

AGENDA

Commission for Higher Education

COMMISSION MEETING

Vincennes University – Jasper Campus

Classroom Building, Room 222

850 College Avenue

Jasper, IN 47546

Phone: 812-482-5907

Friday, October 14, 2011

- I. CALL TO ORDER -- 9:00 a.m.
- II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM
- III. CHAIR'S REMARKS
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• Indiana University – Bloomington Campus: M 100 Machine Room Chiller Installation - \$4,350,000	
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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 December 9, 2011, in Indianapolis.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Friday, September 9, 2011

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:05 a.m. at Ivy Tech Community College, 261 S. Commerce Drive, Marion, Indiana, with Chair Ken Sendelweck presiding.

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Carol D’Amico, Keith Hansen, Chris LaMothe, Marilyn Moran-Townsend, Eileen O’Neill Odum (via conference call), George Rehnquist, Kent Scheller, and Ken Sendelweck.

Members absent: Susana Duarte de Suarez, Jud Fisher, Chris Murphy, Michael Smith.

III. CHAIR’S REPORT

Mr. Sendelweck invited Dr. John Lightle, Vice Chancellor/Dean, Ivy Tech Community College, Marion, to give welcoming remarks. Dr. Lightle welcomed the Commission to the campus. He spoke about the history of the campus, which goes back to 1978, when Mr. Frank Maidenberg, a local businessman, provided office space in one of the buildings so that Ivy Tech could start enrolling students.

Over the next 29 years Ivy Tech in Marion has grown. In April of 2003 the legislature approved the financing for the construction of the current campus. One of the local developers donated 25 acres of land; the city of Marion purchased another 15 acres; Ivy Tech purchased ten more, so the campus is on approximately 50 acres.

Dr. Lightle described the new campus, which includes an 85,000 square feet building, and a 21,000 square feet Conference Center. The project was completed early and under budget. Ivy Tech began holding classes in the new building in January of 2008. Since the opening of the new campus the enrollment has grown 80 percent; there were just a 1,000 students when the College moved to the current site, and now they have approximately 1,800 students.

Dr. Lightle spoke about a change in diversity in student population. There was a slight increase in minorities; the greatest change in diversity is that the student population is much younger now. Many families are making Ivy Tech their first choice.

IV. COMMISSIONER’S REPORT

Ms. Teresa Lubbers, Commissioner, Indiana Commission for Higher Education, asked the Commission for a motion to approve hiring Mr. Shane Hatchett as a Business/Human Resource

Manager. This job was held by Ms. Jean Dugan, who is still with the Commission, but working on a contract basis four days a week.

R-11-06.1 RESOLVED: That the Commission for Higher Education hereby approves hiring Mr. Shane Hatchett as Business/Human Resource Manager (Motion – Hansen, second – Rehnquist, unanimously approved)

Ms. Lubbers spoke about the Productivity Conference, held by Lumina Foundation for Education on August 24-26th. Indiana is one of the recipients of the Productivity Grant, and has been selected as a lead state. Over the course of the eighteen months the Commission has focused efforts on the Trustees Academy, regional campuses and performance funding.

Ms. Lubbers said that the day prior to the Conference representatives from Tennessee, Ohio and Pennsylvania met with a group of legislators, university representatives, and Commission members to talk about their experience with performance funding. This was done in part as a response to the legislative mandate that required the Commission to do an in-depth study of performance funding, including a review of other states.

Ms. Lubbers told the Commission about two reports that have been done recently: one on Productivity Measures by HCM Strategies, and another on regional campuses, completed by MGT of America. This second report will be a complement to the work that IU did with their Blueprint for Student Attainment. Both these reports will be helpful to the Commission as it develops *Reaching Higher 2.0* and considers the role of the regional campuses in the system of higher education for the state.

Ms. Lubbers said that the Commission is working both with K-12 and higher education to fully realize the benefits of the e-Transcript program. Ms. Lubbers mentioned that two weeks ago she and Superintendent of Public Instruction Dr. Tony Bennett sent a letter to school superintendents, stating that the joint goal of the Commission and DOE is to have all high schools send the transcripts electronically by 2012. Over the last year about 105,000 transcripts (two-thirds of the total number) were sent electronically.

Ms. Lubbers informed the Commission that the US DOE approved and renewed the Commission's College Access and Success Challenge Grant. This is about \$2.4 million per year, and it provides funding to Learn More Indiana and other efforts.

Ms. Lubbers reminded the Commission members and the audience of the second Trustees Academy, scheduled on September 26th. Ms. Lubbers said that the Commission plans to make this year's Academy more interactive with the trustees, and to highlight emerging issues. Ms. Lubbers added that this year the Commission invited independent colleges, as well, since the subject of the Academy would be learning outcomes, which applies both to public and independent institutions.

In conclusion, Ms. Lubbers told the Commission that on Monday, September 12th, she will be meeting with chief financial officers from the state colleges to consider refinements in the performance funding formula.

V. CONSIDERATION OF THE MINUTES OF THE AUGUST 2011 COMMISSION MEETING

R-11-06.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the August 2011 regular meeting (Motion – Bland, second – Bepko, unanimously approved)

VI. DISCUSSION ITEMS

A. Learn More Indiana’s College GO! Week Campaign

Mr. Jason Bearce, Associate Commissioner, Strategic Communications and Initiatives, Commission for Higher Education, presented this item.

He spoke about the mission of Learn More Indiana, which is to help students and families to plan, prepare and pay for college completion and career success. As background, Mr. Bearce talked about Learn More Indiana’s marquee initiatives in this regard which include: College Success Campaigns, College Success Coalitions and College Success Mentoring.

Mr. Bearce began by highlighting the coalition-building and mentoring initiatives. State- and county-level coalitions are being developed congruently to better align and leverage resources and efforts at all levels to better support students in accessing and completing postsecondary education and training. In a related effort, the mentoring initiative involves partnering with local youth-serving organizations to develop adult mentors who guide and support low-income, first-generation college students through high school graduation and college completion.

Mr. Bearce then described the three annual statewide campaigns: *College GO! Week*, *Cash for College* and *KnowHow2Go*. These campaigns are designed to inform and motivate students of all ages to take specific steps leading to college and career success at key times throughout the year. College GO! Week campaign kicks off each fall, September 26th year, and continues through the end of the calendar year to help students plan for college. Beginning in January, the Cash for College campaign helps students understand how to pay for college, including calculating the cost of college, saving for college and applying for financial aid prior to the state’s annual March 10th filing deadline. And the third campaign, KnowHow2Go, which takes place in the spring and summer, stresses the importance of academic and social (“college knowledge”) preparation skills.

Mr. Bearce gave a detailed description of College GO! Week, beginning with data indicating the disconnect between students’ high aspirations for higher education and their proactive actions in that regard. For example, though students are required by law to complete the graduation plans, only 40 percent of those who participated in Learn More Indiana’s last survey said they have completed these plans; and, of the remaining 60 percent, 20 percent were not sure whether they had completed a plan.

When describing student goals for the College GO! Week, Mr. Bearce said that two years ago the goals were set only for high school students; last year they included middle school students, and this year the goals have been expanded to elementary school students, as well as college and adult students.

Mr. Bearce described the campaign's website, CollegeGoWeekIndiana.org, which includes a variety of helpful information related to planning for college, exploring colleges, applying to colleges and completing college. Mr. Bearce shared some initial positive feedback from high schools regarding the website and noted the increased visits to this site. Mr. Bearce mentioned that all the content and design for College GO! Week was done in-house by Learn More Indiana staff, with the bulk of the work done by two individuals: Ms. Sara Hess, Public Relations and Public Advocacy Manager, and Mr. Doug Lintner, Manager, Design and Digital Media.

Mr. Bearce noted that Learn More Indiana is sponsoring regional College GO! Week kick-off events, including East Chicago, Evansville, Indianapolis, Marion and Terre Haute, in an effort to build momentum for the launch of the campaign across the state. Mr. Bearce also told the Commission about the campaign contests as yet another way to encourage and motivate students to get involved. This year student contest winners receive CollegeChoice 529 Savings plans.

Mr. Bearce praised the Student Commissioner, Mr. Keith Hansen, for suggesting the idea of a student ambassadors program for the state. Mr. Bearce invited Mr. Hansen to speak about this program.

Mr. Hansen explained that this initiative builds a network of student leaders across the state. The network will consist of two parts: a core group of student body presidents from each of the seven public institutions in the state, as well as some of the independent colleges; and student ambassadors across the state. The main focus should be student completion and student success. Mr. Hansen said that Mr. Dale Whittaker, Vice Provost for Undergraduate Academic Affairs, from Purdue University came up with the idea of 4-3-2-1, which means: take four years to graduate; maintain a 3.0 GPA each semester; have two hours of study for each credit hour; and enroll in one extracurricular activity.

Dr. Scheller asked how the superintendents and guidance counselors were informed of the campaign. Mr. Bearce responded that Learn More has been communicating to superintendents, principals, and counselors via electronic messages and by mailing campaign materials since the last week in August.

Ms. D'Amico asked about the metrics of the campaign. Mr. Bearce responded that over the last year Learn More turned their student survey into an on-line survey, which gives Learn More greater ability to run metrics pertaining to the choices the students make. Mr. Bearce pointed out that smarter choices result in better college going rates, better preparation for college, lower remediation rates, persistence rates, better completion rates, etc. As the College Success Coalitions continue to develop across the state, Learn More Indiana will be able to collect additional data about the activities, efforts and outcomes taking place at the local level. Ms. D'Amico said that it is important to collect these kinds of metrics and report them out. Mr. Bearce agreed.

Mr. Bland commended Mr. Bearce and Ms. Hess on the impressive design of the campaign materials. He asked whether there was in the materials a message to young people telling them that they have to work hard to go to college. Ms. Hess responded that this message is emphasized on the College GO! Week website and the grade-

specific *OnTrack* magazines that were provided to schools along with the campaign materials.

Mr. LaMothe complimented Mr. Bearce and the Learn More Indiana team on their work. He asked whether parents of the elementary school children have been challenged to think about the role of education in their child's future. Ms. Hess responded that there are "On-Track" magazines for younger kids, and they geared towards parents and their activities in helping their children go to college.

Mr. Hansen asked whether there is going to be on-line advertising. Mr. Bearce responded this is something that warrants additional consideration. Learn More Indiana mostly relies on earned media and promotion through partner organizations, but online advertising was a possibility moving forward, particularly for connecting with adult learners.

B. Education Roundtable Update

Mr. Dan Clark, Executive Director for Education Roundtable, Commission for Higher Education, presented this item.

On September 6th, the Indiana Education Roundtable passed a resolution recommending the adoption of college-and-career readiness assessment for K-12 education. The Roundtable previously has recommended the adoption of the Common Core State Standards and the State Board of Education has concurred. The K-12 standards and assessments have been adopted to align education with the skills and knowledge requirements of Indiana's future workforce.

Mr. Clark said that according to a national consensus 60 percent or more of jobs in the future will require employees to have completed postsecondary education. The Department of Education has set a goal of 90 percent of Indiana's high school students achieving proficiency of college-and-career readiness standards. Seventy percent of these high school graduates would then have to complete some kind of postsecondary education in order for Indiana to have a world-class workforce.

Mr. Clark stated that currently Indiana's world ranking in the proportion of the population ages 25 to 34 that have completed postsecondary education is 12th. There are 38 states in the USA that have a proportion of the same age population that completed college degree greater than Indiana. If Indiana's younger generation is not as well educated as other generations in other parts of the world, it will not have a workforce that can compete with other countries.

Mr. Clark said that there is a need to reduce the number of students who need remediation. 23 percent of students who graduate with a Core 40 Diploma need remediation when they go to college, and about 80 percent of this remediation is in math.

Mr. Clark explained that postsecondary education is changing, and eventually it will consist of credit-based degrees, proficiency-based degrees and occupational certifications. College-and-career readiness assessments will identify students who have achieved proficiency of college-and-career readiness standards by the 10th or 11th grade. These students can graduate from high school early or could take dual

credit courses, which should be aligned with college degree requirements. There are now more than 20 dual credit courses that are readily available and affordable, and the number is growing. Students need to know that the dual credit courses will be counted towards a college degree, not just for college credit.

The real possibility of integrating the two systems is cost-saving. If the student could take 24 dual credit classes in his/her senior year, and apply them towards college degree, it would reduce the cost of a baccalaureate degree by almost 25 percent, without reducing the quality of a degree.

Mr. Clark mentioned that the Roundtable has in its budget \$100,000 to support regional partnerships, in which communities and regions will bring together their workforce, business, higher education and K-12 leaders, to agree on certain outcomes.

Mr. Clark said that high school students who have yet to achieve proficiency of college-and-career readiness standards should receive supplemental instructional services in order to strengthen their academic foundations. The integration of the last phase of high school and the first phase of postsecondary education can increase post secondary graduation rates significantly and can reduce the cost of college degrees substantially.

Mr. LaMothe expressed concern that there is not enough focus on K-8 in terms of the classes the students are taking, quality and rigor of teaching, to make the students better prepared for high school. Mr. LaMothe asked whether the dual courses that are taken in high school will apply to college credit. Mr. Clark responded that the leaders of the Educational Roundtable are making sure that the focus is not only on high school, but on the middle school, as well. Mr. Clark also said that by law, the dual credit courses have to be college curriculum courses.

Mr. Bland commented on the fact that students are still not performing well enough. It is important to make sure that the students see education and learning as an extreme value.

Mr. Hansen asked about the requirements for the top degree programs for the students. Mr. Clark responded that the Academic Degree diploma requires four years of math; Core 40 diploma requires three years of math. The general diploma is the one that needs to be strengthened, if it is to be a college readiness diploma. The general diploma is intended for students who do not pass the graduation qualifying exam.

Dr. Scheller asked whether the dual credit courses are going to be applied toward the majors. Mr. Clark responded that they will be applied only to general requirements of the degree.

C. Center for Student Excellence and Leadership (C-SEL) at the Purdue University West Lafayette Campus

D. Vawter Field Housing at the Purdue University West Lafayette Campus

Mr. Kevin Green, Assistant Director for Capital Planning, Purdue University, presented these two capital projects in tandem.

Mr. Green said that he is going to talk about these two projects together because they are linked in a concept of what Purdue University calls “The Student Success Corridor”. Both of these projects fit within the priorities of the Commission’s *Reaching Higher* document and Purdue’s new synergy strategic plan. Mr. Green pointed out that the two projects are about the importance of doing a better job of retaining and graduating the students.

Mr. Green reminded the Commission that a year ago Purdue presented the guidelines for these capital projects to the Commission. These two projects deal with both existing and new facilities. The goal is to reduce the deferred R&R backlog, and reduce the operating cost, because typically the older facilities cost more to maintain than to operate. Also, Purdue wants to build newer facilities that are more energy efficient.

Mr. Green showed the Commission the locations of the facilities on campus through a series of maps and diagrams. The master plan goal is to promote a focused and compact campus, as well as to create some collaborative zones and mixed use districts, with the synergies between the learning that goes on in the classroom and in the lab, and activities in other areas of student life. Mr. Green also said that Purdue also has a transportation plan, which creates collaborative zones around campus and makes streets more pedestrian-friendly.

Mr. Green told the Commission about the C-SEL (Center for Student Excellence and Leadership), which is going to be the anchor of “The Student Success Corridor”. Mr. Green pointed out the proximity to the renovated Student Fitness and Wellness Center, which is envisioned as a destination for all of campus. C-SEL was conceived out of the new synergy strategic plan to enhance the learning, develop student leaders, and create what Purdue calls a “third space” for students, faculty and staff. The Center should bridge the main academic campus to residence halls, dining courts, fraternities and sororities, and the recreational sports center, and provide a one-stop shop for students’ success programs.

