for college, and is taking place in winter; and KnowHow2GO, which talks about preparing for college, and is being held in spring/summer.

Mr. Bearce also added that the survey guides localized outreach efforts, like Indiana's College Success Coalition, as well as targeted efforts based on student responses (e-mail, direct mail, etc.). Mr. Bearce mentioned that Learn More is transitioning to online administration this year, and the benefits of it are faster turnaround times, reduced administration costs, and more robust reporting and localized delivery of results.

Mr. Bearce mentioned a few other expanded question options, which include student plans and choices, student guidance and counseling needs, as well as student perceptions of school counselors.

Mr. Bearce introduced Dr. Emily Rouge, Center for Evaluation and Education Policy, who continued presenting the 2009-2010 Survey results. Dr. Rouge showed the Commission members some graphs that reflected the numbers of students in 454 target schools, numbers of students in 332 participating schools, and total number of students participating in the survey. Dr. Rouge said that the survey was broken into four categories. The first one is about aspirations. The vast majority of students in the 9th grades are aspired to get a college degree or higher.

Dr. Rouge spoke about the first generation students and their aspirations. This category is more challenging, and yet the majority of the students still are planning to get a four-year degree. Dr. Rouge pointed out that there is a group of students who are not sure about their plans for the first year after high school.

The next part of the survey is deals with success in high school. The results show that students are positive about their preparation for college-level work, and most students plan on completing at least the Core 40 diploma. Almost one quarter of 9th graders and 80 percent of 11th graders have a graduation or career plan.

Mr. Bland asked whether the 9th graders really know what Core 40 is. Dr. Rouge assured him that the students meet with their guidance counselors within the first two-three months of school, and that is when they start making their plans regarding their further education. Dr. Rouge also confirmed that, for the purposes of the survey, they made sure that race and ethnicity was representative of the whole population of the 9th and 11th graders, and that the percentage of the schools that can be classified as serving the low-income students would be proportionate to the total number of the participating schools across the state.

Mr. Hansen asked whether there is information on how many students who plan to go to college right after high school actually do go to college after they graduate. Dr. Rouge said that the data they have shows that about 70 percent of the students who graduated from high school are in college during the first year after the graduation, and that includes both four- and two-year colleges.

Dr. Rouge then spoke about the career goals. The students were asked to indicate their top three career interests. The 9th graders indicated arts, audio/visual, technology and communications, health sciences, law, public safety, corrections, and security as their top career choices. The 11th graders made very similar choices, in a slightly changed order.

Ms. Odum asked for a clarification of the Arts, A/V, Technology and Communications cluster. Dr. Rouge explained that Technology in this cluster refers to a kind of media, while engineering technology will belong to another cluster.

Dr. Rouge said that they used the data from the Department of Workforce Development to look at the jobs that are considered to be high income jobs, as well as in demand in the state of Indiana. This information helped them to come up with these career clusters.

Dr. Rouge talked about students planning for college. Over 95 percent of students plan on continuing their education after high school; nearly 75 percent of 9th and 11th graders have

someone to ask for help in applying to college. Dr. Rouge pointed out that first-generation students have different experiences: they are less likely to have visited a college campus, to know of someone they can ask for help in getting into college, and to plan on taking the PSAT or PLAN. About 23 percent of all surveyed students would be first-generation students.

Dr. Rouge talked about paying for college. Most students indicated they needed help paying for college. First-generation students are more likely than their peers to indicate they do not think they can afford college. They are also less likely to report using scholarships or family savings as a source of money for college. Dr. Rouge mentioned that there is a general lack of awareness on the different types of financial aid.

In conclusion, Dr. Rouge said that more students, both in the 9th and 11th grades, are developing graduation plans: nine percent more of 9th graders are meeting with school counselors to develop a graduation or career plan; nine percent more of the 11th grade students already have a plan. More 11th grade students are taking the right steps toward getting a college education. Dr. Rouge added that the complete results of the survey will be available online in a few days.

Mr. Rehnquist asked about the ratio of students to teachers. Mr. Bearce responded that there is a definite lack of counselors, and the ratio is about 400 students to one counselor.

Mr. Smith thanked Dr. Rouge for her presentation and asked that the Commission get a hard copy of the survey.

Mr. Smith thanked Dr. Rouge and advised the Commission to get a hard copy of the survey.

The following item was removed as a Decision Item and brought forward on the agenda as a Discussion Item.

Mr. Smith explained that the General Assembly in the recent legislation imposed on the Commission a duty to complete a study of assistance to Hoosier students in higher education. The Commission was instructed, by law, to collaborate with SSACI (State Student Assistance Commission of Indiana) in that study. The work has been completed and there is a draft of the report. During its working session, the Commission decided to extend the review of the document before it takes action. Mr. Smith said that a special meeting of the Commission has been scheduled on Friday, August 20th, in the office of the Commission for Higher Education to finalize the study.

A. Financial Aid Study Approval

Mr. Bernie Hannon, Senior Associate Commissioner and Chief Financial Officer, Commission for Higher Education, spoke about this item. Before starting the presentation, Mr. Hannon thanked the Commission, as well as his friends in the colleges, for all their well wishes, kind words and support.

Mr. Hannon said that the Commission staff has been compiling a comprehensive list of issues that were gathered from the meetings with SSACI, from meetings and discussions with institutions and financial aid officers, and from literature and documents from other states. The idea was to see how the world was changing, how the student population was changing, not only in Indiana, but nationwide. For the first time there are more independent,

non-traditional students applying for financial aid than dependent students. Non-traditional students are full-time workers, who have families, and tend to attend a college part-time. This population does not fit into a current paradigm of the financial aid that was originally set for traditional full-time students.

Mr. Hannon stated that students do not really understand the financial aid process. When a particular student applies to a particular college, he does not know what type of financial aid offer he is going to get. He will find out only by March or April of the year of studying in the college what his true financial aid package is going to be, and by this time it is too late to go back, so he will need to wait until November when he can re-apply to a different college. The information about financial aid should be more transparent to a student, and available to a student earlier in the process of applying to a college. It makes a lot of sense to have a College Cost Estimator on line that would allow a student to find this kind of information. The Federal Government was helpful in this aspect, requiring all colleges to create a Net Cost College Calculator on their own web pages. The Commission has been working with Murray Associates to come up with a Net Cost Estimator, which will present students with more information about all kinds of available financial aid.

Mr. Hannon pointed out that there is an enormous need for data. Data is spread out in various sources (SSACI, DOE, public institutions, private institutions, etc.), but all this data is not put together very well. Mr. Hannon also talked about the necessity of aligning financial aid policies with the state policy on college completion. The policies for the country in general were for students to access the college. At present the students already want to go to college, but they are not completing it, so it is important to think how to align the financial aid policies to try and provide incentives for the students to get their degrees.

Mr. Hannon then talked about the tax credits, which is an invisible part of the financial aid that the government gives, and that people do not realize and do not take advantage of.

Mr. Hannon said that the Commission had been concerned that SSACI ought to be a need-based organization. For the most part it already is, but there are still some merit-based programs there. That should be looked into to decide whether SSACI still needs to have them.

Mr. Hannon spoke about the 21st Century program, for which the Commission has a great affection. The program has been a national model, and it has been an enormous success, but at present it is not as successful as it was hoped to be. It appears to the Commission staff that now it needs to be refocused as a program, which provides student services, aspiration, and intervention efforts to students, as well as tuition scholarship.

Mr. Hannon said that the Commission needs to take a look at the financial programs that go to the members of the military and their families. The Commission staff has put together a very comprehensive list of programs that are being drawn from the federal government, and these programs are very generous, as they should be to veterans and their families.

In conclusion, Mr. Hannon talked about prisoner's education. Indiana educates a fair amount of incarcerated people, and the Commission believes that they should be educated, since the education makes them better people, who, after they are released, could get a job and earn a good income, and be better citizens. At present SSACI is dealing with financing these programs, and the Commission thinks this should be reconsidered, and passed on to Department of Corrections.

Mr. Smith thanked Mr. Hannon and other members of the Commission staff, who put together the draft document on financial aid study.

Mr. Costas said that he was shocked at the change in demographics and the number of non-traditional students. He expressed the thought that the current system of financial aid was not well-aligned to the needs of the non-traditional students, and he felt there was some urgency in making necessary changes. Mr. Hannon confirmed that there was a fair amount of urgency in this matter to help this population to succeed.

Mr. Smith said that the feedback provided at the Thursday night meeting could be summarized as having three concerns: 1) Commission has cautioned the staff to be careful to avoid unintended consequences; 2) The change in demographics is in large part due to the success of the Community College System; and 3) The Commission has to deal with economic realities of present times; it is wrong to create expectations on which the Commission cannot deliver; so, as the Commission processes these recommendations, they will have to be handled with great care.

Ms. Lubbers made a comment that the change in demographics will continue, and it will bring changes in the education system, as well. Next week at the special meeting the discussion will be about the balance, how it is possible to divide scarce resources. Even though the legislation has been very generous with student aid in the past, the reality is that the number of students coming for financial aid has grown dramatically. There are also other factors affecting students' needs: students go to summer classes, they study all year round, etc. Many factors will have to be discussed at the special meeting, and Ms. Lubbers expressed the hope that the Commission will be able to come up with the recommendations to the legislators regarding the financial aid.

VII. DECISION ITEMS

B. Academic Degree Programs

1. Doctor of Philosophy in Health Policy and Management to Be Offered by Indiana University Through Its IUPUI Campus

Dr. Robert Sandy, Assistant Vice President for Statewide Academic Relations, introduced this proposal. He said that previously the Commission had approved two other doctoral programs that needed to be in place for a School of Public Health to be accredited by the Council on Education for Public Health (CEPH): Ph.D. in Biostatistics in 2008 at IUPUI, and Ph.D. in Epidemiology at IUPUI in 2009. Approval of this third doctoral program is a key milestone toward creating and accrediting a School of Public Health on the IUPUI campus.

Dr. Sandy said that Indiana currently lacks an accredited School of Public Health, and there appears to be a strong case for creating such a unit, which is expected to make a significant contribution toward improving the health of Indiana citizens. Dr. Sandy invited Dr. Eric Wright, Director, Division Health Policy and Management, IUPUI, to speak to the proposal.

Dr. Wright said that in the past decade Health Policy Management has emerged as a new specialty within Public Health. The reason for this was that the government and population were in need of more effective management in the health care system.

Dr. Wright pointed out that this program will be unique in the State of Indiana. This program is built from existing masters programs, so it is expected that graduates of accredited master's degree programs in public health and other health-related disciplines will continue their education in this program.

Dr. Wright said that the goal of the program is to provide leadership in health management to help the system to adapt and to grow in positive directions. The admissions requirements for this program are consistent with other highly rated Ph.D. programs in Indiana University's system. Dr. Wright briefly spoke about the program curriculum. He also mentioned the high interest in the program expressed by the students in other health related master's programs.

Mr. Smith asked how many accredited schools of public health are in the United States. Dr. G. Marie Swanson, Associate Vice Chancellor of Public Health, IUPUI, responded that there were 42 schools nationally, but none in Indiana.

Dr. Sauer gave the staff recommendation.

Dr. John Applegate, Vice President for Planning and Policy, Indiana University, made a few comments to support the proposal. He confirmed that the approval of the third Ph.D. program will help to create a School of Public Health in Indiana, and the importance of having such a school to the state and to the university cannot be overstated.

R-10-05.3 RESOLVED: That the Commission for Higher Education hereby approves the *Doctor of Philosophy (Ph.D.) in Health Policy and Management*, to be offered by Indiana University through its IUPUI Campus, in accordance with the background discussion in this agenda item and the *Abstract*, July 30, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, July 30, 2010 (Motion – Bepko, second – Sendelweck, unanimously approved)

2. Associate of Applied Science in Electroneurodiagnostics To Be Offered by Ivy Tech Community College-Indianapolis at Indianapolis

Dr. Donald Doucette, Senior Vice President and Provost, Ivy Tech Community College, introduced this program. Dr. Doucette said that he hoped that the Commission will see this new program as a part of three commitments that Ivy Tech has: 1) to meet the community needs that emerge throughout the state; 2) to bring the programs of high value in emerging technologies, and 3) to bring the programs with the partners, who need these programs and will benefit from them.

Dr. Kathy Lee, Vice Chancellor of Academic Affairs, Ivy Tech Community College, introduced the partners from Clarian Hospital, as well as Dr. Luster Fowler, Dean of Health Science, Ivy Tech Community College.

Dr. Mary Ostrye, Vice Provost for Academic Affairs, described the program. She said that Ivy Tech will offer the general education component of this program, and the hospital will offer the technical component. The curriculum is set up in such a way that certain credit courses will be delivered at the hospital. The end program at Clarian is the only accredited program in the state, and in order to maintain this accreditation they are required either to turn the whole program to a college, or to partner with the college; so it makes economic sense to partner with Ivy Tech to continue delivering this program in Indiana.

In conclusion, Dr. Ostrye said that this program will allow graduates, either from Indiana or from other states, to come to Ivy Tech to complete their Associate degree.

Mr. Smith said that he was a little surprised by the projected level of enrollment, and he asked whether the enrollment is expected over time to grow higher in scale. Dr. Ostrye responded that over time there may be other areas of the state that would adopt this program, and the state does not want to produce too many techs in this area. Ivy Tech wants to attract the quality students who are capable of graduating from this program. The enrollment numbers did not include completion graduates, who might be coming back to complete their associate degree.