The cost of this facility is \$30,000,000, which includes \$18,000,000 from the President from endowment earnings, and \$12,000,000 from Athletic Department TV revenue. This facility will be the first constructed in at least a decade that focuses primarily on student life and leadership development. Mr. Green said that the University is pursuing a significant gift, which will replace the endowment money, and will not only fund this facility, but will be a long term investment in the programmatic aspect of the Center’s activities.

C-SEL creates a space for students to receive advising, counseling, and course help in developing their leadership skills, which is a priority that the University is placing on student success. Mr. Green gave a description of the C-SEL building.

Mr. Green said that a goal of the University is to provide the students with an enhanced experience and give them opportunities to participate in undergraduate and active research programs, in community or service learning activities, and in student organizations. There are over 900 student organizations on campus, whereas in 1987 there were only 65 of them. Mr. Green pointed out that students who are involved in campus life are more successful, and the retention numbers keep growing.

Next Mr. Green spoke about Vawter Field Housing, which is in high demand. He said that this project includes non-traditional space, which can be used for learning community. There are learning spaces in aisles, where the students can work on various projects individually or in groups. Mr. Green invited Mr. Brad Kreitz, a former Student Body President, to speak about both facilities.

Mr. Kreitz said that students were involved in the University's 2007 strategic planning process, where a key component was identifying a need for such a facility as C-SEL, and including it in a new synergy plan. The first white paper report that was originally approved by the Board of Trustees was drafted entirely by students.

Mr. Kreitz said that in C-SEL he can see an opportunity for students to get engaged in the local and state community and to volunteer and grow within their own personal development. The students can also get academic help and academic support that the University offers. Mr. Kreitz spoke about a lot of opportunities for the Vawter Housing Building, as well. A focus here is to create soft learning spaces within this housing, with a goal of student excellence and leadership.

Mr. Bland asked about the rationale for putting the academic services in the new building. Dr. Whittaker said that these services are currently in the basement of the Stewart Center, and the reason for putting them on the fourth floor of the new building is to give the students an opportunity to see all other options of leadership development, as well as both professional and academic support spaces.

Mr. LaMothe asked about the use of the spaces formerly occupied by the offices that will move to C-SEL. Mr. Green responded that these spaces will be absorbed by other programs in the University.

Mr. Hansen asked whether Purdue thought of creating endowments for specific buildings that would fund R&R. Mr. Green responded that the university is trying to find a donor who would not only cover the cost of the building the facility but its operating cost and the utility bill. The state used to pay for the operating cost, and for the facility itself, but this is not the case now.

Mr. LaMothe asked about the possibility of privatizing some of these projects. Mr. Green responded that Purdue University will be looking at the public/private partnerships, especially in the housing side.

Mr. Sendelweck said that this project will be presented to the Commission as a decision item at the next Commission meeting.

VII. DECISION ITEMS

A. Academic Degree Programs on Which Staff Propose Expedited Action

Mr. Sendelweck presented a list of degree program proposals for expedited action.

R-11-06.3 RESOLVED: That the Commission for Higher Education hereby approves by consent the following degree programs, in accordance with background information provided in this agenda item:

- Master of Science in Building Construction Management to be offered by Purdue University West Lafayette at West Lafayette (Motion – Bland, second – Bepko, unanimously approved)

B. Capital Projects on Which Staff Propose Expedited Action

Mr. Sendelweck presented a list of capital projects for expedited action.

R-11-06.4 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:

- Purdue University - Calumet Campus-Wide Qualified Energy Savings Project: \$4,196,688 (Motion – Rehnquist, second – Scheller, 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 August Commission Working Sessions

IX. NEW BUSINESS

There was none.

X. OLD BUSINESS

Dr. Scheller asked whether there was a decision made about holding Student Leadership, Faculty Leadership and Kent Weldon Conferences on the same day. Ms. Lubbers responded that she talked with many of the Commission members, and the overwhelming majority prefers that the Commission would try this for the upcoming year, so the date for the convening is April 16th.

Ms. Odum asked when the calendar of the Commission meetings for next year will be posted on the Portal. Ms. Lubbers said the calendar is on the Commission's web side, and will be posted to the Portal next week.

Mr. LaMothe asked whether it is possible to send to the Commission members a list of all degree programs approved within last 18 months. Ms. Lubbers assured him that this information would be posted to the Portal and sent to the Commission members, as well. Dr. Sauer added that the Commission data and research staff is currently working on it, so hopefully the information will be available next month.

XI. ADJOURNMENT

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

Ken Sendelweck, Chair

Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

DISCUSSION ITEM A: Master Capital Plan for Indiana University – Bloomington and Indianapolis Campuses

Background

At the request of several Commission members, staff has asked all of the public postsecondary institutions to provide an overview of their long term master capital plan. The goal is to provide Commission members with information regarding major capital projects that are planned for each campus in order to understand the impact of such projects as they are submitted to the Commission for review.

Indiana University will present their long term master capital plan to the Commission during the October 2011 meeting. While the presentation will only cover the campuses of Bloomington and Indianapolis, Indiana University will be asked to return to the Commission with a long term master capital plan presentation for regional campuses.

The remaining institutions will be asked to present their long term master capital plans to the Commission during meetings occurring from December 2011 through April 2012.

Supporting Document

None.

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

DISCUSSION ITEM B: Announcements on Student Learning Outcomes Projects

Staff Recommendation

For information only.

Background

Since its last meeting, the Commission has been invited to participate in two projects – one national and one regional – focusing on student learning outcomes. These projects are consistent with and build on the growing, statewide emphasis that the Commission has placed on student learning outcomes and recognize the leadership role that several of our public and independent institutions have demonstrated in this area. Over the past nine months, the Commission has convened four statewide gatherings that focused entirely or mostly on student learning outcomes: a special convening of faculty and academic leaders on this topic, February 25; the Weldon Conference for Higher Education, April 15; the Faculty Leadership Conference, April 29; and the Trustees Academy, September 26.

The first project, “Quality Collaborative,” is national in scope and results from an award to the Association of American Colleges and Universities (AAC&U) by the Lumina Foundation for Education. This three year-project will pair a university and community college in eight states (California, Indiana, Kentucky, Massachusetts, Oregon, Utah, Wisconsin, and Virginia) in an effort to test the value of the Degree Qualifications Profile as a “catalyst for improving and assessing the quality of student learning, facilitating effective student transfer, and increasing college completion rates.”

The second project results from a grant to the Midwestern Higher Education Compact (MHEC) by the Lumina Foundation. This two-year project will involve an effort to “tune” simultaneously two disciplines – marketing and psychology – across state lines. Illinois, Indiana, and Missouri will each form five-member teams in each discipline to carry out this project. Each team will include an independent institution, a public major research university, and a community college.

Indiana is the only state named to participate in each project. The purpose of this agenda item is to provide additional details about the projects, explore how these projects fit into the Commission’s larger work plan, and provide a status report on those campuses that will participate in the project.

Supporting Document

None.

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

DISCUSSION ITEM C: **Fall 2011 Enrollment at Indiana Public Higher Education Institutions**

Staff Recommendation For information only

Background Each fall public institutions submit a fall enrollment survey, which details fall aggregate enrollment statistics. Information provided includes headcount enrollment, full-time and part-time status, full-time equivalency enrollment, resident and non-resident enrollment, and student entry type. Entry type identifies students as continuing, first-time entry, transfer, or dual credit.

Enrollment data in the report are based on counts at institutional census date.

Supporting Document *Fall 2011 Enrollment Summary*

Fall 2011 Enrollment

Public Institution		Fall 2010		Fall 2011 Enrollment Data				% Headcount Change from 2010	% FTE Change from 2010
		Headcount	FTE	Headcount	Full Time	Part Time	FTE		
Indiana University									
	IU Bloomington	42,464	39,379	42,731	37,609	5,122	39,575	0.6%	0.5%
	IU East	3,365	2,236	3,725	1,913	1,812	2,446	10.7%	9.4%
	IU Kokomo	3,109	2,048	3,318	1,802	1,516	2,174	6.7%	6.2%
	IU Northwest	5,969	4,194	6,035	3,436	2,599	4,169	1.1%	-0.6%
	IU South Bend	8,590	5,637	8,385	4,466	3,919	5,428	-2.4%	-3.7%
	IU Southeast	7,178	4,949	7,256	4,127	3,129	4,987	1.1%	0.8%
	IUPUI	30,566	24,387	30,530	20,361	10,169	24,449	-0.1%	0.3%
Indiana University total		101,241	82,830	101,980	73,714	28,266	83,228	0.7%	0.5%
Purdue University									
	PU West Lafayette	41,063	39,134	40,849	35,994	4,855	39,065	-0.5%	-0.2%
	PU Calumet	9,807	7,053	9,786	5,860	3,926	6,871	-0.2%	-2.6%
	PU North Central	4,614	3,248	5,279	2,590	2,689	3,263	14.4%	0.5%
	IP Fort Wayne	14,192	10,091	14,326	8,710	5,616	9,987	0.9%	-1.0%
Purdue University total		69,676	59,526	70,240	53,154	17,086	59,186	0.8%	-0.6%
Indiana State University		11,494	9,685	11,528	9,065	2,463	9,738	0.3%	0.5%
University of Southern Indiana		10,702	8,971	10,820	8,297	2,523	9,031	1.1%	0.7%
Ball State University		22,083	19,965	22,147	17,673	4,474	19,526	0.3%	-2.2%
Subtotal - Four Year Institutions		215,196	180,977	216,715	161,903	54,812	180,709	0.7%	-0.1%
Vincennes University									
	VU Vincennes	14,432	8,815	15,189	6,926	8,263	8,980	5.2%	1.9%
	VU Indiana College Network (ICN)	962	228	383	3	380	111	-60.2%	-51.3%
	VU Jasper	923	683	895	611	284	681	-3.0%	-0.3%
	VU ATC	227	165	257	145	112	207	13.2%	25.5%
	VU Marion County	124	87	131	81	50	98	5.6%	12.6%
Vincennes University total		16,668	9,978	16,855	7,766	9,089	10,077	1.1%	1.0%
Ivy Tech Community College of Indiana									
	Region 01 - Gary	9,049	6,915	9,880	3,709	6,171	5,907	9.2%	-14.6%
	Region 02 - South Bend	8,689	4,779	8,661	2,761	5,900	4,941	-0.3%	3.4%
	Region 03 - Fort Wayne	11,607	6,417	11,538	4,669	6,869	6,997	-0.6%	9.0%
	Region 04 - Lafayette	8,087	5,330	7,339	3,609	3,730	4,691	-9.2%	-12.0%
	Region 05 - Kokomo	5,465	3,180	5,403	2,178	3,225	3,279	-1.1%	3.1%
	Region 06 - Muncie	9,435	6,680	8,895	4,397	4,498	5,712	-5.7%	-14.5%
	Region 07 - Terre Haute	6,365	4,271	6,132	2,715	3,417	3,750	-3.7%	-12.2%
	Region 08 - Indianapolis	22,388	11,529	22,321	7,494	14,827	12,911	-0.3%	12.0%
	Region 09 - Richmond	3,913	2,324	3,875	1,374	2,501	2,288	-1.0%	-1.5%
	Region 10 - Columbus	4,651	3,342	5,553	1,825	3,728	2,928	19.4%	-12.4%
	Region 11 - Madison	3,025	1,931	2,816	1,246	1,570	1,760	-6.9%	-8.9%
	Region 12 - Evansville	6,464	3,776	6,287	2,467	3,820	3,754	-2.7%	-0.6%
	Region 13 - Sellersburg	5,133	2,954	5,413	1,941	3,472	3,166	5.5%	7.2%
	Region 14 - Bloomington	6,391	4,160	6,218	2,839	3,379	3,873	-2.7%	-6.9%
Ivy Tech Community College of Indiana total		110,662	67,588	110,331	43,224	67,107	65,957	-0.3%	-2.4%
Subtotal - Two Year Institutions		127,330	77,566	127,186	50,990	76,196	76,034	-0.1%	-2.0%
Public Institutions Total		342,526	258,543	343,901	212,893	131,008	256,743	0.4%	-0.7%

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

DISCUSSION ITEM D: **New Program Proposal Guidelines**

Staff Recommendation

For discussion only.

Background

Drafts of the *New Program Proposal Guidelines* have been under discussion for some time and have been reviewed by both the academic officers of the public institutions and the Commission's Academic Affairs Committee. The intent of this discussion is to identify any remaining issues that need to be resolved prior to bringing the *Guidelines* back for adoption at the Commission's December 9, 2011 meeting.

The one issue that has not been fully resolved is whether the *Guidelines* should say anything about tuition and fees to be charged to online/distance education students. The draft version of the *Guidelines* included in the agenda book is silent on this issue. The Commission's current policy states that "fees charged to non-Indiana residents enrolled in degree programs delivered through distance education technology will not be lower than fees charged to Indiana residents." As part of the current guidelines for submitting a distance education program proposal, institutions are required to report fees in four different categories:

- On-Campus Instruction – Indiana residents
- On-Campus Instruction – Non-residents
- Distance Education Instruction – Indiana residents
- Distance Education Instruction – Non-residents

The Commission is tentatively scheduled to discuss online/distance education at its December meeting.

Supporting Document

New Program Proposal Guidelines, October 5, 2011 Draft Version
07

NEW PROGRAM PROPOSAL GUIDELINES

Introduction

The Indiana Commission for Higher Education must approve new academic programs in Indiana's public postsecondary institutions prior to their implementation, i.e. advertising degree completion opportunities or admitting students into the program. By statute,

“The Commission may approve or disapprove the: (1) establishment of any new branches, regional, or other campuses or extension centers; (2) establishment of any new college or school; or (3) offering on any campus of any: (A) additional associate, baccalaureate or graduate degree; or (B) additional program leading to a certificate or other indication of accomplishment” [I.C. 21-18-9-5].

As part of the approval process, institutions need to submit a program proposal via the Commission's website. For graduate programs, the Commission expects institutions to consult with other in-state public postsecondary institutions that have related programs in order to clarify program differences and similarities.

The Academic Program Inventory (API), which is online and continually updated, is the state's official list of degree programs available at all campuses. Both the API, as well as the program review database, which contains data on enrollment and degrees conferred for all authorized programs, should be consulted.

Certificate Programs

As a result of statutory changes made in 2011, all new certificate programs – irrespective of length – must be approved by the Commission. Certificates of less than one year in length – less than 30 undergraduate or 24 graduate semester credit hours – may be approved through routine staff action, if accompanied by documentation that demonstrates how the coursework required for the certificate derives from the curriculum of an existing degree program and by listing the licenses and/or certifications (see Section 14) that a student would be eligible to receive by completing the certificate program.

Because of the increasing importance of certificate programs in state planning and economic development, as well as student academic and career success, all institutions are requested to add all existing certificate programs to the API and to begin reporting data on those programs as part of the Student Information System (SIS). All existing certificate programs can be added to the API without any Commission action.

Location of Program

Approval for non-distance programs is specific to an Indiana county. A program is considered “new” if 50% or more of the credit hours necessary to complete the program are available in an

Indiana County outside of any county authorized to offer the program. The Commission does not review new programs offered outside of the State of Indiana. Out-of-state and out-of-country offerings are subject to reviews by the Higher Learning Commission.

Routine Staff Actions

New program proposals are not needed for changes to authorized programs that do not significantly alter the nature or designation of the program. Such changes can be handled by requests to the Commission to make the needed changes through routine staff actions. Examples of routine staff actions include (1) adding an A.S. to an existing A.A.S. program or a B.A. to an existing B.S. program or (2) changing a program name from A.S. in Radiologic Technology to A.S. in Imaging Sciences.

Apprenticeship Technology Programs

For Apprenticeship Technology programs – Building Apprenticeship programs for Ivy Tech Community College and Industrial Apprenticeship programs for Vincennes University – a new program proposal must be submitted for each new trade. Additional locations for Apprenticeship Technology programs in trades that have already been authorized can be approved by request to the Commission through routine staff action.

Ivy Tech Community College

Ivy Tech Community College must submit a new program proposal for any new certificate or degree program that has never been offered before. Once a program has been authorized, new locations for that program can be approved by request to the Commission through routine staff action; all such requests must be accompanied with employer demand information as outlined in Section 7 (“Employer Demand”) of the *New Program Proposal Guidelines*.

Off-Campus Programs

Programs delivered primarily in a traditional classroom setting to an off-campus location need to be approved by the Commission. As long as the curricular requirements for the off-campus program are the same as those of the on-campus program, a complete new program proposal is not needed. Rather, only Sections 5 (“Enrollment Projections”), 7 (“Employer Demand”), and 10 (“Rationale for Program in Context of Other Programs within State, Region, Nation”) of the *New Program Proposal Guidelines* need to be submitted. For regional campuses of Indiana University and Purdue University, new off-campus locations for the delivery of degree programs within the area of Primary Geographic Responsibility, as specified in the Commission’s *Policy on Regional Campus Roles and Missions*, adopted on March 12, 2010, can be approved by routine staff action.

Online/Distance Education Programs

Programs delivered primarily through online and/or other distance education technologies must be approved by the Commission. As long as the curricular requirements for the online program

are the same as those of the on-campus program, a complete new program proposal is not needed. Rather, only Sections 5 (“Enrollment Projections”), 7 (“Employer Demand”), 10 (“Rationale for Program in Context of Other Programs within State, Region, Nation”), and 16 (“Assessment”) of the *New Program Proposal Guidelines* need to be submitted.

Reporting New Programs to External Bodies

New programs should not be reported to the Higher Learning Commission, the U.S. Department of Education, or other external bodies as being offered until they have been approved by the Commission for Higher Education. This includes off-campus programs within the State of Indiana and programs offered through online/distance education, which meet the Commission’s definition of online/distance education programs (see Section 17, “Online/Distance Education Programs”).

Format for Submitting Proposals

The *New Program Proposal Guidelines* will be embodied in a web-based submission system, which should be utilized in submitting proposals. In addition to including a “submit” function, the system will also include a “save draft” function to facilitate the building of proposals.

[Title of Proposed Degree]

to be Offered by [Institution or Campus]

Site/Delivery Mechanism

Check boxes for:

Face-to-Face Instruction On-Campus

Face-to-Face Instruction at an Off-Campus Site

Online/Distance Education

1. Objectives

Describe the main objectives of the program. Describe how the new program will help the institution achieve its distinctive mission and further State priorities.

[fixed size box here]

2. Curriculum

Report the total number of credit hours required to complete the certificate or degree.

[fixed size box here]

Report the number of years required to complete the certificate or degree, assuming full-time study.

[fixed size box here]

List all courses required to complete the degree and the number of credit hours for each course; include all options, specializations, or concentrations available within the program.

[open length box here]

Describe any curricular innovations and any outside-of-class required experiences, such as internships, co-ops, service learning, or practica.

[open length box here]

Indicate which courses in the proposed curriculum already exist and how often these courses have been offered in the past three years.

[open length box here]

Indicate all new courses that must be introduced by the sponsoring campus to support the program.

[open length box here]

Indicate all courses required for the degree that will be delivered by another institution, specifying whether they are existing courses at that institution or new courses to be developed by that institution.

[open length box here]

3. Form of Recognition

Give the full name of the certificate or degree to be awarded exactly as it will appear on the diploma, e.g. Doctor of Medicine, Indiana University School of Medicine, Indianapolis.

Normally, the diploma should list the location at which the majority of the courses were taken. If this is not the case, the proposal should explain why the location of the courses and the location for the award of the degree differ.

For associate degree programs, the Associate of Arts (A.A.) or Associate of Science (A.S.) should be used for transfer-oriented programs, in which all or almost all of the credit hours count toward meeting the degree requirements of a related baccalaureate degree, while the Associate of Applied Science (A.A.S.) should be used to designate programs, for which the primary purpose is workforce preparation.

[fixed size box here]

Suggest a CIP code for the new program. The final determination of the CIP code is up to the Commission.

[fixed size box here]

4. Prerequisites

For undergraduate programs, list any entry requirements, e.g. work experience in the transportation industry for an associate degree in supply chain management, or required licenses or certifications.

[open length box here]

For graduate degree programs, list any prerequisites, e.g. undergraduate courses or degrees, examinations, or work experiences.

[open length box here]

5. Enrollment Projections

Provide projections for headcount and FTE enrollment and degrees conferred, and indicate new state funds requested to impellent the program. By the fifth year of the program, the projected number of graduates should normally meet the Commission’s minima for degree production, which are a minimum of three graduates per year for an undergraduate program and two for a graduate program. If the program will not reach its steady state enrollment and degree completion in five years, the projections should be extended to the point at which reaching the steady state is anticipated.

[fixed table here – see Appendix, “Enrollment/Degree Projections and New State Funds Requested”]

Exceptions may be made for programs that will not reach their steady state output in five years or achieve minimal degree production, but the proposal then should explain the reasons for a slower start-up or why the steady state will be below the minimum.

[open length box here]

6. Anticipated Effect on Institution’s Operating Budget and Capital Budget Requests

Specify any new state operating appropriations required to implement this program and describe how the new state dollars will be used.

[open length box here]

Specify any new leased or built space or additional repair and rehabilitation expenses required to implement this program, including an indication of how the institution’s capital budget request be affected.

[open length box here]

7. Employer Demand

If any specific claim of enhanced employment prospects will be used to recruit students to the program, the proposal should include an analysis of employment prospects that documents the validity of the claim. This analysis should begin by defining the predominant market, whether it

will be national and international or state or local. It should then provide evidence on the current state of supply and demand in that market and projections of future supply and demand. If the U.S. Bureau of Labor Statistics or the Indiana Department of Workforce Development has made projections for relevant markets, these published projections should be included in the proposal. Non-governmental reports that shed light on the labor market, such as those produced by professional associations, should also be cited, along with the published projections.

If no published projections exist because the field is too narrow or because a proposal addresses a new discipline or subject area, the proposal must provide some other basis for documenting employment prospects. Surveys of potential employers have been used in such cases.

Projections generally use recent trends to predict the future. If there is a logical case that the future will not look like the past, such a case might be a better gauge of employment prospects than a published projection that is based on a trend line. For example, if future technology lets physicians target medications to patients' DNA profiles, which in turn will require customized dosages and mixes of medications, the demand for pharmacists would be greatly expanded. An effective state higher education system must be able to anticipate such shifts in demand.

[open length box here]

8. Institutional Rationale for Program

Describe any significant effect the proposed program will have on existing programs. If the proposed program will replace existing programs or significantly reduce their enrollment or degree completions, the programs should be identified and their headcount and FTE enrollment and degree completion trends documented.

The Commission expects that doctoral program proposals should typically be reviewed by two or more outside evaluators from similar programs; the results of these reviews should be submitted as part of the program proposal, along with any commentary on the reviews the institution deems appropriate.

[open length box here]

9. Institutional Resources To Support Program, Including Faculty

Describe the existing faculty and physical resources that will support the program and any additional required faculty and physical resources, other than new space, e.g. laboratory equipment or serials. Do not include visiting or adjunct faculty in the list of program resources. If the list includes faculty from units who are expected to regularly offer courses required by the program, include letters from these outside faculty attesting to their commitment to offering these courses.

[open length box here]

10. Rationale for Program in Context of Other Programs within State, Region, Nation

List comparable programs in the region or the State. Describe the distinctive features of this program in comparison to other programs.

For doctoral programs (both research and professional), as well as highly specialized master’s programs, also list the location of similar programs in the states bordering Indiana, as well as the other Midwestern Higher Education Compact States (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin). Also, describe distinctive programs that are similar to the proposed program but outside of these states.

[open length box here]

11. Transferability (Undergraduate Programs Only)

A priority for the Commission is establishing clear transfer paths between associate degree programs and baccalaureate degree programs. For this reason, this section needs to be completed for all associate and baccalaureate degree programs. Proposals for undergraduate certificate programs should indicate how the certificate curriculum constitutes a part of an associate or baccalaureate degree curriculum and how the articulation pathways for the associate and baccalaureate programs apply to the certificate program.

Summarize existing or planned arrangements for the transferability of program credits. Provide evidence for the transferability of two-year programs to four-year public institutions.

Specifically, the proposal should include a completed articulation agreement that indicates a logical continuation of the associate degree with a related baccalaureate degree program at a public institution. The articulation agreement should include how the courses in the associate degree curriculum are equivalent to courses in the baccalaureate curriculum, the additional courses that need to be completed to earn the baccalaureate degree, and how long it will take to complete the baccalaureate degree, assuming full-time study. The need for articulation agreements applies to both new associate degree programs and new baccalaureate degree programs. If no logical continuation exists, the proposal should explain why.

Indicate the number of program graduates expected to transfer to other institutions or campuses. Describe any constraints on the transfer of students or credits to other Indiana programs that might ordinarily be expected to accept them. Document any unique agreements concerning the transfer of students or credits.

[open length box here]

12. Access to Graduate and Professional Programs (Baccalaureate and Master’s Programs Only)

If one of the goals of the programs listed in Section 1 (“Objectives”) is that graduates of baccalaureate or master’s degree programs be accepted in master’s or Ph.D. programs or graduate professional programs, then the proposal should describe how the curriculum of the proposed program meets the requirements of representative or typical target programs. Also, Section 16 (“Assessment”) must include a plan for measuring the performance of the graduates of the proposed program in being accepted by the target programs. For example, if a proposed program was a baccalaureate degree in pre-law with the primary objective of having its graduates be accepted by law schools, that outcome should be part of the assessment.

[open length box here]

13. Accreditation

If the program is to be accredited, name the accrediting body and briefly describe the timetable and method of the accrediting process.

[open length box here]

Describe the regional accrediting, professional association, and licensing requirements that have helped shape the program’s curriculum. Indicate the effects such agencies have had on the length of the program, on program content or mode of delivery, and on such budgetary requirements as staffing levels, equipment needs, and facilities.

[open length box here]

14. Licensure and Certification

Describe any specific licenses or certifications which graduates of the program will be eligible to pursue, including the agency that issues the license or grants the certification. Indicate whether the license or certification is required for entry into the profession, and the extent to which it will help graduates find jobs or earn higher salaries.

[open length box here]

15. Student Learning Outcomes

List the specific learning outcomes, skills, and competencies students will learn after completing the program.

[open length box here]

16. Assessment

A plan for periodic assessment of a program is a necessary component of new program proposals. The plan should describe who is responsible for conducting the assessment and when it will be done. The assessment should:

- a. Describe how the outcomes in Section 15 (“Student Learning Outcomes”) will be assessed and measured at the end of the student’s program, e.g. through a within-program exit examination, a capstone course, a portfolio, or a national licensure examination.
- b. Describe how the overall performance of the program will be measured rather than the performance of students in individual courses.
- c. Describe how the assessment will be tied to the objectives of the program as listed in Section 1 (“Objectives”).

Example 1: For programs in the area of liberal arts and sciences, which are not tied to workforce development, the assessment should measure the acquisition of skills and knowledge related to the content area and success in placement of graduates in post-graduate programs.

Example 2: If the main goal of an associate degree program is to produce graduates who transfer to baccalaureate programs and earn baccalaureate degrees in the corresponding field, the assessment should measure the numbers of associate degree graduates, transfers to baccalaureate programs, and graduates among these transfers.

Example 3: If the main goal of a baccalaureate degree program is for its graduates to obtain employment upon graduation in their field of training, the assessment should determine the employment of the program’s graduates.

- d. Describe how the results of the periodic assessment are to be used to revise the program to better meet its stated goals.

[open length box here]

17. Online/Distance Education Programs

New degree programs delivered through information and communication technologies (ICT) such as the internet, videoconferencing systems, and telecommunications services are understood to be online/distance education programs that must be approved by the Commission for Higher Education. Proposals for online/distance education programs should typically be based upon viable, on-campus programs with a strong record of graduation rates, although special circumstances may allow for consideration of proposals to begin on-campus and online/distance

education programs simultaneously, or for a program to be only offered through online/distance education instruction, with no on-campus offering.

The Commission follows the definition of an online course utilized by the Sloan Consortium: “a course where most or all of the content is delivered online. Typically ... no face-to-face meetings.” The Sloan Consortium also describes the “proportion of content delivered online “ in such courses as “80+%.” For purposes of the *New Program Proposal Guidelines*, the Commission defines an online/distance education certificate or degree program as consisting of online courses. A program could still be considered to be delivered through online/distance education instruction if it includes a very limited number of face-to-face meetings, such as a program orientation or capstone experience. The Commission also considers intentionality as a defining characteristic of online/distance education programs, i.e. the institution advertises a program as online/distance education and organizes its instructional and support activities in order to allow students to enroll in and complete the program as online/distance education students.

Institutions must reference the policies they have in place to assure the delivery of quality online/distance education certificate or degree programs. Institutions should also briefly summarize the extent to which their policies are consistent with WCET-WICHE *Best Practice Strategies to Promote Academic Integrity in Online Education*, Version 2.0, June 2009 and *Best Practices for Electronically Offered Degree and Certificate Programs* adopted by the eight regional accrediting commissions in 2001.

[open length box here]

If a program proposed for online/distance education delivery is not based on an established, well subscribed, on-campus program, then all sections in the *New Program Proposal Guidelines* must be completed. If a program proposed for online/distance education delivery is based on an established, well subscribed, on-campus program, then only Sections 5 (“Enrollment Projections”), 7 (“Employer Demand”), 10 (“Rationale for Program in Context of Other Programs within State, Region, Nation”), and 16 (“Assessment”) of the *New Program Proposal Guidelines* must be completed.

18. Appendices

Any additional materials should be submitted in the form of appendices here.

[open length box here]

New Program Proposal Guidelines – October 5, 2011 Draft Version 07

Enrollment/Degree Projections and New State Funds Requested

Date

I. Prepared by Institution

Institution/Location:

Program:

	Year 1 FY20XX	Year 2 FY20XX+1	Year 3 FY20XX+2	Year 4 FY20XX+3	Year 5 FY20XX+4
Enrollment Projections (Headcount)					
Full-Time	_____	_____	_____	_____	_____
Part-Time	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____
Enrollment Projections (FTE)					
Full-Time	_____	_____	_____	_____	_____
Part-Time	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____
Degree Completions Projection	_____	_____	_____	_____	_____
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-
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New State Funds To Be Considered
For Recommendation (Increases) *

_____ -0-	_____ -0-	_____ -0-	_____ -0-	_____ -0-
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CHE Code:

Campus Code:

County:

Degree Level:

CIP Code: Federal - ; State -

Comment: Budget calculations are based on the assumption that Year 1 = FY201?.

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

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

DECISION ITEM A-1:

Master of Arts in Mental Health Counseling To Be Offered by Indiana University-Purdue University through Its Columbus Campus

Staff Recommendation

That the Commission for Higher Education approve the Master of Arts (M.A.) in Mental Health Counseling to be offered by Indiana University-Purdue University through its Columbus campus, in accordance with the background discussion in this agenda item and the *Abstract*, September 30, 2011; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, September 30, 2011

Background

If approved, this program would be the second master's degree program offered by Indiana University's Columbus campus. (The first, a Master of Business Administration, was approved by the Commission in September 2000.)

The proposed program is designed to prepare individuals to become Licensed Mental Health Counselors (LMHC). The State of Indiana requires a candidate to have graduated from a 60-credit hour master's program in order to qualify for licensure. Graduates of the program will also be qualified to become licensed by the state as a Licensed Marriage and Family Therapist and to achieve national certification as Case Manager.

The curriculum of the program has also been designed to achieve accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the major accrediting body in this area. In the public sector, Indiana currently has CACREP-accredited programs, which prepare individuals to become LMHCs, at Ball State University, Indiana State University, and Indiana University Bloomington, but none in southeastern Indiana.