Before giving the staff recommendation, Dr. Sauer pointed out that accreditation played an important role in this particular program. He mentioned a SHEEO Conference that he attended the day before, where there was a conversation about regional accreditation. He added that the accrediting groups have received a lot of attention at the national level, and there were also congressional hearings on this subject, so accreditation is becoming an increasingly important issue.

Dr. Sauer gave the staff recommendation.

R-10-05.4 RESOLVED: That the Commission for Higher Education hereby approves the *Associate of Applied Science in Electroneurodiagnostics*, in accordance with the background discussion in this agenda item and the *Abstract*, July 30, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, July 30, 2010 (Motion – Rehnquist, second – Bepko, unanimously approved)

3. Master of Science in Clinical Counseling To Be Offered by Indiana University Northwest at Gary

Dr. David Malik, Executive Vice Chancellor for Academic Affairs, Indiana University Northwest, presented this proposal. IU Northwest for a long time has recognized the importance of making a strong commitment to social health and economic needs in the region. Dr. Malik presented some campus statistics: 63 percent of the IU Northwest students receive financial aid, which is the highest of any IU campus; 38 percent are over 25 years old; 35 percent are minorities, and 70 percent are women.

Dr. Malik said that several years ago IU Northwest created a College of Health and Human Services, that combined units of nursing, allied health, and social work, and it was in collaboration with the IU Northwest School of Medicine. Recently, a School of Public and Environmental Affairs was added to this College. Dr. Malik stated that the new program will help IU Northwest to continue strengthening their engagement with the community, and will make the college one of the first to be able to offer Drug and Alcohol Counseling.

Dr. Malik invited Dr. Mark Hoyert, Dean, College of Arts and Sciences, to speak to the program. Dr. Hoyert said that they have been planning to have a program like this for the last fifteen years. The college began offering courses that could support this kind of program, and one of the intermediate steps was offering a post-Baccalaureate Certificate in Drug and Alcohol Counseling. This Master's degree is the next step in this development. One of the reasons for the need for this degree is the lack of sources for the addicted community. There are far more people suffering from addiction than there is treatment available, and this is true for the whole state. The local health providers encouraged IU Northwest to provide this type of program.

Dr. Hoyert stated that one of the other reasons why this program is timely is that it is part of the national movement towards the promotion of the professionalization of the field. Almost ten years ago it was recommended that a Master's degree for the mental health service providers, who worked with addictions, become the entry level credential. State of Indiana adopted this change, and beginning with 2011 Master's degree will become the entry level credential.

Mr. Bland asked what about Northwestern Indiana makes it so unique to require this program. Dr. Hoyert responded that Northwestern Indiana has a slightly higher percentage of the population with addictions; at the same time there is a smaller number of addiction service providers in the region.

Dr. Sauer gave the staff recommendation.

R-10-05.5 RESOLVED: That the Commission for Higher Education hereby approves the *Master of Science in Clinical Counseling*, in accordance with the background discussion in this agenda item and the *Abstract*, July 30, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, July 30, 2010 (Motion – Fisher, second – Hansen, unanimously approved)

4. Master of Science and Doctor of Philosophy in Statistical Science To Be Offered by Indiana University Bloomington at Bloomington

Dr. Sandy introduced this program. He said that this program serves IU Bloomington's campus mission to be highly ranked for its research. Dr. Sandy invited Dr. Stan Wasserman, Chair, Department of Statistics, IU Bloomington, to speak about the program.

Dr. Wasserman said that statistics is the science of data. This new graduate program will train future statisticians, rather than mathematicians, to develop new statistical methodology and collaborate with researchers in various disciplines to design experiments and analyze data. Statistics is becoming an increasingly interdisciplinary field; recognizing this fact, the IU Department of Statistics will welcome students from a variety of quantitative backgrounds, not just traditional math interests. Students who earn a Master of Science in Statistical Science will be experienced data analysts; they will have a basic understanding of fundamental statistical principles, and they will be exposed to a broad spectrum of statistical methodologies.

Dr. Wasserman also added that students who earn a Ph.D. in Statistical Science will be experienced researchers who have already developed new statistical methodology, who will have a deep understanding of fundamental statistical principles, and who will have applied these principles to solve problems from other disciplines.

Ms. Odum expressed concern that this program would be duplicating an existing and well-established program at Purdue University, which has 64 FTE over a five-year period, while the expected numbers at IU program are much lower. Dr. Wasserman responded that the program will have considerably more students while it is being established; 30 students at IU Bloomington were already working on this degree. Dr. Wasserman added that the market for the Ph.D. graduates in statistics is amazing; there are not enough statisticians with a Ph.D. to satisfy the need nationwide.

Ms. Odum questioned Dr. Wasserman about the numbers that were given in the original proposal. Dr. Wasserman assured the Commission that the number of graduates will be adequate to justify the approval of the program. Dr. Barbara Bichelmeyer, Associate Vice President for Academic Planning at IU Bloomington, confirmed that the numbers Dr. Wasserman quoted in the proposal are correct.

Mr. Smith pointed out that the Commission supports an adoption and introduction of a new degree program, and sometimes a new program might appear duplicative and not necessary, if the enrollment is small enough, in which case this program can collaborate with already existing programs.

Dr. Sandy confirmed that the numbers of the estimated enrollment are adequate for a newly established program.

Dr. Sauer gave the staff recommendation.

R-10-05.6 RESOLVED: That the Commission for Higher Education hereby approves the *Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in Statistical Science*, in accordance with the background discussion in this agenda item and the *Abstract*, July 30, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, July 30, 2010 (Motion – Bepko, second – Lehman, unanimously approved)

5. Academic Degree Programs on Which Staff Propose Expedited Action

Staff presented a list of degree program proposal(s) for expedited action.

R-10-05.7 RESOLVED: That the Commission for Higher Education hereby approves by consent the following degree program(s), in accordance with the background discussion in this agenda item:

- Associate of Science in Imaging Sciences to be offered by Ivy Tech Community College-Madison at Madison and Lawrenceburg
- Associate of Applied Science in Welding Technology to be offered by Vincennes University at Vincennes
- Master of Arts in Jewish Studies to be offered by Indiana University-Bloomington at Bloomington (Motion – Hansen, second – Fisher, unanimously approved)

C. Capital Projects for Which Staff Proposes Expedited Action

Staff presented a list of capital projects for expedited action.

R-10-05.8 RESOLVED: That the Commission for Higher Education approves by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- School of Nursing – Renovation of Fourth Floor at Indiana University – Purdue University Indianapolis: \$5,600,000
- Campus Service Building #4 Renovation for Environmental Management Facility at Indiana University – Purdue University Indianapolis: \$2,750,000
- Elliot Hall of Music Sprinkler System Installation at the Purdue University West Lafayette Campus: \$3,550,000 (Motion – Rehnquist, second – Baker, unanimously approved)

D. Administrative Items on Which Staff Proposes Expedited Action

Staff presented a list of administrative items for expedited action.

R-10-05.9 RESOLVED: That the Commission for Higher Education hereby approves by consent the following administrative actions, in accordance with the background information provided in this agenda item:

- 2009-10 ICHE Core Operations Budget
- 2009-10 Learn More Indiana Core Operations Budget (Motion – Bland, second – Rehnquist, unanimously approved)

VIII. INFORMATION ITEMS

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

There was no discussion of these items.

IX. NEW BUSINESS

There was none.

X. OLD BUSINESS

There was none.

XI. ADJOURNMENT

The meeting was adjourned at 11:40 a.m.

Mike Smith, Chair

Jud Fisher, Secretary

**State of Indiana
Commission for Higher Education**

Minutes of Special Meeting

**August 20, 2010
Friday**

I. CALL TO ORDER

The Commission for Higher Education met in special session starting at 10:15 a.m. at the Conference Center, 101 W Ohio St., Suite 700, Indianapolis, IN, with Chair Michael Smith presiding.

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Cynthia Baker, Gerald Bepko, Dennis Bland, Carol D’Amico (joined in the afternoon), Susana Duarte De Suarez, Jud Fisher, Keith Hansen, Marilyn Moran-Townsend, Eileen O’Neill Odum, George Rehnquist, Ken Sendelweck, and Mike Smith.

Members Absent: Jon Costas, Chris Murphy.

Representatives from State Student Assistance Commission of Indiana (SSACI): Claudia Braman, Executive Director, and Laurie Gavrin, Director of Research and Policy Analysis.

III. CHAIR’S REMARKS

Mr. Smith said that he can’t imagine another meeting when the discussion and review of the joint staff of SSACI and the Commission represent a more important topic. The state of Indiana has a history of a very generous student aid, and the intention of the Commission is to review opportunities to make it an even more effective and efficient process, with sensitivity to the following three issues: the financial aid with which the Commission has to deal; the increasing needs of our students, and the changing profile of our students.

Mr. Smith welcomed new Commission member Ms. Susana Duarte De Suarez, who replaced Mr. Gary Lehman on the Commission, and introduced her to the audience.

Mr. Smith invited Commissioner Teresa Lubbers to lead the meeting.

IV. DECISION ITEMS

Ms. Lubbers reminded the Commission members that at the last Commission meeting one of the decision items has been moved to discussion items, and the decision was made to have a special meeting regarding the Financial Aid Study. It is not typical for the Commission, but it is also not typical for the legislation to give the Commission the charge they gave in 2009 to do a comprehensive study on financial aid in Indiana. This has been a complex issue, and made more complicated because of the fiscal realities the state is facing right now, the need to be able to provide financial sustainability to financial aid, and the increasing student need that exists.

Ms. Lubbers said that the Commission has been working on this issue for almost a year. It has been a work product that the legislature mandated to the Commission to complete with SSACI.

The Commission also has reached out to anybody who would be interested in this throughout the year; during this year the Commission has brought to the members of the Commission incremental ideas and topics, so most of those present at the meeting are familiar with the topics that are included in this draft.

Ms. Lubbers suggested the best way of using the Commission members' time during this special meeting. The Commission has 22 considerations to look at and decide on during the meeting. Ms. Lubbers suggested starting by putting the whole discussion into context by putting Student Aid in Indiana in a national context; looking at Indiana programs and seeing what has been done in the past, what Indiana is doing now, and what some of the challenges for the future are.

Ms. Lubbers recommended taking those of the 22 items that the staff thinks are most likely to have consensus on, and consider them first. Ms. Lubbers pointed out that if some of these items become more controversial than the staff thinks, they will be revisited later in the day, but the staff hopes that the meeting will make progress and move forward in this positive way. Later the Commission will deal with those items that are likely to have a need for greater discussion.

Ms. Lubbers anticipated that one topic that will need greater discussion will be a topic of changing demographics and the way to reallocate the scarce resources among the changing population of students. In the last two years alone the population has changed from two thirds of traditional students applying for financial aid to over half of what used to be considered non-traditional students going back to college and needing financial aid.

Ms. Lubbers stated that the other discussion will be around how need for financial aid will be established, keeping in mind that Indiana has a differentiated model for public and private in terms of the size of the grant. However, this will be a discussion about establishing need, not the size of the grant.

Ms. Lubbers said that the third area that needs ample time to be discussed today is the 21st Century Scholars program. It has been widely supported by the Commission, the General Assembly and others as a program focused on increasing the number of students who aspire to go to college, improving their academic preparation, and ensuring completion from college. There is an increasing number of students who are participating in this program, and the Commission needs to talk about the fiscal realities as well.

Ms. Lubbers spoke about the final topic, that the Commission hasn't spent much time talking about, but that needs to be discussed today with the assistance of SSACI representatives, and this topic is programs for children of veterans and public officials.

Ms. Lubbers mentioned that Mr. Bernie Hannon, former Senior Associate Commissioner and Chief Financial Officer at the Commission, is present at the meeting, even though he is not a member of staff anymore.

Ms. Lubbers explained to everybody in attendance the State Financial Aid Context document. She also reminded the Commission that the legislature in Indiana has funded student aid very generously; the student aid fund was the only one of a few programs that got more money in the last budget cycle. The legislature was truly committed to the SSACI funding, but the increase of people applying for financial aid resulted in a nearly 40 percent decrease in the size of grants.

Ms. Lubbers said that Indiana ranks fifth in the nation in the need-based grant aid per undergraduate full-time equivalent enrollment; eighth in total dollars awarded in need-based grant

aid. Unlike some other states, Indiana is primarily a need-based financial aid state. Over three quarters of the aid goes to need-base scholarships. Ms. Lubbers quoted some other numbers reflecting the percentage of the financial aid in FY09.

Ms. Lubbers spoke about Frank O'Bannon (FOB) award recipients and the amount of FOB grant. The average FOB grant amount has been declining for three straight years. She expressed concern that the reduction in average state aid to FOB recipients will make college less affordable for most of Indiana's lowest income population, and this will likely reduce the number of low income Hoosier students who earn degrees beyond high school.

Ms. Lubbers mentioned that any consideration of reallocating funds within the state aid system must examine opportunity costs associated with state priorities, which include: target demographics, desired award sizes, certainty vs. uncertainty. Ms. Lubbers presented a chart showing SSACI Grants, and said that during the day this chart will be referred to several times.