IU Bloomington's program, the existing program closest to Columbus, preferentially admits students who have completed, or are already enrolled in, a master's in Counseling program in the School of Education at IU Bloomington or IUPUI. This practice adds an extra step and does not guarantee admission to the Education Specialist (Ed.S.) – Mental Health, which,

because of the way Bloomington structures its graduate programs, is needed to meet the licensure requirement.

The U.S. Bureau of Labor Statistics projects a 24% increase nationally in employment of mental health counselors between 2008 and 2018. Five of ten counties in southeastern Indiana have been designated as Mental Health Provider Shortage Areas by the U.S. Health Resources and Services Administration (HRSA).

Locally the Columbus-based Community Education Coalition has voiced strong support for the program, based on a needs assessment the organization has conducted. Centerstone, the largest community-based provider of mental health services in Indiana, which is based in Columbus, has expressed enthusiastic support for the program. A need for the program has also been identified by the Economic Opportunities 2015 (EcO₁₅) initiative of southeastern Indiana and the Eastern Indiana Area Health Education Center (AHEC).

To implement the program, the Columbus campus will hire four full-time faculty, who will be supported by tuition fees and reallocated resources. The program will be housed in Research Center, a small building (2,390 sq. ft.) that will soon be vacated and remodeled, resulting in faculty offices, an observation/control room, and other space to support the program. Dollars from the school improvement fund are currently in hand to pay for the needed remodeling.

The Mental Health Counseling master's degree will be the only program housed in the Research Center. The Columbus campus does not anticipate the need for additional space for this program over the next ten years.

Supporting Documents

- (1) *Abstract - Master of Arts in Mental Health Counseling To Be Offered by Indiana University-Purdue University through Its Columbus Campus, September 30, 2011*
- (2) *New Academic Degree Program Proposal Summary – M.A. in Mental Health Counseling, September 30, 2011*

Abstract

Master of Arts in Mental Health Counseling
To Be Offered by
Indiana University-Purdue University
Through Its Columbus Campus

September 30, 2011

Objectives: To prepare students to become Licensed Mental Health Counselors in Indiana following a curriculum consistent with the guidelines of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Clientele to be Served: Students who have completed a bachelor's degree including a minimum of 15 credit hours of Psychology or behavioral science courses.

Curriculum: A total of 60 semester credit hours are required to complete the program, distributed as follows:

Required Courses (60 credit hours)

- Foundations of Assessment (3)
- Assessment using the DSM (3)
- Assessment Tools (3)
- Clinical Instruction (3)

- Foundations of Counseling (3)
- Multicultural Counseling (3)
- Group Counseling (3)
- Addictions Counseling (3)
- Marriage and Family Counseling (3)
- Seminar in Counseling (3)
- Crisis Management (3)

- Developmental Psychology (3)
- Psychopharmacology (3)
- Ethical, Legal, and Cultural Issues in Psychology (3)
- Research and Program Evaluation (3)
- Professional Development (3)

- Practicum (1)
- Internship I (2)
- Internship II (3)
- Internship III (3)
- Advanced Internship (3)

Employment Possibilities: Graduates can expect to gain employment in a variety of settings including behavioral healthcare centers, private practice, psychiatric hospitals, social service agencies, managed care, correctional facilities, group homes, religious organizations, state and county agencies, health maintenance organizations, and public and private school systems.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

September 30, 2011

I. Prepared by Institution

Institution/Location: Indiana University-Purdue University to be offered through its Columbus campus

Program: M.A. in Mental Health Counseling

	Year 1 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
Enrollment Projections (Headcount)					
Full-Time	15	30	40	40	40
Part-Time	3	6	9	12	12
Total	18	36	49	52	52
Enrollment Projections (FTE)					
Full-Time	15	29	38	38	38
Part-Time	2	4	6	8	8
Total	17	33	44	46	46
Degree Completions Projection	0	5	15	18	18
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: 11-09
 Campus Code: 1813
 County: Bartholomew
 Degree Level: 11
 CIP Code: Federal – 511508; State – 511508

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

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

DECISION ITEM A-2:

Master of Science in Education in Educational Leadership To Be Offered by Indiana University South Bend at South Bend

Staff Recommendation

That the Commission for Higher Education approve the Master of Science in Education in Educational Leadership (M.S.Ed.) to be offered by Indiana University South Bend at South Bend , in accordance with the background discussion in this agenda item and the *Abstract*, September 30, 2011; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, September 30, 2011.

Background

The proposed Master of Science in Education (M.S.Ed.) in Educational Leadership is intended for students who already hold a teaching license and want to become licensed as a K-12 principal. Currently, individuals seeking a K-12 principal's license must enroll in the IU South Bend M.S.Ed. with a major either in Elementary Education or Secondary Education, and then take additional coursework beyond these degrees to obtain the K-12 principal's license. The proposed M.S.Ed. in Educational Leadership reduces the required coursework from 42 semester hours to 36 semester hours.

The University has provided a number of letters of support for the proposed program, including letters from the current superintendents of Goshen Community Schools, Michigan City Area Schools, and the LaPorte Community School Corporation. These and other letters of support emphasize the cohort nature of the proposed program, the enhanced field experience included in the curriculum, and the close collaborative nature of the relationship between the school corporation and the South Bend campus.

In response to questions raised by Commission staff, IU South Bend has provided additional material on several topics, which has been included as an attachment: mentor responsibilities and cohort group; embedded field experiences and internship; and data-driven decision making and assessments.

Supporting Documents

- (1) *Abstract* – Master of Science in Education in Educational Leadership To Be Offered by Indiana University South Bend at South Bend, September 30, 2011.
- (2) *New Academic Degree Program Proposal Summary* – M.S.Ed. in Educational Leadership, September 30, 2011.

Abstract

Master of Science in Education in Educational Leadership (M.S.Ed.)

To Be Offered by

Indiana University South Bend at South Bend

September 30, 2011

Objectives: To prepare individuals seeking initial licensure for building level administration (all school settings).

Clientele to be Served: Individuals who have already earned a baccalaureate degree in education, and who hold a standard teaching license, a proficient practitioner license, or a valid out-of-state equivalent license. These individuals are interested in pursuing licensure to become K-12 principals.

Curriculum: A total of 36 semester credit hours are required to complete the program.

Required Coursework (36 credit hours)

- Knowledge of Teaching and Learning (6)
- The Principalship K-12 (3)
- Introduction to Research (3)
- Curriculum in the Context of Instruction (3)
- Economic Dimensions of Education (3)
- Assessment in the Schools (3)
- Introduction to Education Leadership (3)
- Legal Perspectives on Education (3)
- School Community Relations (3)
- Research in School Administration Final Assessment (3)
- Practicum in Educational Leadership (3)

Employment Possibilities: Nationwide, the employment possibilities for school administrators are good. School administrators are responsible for the daily and long-term functions of schools and for providing leadership that promotes student learning. They serve as administrators for federal and state governments, eventually as superintendents working for local school boards, and as principals of individual schools.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

September 30, 2011

I. Prepared by Institution

Institution/Location: Indiana University South Bend to be offered at South Bend

Program: M.S.Ed. in Educational Leadership

	Year 1 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
Enrollment Projections (Headcount)					
Full-Time	10	19	28	28	28
Part-Time	0	0	0	0	0
Total	10	19	28	28	28
Enrollment Projections (FTE)					
Full-Time	6	12	14	14	14
Part-Time	0	0	0	0	0
Total	6	12	14	14	14
Degree Completions Projection	0	0	9	9	9
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: 10-40
 Campus Code: 1816
 County: St. Joseph
 Degree Level: 11
 CIP Code: Federal - 130401; State - 130401

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

M. S. in Education, Educational Leadership – IU South Bend

Introduction

The purpose of this addendum is to provide additional information to members of the Indiana Commission on Higher Education regarding the proposed Master of Science in Education, Educational Leadership at Indiana University South Bend. Currently, Indiana University South Bend has approval to license building principals; however, the current program is part of an M. S. in Education, Elementary Education or an M. S. in Education, Secondary Education. The proposed M.S. in Education, Educational Leadership is a significant revision of the current program and is designed to prepare a cohort of P-12 building principals. The proposed program is designed to encourage collaboration and includes an emphasis on effective interventions implemented in the field using assessment data.

There are three critical parts of the program that we would like to highlight. First, all students admitted to the program will be mentored throughout the program by experienced building principals and university faculty. Once students complete the program, university faculty will continue to mentor them if a request is made. Second, the program will have embedded field experiences throughout the program which will provide the opportunity to translate theory to practice in authentic settings. The embedded field experiences lead up to a culminating internship in the last semester of the program. Third, while not evident in the original proposal, the curriculum for the Master of Science in Education, Educational Leadership will be focused on data driven decision-making and assessments. This new degree proposal was developed to better meet the needs of our candidates, the community we serve, and the public and private schools in the state of Indiana.

Additional Information: Educational Leadership Mentor Responsibilities and Cohort Group

Students who apply to the M. S. in Education, Educational Leadership program, will be admitted by the end of the spring semester preceding the first class in the program. In order for students to be admitted, they must meet all of the admissions standards for graduate programs in the School of Education and there must be a signed memorandum of understanding between IU South Bend's School of Education and the applicant's building principal and superintendent. The memorandum of understanding spells out the responsibilities of the mentor (School Corporation) and of IU South Bend. The term candidate is used in the memorandum to refer to a student in the program. They agree to the following.

Section One

IUSB agrees to:

1. Collaborate with the corporation to recruit and qualify recommended candidates
2. Provide staff support for program planning, development, monitoring, and follow through
3. Integrate corporation needs with State and IUSB credentialing requirements

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4. Provide candidates with a Standards-driven, substantive and authentic building level leadership preparation program
5. Provide candidates with on-going student support and program guidance
6. Provide candidates with supervision and guidance while completing corporation-driven practicum and clinical experiences
7. Provide corporation partners upon request with staff development opportunities and use of IUSB resources to help in solving corporation problems and issues
8. Provide partners and candidates with follow-up support beyond the formal program at corporation and /or individual request
9. Provide other support and services that are agreed to and that promote the partnership.

Section Two

The SCHOOL CORPORATION agrees to:

1. Market, recruit, and recommend candidates for the IUSB Educational Leadership Program who possess the potential to successfully complete the program and serve effectively as a building level educational leader
2. Provide corporation resources for planning, instruction/supervision, program and candidate evaluation in cooperation with IUSB faculty
3. Provide a school district building level administrator as a mentor for the leadership candidate
4. Help integrate corporation and IUSB curriculum requirements resulting in substantive and authentic learning experiences for their candidate (s)
5. Support candidates with school corporation resources including release time from regular assigned duties to complete academic program requirements
6. Share with IUSB, the overall responsibility of providing a high quality field-based leadership preparation program
7. Provide other support and services that are agreed to and that promote the partnership.

Section Three

Both Partners agree to:

1. Share in the responsibility of developing and providing for the candidate's conceptual and skill-based learning.
2. Support systematic and on-going program assessment to resolve all differences, and improve on areas of needs and issues that may arise.
3. Any changes or modifications to this agreement

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The memorandum of understanding signed by the school corporations and IU South Bend faculty will result in strong partnerships with clearly defined channels of communication. A faculty member from IU South Bend will make two school visits each semester to discuss student progress, field experience performance, and areas for improvement. The signed memorandum ensures ongoing collaboration between IU South Bend faculty and area school corporations.

Students will be admitted to a cohort and they will complete 3 to 6 credit hours each semester and complete the program within two years. During a focus group with students in spring 2009, they expressed a preference for the cohort arrangement and face-to-face classes with embedded fieldwork. They felt the cohort would allow them to collaborate with peers, would encourage sustained discussions of the challenging issues facing building leaders and educators in general, and would build a strong sense of community.

Currently, the Superintendent/Principal Advisory Committee meets annually with Educational Leadership faculty from IUSB to discuss the current program. Local Superintendents and Principals have been instrumental in making the recommendation to move the present program into a Masters in Education, Educational Leadership. These meetings will continue to provide insights into how IUSB can best meet the needs of local school corporations in providing quality education to all children. Please see letters of support from building principals and superintendents supporting the new degree.

Additional Information: Embedded Field Experiences ad Internship

From the beginning of the educational leadership program, students will participate in embedded field work connected to each class. In some classes, field work will be more prescriptive as described in the original proposal. In other classes, field assignments will be agreed upon by the mentor and full-time faculty member at IU South Bend. We believe this integration of graduate coursework and field experiences will prepare future building leaders to use data and observation of classroom instruction to facilitate change and improve student learning. The field work will provide authentic practical experiences contributing to the educational growth of the educational leadership students.

In addition to the above mentioned field experiences, an intensive internship will occur during the final semester of the program. The mentors, candidates and full-time faculty member from IU South Bend will develop and implement this internship by having the candidates complete a major educational project that is a priority within their respective buildings. This might be in the form of chairing a building-wide committee, implementing a corporation-wide initiative within their building, or other important project that the mentor identifies and the faculty member approves that will improve the educational growth of all students. The scope of the project will necessitate candidates and their

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respective mentors working closely together for the mandatory hours to ensure the success of the project and the maximum growth of the candidate. Data analysis is integrated throughout all projects.

Additional Information: Data Driven Decision Making and Assessments

While it might not have been evident in our original proposal, there will be an emphasis on analyzing, interpreting, and using data to make decisions throughout the program. The following descriptions of some assignments, taken directly from course syllabi, provide more detailed information about the role of data driven decision-making in the program.

EDUC P503 Introduction to Educational Research Proposal

➤ Project Description

Prepare a research proposal that outlines a research project that you could reasonably be expected to complete as your action research project requirement. Your proposal must be typed, double-spaced, and follow APA (current edition) writing style guidelines and formats. Your final product must be submitted electronically (by e-mail as ONE Microsoft Word document) by the due date listed on the syllabus.

Your proposal should include the following:

- A title page with a title that clearly and accurately describes the research you propose.
An example of the format for the title page is attached.
- An introductory description of the research that explains the general problem and purpose for the study. The reader should gain from the introduction a clear understanding of the overall topic and issue being studied. The logical argument should be persuasive in expressing the significance of the study.
- A literature review that gives relevant background information as a foundation of understanding the research purpose and question.
- Clearly stated purpose for the research, the research question, and possibly hypotheses depending on what and how you plan to research the topic.
- Describe the method you propose to follow, including a description of the participants, measurement instruments, procedures, and data analysis you plan to utilize. Make sure to address the issue of human subject's protection (e.g., getting IRB approval, provisions of consent forms, ethical treatment, etc.).
- A timeline and budget that could reasonably be used to accomplish the project.

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- References properly formatted for an APA manuscript. Your references should begin on a separate page.

EDUC A 504 Teaching and Learning the Leadership Prospective: Teacher Observation Project and Staff Development Activity

➤ Project Description

Each candidate will assume the role of a building principal and conduct two real classroom observations – one formative and one summative. Both classroom observations will include a pre-observation, observation, and a post-observation conference. Candidates will complete an observation write-up for each visit. The write-up must include the following:

- Information, insights and reflections gleaned from the pre-observation conference (s), the class observation (s), and from the post-observation conference (s),
- In the formative evaluation summary, attention must be given to at least one staff development/improvement objective that stems from the classroom observation data and is identified in the post-observation conference; and
- Insights and reflections gained from the experience and things you would do differently “the next time”.
- Profile of the class (s) visited.

❖ **DIRECTIONS:**

Introduction: Each student will provide an overview that includes the who, what, why, when, and where of their two classroom observations – one formative (supervisory) and one summative (evaluative).

Formative Observation: Included in this portion of the written report will be the following:

1. The questions asked of the teacher during the pre-observation conference and a description of why those questions were chosen.
2. A summary of the teacher discussion during the pre-observation interview regarding the focus of the classroom observation;
3. A summary of the strategies used during the classroom observation and the data results of the observation; and
4. A summary of the post-observation conference including the process used, highlights, areas of improvement, and resulting identified improvement goals if identified.

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Summative Observation: Included in this portion of the written report will be the following:

1. The instrument chosen including its origin and any modifications if any were made;
2. A summary of the pre-observation conference including the classroom observation focus;
3. The data results of the classroom observation and post-observation conference; and
4. A summary of data sources (*classroom data, local and state student achievement data and other data**) as well as the completed formal observation instrument used for the summative evaluation.

*(*Other data sources may include, building-wide committees on which the teacher serves, corporation-wide committees on which the teacher serves, grade level or department responsibilities of the teacher, mentoring activities of the teacher, volunteer activities of the teacher, community involvement of the teacher, workshops, in-services and college classes which have been taken by the teacher to improve his/her teaching ability, discipline reports of the teacher's students, grades of the teacher's students, attendance of the teacher's students, contacts with the teacher's student's parents, in-building, in-incorporation, or state-wide academic achievement data (test scores) of the teacher's students, or other data related to the professional duties of the individual teacher.)*

Conclusion: Included in this portion of the written report will be the following:

1. What did you learn from each dimension (formative and summative) of the project;
2. If you were to do it again, what would you do differently and explain why.

EDUC A630 PROJECT: Integrating Vision, Planning, Budgeting and Data Project

➤ Project Description

Effective planning is a “core” skill addressed in A630. Candidates must demonstrate an understanding as well as their ability to plan effectively by choosing at least one priority outcome from their school building's current school improvement plan and applying to it to the Model for Integrating Vision, Planning and Budgeting (chap 4). Candidates must demonstrate a direct application to each step in the model. Candidates will present and justify their plan based on data, as if it were a proposal, to the class in the same manner they would to an administrative group or school board.

❖ **DIRECTIONS:** Integrating Vision, Planning, Budgeting and *Data Project* Components (from Chapter 4 p. 65)

1. Defining Stakeholders: Whether you select one SIP goal, a total school budget or another project, the candidate should explain how the stakeholders were (will be) or (should have been) defined in their specific school community.

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2. Selection of Selection of Stakeholders: From the list above, the candidate should explain how the stakeholders were (will be) or (should have been) selected to be on the committee. Your explanation might include such things as committee size and structure (determined by the principal), diversity of the school community, thoughts on training for the committee members and possibly a note on the terms of the committee members; staggered, how long, etc.
3. Providing Needs Assessment materials to the Committee:
The Candidate should discuss:
 - What *data* the committee will need in order to develop an effective budget?
 - How it will be collected?
 - Who will gather it?
 - And what format it will be in for the committee?
4. Analyzing the Data: The Candidate should note how the Principal will ensure that the committee members will be able to *analyze the data*. How the Principal will *align the data with school performance*. How will the Principal make sure that educational jargon and acronyms will not interfere with the committee's ability to analyze the data? What level of *specificity (disaggregation of data)* needs to be completed?
5. Prioritization of Needs: The Candidate should discuss how the committee prioritized (will prioritize) or (should have prioritized) their needs. What steps did (will (should have) the principal use to accomplish this?
 - Consensus
 - Majority vote
 - Weighted
 - Tie-breaker
6. Setting Goals: The Candidate should explain how this was (will be) or (should have been) accomplished. Mention of Vision, Mission Statement, needs, data, past goals and objectives should be noted.
7. Establishing Performance Objectives: The Candidate should describe how measurable outcomes (performance objectives) were (will be) or (should have been) developed. What *data* was (will be) or (should have been) identified so all will know where to look for the results? What is the specific level of improvement desired (% , amount, etc) by which disaggregated item; grade level, ethnicity, gender, etc.?

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8. The Action plan: The Candidate should discuss the actual document (action plan, school improvement plan with budget or total building budget) and include it in the materials and presentation. This should include who has responsibility for each item in the plan along with timelines. The Candidate should provide a critical review of the plan along with comments on how they would improve it if they were the principal.

EDUC P507 – Assessment in the School

➤ Project Description

1. Assessment Project-Assessment Case Study

- a. Students are required to develop a case study of their own classrooms based on *available assessment data*.
 - i. If you are not currently teaching a class, and do not have access to appropriate data, you may use *sample data from the IDOE website and/or the Learning Connection website (see below)*.
 - ii. You may also obtain *sample data from a classmate, provided that you follow FERPA guidelines, and you create a separate case study as this is an individual assignment*.
 - iii. Please see me about these options if you have questions.
- b. Include references as needed. Please be sure to follow the current edition of the American Psychological Association (APA) guide for formatting, references/citations, and writing style.
- c. Part A: School Assessment Snapshot
 - i. Students will be required to access and submit a summary of:
 - ii. *District/corporation-wide assessment and demographic data* for the previous year, which can be found at <http://www.doe.in.gov/data/>
 - iii. *School-wide assessment and demographic data* for the previous year, which can be found at <http://www.doe.in.gov/data/>
 - iv. The most recent *NAEP scores in reading or math* for the school or district, which can be found at <http://www.doe.in.gov/data/>
 - v. This information should be presented both as a table or graphic, and then should be explained/described in narrative format.
- d. Part B: Classroom Assessment Snapshot – focusing on your classroom (elementary), or one class in your content area (secondary)

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- i. A composite of *individual student scores* for one classroom set of students
- ii. *Other relevant assessment data* for students in the class. Examples include:
 1. *Results from additional standardized tests (eg, Reading, Math, DIBELS, etc. . .)*
 2. *Comments and placement recommendations from previous teachers*
- iii. *Relevant Curriculum data* from previous years:
 1. *What the students completed in previous courses, grade-levels, etc. . .*
 - a. This information should be presented both as a table or graphic, and then should be explained/described in narrative format.
- iv. As a *result of the data*, respond to the following questions:
 1. What areas/concepts does the class as a whole seem to have mastered?
 2. What areas/concepts does the class as a whole need to focus on?
 3. How will this information impact your classroom instructional planning?
 4. How will you address needs for students who fall above or below the class average, based on the scores? (In other words, how much enrichment or remediation in your content area/classroom will you need to do, and how will you be able to go about doing this?)
- e. **Part C: Specific Data for two individual students**
 - i. *ISTEP data* for two students in
 1. *Elementary: Look at both math and reading scores*
 2. *Secondary: Look at content area scores and/or reading (if content area score isn't available)*
 - ii. *Other relevant information*:
 1. *Results from additional standardized tests (eg, NAEP, Reading, Math, DIBELS, etc. . .)*
 2. *Comments and placement recommendations from previous teachers*
 3. *IEPs, English Language Levels, etc. . .*
 4. *Individual Learning needs/styles*
 - iii. As a *result of the data*, respond to the following questions – be sure to cite the data as evidence for your responses:
 1. What areas/concepts does each individual seem to have mastered?
 2. What areas/concepts does each individual need to focus on?
 3. What methods will you use for enrichment/remediation for each student?
 4. *How will you confirm/disconfirm the data from the test scores?*

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5. *How will you help each student's parents and other teachers interpret the data?*

f. **Part D: Overall thoughts and Critical Reflection**

i. Take some time to write about and reflect on this process. Please incorporate your responses to the following questions:

1. What are the advantages and drawbacks to looking at individual and classroom composite data prior to the start of a class or school year?
2. What are advantages and drawbacks to looking at individual and composite data after the class or school year has begun?
3. How can the advantages be accessed and the drawbacks minimized?
4. Where and how does a teacher draw the line between using test data for information and allowing the scores to overshadow other sources of assessment information including information, observations, etc.?

EDUC A590 – Action Research Project

➤ Project Description:

Students will demonstrate the ability to effectively conduct action research that relates directly to a stated problem/issue.

- Identify an issue and state it in the form of a hypothesis to be researched;
- Complete a scholarly and comprehensive review of the research and literature related to the identified issue;
- Develop and apply a research methodology that identifies *data* that will yield findings directly related to the identified issue;
- Demonstrate an ability to *assess and analyze data* collected and arrive at findings that are logical, relevant, and consistent; and
- Demonstrate an ability to analyze and evaluate findings and identify unanswered questions in need of further research.

Other assignments also rely in *data analysis and interpretation*, but those in the previous list provide evidence of this in five different courses. Members of the faculty emphasize making efficient and effective decisions based upon researched-base data in each course. Additional evidence of this can be found in textbooks, case studies, PowerPoint presentations, and web searches. Many other uses of data to

M. S. in Education, Educational Leadership – IU South Bend

make decisions are learned in field-based projects that are assigned by the student's building principal and/or superintendent.

Conclusion

The purpose of this addendum is to provide additional information to members of the Indiana Commission on Higher Education regarding the proposed Master of Science in Education, Educational Leadership at Indiana University South Bend. We hope the addendum answers important questions and leads to a complete understanding of the program. Letters from area superintendents will be available early next week and will be forwarded. We are happy to respond to any questions as they arise.

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Letters from Principals and Superintendents (attached)

M. S. in Education, Educational Leadership – IU South Bend

Dr. Barbara Eason-Watkins, Superintendent, Michigan City Area Schools

Mrs. Tania Grimes, Director, Xavier School of Excellence, South Bend, IN

James Kapsa, retired superintendent, South Bend Community School Corporation

Dr. Glade Montgomery, Superintendent, LaPorte Community School Corporation

Dr. Bruce Stahy, Superintendent, Goshen Community Schools

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

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 programs, in accordance with the background information provided in this agenda item:

- Bachelor of Science in Engineering Technology to be offered by Indiana State University at Terre Haute
- Bachelor of Fine Arts to be offered by Indiana University Kokomo at Kokomo
- Technical Certificate and Associate of Applied Science in Information Security; Certificate in Data Security; and Certificate in Network Security to be offered by Ivy Tech Community College at Fort Wayne, Terre Haute, Evansville, Sellersburg, Bloomington, and Statewide via Distance Education Technology; and Technical Certificate (on campus) and Associate of Applied Science (via Distance Education Technology) in Information Security to be offered by Ivy Tech Community College-Columbus

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*, September 30, 2011
- (2) *Policy for New Academic Degree Programs on Which Staff Propose Expedited Action*, September 2, 2004

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

September 30, 2011

CHE 11-21 Bachelor of Science in Engineering Technology to be offered by Indiana State University at Terre Haute

Proposal received on June 20, 2011
CIP Code: Federal – 150000; State – 150000
Projected Annual Headcount: 76; FTEs: 55; Degrees: 15
New State Funds Requested, Actual:
Year 1: \$ 0
Year 2: \$ 0
Year 3: \$ 0
Year 4: \$ 0
Year 5: \$ 0

The offering of this program is consistent with the mission of the ISU campus, whose College of Technology offers an array of programs, including a Ph.D. in Technology Management. An articulation agreement between the proposed program and the Ivy Tech A.S. in Engineering Technology has been signed.

CHE 11-25 Bachelor of Fine Arts to be offered by Indiana University Kokomo at Kokomo

Proposal received on June 29, 2011
CIP Code: Federal – 500702; State – 500702
Projected Annual Headcount: 20; FTEs: 21; Degrees: 5
New State Funds Requested, Actual:
Year 1: \$ 0
Year 2: \$ 0
Year 3: \$ 0
Year 4: \$ 0
Year 5: \$ 0

The offering of this program is consistent with the regional campus mission of IU Kokomo. The campus currently offers a B.A. in Fine Arts, which the Commission approved in May 2008. Adding the B.F.A. will provide an option to students who seek a higher concentration of studio work. No articulation agreement exists with a Fine Arts degree at Ivy Tech because the College only offers an A.A. in Fine Arts at one campus (Indianapolis), and the curriculum of the Ivy Tech Indianapolis program is currently under revision.

CHE 11-30 Technical Certificate and Associate of Applied Science in Information Security; Certificate in Data Security; and Certificate in Network Security to be offered by Ivy Tech Community College at Fort Wayne, Terre Haute, Evansville, Sellersburg, Bloomington, and Statewide via Distance Education Technology; and Technical Certificate (on campus) and Associate of Applied Science (via Distance Education Technology) in Information Security to be offered by Ivy Tech Community College-Columbus

Proposal received on July 18, 2011
CIP Code: Federal – 110401; State – 110401
New State Funds Requested, Actual:
 Year 1: \$ 0
 Year 2: \$ 0
 Year 3: \$ 0
 Year 4: \$ 0
 Year 5: \$ 0

Fort Wayne

Projected Annual Headcount: 41; FTEs: 30; Degrees: 10

Terre Haute

Projected Annual Headcount: 26; FTEs: 21; Degrees: 6

Columbus

Projected Annual Headcount: 45; FTEs: 34; Degrees: 11

Evansville

Projected Annual Headcount: 28; FTEs: 23; Degrees: 7

Sellersburg

Projected Annual Headcount: 24; FTEs: 19; Degrees: 6

Bloomington

Projected Annual Headcount: 30; FTEs: 24; Degrees: 7

In February 2008, the Commission for Higher Education approved the Associate of Applied Science in Information Security, the Certificate in Network Security, and the Certificate in Data Security to be offered for the very first time by Ivy Tech Community College. The initial site for these programs was Ivy Tech Columbus, and no other sites have been approved for these programs since then. Additional campuses now seek to offer these programs as well and the College wants to add a Technical Certificate in Information Security to its offerings. Finally, Ivy Tech wishes to add an online/distance education option to increase access to these programs.

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, October 14, 2011

DECISION ITEM B: **Schools of Public Health at IUPUI and Indiana University
Bloomington**

Staff Recommendation

That the Commission for Higher Education approve the creation of a new Indiana University School of Public Health-Indianapolis at the IUPUI campus; and

That the Commission accept the request from Indiana University to change the name of the School of Health, Physical Education, and Recreation at Indiana University Bloomington to the Indiana University School of Public Health-Bloomington.

Background

By statute, the Commission for Higher Education “may approve or disapprove the . . . establishment of any new college or school.” In the case of the IU School of Public Health-Indianapolis, a new unit is being created where none existed before.

The IU School of Public Health-Bloomington represents a different situation, in that the existing School of Health, Physical Education, and Recreation (HPER) will comprise the basis of the new school and, from the perspective of the IU Board of Trustees, this is a name change. Because the conversion of HPER into a School of Public Health does represent a significant change – involving, for example, accreditation of the entire school by an accrediting body, rather than individual programs, and a curricular change of every program offered by the school to reflect at least some tie to public health – the staff bring this change to the Commission for formal action, rather than accepting this through routine staff action.

Since President Michael McRobbie announced the IU Public Health Initiative on May 5, 2009, and in subsequent presentations by the University, including those made in conjunction with Commission approval of four Ph.D. programs related to public health on three separate occasions, the Commission has been supportive of (1) the need to increase the state’s programmatic capacity in public health and (2) the appropriateness of engaging both the IUPUI and Bloomington campuses in that expansion. (The Commission approved the following four Ph.D. programs: Epidemiology at IUPUI, August 2009; Health Policy and Management at IUPUI, August 2010; Epidemiology and Environmental Health at IU Bloomington, March 2011.)

From a Commission perspective, the issue that remained unresolved was the way in which the programmatic resources at the

Bloomington and Indianapolis campuses were to be organized. More specifically, is it more effective and efficient to have a single school, embracing both campuses, or two separate schools? In the 12-state Midwestern Higher Education Compact (MHEC) region, there are five states (Illinois, Ohio, Michigan, Minnesota, Missouri) with accredited schools of public health, and in each case, the state has just one school, involving just one campus.

President McRobbie's May 2009 announcement of the University's Public Health Initiative expressed a preference for a single school, as indicated in the following statement:

“However the requirements of the accrediting body for schools of public health (CEPH – Council on Education for Public Health) rule out the formation of a core school that would combine the public health resources on both campuses. Given this, and given the strong foundations in public health that exist on both campuses, each campus is authorized to begin the process for establishing a school of public health on each campus. However, should the CEPH accreditation rules change in the future to allow the formation of a core school, then the expectation would be that the two schools (assuming both are established) would merge into a single core school.”