Ms. Lubbers said the recommendations fall in one of the following areas: a continued priority for need-based rather than merit-based state aid; a priority on the neediest of those qualifying for need-based aid; a continued student-centered, rather than institution-centered approach; maintaining, or in some cases, rebuilding the integrity of the award system; an emphasis on access to college; aligning state aid to state goals by encouraging completion; improving the distribution of aid to the new majority students; simplifying state aid operations; and maintaining or improving SSACI's independence to maintain and improve the flexibility and responsiveness of state aid.

Ms. Lubbers pointed out that these considerations are interdependent, and it is difficult to deal with just one of them, because what is done with one, affects another, making it important to consider the issues as a group rather than independently.

Ms. Lubbers invited Mr. Hannon to speak.

Mr. Hannon began by acknowledging Ms. Angela Maher, who has been working at the draft document, and was a great help to Mr. Hannon and Commissioner Lubbers. Ms. Maher is a graduate student at IUPUI, and has been the Commission's intern for the last few months.

Mr. Hannon said that the Commission staff worked closely with the staff of State Student Assistance Commission of Indiana (SSACI), Claudia Braman and Laurie Gavrin, and this has been a long process. Individual financial officers from several institutions have met collectively with the committee of ISFAA (Indiana State Financial Aid Administrators). The Commission has met with several state agencies, like Department of Corrections, Department of Workforce Development, Department of Veterans' Affairs, and Governor's staff. Mr. Hannon added that the Commission staff has researched the practices of other states, as well as the literature on financial aid.

Mr. Hannon stated that the results of all this research, as well as the staff's best knowledge and input, have been presented to the Commission members in 22 specific considerations. Mr. Hannon emphasized that the staff does not make final recommendations on these considerations; they are being given to the Commission members for their review and recommendation.

Mr. Smith asked whether the Commission can assume that in their review and study the Commission staff remained sensitive to expected future trends, household income in Indiana, an

availability cost and manageable student aid levels, and likely cost trends that would be reflected in pricing of higher education services by the institutions.

Mr. Hannon stated that the student financial aid is a complex model, which involves lots of different sources of revenue, lots of different people, different schools and considerations. It is difficult but important to keep in mind all the complexities that go into that process. Mr. Hannon said that the staff understood that the state tuition is going up on average at seven percent a year. They also know that Hoosier incomes have not been going up on average, like national incomes. All these trends were taken into consideration by the staff.

Mr. Smith asked whether the FOB grants have been adjusted for the inflation or for the delta in the gross number that is the cost of education.

Ms. Gavrin stated that she has a model that helps her to make these kinds of projections. In her model she built in five percent for tuition increase, instead of seven. The model is also based on an average population increase of about five percent. Normally there will be on average over five years about a four to five percent increase in population; in the past two years the numbers were 23 percent and 15 percent. Ms. Gavrin said she is trying to go with conservative number; 23 could be high.

Dr. Bepko said that seven percent tuition increase seems high. Ms. Gavrin responded that some proprietary colleges have increased their tuition as much as 23-30 percent; the public colleges have increased theirs by 4.5 – 5 percent. Ms. Gavrin said that their numbers based on the information provided to SSACI by the colleges, and these numbers may differ from those provided to the Commission. Dr. Bepko asked whether the seven percent of tuition increase is SSACI's basic number; and whether if they took average increase in cost for the whole student population, this number will be much lower. Ms. Gavrin confirmed that.

Ms. Lubbers suggested that the Commission would start discussion of the considerations with numbers 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16, 21, and 22. These numbers will be discussed one at a time, since these are the considerations on which the Commission staff hopes to get a possible approval. Ms. Lubbers invited Mr. Hannon to start the discussion with number 2.

After discussion, Commission members approved considerations as outlined below:

Consideration #2: The state should develop a customized state-wide college cost estimator.

Consideration #4: The state should merge the Freedom of Choice fund with the Higher Education Award fund into a single program with one appropriation.

Consideration #5: Indiana should expand its collection of current Student Information System (SIS) data to include the independent and proprietary sectors, certificate programs below one year, and course-level information from both colleges and high schools.

Consideration #7: Receipt of Pell Grants should not be considered in the calculation for state financial aid for traditional students.

Consideration #8: The state should not require SSACI to incorporate institutional financial aid in its financial aid offers.

Consideration #9: The state’s public and private postsecondary institutions should wraparound their institutional financial aid with state and federal financial aid.

Consideration #10: Student eligibility for state financial aid should not consider receipt of tax credits.

Consideration #12: The state should affirm that state aid distributed through SSACI be based primarily on need.

Consideration #21: The state should fund prisoner education through the Department of Corrections.

Consideration #22: The state should further consider emerging issues in state aid.

The afternoon discussion focused on the remaining considerations and approved a final document that included the following recommendations:

Recommendation #1: The state should consider establishing a separate fund to meet the financial needs and aspirations of adult students.

Recommendation #2: The state should allocate state aid to support student degree completion through acceleration and transfer models.

Recommendation #4: The state should affirm freedom of choice for students by maintaining the current formula for distribution of state financial aid between public and private institutions.

Recommendation #7: The state should consider requiring students who receive a SSACI grant to achieve a more stringent satisfactory progress requirement before additional SSACI aid would be disbursed in future semesters.

Recommendation #13: The state should refocus the Twenty-first Century Scholars program on early intervention, student services, program requirements, and college and workforce preparation goals.

Recommendation #14: The state should expect that Twenty-first Century Scholars students participate in the early intervention and student services offered by the Twenty-first Century Scholars program.

Recommendation #15: The state should consider that Twenty-first Century Scholars students must show an aptitude and desire to be college prepared by having a minimum high school cumulative grade point average of 2.5.

Recommendation #16: The state should develop a sustainable funding model to ensure the long-term viability of the Twenty-first Century Scholars program. The state should consider when allocating financial aid whether Scholars meet statutory income requirements when they graduate from high school and enter college.

Recommendation #17: The state should assign all fiscal and administrative duties for the Child of Veteran and Public Safety Officer Supplemental Grant Program (CVO) to Indiana Department of Veterans’ Affairs (IDVA).

R-10-6.1 **RESOLVED:** That the Commission for Higher Education approves the *Funding of Indiana’s College Scholarship Programs*, as listed, and is planning to present it at the meeting of the State Budget Committee on September 8th, 2010 (Motion – Bepko, second – Rehnquist, unanimously approved)

V. ADJOURNMENT

The meeting was adjourned at 04:10 p.m.

Michael Smith, Chair

Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION

Friday, September 10, 2010

DISCUSSION ITEM A: College GO! Week 2010 (September 20-24)

Staff Recommendation

For discussion only.

Background

College GO! Week 2010 is the second year of an annual statewide campaign designed to help more Hoosier students get to and through college. Led by the state's Learn More Indiana initiative, College GO! Week will engage local partners across the state in motivating students to take specific, practical steps to plan and prepare for college success.

Grade-specific goals for students this fall include:

- Every **senior** will complete a **college application** (using Indiana's e-Transcript).
- Every **junior** will commit to a **college visit**.
- Every **sophomore** will sign up for the **PSAT**.
- Every **freshman** will complete Indiana's **college and career survey**.
- Every **eighth grader** will complete a **Graduation Plan**.
- Every **seventh grader** will **connect education to careers**.
- Every **sixth grader** will **explore careers**.

College GO! Week 2010 aims to build upon the success of the inaugural 2009 campaign, which included: record numbers of students applying to Indiana colleges; record numbers of students taking the PSAT; significant increases in student use of Indiana's e-Transcript service; and sustained strong student participation in Indiana's annual college and career survey.

Funded by a federal College Access Challenge Grant, College GO! Week is part of Learn More Indiana's ongoing efforts to help Hoosiers succeed in school, complete college and connect to careers. Learn More Indiana is made possible through a partnership of the Indiana Commission for Higher Education, the Indiana Department of Education, the Indiana Department of Workforce Development and the State Student Assistance Commission of Indiana, with additional support from Indiana's colleges and universities, the Lumina Foundation for Education, USA Funds and the U.S. Department of Education.

Supporting Documents

College GO! Week 2010 Implementation Guide

HOW TO PLAY COLLEGE GO! WEEK

An Implementation Guide



CollegeGoWeekIndiana.org

September 20-24, 2010

BROUGHT TO YOU BY:



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THE OBJECT OF COLLEGE GO! WEEK

To help each grade level take practical steps to prepare for and to pursue education beyond high school. Led by the state's Learn More Indiana communication and community outreach partnership, College GO! Week is made possible by a College Access Challenge Grant from the U.S. Department of Education.

WHO CAN PLAY

Beginning as early as sixth grade, College GO! Week is designed to help Hoosiers complete education beyond high school. Included later in this guide are the activities we hope to inspire Indiana students and adults to pursue.

Let's get started!

First off, we need to make sure the right person is in charge. You've probably been given this kit because you're the school counselor, but really, anyone can run the event at your school, including the students. No matter who's in charge of College GO! Week at your school, be sure to include students in planning and carrying out the activities. Look for students who already show leadership skills through clubs and organizations such as the student council, the student newspaper, the yearbook staff, athletic teams, National Honor Society, art clubs, performing arts groups and programs like Association of Marketing Students, Business Professionals of America, FFA, Health Occupations Students of America, Family, Career and Community Leaders of America, Skills USA, etc. Get ideas from as many people as you think will help make the program a success.

MATERIALS

Every middle school and high school will receive a College GO! Week shipment. Use the items in this kit to help promote College GO! Week both in your school and community.

COLLEGE GO! WEEK SHIPMENT

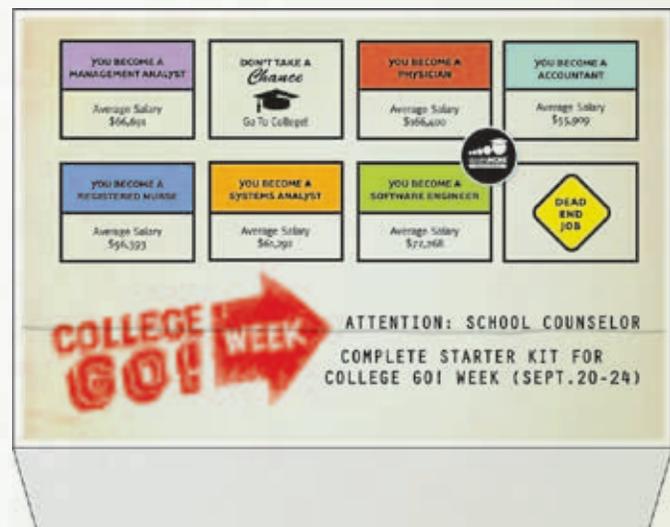
- Starter Kit (includes all schools)
- Learn More Indiana Student Survey (for schools serving grades 9 & 11)
- NEXT Indiana magazine (for schools serving grades 11 & 12)
- Graduation Plan (for schools serving grades 8 & 9)

COLLEGEGOWEEKINDIANA.ORG

- Interactive Activities
- Instructional Videos
- Online Learn More Indiana Student Survey
- Online Graduation Plan
- And more

Starter Kit Contents

- 10 copies of the student poster
- 20 tear-off pads (for student poster)
- 500 direct mail pieces for parents
- 10 mirror clings
- 8 surface clings



Starter Kit

STUDENT POSTERS

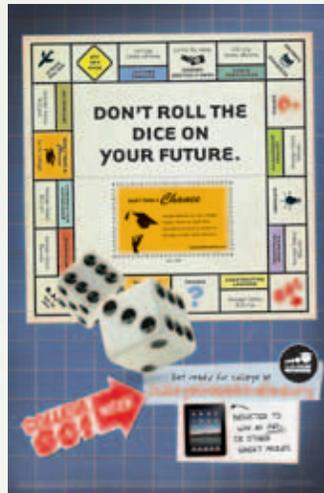
As you can see, the theme for this year's College GO! Week campaign is game-related. Everybody likes to play games, and who doesn't like to win? The theme is continued online by enticing students into completing certain tasks through a game-like format, and providing several different levels of prizes. Place these student posters in high-profile locations throughout your school.

TEAR-OFF PADS (FOR STUDENT POSTERS)

We've included tear-off pads for the College GO! Week posters to replicate the way "Chance Cards" sit on the surface of a board game. These tear-off pads give students the information they need about where to go on the Web to get a chance to win valuable prizes and learn more about how to move forward with their post high school education plans.



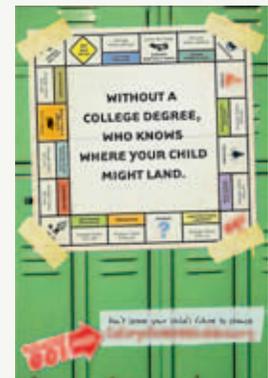
Tear-Off Pad
(for posters)



Poster



Mirror Cling



Direct Mail To Parents

DIRECT MAIL TO PARENTS

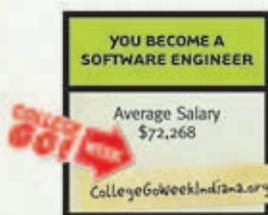
Parental involvement is key to getting students interested, and excited, about going to college. With this piece, you can either mail it out to the parents (space has been set aside for an address label) or the piece can be used as a handout at events such as musical presentations or school sporting events.

MIRROR CLINGS

Since bathrooms aren't traditionally filled with messages, they're a great, non-cluttered place to make contact. Simply peel off the backing, rub against the mirror and when College GO! Week is concluded, it peels off as easy as it went on.