Direct conversations with CEPH confirm that accreditation of a single, core school spanning both campuses would be unlikely under CEPH's current rules.

Given the significant, adverse consequences that would follow a time- and effort-consuming failed attempt to become accredited as a single, core school – which include lessened attention to critical public health issues and opportunity costs associated with an inability to pursue research grants that are available only to accredited schools of public health – there is a compelling case to proceed with the University's request to create two, separately accredited schools of public health.

Supporting Documents

Three documents that were shared with the Indiana University Board of Trustees were also shared with Commission members:

- (1) *Proposal for a School of Public Health on the IUPUI Campus*, March 7, 2011
- (2) *Proposal for a Name Change on the IU Bloomington Campus from School of Health, Physical Education, and Recreation to School of Public Health*, March 12, 2011
- (3) *The Indiana University Public Health Initiative – the Need for Two Schools*, May 2011

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

DECISION ITEM C-1: Baseball and Softball Complex at Indiana University Bloomington

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *Baseball and Softball Complex at Indiana University Bloomington*. Staff recommendations are noted in the staff analysis.

Background

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

The Trustees of Indiana University respectfully request authorization to proceed with the construction of a new baseball and softball complex at the Bloomington campus. The new complex will replace the existing Sembower Field and meet Big Ten conference requirements for softball and baseball events. Estimated cost is \$19.8 million with funding from debt issuances, gift funds and Athletic Department funds.

Supporting Document

Softball and Baseball Complex at Indiana University Bloomington, October 14, 2011.

BASEBALL AND SOFTBALL COMPLEX AT INDIANA UNIVERSITY BLOOMINGTON

Project Description and Staff Analysis

PROJECT DESCRIPTION:

This project will construct a new baseball and softball complex located at the site immediately north and east of the current athletics district along the 45/46 Bypass located on the Indiana University Bloomington campus. It will create new venues for the intercollegiate baseball and softball teams. Both will have enhanced spectator seating, restrooms, concession areas, team and practice facilities, media space, and supporting structures.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

This project is in keeping with the Athletic Department's mission to provide appropriate, modern and high quality facilities for use by athletes, staff, visitors and spectators.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

Indiana University baseball facilities have been in the same location since baseball moved to Sembower Field in 1958. Both stadiums have received minor upgrades over the years, but still lag behind most other Big Ten programs.

The site, currently occupied by recreational sports fields, was designated and recommended in the 2009 Master Plan as the future location for these venues on the IUB campus. This project will provide a level of quality for each facility to meet NCAA Division 1 and Big Ten Conference standards, enable IU to host conference/regional tournaments, greatly impact our ability to attract and recruit the finest student/athletes, and achieve the highest fan attendance rate in the conference.

ALTERNATIVES CONSIDERED

Indiana University engaged consultants to determine the best design for this complex. The university decided this option best met the needs of the program and its relationship to the student/athletes, students, faculty/staff, and campus.

RELATIONSHIP TO LONG-RANGE FACILITY PLANS

This project is part of the university's long-term master plan for the Bloomington campus.

HISTORICAL SIGNIFICANCE

Indiana University does not consider any structures affected by this project to be historically significant.

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS

This project is not physically dependent upon any other Indiana University construction project. No other projects are directly dependent upon its completion.

STAFF ANALYSIS

Indiana University Athletic Department has placed this project as a top priority for the Department with regard to the capital plans for athletics facilities. With the age of the current field and facility, and the requirements set forth by the Big Ten Conference with regard to space and facility set up, the new facility will keep IU within Big Ten Conference regulations and develop a new facility for intercollegiate athletics.

Additional operating costs will be reduced due to the artificial turf being used on the fields. Currently, grass is used at Sembower Fields; therefore, less maintenance and upkeep will be required with the new fields. Any ongoing maintenance costs associated with Sembower will be saved as a result of the newly constructed facility and could potentially be directed to other athletic facility maintenance issues.

This move will potentially benefit students who partake in the recreation sport events on campus. The new baseball and softball complex will be located on current recreation sport fields, which will be moved to the current Sembower Field location, much closer to campus and student housing (residence halls and Greek housing).

The overall financing of the project will be set up so that IUB establishes a lease-purchase of the new facility from the Indiana University Building Corporation (IUBC). The IUBC will issue Certificates of Participation (COPS), which will be paid off by the Athletic Department through normal annual operating revenues. Revenues for the IU Athletic Department include, but are not limited to, Big Ten TV funds, ticket sales, merchandise sales, donor funds, etc. Once the COPS are retired, the facility ownership will be turned over to IUB. Staff would note that IUB does not charge admission to IUB baseball or softball games and will not adjust that policy in the near term with this new facility.

Overall funding will be covered by COPS proceeds; gift funds represent 10% of the project and the Athletic Department will provide 3% of cash up front for the project on top of annual revenues used to fund COPS payments.

IUB is requesting the Commission review and approve the construction of the new baseball and softball complex and the lease-purchase agreement of the new baseball and softball complex with the IUBC.

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

PROJECT SUMMARY
NEW CONSTRUCTION

INSTITUTION: Indiana University CAMPUS: Bloomington
 PROJECT TITLE: Baseball and Softball Complex BUDGET AGENCY NO.: A-1-12-1-04
Construction INSTITUTION'S PRIORITY: _____

PROJECT SUMMARY DESCRIPTION (ATTACHMENT A) – This project will construct a new baseball and softball complex located at the site immediately north and east of the current athletics district along the 45/46 Bypass located on the Indiana University Bloomington (IUB) campus. It will create new venues for the intercollegiate baseball and softball teams. Both will have enhanced spectator seating, restrooms, concession areas, team and practice facilities, media space, and supporting structures.

SUMMARY OF NEED AND NET CHANGE IN CONTRIBUTION TO EDUCATIONAL SERVICES PROVIDED BY INSTITUTION (ATTACHMENT B) – This site, currently occupied by recreational sports fields, was designated and recommended in the 2009 Master Plan as the future location for these venues on the IUB campus. The project will provide a level of quality for each facility to meet NCAA Division I and Big Ten Conference standards, as well as to be able to host conference and regional tournaments.

SPACE DATA (ATTACHMENT C)

PROJECT SIZE: 23,542 * GSF 19,775 ASF 84% ASF/GSF

NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE: N/A ASF

* GSF covers supporting structures only.

TOTAL PROJECT BUDGET (ATTACHMENT D)

TOTAL ESTIMATED COST: 19,800,000 \$/GSF N/A *

ANTICIPATED DATE OF PROJECT COMPLETION: March 2013

ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)

Certificates of Participation (IC 21-33-3-5) Repaid from Department of Athletics Revenues	\$17,200,000
Gifts	\$ 2,000,000
Department of Athletics Funds	\$ 600,000
TOTAL BUDGET	\$19,800,000

ESTIMATED CHANGE IN ANNUAL OPERATING BUDGET AS A RESULT OF THIS PROJECT

(ATTACHMENT F)

\$16,261 (X) INCREASE () DECREASE

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

DECISION ITEM C-2: Residence Hall Expansion at Indiana University Southeast

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *Residence Hall Expansion at Indiana University Southeast*. Staff recommendations are noted in the staff analysis.

Background

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

The Trustees of Indiana University respectfully request authorization to proceed with the construction of the sixth of six residence hall facilities at the IU Southeast campus. The final building will consist of 87 new beds and 70 new parking spaces for students living on campus. Estimated cost is \$5.3 million with funding from debt issuances, gift funds and campus funds.

Supporting Document

Residence Hall Expansion at Indiana University Southeast, October 14, 2011.

RESIDENCE HALL EXPANSION AT INDIANA UNIVERSITY SOUTHEAST

Project Description and Staff Analysis

PROJECT DESCRIPTION:

This project constructs a new two-story, 34,790 gross square foot (gsf) residence hall located at the south side of the existing five-building, student-housing complex on the IUS campus in New Albany. This new facility will consist of 87 beds and will be comprised of 43 percent double occupancy bedrooms with shared bathrooms for each 2 students and 57 percent single occupancy, semi-suite bedrooms with baths for each 2 students. The building will have a collaborative great room, computer lab, study lounge, and laundry facilities. Expanded parking for approximately 70 vehicles, site lighting, storm-water management, and emergency stations are included.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

The completion of this project is consistent with planning developed by the Department of Residential Life and Housing and approved by the Indiana University Board of Trustees. Once completed, this additional facility would continue to foster the recruitment and retention of students while providing students with an appropriate living area and environment serving the academic mission of IUS.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The addition of this facility will meet current and future demands for on-campus housing, and it supports campus, university, and state goals regarding student retention, persistence to graduation, and course/degree completion.

The IUS campus is at a critical juncture. Fall occupancy rates for the first three years were 95 percent in 2008; 98 percent in 2009; and 100 percent in 2010, and it is currently at 100 percent occupancy for the Fall 2011 semester. A sixth facility/lodge is needed to support the increased demand and need for housing.

Residential students have the opportunity to enhance their educational experience by living, connecting, and studying on campus without the numerous distractions that typically accompany off-campus housing arrangements and situations. Accordingly, this project supports campus goals regarding student retention and persistence to graduation. It also supports the Indiana Commission for Higher Education's *Reaching Higher Initiative* by (1) expanding an environment that fosters course and degree completion, and (2) strengthening existing relationships with Ivy Tech and Purdue (students from these two institutions are eligible to live in the facilities/lodges).

ALTERNATIVES CONSIDERED

Indiana University has determined the project as described here is the best option to meet the required needs. Therefore, no other alternatives were considered for this project.

RELATIONSHIP TO LONG-RANGE FACILITY PLANS

This project was developed within the parameters of the campus master plan of Indiana University Southeast.

HISTORICAL SIGNIFICANCE

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

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS

This project is not physically dependent upon any other Indiana University construction project. No other projects are directly dependent upon its completion.

STAFF ANALYSIS

Currently, there are approximately 400 beds at the IUS campus located in 5 separate residence hall structures. The requested project is the final phase of the current residence hall system at IUS as approved by the IU Board of Trustees (BoT). Staff would note that during the development and approval of the current residence hall facilities at the IUS campus, the IU BoT voted to build 5 of the 6 proposed residence halls on campus in order meet student demand while not creating a surplus of capacity.

As of the fall of 2011, occupancy rates for on-campus housing at IUS is at 100%, with a waiting list of roughly 100 students. IU, PU and Ivy Tech students live in the current on-campus housing, with roughly two third of the population being in-state students and the other third from either Kentucky or other states. When on-campus housing opened in 2008, occupancy levels were at 95%. Current CHE policy allows for regional campuses to construct on-campus housing if the project meets certain criteria and the population of on-campus housing is no more than 10% of the total student body. Currently, IUS is at 5.5% of on-campus housing versus the total student body. This project would increase the proportion to 6.7% upon completion.

Regarding alternative locations for development, the IUS property is land locked by residential or industrial zoned property. Other housing options for students range from 5 to 12 miles from campus. Potential private development is being explored; however, with this project being the final phase of current on-campus housing at IUS, IU requests to complete the project and will look at potential private development in the future.

The overall facility will be very simple, consisting mostly of housing, with study space for students, lounge areas and laundry facilities. Parking will be expanded to allow for students to park near the new facility in order to ensure safety and security.

Funding for the project will be primarily from revenue bonds issued by IU; however 19% of the project cost will be covered by gift funds from a local donor. The campus will also provide 6% of the cost through campus funds.

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

PROJECT SUMMARY
REPAIR AND REHABILITATION

INSTITUTION: Indiana University CAMPUS: Southeast
 PROJECT TITLE: Residence Hall Expansion BUDGET AGENCY NO.: A-9-12-1-08
 _____ INSTITUTION'S PRIORITY: _____

PROJECT SUMMARY DESCRIPTION (ATTACHMENT A) – This project constructs a new two-story, 34,790 gross square foot (gsf) residence hall located at the south side of the existing five-building, student-housing complex on the IUS campus in New Albany. This new facility will have 87 beds consisting of double occupancy bedrooms and single occupancy, semi-suite bedrooms. The project also includes a collaborative great room, computer lab, study lounge, laundry facilities, expanded parking for 70 vehicles, site lighting, storm-water management and emergency stations.

SUMMARY OF NEED AND NET CHANGE IN CONTRIBUTION TO EDUCATIONAL SERVICES PROVIDED BY INSTITUTION (ATTACHMENT B) – The addition of this facility will meet current and future demands for on-campus housing, and it supports campus, university, and state goals regarding student retention, persistence to graduation, and course/degree completion.

SPACE DATA (ATTACHMENT C)

PROJECT SIZE: 34,790 GSF 24,346 ASF 70% ASF/GSF
 NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE: N/A ASF

TOTAL PROJECT BUDGET (ATTACHMENT D)

TOTAL ESTIMATED COST: \$5,300,000 \$/GSF \$152
 ANTICIPATED DATE OF PROJECT COMPLETION: June 2013

ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)

Auxiliary Revenue Bonds (IC 21-35-3) to be repaid by Residential Life and Housing Operating Revenues	\$4,000,000
Gift	\$1,000,000
Campus Funds	\$ 300,000
TOTAL BUDGET	<u>\$5,300,000</u>

ESTIMATED CHANGE IN ANNUAL OPERATING BUDGET AS A RESULT OF THIS PROJECT

(ATTACHMENT F)

\$473,700 (X) INCREASE () DECREASE

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

DECISION ITEM C-3: Forest Dining Hall Renovation and Expansion at Indiana University Bloomington

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *Forest Dining Hall Renovation and Expansion at Indiana University Bloomington*. Staff recommendations are noted in the staff analysis.

Background

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

The Trustees of Indiana University respectfully request authorization to proceed with the renovation and expansion of the Forest Dining Hall at IU Bloomington. Forest Dining Hall will become the main dining hall for the southeast area of on-campus housing. Additional space and updated existing space is necessary to provide these services. Estimated cost is \$22 million with funding from debt issued by IU Bloomington.

Supporting Document

Forest Dining Hall Renovation and Expansion at Indiana University Bloomington, October 14, 2011.

FOREST DINING HALL RENOVATION AND EXPANSION AT INDIANA UNIVERSITY BLOOMINGTON

Project Description and Staff Analysis

PROJECT DESCRIPTION:

This project will renovate and expand the dining hall located in Forest Quad on the IU Bloomington campus. It will transform the first floor of the center building into a food service area. The existing kitchen will be shifted to the east side of Forest Quad in order to reposition the loading dock eastward, opening up the façade overlooking Jones Avenue and the woods. This project will also provide a north/south connector through the building which links the front of Forest Quad facing Third Street to Jones Avenue and the new Third and Union Residence Hall Complex; thus, creating a more pedestrian-friendly thoroughway in that area of campus.

The expansion portion of this project will construct a new 14,000 gross square foot (gsf), 700-seat dining hall consisting of a “marketplace” with unique food venues including international cuisine, an emporium/café, a coffee house, and a new kitchen. It will serve students from Read Hall, Forest Quad, Willkie Quad, the new Third and Union Apartment Complex, and the new Third and Union Residence Hall. Installation of mechanical systems, restrooms, and a janitor room is included.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

The completion of this project is consistent with planning developed by the Department of Residential Programs and Services and approved by the Indiana University Board of Trustees. Once completed, this facility will enhance the residential initiative and foster the recruitment and retention of students while providing them with an appropriate living/dining area and environment serving the academic mission of IU Bloomington.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

In order to attract and retain students, a university must ensure that campus-living environments are of the highest quality. IU Bloomington has made a commitment to reinvigorate student life on the Bloomington campus with the development of two new residential facilities. With that commitment is a new standard for dining that will be established with this exciting project while enhancing the residential initiative already underway in this area of campus. When completed, this dining hall will serve students from these two new facilities, as well as from Read Hall, Forest Quad, and Willkie Quad. This facility will revitalize the Residential Programs and Services’ dining program by fulfilling the expectation of diverse restaurant-grade experiences that are guiding current trends in university dining facilities.

ALTERNATIVES CONSIDERED

Indiana University engaged consultants to determine the best location for this dining hall. Other options were considered; however, the university decided this one best met the needs of the program and its relationship to the students, faculty, and campus.

RELATIONSHIP TO LONG-RANGE FACILITY PLANS

This project is part of the university’s long-term master plan for the Bloomington campus.

HISTORICAL SIGNIFICANCE

Indiana University does not consider any structures affected by this project to be historically significant.

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS

Indiana University has made an extraordinary commitment to reinvigorate student life on the Bloomington campus with the development of two new residential facilities – Third and Union Apartment Complex and Third and Union Residence Hall Complex. This project will provide dining services to students in those complexes.

STAFF ANALYSIS

In May of 2011, the Commission approved the construction of two new on-campus facilities at the IU Bloomington campus. With the anticipated addition of those new on-campus housing projects and the current housing stock of Read, Willkie and Forest, the project to update, renovate and expand the dining facility in Forest Hall will allow for students living in those areas to have a full service dining hall nearby.

Currently, Read Hall provides a large dining facility to students in the southeast area of campus. IU and Residential Programs and Services (RPS) wish to move major dining services to Forest to provide a central location for students to eat versus a location more west of the area at Read. Also, Willkie, Forest and the newly approved on-campus housing do not have full dining amenities but rather small snack stores.

The overall cost of the project is \$22 million and will cover a space of nearly 67,000 gross square feet that includes both renovated space and new space. The overall cost per square foot is \$327. Financing for this project will be through revenue bonds issued by IU and RPS and will be repaid through room rates and others charges paid by on-campus students.

There has been at IU a movement to create central dining facilities for on-campus students located in and around clusters of residence halls. Currently, IU has a central dining facility at Wright that services Wright, Teter, Ashton and Eigenmann. Also the Foster-Gresham dining area services Foster, Briscoe and McNutt.

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

PROJECT SUMMARY
NEW CONSTRUCTION

INSTITUTION: Indiana University CAMPUS: Bloomington
PROJECT TITLE: Forest Dining Hall BUDGET AGENCY NO.: A-1-12-1-01
Renovation and Expansion INSTITUTION'S PRIORITY: _____

PROJECT SUMMARY DESCRIPTION (ATTACHMENT A) – This project will renovate and expand the dining hall located in Forest Quad on the Indiana University Bloomington campus. It will transform the first floor of the center building into a food service area and construct a new 14,000 gross square foot (gsf), 700-seat dining hall consisting of a “marketplace” with unique food venues.

SUMMARY OF NEED AND NET CHANGE IN CONTRIBUTION TO EDUCATIONAL SERVICES PROVIDED BY INSTITUTION (ATTACHMENT B) – Indiana University (IU) has made a commitment to reinvigorate student life on the Bloomington campus with the development of two new residential facilities. With that commitment is a new standard for dining that will be established with this exciting project while enhancing the residential initiative already underway in this area of campus. When completed, this dining hall will serve students from these two new facilities, as well as from Read Hall, Forest Quad, and Willkie Quad. This facility will revitalize the Residential Programs and Services’ dining program by fulfilling the expectation of diverse restaurant-grade experiences that are guiding current trends in university dining facilities.

SPACE DATA (ATTACHMENT C)

PROJECT SIZE: 67,188 * GSF 46,529 ** ASF 69% ASF/GSF

NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE: N/A ASF

* 14,000 gsf new plus 53,188 gsf renovation; ** 11,425 asf new plus 35,104 asf renovation

TOTAL PROJECT BUDGET (ATTACHMENT D)

TOTAL ESTIMATED COST: \$22,000,000 \$/GSF \$327

ANTICIPATED DATE OF PROJECT COMPLETION: August 2013

ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)

Auxiliary Revenue Bonds (IC 21-35-3) to be repaid by
Residential Programs and Services Operating Revenues \$22,000,000

TOTAL BUDGET \$22,000,000

ESTIMATED CHANGE IN ANNUAL OPERATING BUDGET AS A RESULT OF THIS PROJECT

(ATTACHMENT F)

\$49,996 (X) INCREASE () DECREASE

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

DECISION ITEM C-4: Center for Student Excellence and Leadership (C-SEL) 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 the following project: *Center for Student Excellence and Leadership (C-SEL) at Purdue University West Lafayette*. Staff recommendations are noted in the staff analysis.

Background

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

The Trustees of Purdue University requests authority to proceed with the construction of a new Center for Student Excellence and Leadership located on the West Lafayette campus. The center will house space that supports programs geared to help retain students and support student leadership activities. The project would be funded through a combination of endowment/gift funds (\$18 million) and Big Ten television revenues (\$12 million).

Supporting Document

Center for Student Excellence and Leadership at the Purdue University West Lafayette Campus, October 14, 2011

**CENTER FOR STUDENT LEADERSHIP AND EXCELLENCE AT THE
PURDUE UNIVERSITY WEST LAFAYETTE CAMPUS**

Project Description and Staff Analysis

DESCRIPTION OF THE PROJECT

The Center for Student Excellence and Leadership will house space supporting programs that help retain students and augment their ability to succeed at the University. It will provide interaction and flexible space for academic success programs advising and student organizations. This building symbolizes the priority out institution places on student success and will be a "beaker" for student interaction at the intersection of the academic and co-curricular campuses. Space types include student study/tutoring rooms, staff offices, meeting rooms, counseling areas, student organization office areas, student work rooms, design space, storage spaces and a student senate meeting room. The site location for this project will be on Vawter Field at the corner of Third Street and Martin Jischke Drive.

Benefits include a complement to classroom learning. Data shows that co-curricular programs enhance student success in both retention and grade point average. In addition, leadership experience

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

The Center for Student Excellence and leadership will foster academic and leadership success through enhancing the effectiveness and responsiveness of core student support functions in one centralized, collaborative environment, thereby elevating Purdue University's national and international reputation for sustaining a student-oriented culture, The Center will serve students seeking assistance in their academic and co-curricular endeavors. It will improve retention rates by engaging new students early and providing them with strong support services.

The facility will provide a physical representation of Purdue University's commitment to improving the student experience. It will provide a forum for networking and interaction between faculty, staff, and students, fostering institutional loyalty - both now and in the future as alumni and donors.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The facility will consolidate and improve the accessibility of existing academic support programs leading to their increased awareness and utilization. The Center for Student Excellence and leadership will enable synergies to be achieved through collaboration among programs that inspire student development, academic success, and leadership. The facility will provide much-needed meeting space for student organizations, class teams and study groups, research units, and supplemental instruction sessions.

ALTERNATIVES CONSIDERED

An alternative site, the corner of Third and Russell Streets, was considered on which the project would be developed in two phases with one phase on the north and the other on the south side of Third Street. The decision on the final site selection was informed by the planning committee student members' desire to have all programmed space within one facility.

RELATIONSHIP TO LONG-RANGE FACILITY PLANS

In line with Purdue's Campus Master Plan, constructing this facility at the proposed location will establish Third Street as the Student Success Corridor. The Center for Student Excellence and leadership will effectively bridge the main academic campus to residence halls, dining courts, and the Recreational Sports Center, creating program synergies as a mixed-use facility.

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS

Design and construction will be coordinated with the Vawter Field Housing project. The tangible link will:

- Enhance educational experience
- Provide opportunities for peer education
- Create 24 hour study space

Benefits of integration between facilities will:

- Transform Third Street from a through corridor to a destination
- Enhance synergies and connections
- Experiment with deliberate engagement opportunities with faculty, peers and student leaders
- Develop leaders of the world 20 years from now
- Help students find opportunities to experience what it means to be a Purdue student
- Create quality engagement opportunities inside the facilities and on the green space (Vawter Field)
- Intentionally institutionalize student engagement on campus

HISTORICAL SIGNIFICANCE

No response

STAFF ANALYSIS

The project is a key part of the overall Purdue West Lafayette plan to improve student success through the Student Success Corridor. Both Vawter Field Housing and this project are part of this long range plan to create a student focused corridor on campus. The Center for Student Excellence and Leadership (C-SEL) will be a key facility in the corridor, linking students with various academic services and student activities in one central location.

The project will bring various student organizations and groups into one main facility. Currently, many of these organizations are spread out throughout campus, making it difficult for students to access networks and resources that are available to them on campus. The new facility will allow for current space to be vacated, creating expansion opportunities within various departments and offices. This would allow for current space to be better utilized and less need to additional buildings in the near term.

The overall cost of the building is \$30 million, which will be funded with outside sources available to Purdue. Funding from Big Ten TV revenues will support 40% of the project, while 60% of the project will come from endowment earnings. Purdue is seeking outside donors to provide up to \$18 million of funds to support the operational costs and programmatic offerings at C-SEL. This would include the annual operating cost of the building, estimated at \$436,000 per year.

As noted, no existing structures or buildings will be removed from the facility inventory based on the completion of this building. However; Purdue is mindful of the need to reduce and remove high operational and maintenance cost buildings from their facility inventory, thus reducing deferred maintenance on campus.

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

Project Summary

NEW CONSTRUCTION

INSTITUTION:	<u>PURDUE UNIVERSITY</u>	CAMPUS:	<u>WEST LAFAYETTE</u>
PROJECT TITLE:	<u>Center for Student Excellence and Leadership</u>	BUDGET AGENCY NO.:	<u>B-1-12-1-04</u>
		INSTITUTION'S PRIORITY:	<u></u>

30PROJECT SUMMARY DESCRIPTION (ATTACHMENT A)

The Center for Student Excellence and Leadership will house space supporting programs that help retain students and augment their ability to succeed at the University. It will provide interaction and flexible space for academic success programs advising and student organizations. This building symbolizes the priority out institution places on student success and will be a "beaker" for student interaction at the intersection of the academic and co-curricular campuses. Space types include student study/tutoring rooms, staff offices, meeting rooms, counseling areas, student organization office areas, student work rooms, design space, storage spaces and a student senate meeting room. The site location for this project will be on Vawter Field at the corner of Third Street and Martin Jischke Drive.

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

The Center for Student Excellence and Leadership will foster academic and leadership success through enhancing the effectiveness and responsiveness of core student support functions in one centralized, collaborative environment. The facility will consolidate and improve the accessibility of existing academic support programs and co-curricular opportunities leading to their increased awareness and utilization.

SPACE DATA (ATTACHMENT C)

PROJECT SIZE:	<u>85,000</u>	GSF	<u>50,000</u>	ASF	<u>.59</u>	ASF/GSF
NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE:					<u>50,000</u>	ASF

TOTAL PROJECT BUDGET (ATTACHMENT D)

TOTAL ESTIMATED COST	<u>\$ 30,000,000</u>	\$/GSF	<u>\$ 352.94</u>
ANTICIPATED DATE OF PROJECT COMPLETION:	<u>September 2013</u>		

ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)

<u>Unrestricted Endowment Income/Gifts</u>	<u>\$</u>	<u>18,000,000</u>
<u>Big Ten Television Revenue</u>	<u>\$</u>	<u>12,000,000</u>
TOTAL BUDGET	<u>\$</u>	<u>30,000,000</u>

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

\$ 436,370 (X) INCREASE () DECREASE

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

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

DECISION ITEM C-5: Vawter Field Housing 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 the following project: *Vawter Field Housing at Purdue University West Lafayette*. Staff recommendations are noted in the staff analysis.

Background

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

The Trustees of Purdue University requests authority to proceed with the construction of a new residence hall on the West Lafayette campus. The new residence hall will provide 300 beds and include various amenities for students living in the new residence hall. The project would be funded through a combination of student facilities system revenue bonds (\$30.4 million) and university department funds (\$9.5 million). This project is awaiting review by Commission staff.

Supporting Document

Vawter Field Housing at the Purdue University West Lafayette Campus, October 14, 2011

VAWTER FIELD HOUSING AT THE PURDUE UNIVERSITY WEST LAFAYETTE CAMPUS

Project Description and Staff Analysis

DESCRIPTION OF THE PROJECT

This project will construct approximately a 300-bed residence hall to support learning communities and upper-division student retention to improve academic success. This housing opportunity will provide:

- Contribution to housing mix and options
- Bed option to double loaded corridor
- Occupancy feeder
- Mid price point
- Create modern, integrated, residential space
 - o Incubator
 - o Sandbox for student engagement
 - o Intentional engagement activities
 - o Opportunities to participate in leadership activities
 - o Greater intentionality in looking at learning outcomes
 - o Rich leadership development opportunity
- Provide options for learning communities
 - o Neighborhood experiences
 - Honors groups
 - Leadership groups

It will also be an incubator for student engagement activities and offer learning community living options to enhance synergies and connections between peers, faculty and student leaders. A small restaurant serving coffee, soups, salads, sandwiches and baked goods is planned as well as a convenience store, relocating an existing University Residence retail operation. Hours of operation will be set to support the evening activities of the Center for Student Excellence and Leadership. This facility shall be designed to achieve maximum energy efficiency to the extent possible within the budget but not less than a Silver rating under the LEED rating system, or equivalent.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

Design and construction will be coordinated with the Center for Student Excellence and Leadership (C SEL). This tangible link will:

- Enhance educational experience
- Provide food opportunities for student activities at C-SEL
- Complement the 24-hour study space
- Provide additional opportunities for peer education

The benefits of integration with C-SEL will:

- Transform Third Street from a through corridor to a destination
- Enhance synergies and connections
- Experiment with deliberate engagement opportunities with faculty, peers and student leaders
- Develop leaders of the world 20 years from now
- Help students find opportunities to experience what it means to be a Purdue student

- Create quality engagement opportunities inside the facilities and on the green space (Vawter Field)
- Intentionally institutionalize student engagement on campus

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

This new residence hall creates opportunities to design living environments that complement the Center for Student Excellence and Leadership spaces designated for student leadership development and ultimately serve as an incubator for new partnerships with learning communities, service learning opportunities, globalization initiatives, and overall out-of-classroom student-faculty interaction.

ALTERNATIVES CONSIDERED

No response

RELATIONSHIP TO LONG-RANGE FACILITY PLANS

In line with Purdue's Campus Master Plan, constructing this facility adjacent to the Center for Student Excellence and Leadership at the proposed location will establish Third Street as the Student Success Corridor. The combined projects will be built to preserve the maximum amount of open, recreational space on the balance of the field. The dining and retail function of this project will support the Center for Student Excellence and Leadership and maximize the opportunities that food service provides to this new community.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

The University Residences Master Plan, presented to the Board of Trustees in October 2009, identified a lack of diversity in room types as an obstacle to the retention of upper-division students and also identified the need to upgrade existing housing in order to remain competitive with the overall student housing market. This project will create a residence hall targeted toward upper-division students, thereby creating a new on-campus community of non-beginning students who want to continue to experience the benefits of living on campus but in a setting that offers more privacy and autonomy than a traditional residence hall.

HISTORICAL SIGNIFICANCE

No response

STAFF ANALYSIS

Vawter Field Housing is part of Purdue West Lafayette's Student Success Corridor and is associated with the Center for Student Excellence and Leadership (C-SEL). The new on-campus housing will focus on upper class students and will include a mix of living space, study/tutoring/meeting space and retail space.

The overall facility is 128,400 square feet and will house 300 beds for students living on campus. Current occupancy rates for Purdue on-campus housing is approximately 97-98% on an annual basis. On average, roughly 90% of students starting at Purdue West Lafayette choose to live on-campus. However, for every 100 freshman living on campus, by their senior year only 6 still live on campus. Through Vawter Field Housing, Purdue is working to create an upper classmen housing facility that will attract students to live

on-campus and improve retention rates. Overall, the space added by Vawter will increase the capacity of on-campus housing; however, as Purdue renovates older residence halls and converts smaller rooms into larger rooms with private bathrooms, capacity will level out at current figures. Since 2006, overall capacity has decreased from 11,918 beds to 11,617 in the fall of 2011.