Surface Cling 1



Surface Cling 2



Surface Cling 3



Surface Clng 4

SURFACE CLINGS

These four clings are meant to go together, like they are four squares from a board game that you could land on. You can either use them on the floor and put them one after another, or you could spread them throughout four main parts of the school. Another option would be to put them on the tops of the tables in the cafeteria. Simply clean the surface where you wish to place them, peel off the backing and rub them down. After College Go! Week is concluded they can easily be peeled up off the floor.

LEARN MORE INDIANA STUDENT SURVEY (PAPER AND ONLINE FORMATS)

If your school serves ninth and 11th-grade students you should have received enough material to administer this survey to every freshman and junior. The survey also gives students the opportunity to connect directly to Indiana's colleges and universities and to learn more about career interests.

Schools should administer and return the completed surveys using the FedEx materials provided by NO LATER THAN OCTOBER 25, 2010. All instructions and shipping materials will accompany the surveys.

Learn More Indiana Student Survey – NEW ONLINE ADMINISTRATION OPTION!

Learn More Indiana has joined forces with the American Student Achievement Institute to create a new student survey that will help schools determine the degree to which students make choices that support academic achievement, college access and college completion.

NEW! The results of the survey will be disaggregated by various student groups, making it possible for schools and communities to design guidance activities that support the academic and career guidance needs of all students.

NEW! Ninth grade survey results will be disaggregated by the middle schools that students attended in eighth grade. Middle school counselors will be able to view survey data for their "graduates" and make adjustments to their school counseling program to better meet students' needs.

NEW! Results for the paper survey and the online survey will be auto-populated into each Indiana school's Redesigning School Counseling Online System. This saves considerable time for school counselors who use the RSC system to design their school counseling program or create a School Counseling Portfolio for the Indiana Gold Star School Counseling award.

NEW! Counselors will be able to obtain individual student responses and generate lists of students who have answered one question or a combination of questions selected by the counselor in a specific way.

BENEFITS OF SURVEYING ONLINE:

Immediate Results: Schools surveying online will be able to obtain their survey results immediately following administration.

More Student Needs Questions: Schools surveying online will be able to include additional optional sets of questions in their student surveys that are based on the Indiana Student Standards for Guidance. These questions will help schools and communities determine their local student needs for academic, career and citizenship guidance.

Survey Logistics: The online survey will be available from **August 25 to October 25, 2010**. Counselors who plan to survey online should make arrangements to 1) survey students during a class where computers with Internet access are present or 2) bring groups of students to a computer lab with Internet access. The online survey takes approximately 30 minutes to complete. To set up the survey, counselors should visit CollegeGoWeekIndiana.org.

NEXT INDIANA: A GUIDE TO LIFE AFTER HIGH SCHOOL

If your school serves 11th to 12th grade, you should have received enough copies of this magazine to distribute to every junior and senior. The articles are very useful for seniors when it comes to submitting their college applications, and help juniors explore their options for life after high school. There’s also a postcard within the magazine students can use to enter a drawing for a college scholarship from USA Funds.

GRADUATION PLAN (ALSO AVAILABLE ONLINE AT COLLEGEWEEKINDIANA.ORG)

If your school serves eighth grade, you should have received a shipment of Graduations Plans to coincide with their grade-specific goal. The Graduation Plan is a career and course planning tool that provides space to record information: a high school course plan, career interests and how to explore them, and ideas for postsecondary education. It also includes grade-specific checklists of what students need to accomplish each year to stay on track toward high school graduation and college success.

COLLEGEWEEKINDIANA.ORG

Every grade-specific activity referenced in this implementation guide can be found on this website along with additional supporting information and online resources. Bookmark CollegeGoWeekIndiana.org on your school computers and encourage students to check it out.

COLLEGE GO! WEEK INSTRUCTIONAL VIDEOS

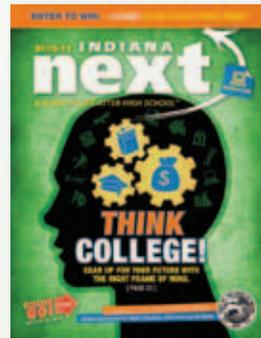
Made for every grade level (6-12), these videos walk students through the activities they need to accomplish during this week. School counselors and teachers are encouraged to play them to the class minutes prior to accomplishing the activities. The videos may be played and/or downloaded from CollegeGoWeekIndiana.org.

COLLEGE GO! WEEK BANNER

Last year, large plastic banners were mailed to high schools as part of the 2009 College GO! Week Starter Kit. If you still have this banner, we suggest you employ it to bring additional interest to the program. Hang it over a main entrance, busy hallway or entrance to the gym or cafeteria.



Instructional Videos



NEXT Magazine



NEXT Postcard (chance to win a free college scholarship)



Banner



Graduation Plan

HIGH SCHOOLS (GRADES 9-12)

EVERY SENIOR WILL COMPLETE A COLLEGE APPLICATION

STUDENTS

- • Use free, online tools such as College Navigator to help find the right fit.
- • Register for Indiana's e-Transcript and use when applying to a college or university.  Make sure your ACT and SAT test scores are getting to the colleges of your choice.
- • Read NEXT Indiana: A Guide to Life After High School for tips on the best college fit and applying.
- • Apply for the best fit colleges online during this week.

SCHOOL FACULTY OVER GRADE 12:

- Invite college admissions reps to have a booth for on-site admissions.
- Find common college essay questions to give as an in-class assignment.
- Play a "what's wrong with this essay" game.

EVERY JUNIOR WILL COMMIT TO A COLLEGE VISIT

STUDENTS

- • Find out when college open houses are and register your campus visit online to receive free college gear.
- • Explore online, virtual college tours.
- • Create a college visits folder to track your questions and answers. Download a list of questions to ask.
- Read NEXT Indiana: A Guide to Life After High School for tips on how to make the most of a campus visit.
- • Explore Learn More Indiana's online college profiles.

SCHOOL FACULTY OVER GRADE 11:

- Theme classrooms with Indiana colleges and universities gear.
- • Use the College Board's AP potential tool to find students that should be in AP courses but aren't. Encourage them to register for AP classes next year.
- Assign Indiana colleges to student groups as a research project. Hold presentations at the end of the week.
- Invite Indiana college students and alumni to make presentations about their college experience.

EVERY SOPHOMORE WILL SIGN UP FOR THE PSAT

STUDENTS

- Talk to your guidance counselor and make sure you're signed up to take the PSAT in October.
- • Take online PSAT practice tests for an idea of what to expect on test day.
- To prepare for the ACT, sign up for the PLAN if available at your school.
- Explore AP/dual credit courses by talking to a school counselor or asking students currently taking those classes.

SCHOOL FACULTY OVER GRADE 10:

- Make sure your school has ordered enough PSAT testing material for every sophomore to take the PSAT. The last day to increase the amount of materials ordered is **September 22**.
- • Familiarize your school staff with AP potential and prepare to follow up with 10th graders in the spring.
- Invite 11th and 12th grade students currently taking AP/dual credit courses to speak to 10th graders on the value.

EVERY FRESHMAN WILL COMPLETE THE LEARN MORE INDIANA STUDENT SURVEY

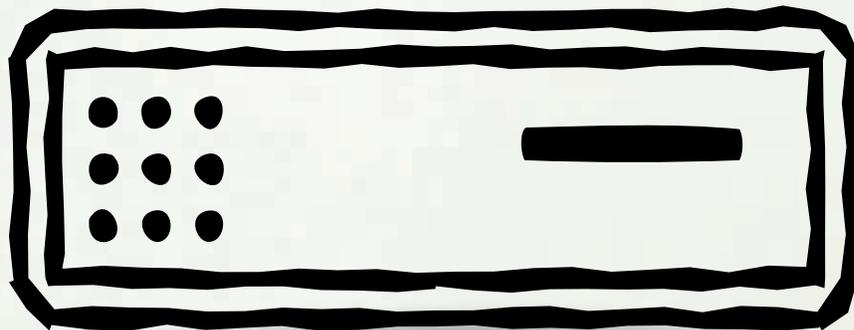
STUDENTS

- • Participate in the student survey and find out what you need to help you better prepare for college.
- • Compare your responses with the responses from your sophomore class (freshmen last year).
- • Complete Learn More Indiana's Magic 8 Ball activity to get a better idea of where you are heading.
- • Get involved: Fill out and review the worksheet provided by your school.

SCHOOL FACULTY OVER GRADE 9:

- • Administer Learn More Indiana's Student Survey. If you give the paper forms, plan to send back ASAP using the provided postage.
- • After administering the survey, read the responses of last year's class and have class conversations.
- • Fill out the Get Involved template, print and distribute for an in-class activity.
- Invite students from sports, arts, clubs, volunteer groups, etc. to speak about getting involved.

CollegeGoWeekIndiana.org



MIDDLE SCHOOLS (GRADES 6-8)

EVERY EIGHTH GRADER WILL COMPLETE THEIR GRADUATION PLAN

STUDENTS

- • Understand the various high school diplomas and track the needed courses on your Graduation Plan.
- Get to know your new high school: browse their website, plan to attend upcoming events, make a visit.

SCHOOL FACULTY OVER GRADE 8:

- Talk to someone at the local high school and coordinate efforts: class trip, high school student presentations, etc.
- Decorate classrooms in the local high school's colors, mascot, etc. Teach students the high school chant/song.

EVERY SEVENTH GRADER WILL CONNECT EDUCATION TO CAREERS

STUDENTS

- • Take a learning styles assessment to help push yourself to do better in school.
- Maximize your school courses now in order to get ahead. Plan to take Algebra One in eighth grade.
- • Picture your future. Take the Ready for the Real World Quiz to see what it would cost to live the life you want.

SCHOOL FACULTY OVER GRADE 7:

- Spotlight a new career each day and highlight its education requirements.
- Spend class time explaining Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors.
- • Take students to the computer lab for completion of Ready for the Real World Quiz and a learning styles assessment.

EVERY SIXTH GRADER WILL EXPLORE CAREERS

STUDENTS

- Find a few adult workers and interview them on their careers.
- • Participate in the "Career Parties" game. Ask your teacher/counselor to lead the activity.
- • Use free, online resources such as Drive of Your Life and CareerClickers to connect to careers.
- • Complete the Graduation Plan Promise found in the OnTrack magazine and set goals to reach careers.

SCHOOL FACULTY OVER GRADE 6:

- Bring in various career professionals to talk about current and upcoming jobs.
- • Print and hand out career interview worksheets. Give as a take home assignment.
- • Spend class time talking about careers and play "Career Parties" with the students.
- • Spend class time in computer labs to have students participate in Drive of Your Life and CareerClickers.

Indiana's Twenty-First Century Scholarship Program: Indiana started this program to ensure that every student can afford a college education. Income-eligible sixth, seventh and eighth graders who enroll in the program, and fulfill a pledge of good citizenship, are guaranteed the cost of four years of college tuition at any participating public college or university in Indiana. College GO! Week is a great time to reach out to eligible families and encourage them to take advantage of this great deal.

GAME CHANGERS FOR HIGH SCHOOLS AND MIDDLE SCHOOLS

While the provided pieces mimic a board game-like look, that doesn't mean you can't use your imagination to expand beyond that look when you bring College GO! Week to life in your school. Let your imagination run wild. With planning and out-of-the-box thinking, College GO! Week can inspire all students to prepare for life after high school. It's time to get the whole school involved and pull out all the stops. Here are just a few ideas to get you started.

1: USE PA ANNOUNCEMENTS TO GENERATE AWARENESS OF COLLEGE GO! WEEK ACTIVITIES.

Sample scripts for the week before:

"Don't let the roll of the dice determine where you land in life. Now's the time to take charge and make your own plans come true. Next week is College GO! Week. Make an appointment to talk to your counselor, or go to CollegeGoWeekIndiana.org."

"The game of life requires more than just dumb luck to succeed. Have a plan for what you're going to do after high school. College GO! Week is next week and it's your perfect opportunity to be more than just a pawn."

Sample scripts that can be used during College GO! Week:

HIGH SCHOOLS

Monday

Hey everyone, it's College GO! Week, so get in the game and make sure to complete your grade-level goals this week. Each task is designed to help you get one step closer on the path to college success. Check out CollegeGoWeekIndiana.org to learn more and earn the chance to win a free iPad and Indiana college gear while you're at it. Don't leave your future to chance. Visit CollegeGoWeekIndiana.org today.

Tuesday

Hey seniors, it's College GO! Week, so get in the game and get your college applications submitted online this week using Indiana's free e-Transcript service. Check out CollegeGoWeekIndiana.org for admissions criteria at Indiana's colleges and universities and earn the chance to win an iPad and other free college gear while you're at it. Don't leave your future to chance. Visit CollegeGoWeekIndiana.org today.

Wednesday

Listen up juniors, it's College GO! Week, so get in the game and make sure to plan your college open house visits. Register your visit online at CollegeGoWeekIndiana.org and earn a chance to win a free iPad AND other prizes from Indiana's very own colleges and universities. Don't leave your future to chance. Visit CollegeGoWeekIndiana.org today.

Thursday

Attention sophomores, it's College GO! Week, a time when you should make sure you're scheduled to take the PSAT next month. Check out CollegeGoWeekIndiana.org to learn more and register to win a free iPad and Indiana college gear while you're there. Don't leave your future to chance. Visit CollegeGoWeekIndiana.org today.

Friday

Calling all freshmen, it's College GO! Week. Have you taken Learn More Indiana's Student Survey yet? It's your chance to get connected to Indiana's colleges and universities and to make sure you're on track for success after high school. And, be sure to visit CollegeGoWeekIndiana.org and earn the chance to win an iPad and free college gear while you're at it. Don't leave your future to chance. Visit CollegeGoWeekIndiana.org today.

MIDDLE SCHOOLS

Monday

Hey everyone, it's College GO! Week, so get in the game and make sure to complete your grade-level goals this week. Each task is designed to help you get one step closer on the path to college success. Check out CollegeGoWeekIndiana.org to learn more and earn the chance to win a free iPad and Indiana college gear while you're at it. Don't leave your future to chance. Visit CollegeGoWeekIndiana.org today.

Tuesday

Hey eighth graders, it's College GO! Week and that means you need to complete your High School Graduation Plan. Your grad plan puts you on track to earn a college degree and make a million dollars more than someone with just a high school diploma during your career. Check out CollegeGoWeekIndiana.org to learn more and earn the chance to win a free iPad and Indiana college gear while you're at it. Don't leave your future to chance. Visit CollegeGoWeekIndiana.org today.

Wednesday

It's College GO! Week and today we need seventh graders to listen up. Have you ever wondered what you need to do in order to land that job of your dreams? Well, this week it's all about connecting those careers to your education. Check out CollegeGoWeekIndiana.org to learn more about the steps you need to take and earn the chance to win a free iPad and Indiana college gear while you're at it. Don't leave your future to chance. Visit CollegeGoWeekIndiana.org today.

Thursday

Alright sixth graders, it's College GO! Week, and that means you need to start thinking about and exploring your career interests. What do you want to be when you grow up? This is an important question that will help guide your education decisions down the road. So, visit CollegeGoWeekIndiana.org this week to get a better idea on what careers interest you. While you're there, register to win a free iPad and Indiana college gear! Don't leave your future to chance. Visit CollegeGoWeekIndiana.org today.

Friday

Calling all freshmen, it's College GO! Week. Have you taken Learn More Indiana's Student Survey yet? It's your chance to get connected to Indiana's colleges and universities and to make sure you're on track for success after high school. And, be sure to visit CollegeGoWeekIndiana.org and earn the chance to win an iPad and free college gear while you're at it. Don't leave your future to chance. Visit CollegeGoWeekIndiana.org today.

2: HOST A COLLEGE GO! WEEK PEP RALLY.

Why not turn the gym into a giant game board and play your very own version of a College GO! Week game? Use students for game pieces and let teachers roll the dice. Make up your very own "Don't-Take-a-Chance" Cards. Have the kids wear their very favorite college outfits. Ask students to talk about the college(s) they like and why.

3. ORGANIZE A COLLEGE AND CAREER FAIR.

Invite recent high school graduates who are now in college or enrolled in a trade school to talk to students about their impressions of life after college. Ask members of your community to speak to the students also about their postsecondary experiences. Find graduates from specific colleges and ask them if they'd like to represent those colleges at the fair. They can talk about dorms, cool places to study, popular hang outs and perhaps even things to avoid. You can also invite parents of students to talk about their careers. Or, have area professionals come in to discuss what they studied and what they were interested in as a child that led them to their current position.

4. INSPIRE A CLASS CONTEST.

See which grade can come up with the best original game that promotes actions to take while preparing for a postsecondary education.

5. USE THE COLLEGE GO! WEEK AD.

Place the College GO! Week ad in the student newspaper or local paper. You can download the ad from a link on the administration section on the CollegeGoWeekIndiana.org website.

GAME HELPERS

GETTING HELP FROM STUDENTS

Recruit students to be your “feet on the street” to implement College GO! Week. There are probably student leaders from each grade who would love to bring their own ideas to the table.

A few simple ways to engage students:

- Select “student ambassadors” from each grade and educate them on the purpose of College GO! Week. Ask them to share implementation ideas, display promotional items and distribute materials.
- Allow student ambassadors to apply their College GO! Week experiences as community service hours.
- Recruit older students to speak about preparing for postsecondary education during College GO! Week. They could even recruit younger students for the program.
- Ask students to promote College GO! Week through their Facebook or Twitter accounts.
- Suggest creating an event and inviting their peers to attend.
- Ask select students to contact community members for volunteer opportunities. A sample e-mail template and phone script are featured on pages 13 and 14 of this guide.
- Show off your ideas and share best practices with other high schools at CollegeGoWeekIndiana.org.

GETTING HELP FROM THE COMMUNITY

College GO! Week is the perfect time to call on community volunteers to make sure your plans extend beyond the school walls.

A few simple ways to engage community members:

- Contact volunteers to take an active role in College GO! Week for your school. On the next page is a sample e-mail template. A phone script is also included if you know of other local groups who may want to help.
- Register community members and volunteers with your school. Make sure they can make the most of their experience. Outline opportunities for their participation in College GO! Week, but be open to their ideas as well.
- Ask them to speak to classes.
- Suggest they provide job shadow opportunities.
- Invite them to volunteer at your school.
- Encourage them to go to CollegeGoWeekIndiana.org to learn more.

E-MAIL TEMPLATE

Dear [Mr./Mrs. LAST NAME],

Too few of our state's high school students pursue and complete higher education. In fact, only one out of three high school students complete a college degree.

With your help, we're going to change that.

We're getting in touch with you to see if you'd be interested in volunteering for College GO! Week — September 20–24 — to help [SCHOOL NAME] students take action steps to pursue higher education.

There are a number of ways you can help:

- Volunteer at the school to help with College GO! Week activities.
- Let a student job shadow you to gain valuable workplace insight.
- Speak to students in a classroom setting about the importance of higher education.
- Speak to students about choosing their career or field.
- And of course, we'd love for you to hang a College GO! Week poster — which we'll supply — in your business.

So please, make the decision to help our students. Sign up as a College GO! Week volunteer by responding to this e-mail or calling [SCHOOL PHONE].

More information about the program can be found at CollegeGoWeekIndiana.org.

Thank you for your consideration.

Sincerely,

[SCHOOL NAME]

PHONE SCRIPT

Hello [Mr./Mrs. LAST NAME], this is [FIRST NAME] calling on behalf of [SCHOOL NAME]. We're getting in touch with you to see if you'd be interested in volunteering for College GO! Week — September 20th through the 24th — to help [SCHOOL NAME] students pursue higher education.

There's lots of ways you could help. From volunteering for activities here at the school or to just hanging posters in your business.

[Mr./Mrs. LAST NAME], can we sign you up as a College GO! Week volunteer?

[IF YES] Great! Thank you so much for your support! Please stop by [SCHOOL NAME] before Wednesday, August 18th, to sign up and discuss ways you can get involved with College GO! Week. We look forward to working with you on this great event. In the meantime, you can check out CollegeGoWeekIndiana.org for more information. Thank you for your time, [Mr./Mrs. LAST NAME].

[IF NO] Well, if you change your mind, please feel free to give us a call back, because we'd be happy to have your help. Our phone number is [SCHOOL PHONE #]. In the meantime, you can visit CollegeGoWeekIndiana.org to find out how you can positively influence a high school student in Indiana. Thank you for your time, [Mr./Mrs. LAST NAME].

[IF MAYBE] Well, for more information, please visit CollegeGoWeekIndiana.org to discover how important it is that students receive support from their community. And if you decide to contribute your time to this great cause, please give us a call back at [SCHOOL PHONE #] and we'll be happy to sign you up. Thank you for your time, [Mr./Mrs. LAST NAME].

WE WANT TO HEAR FROM YOU

Your College GO! Week feedback is critical to the continued success of this campaign. Please take a few minutes to visit CollegeGoWeekIndiana.org to tell us what you liked and didn't like about College GO! Week and how we can make it better next year. You will find a short survey online and we also welcome any and all feedback throughout the year.

Please do not hesitate to contact the Learn More Indiana Helpline if you need any assistance for College GO! Week or the student surveys. Call 1-800-992-2076.



CollegeGoWeekIndiana.org



Learn More Indiana is a state-led communication and community outreach initiative working to help Hoosiers succeed in school, complete college and connect to careers. Learn More Indiana is made possible through a partnership of the Indiana Commission for Higher Education, the Indiana Department of Education, the Indiana Department of Workforce Development and the State Student Assistance Commission of Indiana with additional support from Indiana's colleges and universities, the Lumina Foundation for Education, USA Funds and the U.S. Department of Education.

COMMISSION FOR HIGHER EDUCATION

Friday, September 10, 2010

DECISION ITEM A-1:

Doctor of Philosophy in Applied Earth Sciences To Be Offered by Indiana University Through Its IUPUI Campus

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Philosophy (Ph.D.) in Applied Earth Sciences to be offered by Indiana University through its IUPUI campus, in accordance with the background discussion in this agenda item and the *Abstract*, July 30, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, July 30, 2010.

Background

The proposed Ph.D. in Applied Earth Sciences is an interdisciplinary program that will prepare students to pursue research projects that cross traditional disciplinary boundaries and extend the knowledge base in water resources research and environmental health sciences. Although housed in the Department of Earth Sciences in the School of Science – which offers a B.S. and M.S. in Geology and a B.S. in Environmental Science – the program faculty will draw from five different schools and a dozen different departments. Earth Sciences faculty currently collaborate with faculty in the School of Medicine and the Departments of Geography and Public Health to study hazards in an urban context, including lead poisoning in children and the cycling of man-made chemicals in urban environments. Another major area of inter-disciplinary research related to health issues focuses on water quality in Indiana and the Midwest.

Faculty in the Department of Earth Sciences have brought in \$6.6 million in external grant funding over the past seven years (FY2004-FY2010) and have increased funding over the previous year in five of the six years since FY2004. The awards attributed to departmental faculty have exceeded \$1 million during each of the last three years, and the increase in funding between FY2004 and FY2010 -- \$287,510 and \$1,568,559, respectively – represents a gain of over 400%. The Department has also broadened the sources of external funding to now include, for example, grants from the U.S. Department of Agriculture, NASA, and the National Institutes of Health.

The Department of Earth Sciences houses two research centers: Center for Earth and Environmental Science (CEES) and Center for Urban Health. Earlier this year, CEES received designation as an IUPUI Signature Center, which follows three years of initial funding and which will now receive long-term, on-going support from the campus. The Center for Urban Health, which is a collaborative effort between Earth Sciences and the Department of Toxicology in the School of Medicine, received initial, three-year funding through the Signature Center initiative. (The Signature Center initiative at IUPUI provides campus funding for centers, which are unique, distinctive, and often inter-disciplinary in nature, and which have the capacity to attract significant external funding and to bring academic distinction to the campus.)

The inter-disciplinary nature of the program, combined with the extensive resources associated with geoinformatics and healthcare-related programs on the IUPUI campus, will make this program unique in Indiana. Moreover, the University indicates there are only a handful of institutions in the nation that offer doctoral programs with a similar curricular configuration and an array of resources, upon which to draw.

Supporting Documents

- (1) *Abstract - Doctor of Philosophy in Applied Earth Sciences To Be Offered by Indiana University Through Its IUPUI Campus, July 30, 2010.*
- (2) *New Academic Degree Program Proposal Summary – Ph.D. in Applied Earth Sciences, July 30, 2010.*

Abstract

Doctor of Philosophy in Applied Earth Sciences
To Be Offered by
Indiana University Through Its IUPUI Campus

July 30, 2010

Objectives: To prepare future scientists in the applied study of geology, biology, and chemistry of the environment. The major goal of the program is to explore the complex interactions that exist in the interface between the earth's surface and the organisms, including human, who occupy it.

Clientele to be Served: Students desiring advanced study to prepare them for teaching and research in the broad field of applied earth sciences. Because this is an interdisciplinary program, students from a wide range of backgrounds will be accommodated.

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

Core Courses (18 credit hours)

- Environmental Geochemistry (3)
- Aquatic Toxicology (3)
- Global Change Biology (3)
- Introduction to Geographic Information Systems (3)
- Environmental Health (3)
- Surface-Water Hydrology (3)

Specialization Courses (18 credit hours)

- Students will identify the specialization area that they will pursue and take courses from a faculty approved list of courses.

Dissertation Credit (54 credit hours)

Employment Possibilities: Graduates will be prepared for academic positions as well as research and policy positions in a variety of environmentally related organizations and agencies.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

July 30, 2010

I. Prepared by Institution

Institution/Location: Indiana University to be offered through its IUPUI campus

Program: Ph.D. in Applied Earth Sciences

| | Year 1 FY2010 | Year 2 FY2011 | Year 3 FY2012 | Year 4 FY2013 | Year 5 FY2014 |
|---|------------------|------------------|------------------|------------------|------------------|
| Enrollment Projections (Headcount) | | | | | |
| Full-Time | <u>5</u> | <u>10</u> | <u>15</u> | <u>20</u> | <u>20</u> |
| Part-Time | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| Total | <u>5</u> | <u>10</u> | <u>15</u> | <u>20</u> | <u>20</u> |
| Enrollment Projections (FTE) | | | | | |
| Full-Time | <u>5</u> | <u>10</u> | <u>15</u> | <u>19</u> | <u>19</u> |
| Part-Time | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| Total | <u>5</u> | <u>10</u> | <u>15</u> | <u>19</u> | <u>19</u> |
| Degree Completions Projection | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>5</u> |
| New State Funds Requested (Actual) * | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| New State Funds Requested (Increases) * | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |

II. Prepared by CHE

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

CHE Code: 09-54

Campus Code: 1813

County: Marion

Degree Level: 09

CIP Code: Federal – 030104; State – 030104

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

COMMISSION FOR HIGHER EDUCATION

Friday, September 10, 2010

DECISION ITEM A-2:

Master of Physician Assistant Studies To Be Offered by Indiana University through its IUPUI Campus

Staff Recommendation

That the Commission for Higher Education approve the Master of Physician Assistant Studies to be offered by Indiana University through its IUPUI campus, in accordance with the background discussion in this agenda item and the *Abstract*, August 27, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, August 27, 2010.

Background

At its February 2010 meeting, the Commission approved the first degree program in the public sector – an M.S. degree at Indiana State University – to prepare Physician Assistants (PAs). That program was projected to graduate 30 PAs per year at a steady rate, which was projected to be achieved by year three of the program's operation. Two independent institutions – Butler University and the University of St. Francis – also have such programs. Butler began preparing Physician Assistants through its baccalaureate program in 1996, but in 2005 implemented a master's program to prepare Physician Assistants. Butler has graduated an average of 33 Physician Assistants over the past ten years. The University is currently admitting about 50 students per year.

As indicated at the February Commission meeting, Indiana has the third lowest ratio of physician assistants per million population (98 PAs/million population); only Arkansas and Mississippi have lower ratios (54 and 29, respectively). In the 12-state MHEC region, two-thirds of the states have PA-to-population ratios that fall between 235 and 524, well above Indiana's ratio (see table below). MHEC states with ratios closest to that of Indiana's are Missouri (108), Illinois (152), and Ohio (170).

| | Physician Assistants per 1 Million Population |
|--------------|---|
| Illinois | 152 |
| Indiana | 98 |
| Iowa | 255 |
| Kansas | 286 |
| Michigan | 291 |
| Minnesota | 235 |
| Missouri | 108 |
| Nebraska | 416 |
| North Dakota | 381 |
| Ohio | 170 |
| South Dakota | 524 |
| Wisconsin | 275 |

In Indiana, licensure as a Physician Assistant requires graduating from an accredited college or university and successfully completing the national certifying examination (PANCE), which is administered by the National Commission of Certification of Physician Assistants. Nationwide, there are 148 accredited Physician Assistant programs, most of which are at the master's level, although there are some baccalaureate level and even a few remaining associate degree programs.

Also at its February meeting earlier this year, the Commission approved a B.S. in Health Sciences for the IUPUI campus. The Health Sciences program – which is housed in the School of Health and Rehabilitation Sciences, like the proposed PA program – is projected to graduate 50 students per year and is expected to be an important feeder program for the Master of Physician Assistant Studies.

The Physician Assistant Studies program will feature several collaborative efforts as part of its implementation. One such collaboration will be with the School of Nursing, which will share faculty for at least two courses and will undertake joint counseling of prospective students. Another collaborative effort will be with the Area Health Education Centers (AHECs), which will help to place students for clinical experiences outside of the Indianapolis metropolitan area. The PA program will be housed initially off campus, but will re-locate on campus, along with other School of Health and Rehabilitation Sciences programs, when a suitable facility is constructed on the present site of Wishard Hospital.

Supporting Documents

- (1) *Abstract – Master of Physician Assistant Studies To Be Offered by Indiana University through its IUPUI Campus, August 27, 2010.*
- (2) *New Academic Degree Program Proposal Summary – Master of Physician Assistant Studies, August 27, 2010.*

Abstract

Master of Physician Assistant Studies
To Be Offered by
Indiana University through its IUPUI Campus

August 27, 2010

Objectives: To deliver a comprehensive primary care education and training program that combines didactic course work with clinical experiences to prepare graduates who are equipped to provide preventative and therapeutic health care that is safe, current, and evidence-based. The program will have necessary research and critical thinking skills to serve as academic and professional leaders in the physician assistant profession.

Clientele to be Served: Potential candidates will consist of individuals who have strong basic science background and direct patient experience and seek to work under the supervision of a licensed doctor of allopathic or osteopathic medicine.

Curriculum: A total of 106 semester credit hours are required to complete the program, distributed as follows:

Physician Assistant Curriculum

- Introduction to Physician Assistant profession (2)
- Gross Anatomy/Lab (5)
- Clinical Laboratory and Diagnostic Medicine (3)
- Clinical Medicine for Physician Assistants I – Internal Medicine (8)
- Clinical Medicine for Physician Assistants II – Pediatric, Gynecology, Obstetrics, Geriatric, Dermatology (6)
- Clinical Medicine for Physician Assistants III – Surgery, Emergency Medicine (6)
- Medical Genetics and Embryology (3)
- Patient Evaluation I & II (6)
- Behavioral Medicine (2)
- Pharmacology for Physician Assistant I, II, & III (6)
- Legal and Ethical Issues in Physician Assistant (2)
- Concepts of Leadership and Management for Physician Assistants (1)
- Health Promotion/Disease Prevention (3)
- Medical Nutrition Therapy (3)
- Clinical Physiology and Pathophysiology I & II (8)
- Trends and Issues in the Health Sciences (3)
- Evidence-Based Critical Inquiry (3)
- Seminar in Physician Assistant Clinical Practice I & II (2)
- Capstone Research Project (2)

- Clinical Rotations:
 - Public Health (2)
 - Family Practice (4)
 - Internal Medicine (4)
 - Women's Health (4)
 - Pediatric (4)
 - Surgery (4)
 - Psychiatric (4)
 - Emergency Medicine (4)
 - Elective (2)

Employment Possibilities: Graduates can expect to gain employment in both primary and specialty care at a variety of practice settings including hospitals, managed care organizations, community clinics, private practice, medical groups, Veterans Medical Centers, and other government agencies. Graduates may also pursue careers in research, public health, health care administration, and teaching in postsecondary institutions.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

August 27, 2010

I. Prepared by Institution

Institution/Location: Indiana University through its IUPUI Campus

Program: Master of Physician Assistant Studies

| | Year 1 FY2011 | Year 2 FY2012 | Year 3 FY2013 | Year 4 FY2014 | Year 5 FY2015 |
|---|------------------|------------------|------------------|------------------|------------------|
| Enrollment Projections (Headcount) | | | | | |
| Full-Time | 35 | 75 | 90 | 100 | 100 |
| Part-Time | 0 | 0 | 0 | 0 | 0 |
| Total | 35 | 75 | 90 | 100 | 100 |
| Enrollment Projections (FTE) | | | | | |
| Full-Time | 85 | 167 | 201 | 221 | 221 |
| Part-Time | 0 | 0 | 0 | 0 | 0 |
| Total | 85 | 167 | 201 | 221 | 221 |
| Degree Completions Projection | 0 | 0 | 35 | 40 | 50 |
| New State Funds Requested (Actual) * | -0- | -0- | -0- | -0- | -0- |
| New State Funds Requested (Increases) * | -0- | -0- | -0- | -0- | -0- |

II. Prepared by CHE

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

CHE Code: 10-30

Campus Code: 1813

County: Marion

Degree Level: 07

CIP Code: Federal – 510912; State – 510912

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

COMMISSION FOR HIGHER EDUCATION

Friday, September 10, 2010

DECISION ITEM A-3: Academic Degree Programs on Which Staff Propose Expedited Action

Staff Recommendation

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

- Master of Science in Event Tourism to be offered by Indiana University through its IUPUI campus
- Associate of Science in Nursing to be offered by Ivy Tech Community College-Kokomo at Peru
- Technical Certificate, Associate of Applied Science, and Associate of Science in Business Administration to be offered by Ivy Tech Community College-Columbus at the Franklin Site
- Associate of Science in Education to be offered by Ivy Tech Community College-Columbus at the Franklin Site
- Associate of Arts and Associate of Science in Liberal Arts to be offered by Ivy Tech Community College-Columbus at the Franklin Site

Background

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

Supporting Documents

- (1) *Background Information on Academic Degree Programs on Which Staff Propose Expedited Action, August 27, 2010*
- (2) *Policy for New Academic Degree Programs on Which Staff Propose Expedited Action, September 2, 2004*

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

August 27, 2010

CHE 10-18 Master of Science in Event Tourism to be offered by Indiana University through its IUPUI Campus

Proposal received on May 21, 2010
CIP Code: Federal – 520907; State – 520907
Projected Annual Headcount: 35; FTEs: 22; Degrees: 10
New State Funds Requested, Actual:
Year 1: \$ 0
Year 2: \$ 0
Year 3: \$ 0
Year 4: \$ 0
Year 5: \$ 0

IUPUI currently offers a B.S. in Tourism and Travel Services Management which enrolled 508 headcount or 389 FTE students and had 57 graduates in FY2008. Offering this program builds on existing campus strengths and is consistent with the campus mission.

CHE 10-21 Associate of Science in Nursing to be offered by Ivy Tech Community College-Kokomo at Peru

Proposal received on May 27, 2010
CIP Code: Federal – 513801; State – 513801
Projected Annual Headcount: 20; FTEs: 20; Degrees: 20
New State Funds Requested, Actual:
Year 1: \$ 0
Year 2: \$ 0
Year 3: \$ 0
Year 4: \$ 0
Year 5: \$ 0

Ivy Tech offers the A.S. in Nursing in all regions and on all campuses; this request is to extend the program offered in Kokomo to a new site. The articulation agreements that the College has in place for this program with all B.S. in Nursing (Completion) programs offered by all public campuses will apply to this new site.

CHE 10-24 Technical Certificate, Associate of Applied Science, and Associate of Science in Business Administration to be offered by Ivy Tech Community College-Columbus at the Franklin Site

Proposal received on June 17, 2010
CIP Code: Federal – 520101; State – 520101

Projected Annual Headcount: 124; FTEs: 85; Degrees: 35

New State Funds Requested, Actual:

Year 1: \$ 0

Year 2: \$ 0

Year 3: \$ 0

Year 4: \$ 0

Year 5: \$ 0

Ivy Tech offers the T.C., A.A.S., and A.S. in Business Administration in all regions and on all campuses; this request is to extend the program offered in Columbus to a new site. The articulation agreements that the College has in place for the A.S. program with IUPUI-Columbus and IU East will apply to this new site.

CHE 10-25 Associate of Science in Education to be offered by Ivy Tech Community College-Columbus at the Franklin Site

Proposal received on June 17, 2010

CIP Code: Federal – 130101; State – 130101

Projected Annual Headcount: 124; FTEs: 85; Degrees: 35

New State Funds Requested, Actual:

Year 1: \$ 0

Year 2: \$ 0

Year 3: \$ 0

Year 4: \$ 0

Year 5: \$ 0

Ivy Tech offers the A.S. in Education in all regions and on all campuses; this request is to extend the program offered in Columbus to a new site. The articulation agreements that the College has in place for this program with all Indiana University campuses, including IUPUI and Bloomington, as well as with Ball State University and Indiana State University, will apply to this new site.

CHE 10-36 Associate of Arts and Associate of Science in Liberal Arts to be offered by Ivy Tech Community College-Columbus at the Franklin Site

Proposal received on July 13, 2010

CIP Code: Federal – 520101; State – 520101

Projected Annual Headcount: 138; FTEs: 97; Degrees: 35

New State Funds Requested, Actual:

Year 1: \$ 0

Year 2: \$ 0

Year 3: \$ 0

Year 4: \$ 0

Year 5: \$ 0

Ivy Tech offers the A.A. and A.S. in Liberal Arts in all regions and on all campuses; this request is to extend the program offered in Columbus to a new site. The articulation agreements that the College has in place for this program with all public campuses will apply to this new site.

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

September 2, 2004

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

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

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

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

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

COMMISSION FOR HIGHER EDUCATION

Friday, September 10, 2010

DECISION ITEM B-1: Bindley Bioscience Center Addition at the Purdue University West Lafayette Campus

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *Bindley Bioscience Center Addition at the Purdue University West Lafayette Campus*, as described in the project description and staff analysis September 10, 2010.

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$500,000, regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds seven hundred fifty thousand dollars (\$750,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds one million dollars (\$1,000,000). A project that has been approved or authorized by the General Assembly is not subject to review by the Commission for Higher Education. However, the Commission for Higher Education shall review a project approved or authorized by the General Assembly if the review is requested by the Budget Agency or the Budget Committee. This project was not authorized by the General Assembly.

At its meeting on May 28, 2010, the Purdue University Board of Trustees approved the project, "Bindley Bioscience Center Addition" on the Purdue University West Lafayette Campus. This project will construct an addition to the existing Bindley Bioscience Center in Discovery Park. The estimated cost of this project is \$14,900,000, to be funded from a Federal Grant from the National Institute of Health that was awarded in April 2010. The building cost will be completely covered by this NIH grant and they will pay in installments as appropriate milestones are completed.

Supporting Document

Bindley Bioscience Center Addition at the Purdue University West Lafayette Campus, September 10, 2010.

BINDLEY BIOSCIENCE CENTER ADDITION AT THE PURDUE UNIVERSITY WEST LAFAYETTE CAMPUS

Project Description and Staff Analysis

SUMMARY

This project will impact life sciences units in the College of Science, Agriculture, Engineering, Pharmacy, Veterinary Medicine, Health and Human Sciences, and the Purdue Cancer Center. The Bindley addition will construct disease research focused space that will enhance existing capabilities available in other facilities on campus. The new facility will house a mouse transgenic facility and will house 6-8 cancer center faculty and their staffs. The space designed is for generic life science wet lab applications. This space will expand the extremely limited space capacity of the current Bindley and follow the same Discovery Park guidelines.

DESCRIPTION OF THE PROJECT

This project will construct an addition to the existing Bindley Bioscience Center in Discovery Park. The project will be a disease research- focused building that will enhance the existing capabilities of Birck Nanotechnology, Center for Cancer Research, Biomedical Engineering and Structural Biology to integrate scientific expertise from the molecular level through animal disease modeling.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

As part of the Bindley mission to provide support for interdisciplinary projects to address life science challenges, several research project focus areas have been identified. These include disease with emphases in cancer and infectious diseases. These are the focus areas for research proposed in the Bindley II project.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The additional research laboratory space will be occupied primarily with trainees, at both the post-graduate, graduate and undergraduate levels. These trainees will come from different departments and colleges and will be purposefully admixed in the shared research space of the facility. These advanced facilities and the environment of Discovery Park provide the ideal training ground for producing a next generation of top tier interdisciplinary researchers.

ALTERNATIVES CONSIDERED

The more traditional research laboratory arrangement with separate spaces assigned to individual faculty researchers and their research group was considered but it not compatible with the culture and existing operating and space policies at Discovery Park. The objective of Discovery Park to foster interdisciplinary research is better served with the shared space model as proposed.

RELATIONSHIP TO LONG-RANGE FACILITY PLANS

The Bindley addition will be an important component of the overall plan for life sciences research and training at Purdue and will contribute to the emerging life science hub (mall) south of State Street. With respect to the existing Bindley facility per se, the addition provides for badly needed additional shared research space that will more effectively host large projects and facilities such as the whole animal imaging facility that is being established now. In addition, the built-for-purpose transgenic animal barrier facility included in the Bindley addition will greatly facilitate animal model development and integration of animal models into disease research in the facility.

HISTORICAL SIGNIFICANCE

N/A

STAFF ANALYSIS

Due to the need for additional space to house external research oriented functions at Purdue University in the Discovery Park area, the Bindley Bioscience Center addition will provide space for expansion in research related to life sciences, disease research, house cancer center faculty and staff, and will enhance and create synergies with other research facilities in Discovery Park.

Expansion of current research functions and facilities will allow Purdue to continue to be highly competitive in the research field and could result in new research opportunities and funding to Purdue in the future. Current space in Bindley Bioscience Center is 50,000 gross square feet and the addition would add 30,925 gross square feet of space, an increase of approximately 62%. The cost per gross square foot to construct is approximately \$492.

Funding for the Bindley Bioscience Center will be through federal grant funds provided by the National Institute of Health. At this time, state funds, institution funds, or mandatory student fees will not be used to build the addition and cover operational costs. In the near term, operational costs will be covered by grant funds provided to Purdue. The anticipated annual operational costs for the new addition are estimated at \$165,000.

However, if for any reason, grant funding were to become unavailable to provide for operational costs associated with the new addition, Purdue University would need to identify other resources to provide for the financial operation of the additional.

COMMISSION FOR HIGHER EDUCATION

Friday, September 10, 2010

DECISION ITEM B-2: Northwest Athletics Complex Phase I at the Purdue University West Lafayette Campus

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *Northwest Athletics Complex Phase I at the Purdue University West Lafayette Campus*, as described in the project description and staff analysis September 10, 2010.

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$500,000, regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds seven hundred fifty thousand dollars (\$750,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds one million dollars (\$1,000,000). A project that has been approved or authorized by the General Assembly is not subject to review by the Commission for Higher Education. However, the Commission for Higher Education shall review a project approved or authorized by the General Assembly if the review is requested by the Budget Agency or the Budget Committee. This project was not authorized by the General Assembly.

At its meeting on May 28, 2010, the Purdue University Board of Trustees approved the project, “Northwest Athletics Complex Phase I” on the Purdue University West Lafayette Campus. The new stadium will allow Purdue’s Baseball program to stay abreast of and competitive in the Big Ten Conference and nationally in the areas of recruiting, field quality, and fan and media amenities. The estimated cost of this project is \$21,000,000, to be funded from Departmental Funds – Athletics; approximately \$11,000,000 from Big Ten television monies and \$10,000,000 from restricted gifts. This mix could change as Purdue is continuing to raise gift dollars.

Supporting Document

Northwest Athletics Complex Phase I at the Purdue University West Lafayette Campus, September 10, 2010.

NORTHWEST ATHLETICS COMPLEX PHASE I AT THE PURDUE UNIVERSITY WEST LAFAYETTE CAMPUS

Project Description and Staff Analysis

SUMMARY

The scope of the current \$21,000,000 Northwest site project is the construction of a new baseball facility at a cost of approximately \$10,600,000, the construction of a team/public facilities for Soccer at a cost of approximately \$4,400,000 and the remaining \$6,000,000 is for site improvements (mainly earthwork to address drainage, storm water runoff, etc.), infrastructure improvements (access roads, utilities, etc.), and a plaza and concourse.

DESCRIPTION OF THE PROJECT

Develop phase one of the Northwest Athletics Complex. This initial phase of development will include a new intercollegiate baseball stadium to replace the existing Lambert Field facility. The stadium will be designed to hold 1500 spectator seats with the ability to expand to 2500 seats. Work at the Northwest Athletic Complex also includes upgrades to the existing adjacent soccer facility by adding team/public and press facilities, high definition lighting system and a new synthetic turf field. Also included are site related developments and infrastructure to support both facilities as well as the newly constructed Grand Prix facility.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

This project is a continuation of the execution of Athletics' 25-yr facility master plan.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The new stadium will allow Purdue's Baseball program to stay abreast of and competitive in the Big Ten Conference and nationally in the areas of recruiting, field quality, and fan and media amenities.

ALTERNATIVES CONSIDERED

None

RELATIONSHIP TO LONG-RANGE FACILITY PLANS

It was determined that this project would become a component of the Mackey complex master plan and related business plan. This project includes a new Baseball complex, upgrades to the existing Soccer complex, plus related site development and infrastructure to support both facilities as well as the new Grand Prix facility.

HISTORICAL SIGNIFICANCE

N/A

STAFF ANALYSIS

The Northwest Athletics Complex will allow for the construction of a new baseball field, Grand Prix facility, soccer improvements, a new athletic quad, new satellite field house, relocation of the cross country facility and other infrastructure improvements. These improvements and construction projects were triggered by the expansion and renovation of the Recreation Sports Center, which created the need for additional parking, thus resulting in the removal of the current baseball complex. Purdue's long term capital plan for athletic complexes did include the eventual construction of a new baseball complex.

Financing for the new Northwest Athletics Complex will come from two sources: gifts and donations, and guaranteed revenue from a 20 year contract with the Big Ten Network and Fox. The total cost of the project is \$21M: \$10M from gifts and donations, and \$11M from the guaranteed revenue from the Big Ten Network and Fox. Currently Purdue has secured the full \$10M in gifts and donations and will use those sources first to begin paying for the construction and costs associated with this project, then followed up with Big Ten Network contract funds. The project is expected to begin in November 2010 and end in February 2012.

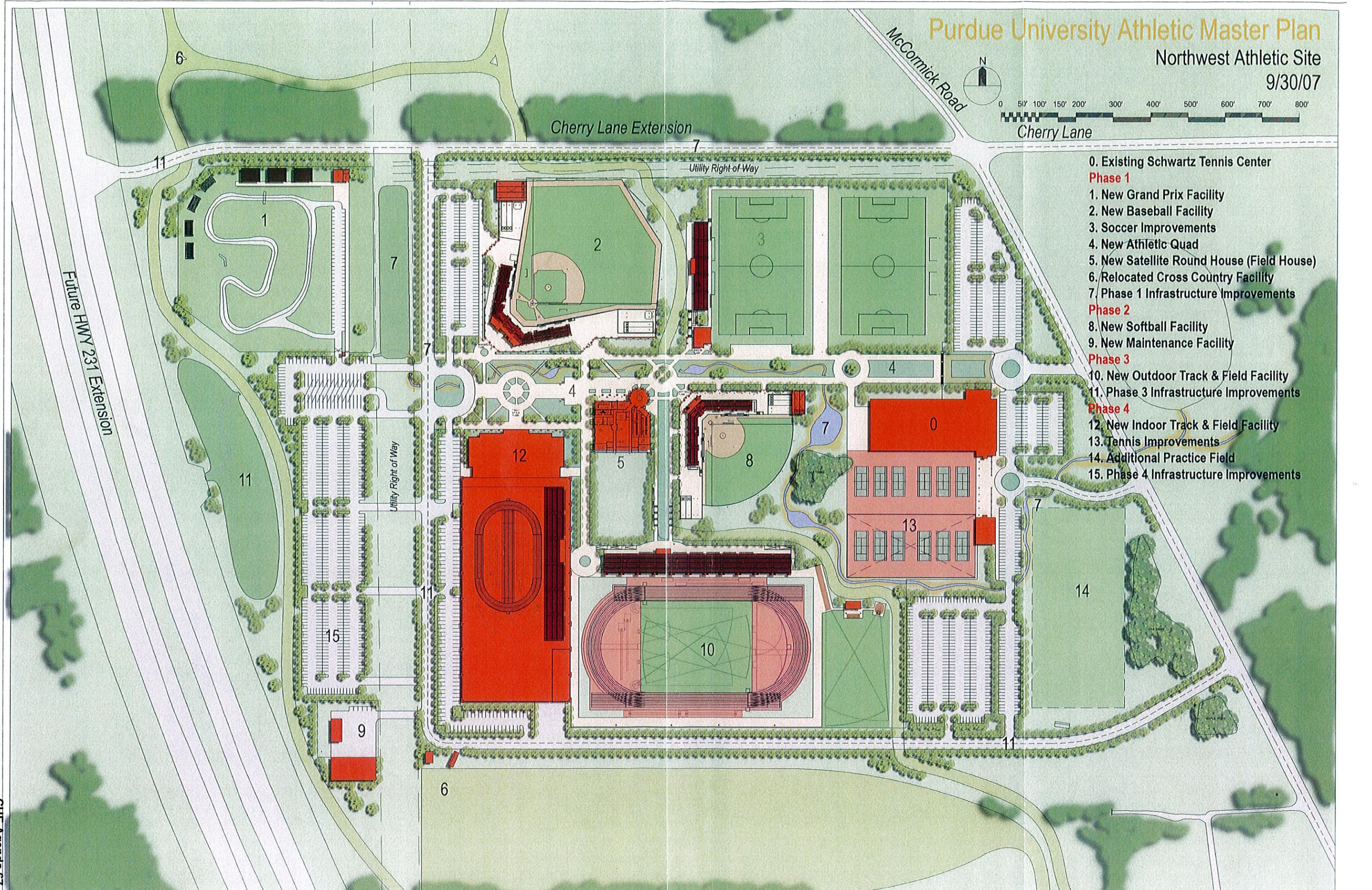
Concerning the funding from the Big Ten Network and Fox television contract, Purdue has been guaranteed a minimum of approximately \$8.0M in the 2011-2012 academic year, and will receive the same amount (plus inflation) over the 20 year agreement. Of the approximate \$8M per year, Purdue will use \$3.6M to fund the Northwest Athletics Complex during its construction, up to \$11M overall. The remaining \$4.4M per year will be used to cover administrative overhead and auxiliary costs for the athletics department and operational costs at Mackey Arena. Once the Northwest Athletics Complex project is complete, Purdue will be able to reallocate the \$3.6M annually to other areas.

Purdue notes that with improvements in its athletic facilities and the use of the Big Ten Network revenues to accomplish such, the possibility for additional exposure and expansion of its athletics program will benefit Purdue in the long run. It is noted by staff that the revenues generated from the Big Ten Network contract have the ability be used outside of athletic operations and facilities. While the revenues from the Big Ten Network contract have a minimum guarantee for 20 years, staff notes that if for any reason those revenues do not materialize, Purdue will need to find alternative funding sources for athletic facilities and athletic operational costs.

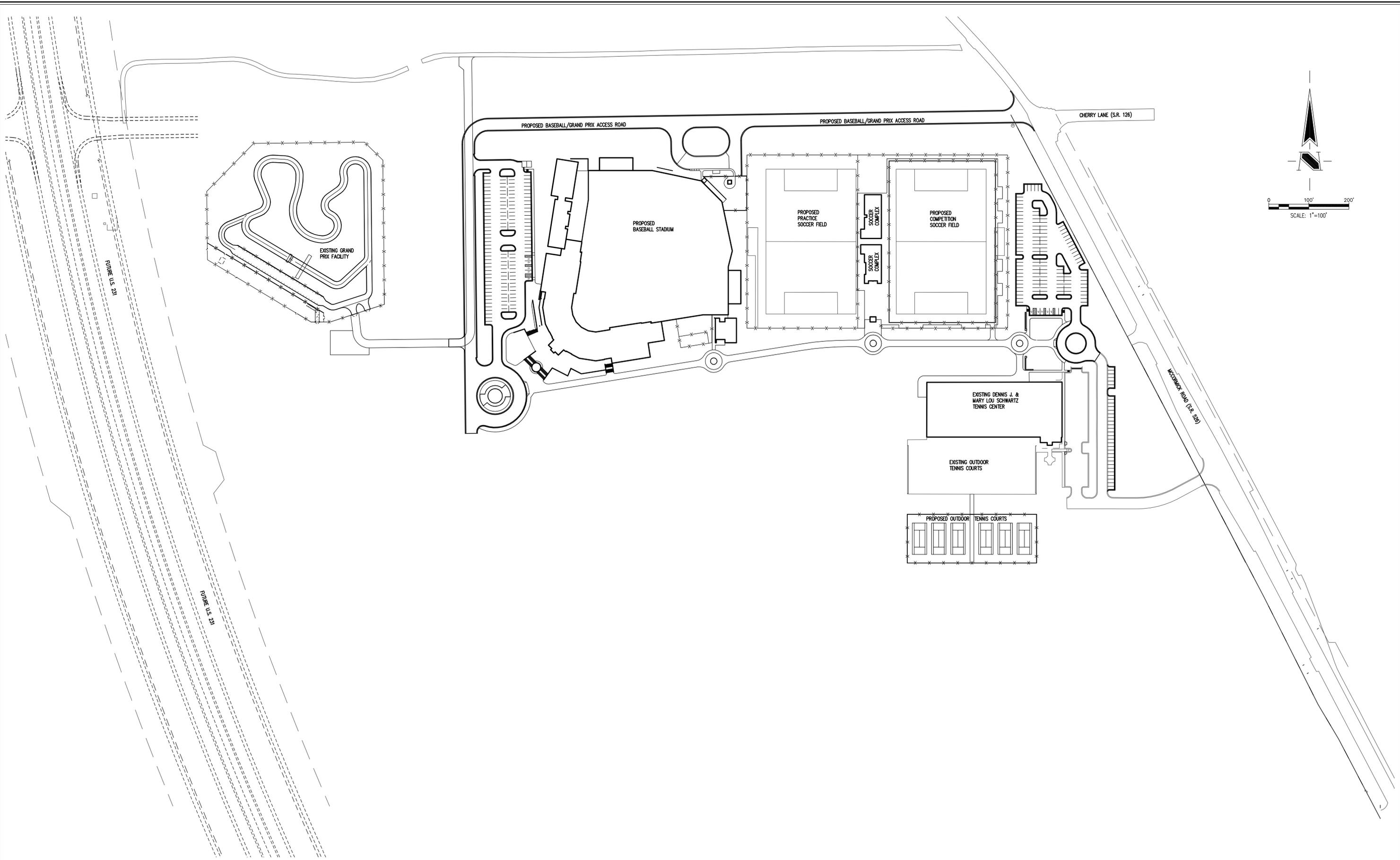
Purdue University Athletic Master Plan

Northwest Athletic Site

9/30/07



- 0. Existing Schwartz Tennis Center
- Phase 1**
- 1. New Grand Prix Facility
- 2. New Baseball Facility
- 3. Soccer Improvements
- 4. New Athletic Quad
- 5. New Satellite Round House (Field House)
- 6. Relocated Cross Country Facility
- 7. Phase 1 Infrastructure Improvements
- Phase 2**
- 8. New Softball Facility
- 9. New Maintenance Facility
- Phase 3**
- 10. New Outdoor Track & Field Facility
- 11. Phase 3 Infrastructure Improvements
- Phase 4**
- 12. New Indoor Track & Field Facility
- 13. Tennis Improvements
- 14. Additional Practice Field
- 15. Phase 4 Infrastructure Improvements



PURDUE UNIVERSITY NORTHWEST ATHLETIC COMPLEX

WEST LAFAYETTE, INDIANA - 5 / 17 / 10

COMMISSION FOR HIGHER EDUCATION

Friday, September 10, 2010

DECISION ITEM C:

Administrative Item for Expedited Action: 2010-11 Indiana's Education Roundtable Memorandum of Understanding

Staff Recommendation

That the Commission for Higher Education approve by consent the 2010-2011 Memorandum of Understanding for Indiana's Education Roundtable.

Background

The 1999 Indiana General Assembly passed legislation creating Indiana's Education Roundtable. The Roundtable is composed of appointments reflecting K-12, higher education, business, community, parents and the General Assembly. It is co-chaired by the Governor and Superintendent of Public Instruction. The Roundtable is charged with making recommendations on improving student achievement to the Governor, the Indiana General Assembly, the State Board of Education, the Indiana Commission for Higher Education, etc.

The Indiana General Assembly appropriates funding for operation of the Roundtable to the State Board of Education. Maintaining a practice established with the Roundtable's inception, the Commission provides administrative services to facilitate the work of the Roundtable. State funding supports several special initiatives of the Roundtable, in addition to the basic administrative support provided by the Commission.

In particular, the Education Roundtable will oversee the development and implementation of several initiatives related to the following key areas: 1) Strategic planning and communication; 2) Student Learning Standards; 3) Teacher Effectiveness; 4) College and Career Readiness; and College Completion and Workforce Development.

The staff recommends that the Commission authorize its staff to negotiate and enter into an agreement with the State Board of Education for administrative support and program services to the Education Roundtable during 2010-11.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Friday, September 10, 2010

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

| <u>Institution and Site</u> | <u>Program Title</u> | <u>Date Received</u> | <u>Status</u> |
|--|---|----------------------|---------------------------------|
| 1. IU Indianapolis | Ph.D. in Applied Earth Sciences | 12/18/09 | On September agenda for action. |
| 2. BSU | B.A./B.S. in Construction Management | 12/23/09 | Under CHE review. |
| 3. BSU-Statewide via Dist. Ed. Tech. | M.A. in Education, Business Education | 04/29/10 | Under CHE review. |
| 4. IU-Indianapolis | M.S. in Event Tourism | 05/21/10 | On September agenda for action. |
| 5. ITCCI-Kokomo @ Peru | A.S. in Nursing | 05/27/10 | On September agenda for action. |
| 6. Purdue-Calumet Statewide via Dist. Ed. Tech. | M.S. in Education | 06/01/10 | Under CHE review. |
| 7. ITCCI-Columbus @ Franklin Site | T.C./A.A.S./A.S. in Business Administration | 06/17/10 | On September agenda for action. |
| 8. ITCCI-Columbus @ Franklin Site | A.S. in Education | 06/17/10 | On September agenda for action. |
| 9. IU-Bloomington | B.A. in Fashion Design | 06/30/10 | Under CHE review. |
| 10. IU-Indianapolis | Ph.D. in Urban Education | 06/30/10 | Under CHE review. |
| 11. IU-Indianapolis | M.S. in Physician Assistant Studies | 06/30/10 | On September agenda for action. |
| 12. IU-East | M.S. in Management | 06/30/10 | Under CHE review. |
| 13. IU-Northwest | Bachelor of Social Work | 06/30/10 | Under CHE review. |
| 14. IU-East @ Madison | B.S. in Business Administration | 06/30/10 | Under CHE review. |
| 15. IU-East @ New Castle | B.S. in Criminal Justice | 06/30/10 | Under CHE review. |
| 16. IU-East – Statewide via Dist. Ed. Tech. | B.S. in Criminal Justice | 06/30/10 | Under CHE review. |
| 17. ITCCI-Columbus @ Franklin Site | A.A./A.S. in Liberal Arts | 07/13/10 | On September agenda for action. |

COMMISSION FOR HIGHER EDUCATION

Friday, September 10, 2010

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

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

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

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

No Capital Projects have been acted upon since the last Commission meeting

I. REPAIR AND REHABILITATION

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.

COMMISSION FOR HIGHER EDUCATION

Friday, September 10, 2010

INFORMATION ITEM C: Capital Improvement Projects Awaiting Action

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

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

I. NEW CONSTRUCTION

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

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

F-0-02-1-12 Ivy Tech Community College of Indiana
Muncie/Anderson A&E
Project Cost: \$4,800,000

Ivy Tech Community College of Indiana seeks authorization to proceed with the expenditure of Architectural and Engineering (A&E) planning funds for a New Construction and Renovation project at the ITCCI Muncie and Anderson sites. The nature and scope of the new construction projects are yet to be determined. The expected cost of the project is \$4,800,000 and

would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

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

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

E-1-07-1-01 Vincennes University
Advanced Manufacturing and Training Center in Jasper
Project cost: \$8,850,000

Vincennes University seeks authority to proceed with the construction of an Advanced Manufacturing and Training Center in Jasper. The total project cost is expected to be \$8,850,000. The 2007 Indiana General Assembly authorized \$8,000,000 in fee replaced bonding authority for this project. VU will raise the other \$850,000. This project is awaiting a letter from the Budget Agency requesting review.

B-2-09-1-10 Purdue University Calumet Campus
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: \$2,400,000

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

B-4-09-1-21 Purdue University North Central
Student Services and Activities Complex A&E
Project Cost: \$1,000,000

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

A-9-09-1-12 Indiana University Southeast
New Construction of Education and Technology Building
Project Cost: \$22,000,000

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

A-2-07-1-02 Indiana University – Purdue University Indianapolis
Neurosciences Research Building
Project Cost: \$53,000,000

The Trustees of Indiana University respectfully request authorization to proceed with the construction of the School of Medicine’s Neuroscience Research Building located on the IUPUI campus. The project is estimated to cost \$53,000,000 of which \$43,000,000 will be funded through fee-replaced academic facilities/student fee bonds. In addition, the university will contribute \$5,000,000 from School of Medicine Gifts and \$5,000,000 from Auxiliary Reserves to this critical project.

G-0-09-1-01 University of Southern Indiana
USI Teaching Theatre – Replacement Project
Project Cost: \$16,500,000

The Board of Trustees of the University of Southern Indiana propose the construction of a \$16,500,000 Teaching Theatre to replace the current theatre, costume shop, and scene shop located approximately four miles from campus. The University received \$15,000,000 in bonding authorization from the 2009 Indiana General Assembly. However, USI requests only \$13,000,000 in fee-replaced bonding and will raise the additional funds themselves.

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Friday, September 10, 2010

INFORMATION ITEM D: Minutes of the August 2010 Commission Working Sessions

MINUTES OF THE COMMISSION WORKING SESSIONS

Thursday, August 12, 2010

I. CALL TO ORDER

The Commission for Higher Education met in working session starting at 4:00 p.m. (ET) at Indiana University-Purdue University-Indianapolis in the University Place Hotel on the campus of IUPUI in Indianapolis, Indiana. Commission members in attendance were Cynthia Baker, Jerry Bepko, Dennis Bland, Eileen Odum, George Rehnquist, Ken Sendelweck, Keith Hansen, and Michael Smith.

Absent were: Jon Costas, Carol D'Amico, Jud Fisher, Marilyn Moran-Townsend, Chris Murphy

Also present were Claudia Braman and Laurie Gavrin from SSACI and William Bogard from the State Budget Agency. Staff present was Jason Bearce, Jon Gubera, Bernie Hannon, Teresa Lubbers, Ken Sauer and Jennifer Seabaugh.

II. DISCUSSION

- A. Chair Michael Smith called the meeting to order at 4:00 p.m.
- B. Bernie Hannon from CHE presented findings from the Financial Aid Study to the Commission. After CHE approves the study it goes to SSACI for approval then to the State Budget committee on September 8th. Many of the members expressed concern over voting on the study without further discussion of the findings. It was therefore decided to move the item from a "Decision" item on the Commission agenda to a "Discussion" item for August 13th. It was then also decided to hold a special Commission meeting for the following Friday, August 20th to have further discussion over the Financial Aid study culminating in a final vote of approval on that date.

III. ADJOURNMENT

The Chair adjourned the meeting at 5:32 p.m. (ET).

MINUTES OF THE COMMISSION WORKING SESSIONS

Friday, August 13, 2010

IV. CALL TO ORDER

The Commission for Higher Education met in working session starting at 7:45 a.m. (ET) at Indiana University-Purdue University-Indianapolis in the University Place Hotel on the campus of IUPUI in Indianapolis, Indiana. Commission members in attendance were Cynthia Baker, Jerry Bepko, Dennis Bland, Jud Fisher, Eileen Odum, George Rehnquist, Ken Sendelweck, Keith Hansen, and Michael Smith.

Absent were: Jon Costas, Carol D'Amico, Marilyn Moran-Townsend, and Chris Murphy

Also present were Claudia Braman and Laurie Gavrin from SSACI and William Bogard from the State Budget Agency. Staff present was Jason Bearce, Jon Gubera, Bernie Hannon, Teresa Lubbers, Ken Sauer and Jennifer Seabaugh.

V. DISCUSSION

- A. Chair Michael Smith called the meeting to order at 7:50 a.m.
- B. Bernie Hannon from CHE provided an overview of the budget appropriations from the General Assembly to Indiana's higher education institutions for the past few cycles. He highlighted total expenditures over time, and explained that the performance funding formula has shifted its focus from course enrollment to course completions. Mr. Hannon also explained that the Commission's role is simply to provide recommendations of each institutions proposed budget to the legislature. He also pointed out that about 8-10% of appropriations for the higher education institutions are associated with the performance funding formula. Many of the members expressed an interest in tying performance funding to increasing the number of high quality degrees and credentials earned.
- C. Bernie Hannon along with Mike Runested from Learn More Indiana presented the Learn More Indiana budget request for 2010-11. Commission members requested that the long term costs of the "College Cost Estimator" be provided at the next meeting to which Mr. Runested responded that he would provide the information.
- D. Chairman Smith asked the Commission members to agree on a set time for the special Commission meeting for August 20th. It was decided to convene from 10am to 5pm.

VI. ADJOURNMENT

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