Over the overall space in the new housing facility, approximately 50% will be dedicated to housing, 10% to student amenities (meeting rooms, study lounges, computer labs, etc.) and retail space, and 40% to auxiliary space (utilities, circulation, electrical, mechanical, etc.) The retail space on the first floor will be owned by Purdue, but operated by a third party. All revenue associated with the retail operations will go to Purdue's housing services, which will be used to help offset housing costs to students.

Funding for the new residence hall will be primarily through revenue bonds issued by Purdue housing and some funds (24%) will be funded with cash reserves held by Purdue housing services. The cost per square foot for Vawter is \$311, which compared to other on-campus housing projects is high. However; staff will note that other on-campus housing projects had a larger allocation of space to student housing; whereas, Vawter is a mixed use facility with housing, retail space and student meeting/study/tutoring rooms that can be accessed by all students.

Other on-campus housing projects approved by the Commission:

- Ball State North Hall – Approved in October 2006. \$40M building with 600 beds at a size of 187,500 gross square feet. (\$67K per bed, \$213 per gross square foot)
- Indiana University Bloomington Ashton Complex – Approved in August of 2008. \$80M building (7 buildings) with 837 beds at a size of 411,000 gross square feet. (\$96K per bed, \$195 per gross square foot)
- Indiana University Bloomington Third Street Residence Hall – Approved May 2011. \$38M building with 450 beds at a size of 155,000 gross square feet. (\$84K per bed, \$245 per gross square foot)
- Indiana University Bloomington Third Street Apartments – Approved May 2011. \$16M building with 122 beds at a size of 84,000 gross square feet. (\$131K per bed, \$191 per gross square foot)

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

Project Summary

NEW CONSTRUCTION

INSTITUTION: PURDUE UNIVERSITY
PROJECT TITLE: Center for Student Excellence and Leadership

CAMPUS: WEST LAFAYETTE
BUDGET AGENCY NO.: B-1-12-1-04
INSTITUTION'S PRIORITY: _____

30PROJECT SUMMARY DESCRIPTION (ATTACHMENT A)

The Center for Student Excellence and Leadership will house space supporting programs that help retain students and augment their ability to succeed at the University. It will provide interaction and flexible space for academic success programs advising and student organizations. This building symbolizes the priority out institution places on student success and will be a "beaker" for student interaction at the intersection of the academic and co-curricular campuses. Space types include student study/tutoring rooms, staff offices, meeting rooms, counseling areas, student organization office areas, student work rooms, design space, storage spaces and a student senate meeting room. The site location for this project will be on Vawter Field at the corner of Third Street and Martin Jischke Drive.

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

The Center for Student Excellence and Leadership will foster academic and leadership success through enhancing the effectiveness and responsiveness of core student support functions in one centralized, collaborative environment. The facility will consolidate and improve the accessibility of existing academic support programs and co-curricular opportunities leading to their increased awareness and utilization.

SPACE DATA (ATTACHMENT C)

PROJECT SIZE: 85,000 GSF 50,000 ASF .59 ASF/GSF
NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE: 50,000 ASF

TOTAL PROJECT BUDGET (ATTACHMENT D)

TOTAL ESTIMATED COST \$ 30,000,000 **\$/GSF** \$ 352.94
ANTICIPATED DATE OF PROJECT COMPLETION: September 2013

ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)

<u>Unrestricted Endowment Income/Gifts</u>	<u>\$</u>	<u>18,000,000</u>
<u>Big Ten Television Revenue</u>	<u>\$</u>	<u>12,000,000</u>
TOTAL BUDGET	\$	<u>30,000,000</u>

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

\$ 436,370 (X) INCREASE () DECREASE

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

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

DECISION ITEM C-6: Capital Projects for Which Staff Proposes Expedited Action

Staff Recommendation

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

- Indiana University – Bloomington Campus: Franklin Hall Reading Room Renovation - \$2,500,000
- Indiana University – Bloomington Campus: M 100 Machine Room Chiller Installation - \$4,350,000
- Purdue University – West Lafayette Campus: Young Hall Floors 2, 3 and Partial Basement Renovation - \$4,500,000

Background

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

Supporting Document

Background Information on Capital Projects on Which Staff Propose Expedited Action, October 14, 2011

Background Information on Capital Projects on Which Staff Proposed Expedited Action
October 14, 2011

A-1-12-2-02 Indiana University – Bloomington Campus: Franklin Hall Reading Room Renovation
Project Cost: \$2,500,000

The Trustees of Indiana University requests authority to proceed with the renovation of the Franklin Hall Reading Room located on the IU Bloomington campus. The project will restore the Grand Reading Room to its former use, which includes academic classes, seminars, symposiums and as a large format teaching venue. Additional, the project will include state-of-the-art audio/video equipment and mechanical/lighting/data systems. The estimated cost of the project is \$2,500,000 and is funded through campus renovation funds.

A-1-12-2-09 Indiana University – Bloomington Campus: M 100 Machine Room New Chiller Installation
Project Cost: \$4,350,000

The Trustees of Indiana University request authorization to add approximately 2,500 tons of chilled water production capacity to the M100 Machine Room located in the southeast part of the Bloomington campus and connect the new capacity to the chilled water loop. The estimated cost of the project is \$4,350,000, which would be funded through campus repair and rehabilitation funds.

B-1-12-2-08 Purdue University - West Lafayette Campus: Young Hall Floors 2, 3 and Partial Basement Renovation
Project Cost: \$4,500,000

The Trustees of Purdue University requests authority to proceed with the renovation of Young Hall on the West Lafayette campus. The project will renovate areas of Young Hall, converting areas from residence hall space to office space. Restrooms and the basement areas, to include a computer/collaboration lab, will be renovated as well. The estimated cost of this project is \$4,500,000 and would be funded through Capital Reserve for Buildings funds held by the university.

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

DECISION ITEM D:

Approval to Extend Office Lease

Staff Recommendation

That the Commission authorize the Commissioner to enter into a lease extension for the current Commission offices at 101 West Ohio, Suite 550, as described in the attached lease amendment.

Background

The Commission's current lease expires April 30, 2012. In preparation of the current lease expiring, CHE staff worked with a property management consultant to identify options regarding extending the current lease at West Ohio or moving to an alternative location.

After reviewing various options with the property management consultant, CHE staff determined remaining in the current location would be the best option in terms of savings and the impact on the Commission's operating budget and overall operations. Alternative site options provided by the consultant included similar pricing structures compared to the current location; however, such move would cost CHE additional funds to relocate in the spring of 2012.

Currently, the Commission pays \$19.50 per square foot (base rent) for space occupied at West Ohio. In the lease extension agreement attached, CHE will pay \$17.00 per square foot (base rent) in the first year of the extension and up to \$18.00 per square foot (base rent) at the end of the lease agreement. The term of the agreement is 5 years and 4 months.

Supporting Document

Proposed Lease Amendment.

EIGHTH AMENDMENT TO OFFICE LEASE

THIS EIGHTH AMENDMENT TO OFFICE LEASE (this “Amendment”) made as of the ____ day of _____, 2011, by and between WEST OHIO II, LLC (“Landlord”) and INDIANA COMMISSION FOR HIGHER EDUCATION (“Tenant”).

BACKGROUND

A. Tenant is currently occupying five thousand four hundred thirty seven (5,437) rentable square feet on the fifth (5th) floor and one thousand five hundred thirty two (1,532) rentable square feet on the sixth floor of the office building commonly known as 101 West Ohio Street, Indianapolis, Indiana (collectively, the “Premises”), pursuant to that certain Office Lease dated October 21, 1987 by and between RBR Associates (“RBR”) and Tenant, as amended by that certain First Amendment dated December 20, 1991 by and between RBR and Tenant, that certain Second Amendment dated January 13, 1997 by and between Lincoln National Life Insurance Company (“Lincoln”) (successor-in-interest to RBR) and Tenant, that certain Third Amendment to Office Lease dated December 7, 2001 by and between West Ohio, LLC (“West”) (successor-in-interest to Lincoln) and Tenant, that certain Fourth Amendment to Office Lease dated July 15, 2003 by and between Landlord (successor-in-interest to West) and Tenant, that certain Fifth Amendment to Office Lease dated October 9, 2006 by and between Landlord and Tenant, that certain Sixth Amendment to Office Lease dated August 29, 2008 by and between Landlord and Tenant and that certain Seventh Amendment to Office Lease dated October 5, 2010 by and between Landlord and Tenant (collectively, the “Lease”). All undefined capitalized terms used herein shall have the meanings ascribed to such terms in the Lease.

B. Landlord and Tenant desire to amend the Lease on the terms and conditions set forth herein.

NOW, THEREFORE, for good and valuable consideration, and intending to be legally bound hereby, Landlord and Tenant hereby agree as follows:

1. **Extension of Term.** The term of the Lease is hereby extended commencing as of May 1, 2012 (the “Effective Date”) and expiring as of August 31, 2017.

2. **Minimum Rent.** As of the Effective Date, Minimum Rent for the Premises shall be payable in accordance with the terms of the Lease as follows:

Period	Annual	Monthly	Rate/RSF
05/01/12 – 04/30/13*	\$118,473.00	\$9,872.75	\$17.00
05/01/13 – 04/30/14*	\$120,215.25	\$10,017.94	\$17.25
05/01/14 – 04/30/15*	\$121,957.50	\$10,163.13	\$17.50
05/01/15 – 04/30/16*	\$123,699.75	\$10,308.31	\$17.75
05/01/16 – 08/31/17	\$125,442.00	\$10,453.50	\$18.00

* Provided that Tenant is not in default under the Lease as amended hereby (or an event has occurred which but for the passage of time or the giving of notice or both, would constitute an event of default), Tenant shall be entitled to a rent credit in the amount of \$40,362.13 (the "Rent Credit"). The Rent Credit shall be applied in the following monthly installments: \$9,872.75 for the month of May 2012; \$10,017.94 for the month of May 2013; \$10,163.13 for the month of May 2014; and \$10,308.31 for the month of May 2015.

3. **Base Amount for Operating Expenses.** As of the Effective Date, "Base Amount for Operating Expenses" for the Premises shall be equal to the amount of Operating Expenses for 2012 multiplied by Tenant's Expense Share for the Premises.

4. **Landlord Work.** Landlord shall have no obligation to perform any other work in the Premises and Tenant is leasing same in its "AS-IS" "WHERE-IS" condition.

5. **Funding Cancellation.** When the Director of the State Budget Agency makes a written determination that funds are not appropriated or otherwise available to support continuation of the Lease, the Lease shall be canceled. A determination by the Director of SBA that funds are not appropriated or otherwise available to support continuation of the Lease shall be final and conclusive.

6. **Real Estate Broker.** Tenant represents that Tenant has not dealt with any broker in connection with this Amendment other than Meridian Real Estate and West Ohio II Management Co. Inc. (collectively, the "Brokers"), and insofar as Tenant knows, no other broker negotiated this Amendment or is entitled to any commission in connection therewith. Landlord shall pay a commission to the Brokers pursuant to separate agreements with the Brokers. Tenant agrees to indemnify, defend and hold Landlord harmless from and against any claims for a commission or other compensation in connection with this Amendment, made by any broker or finder, other than the Brokers, who claims to have dealt with or communicated to Tenant in connection with this Amendment, provided that Landlord has not in fact retained such broker or finder.

7. **No Other Modifications.** Except as expressly modified by the terms and conditions of this Amendment, all other terms and conditions of the Lease shall remain unmodified and in full force and effect.

8. **Binding Effect.** This Amendment shall be binding upon, and shall inure to the benefit of, the parties hereto and their respective successors and assigns.

IN WITNESS WHEREOF, Landlord and Tenant, intending to be legally bound hereby, have executed this Amendment as of the day and year first-above written.

LANDLORD:

agent

WEST OHIO II, LLC, by its authorized

By: AMERIMAR WEST OHIO II
MANAGEMENT CO., INC.

By: _____

Name: _____

Title: _____

TENANT:

INDIANA COMMISSION FOR
HIGHER EDUCATION

By: _____

Name: _____

Title: _____

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

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

<u>Institution and Site</u>	<u>Program Title</u>	<u>Date Received</u>	<u>Status</u>
1. IU-South Bend	M.S.Ed. in Educational Leadership	10/18/10	On October agenda for action.
2. IUPU-Columbus	M.A. in Mental Health Counseling	04/27/11	On October agenda for action.
3. ISU	Ph.D. in Health Sciences	05/12/11	Under CHE review.
4. ISU	B.S. in Civil Engineering Technology	06/20/11	Under CHE review.
5. ISU	B.S. in Engineering Technology	06/20/11	On October agenda for action.
6. ISU	M.S. in Technology Management	06/20/11	Under CHE review.
7. IU-South Bend	M.A. in Teaching/Elementary Education	06/29/11	Under CHE review.
8. IU-Kokomo	Bachelor of Fine Arts	06/29/11	On October agenda for action.
9. Purdue-Calumet	M.S. in Modeling, Simulation, and Visualization	7/13/2011	Under CHE review.
10. Purdue @ IUPUI	B.S. in Neuroscience	7/13/2011	Under CHE review.
11. ITCCI-Ft. Wayne, Terre Haute, Evansville, Sellersburg, Bloomington, and Statewide Via Distance Education Technology Columbus	T.C., A.A.S. in Information Security Cert. in Data Security; Cert. in Network Security T.C. (on campus), A.A.S. (via Dist. Ed. Tech.) in Information Security	7/18/2011	On October agenda for action.

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

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

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

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

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

I. REPAIR AND REHABILITATION

A-1-12-2-06 *Indiana University – Bloomington*
Telecommunications Ductbank Installation
Project Cost: \$1,235,000

The Trustees of Indiana University requests authority to proceed with the installation of a new telecommunications ductbank at the IU Bloomington campus. The installation of the ductbanks is in preparation for the installment of an enhanced call-phone signal system known as distributed antenna system (DAS). The project will provide for redundant fiber pathways and accommodate additional fiber optic cable between facilities. The estimated cost of the project is \$1,235,000 and is funded through University Information Technology funds.

A-1-12-2-07 *Indiana University – Bloomington*
Well Library, Second Floor East Renovation
Project Cost: \$1,250,000

The Trustees of Indiana University requests authority to proceed with the renovation of the Wells Library, second floor east tower. The project will replace space known as the Teaching and Learning Technology Center with the Center for Innovative Teaching and Learning. The new area will provide expanded services to students and faculty. The estimated cost of the project is \$1,250,000 and is funded through campus repair and

rehabilitation funds, University Information Technology funds and University Library funds.

A-2-12-2-05 *Indiana University – Purdue University - Indianapolis
Cavanaugh Hall Classroom 008 Renovation
Project Cost: \$1,400,000*

The Trustees of Indiana University requests authority to proceed with the renovation of Classroom 008 in Cavanaugh Hall at the IUPUI campus. The project would convert approximately 5,300 GSF of underutilized space into classrooms and student gather spaces. Items include a writing center, printing area, lecture style classroom and other renovations. The estimated cost of the project is \$1,400,000 and is funded through campus renovation funds.

B-1-12-2-07 *Purdue University West Lafayette
Harrison Residence Hall Bathroom Renovation Phase I
Project Cost: \$1,800,000*

The Trustees of Purdue University requests authority to proceed with the renovation of an existing residence hall on the West Lafayette campus. The project calls for the renovation and reconfiguration of bathrooms on floors 5 through 8 in Harrison Residence Hall to allow for greater privacy, updating appearance and improved marketability. The estimated cost of the project is \$1,800,000 and is funded through departmental funds.

B-1-12-2-09 *Purdue University West Lafayette
Lynn Hall Rooms 1214 & 1222 Classroom Lab Renovations
Project Cost: \$1,850,000*

The Trustees of Purdue University requests authority to proceed with the renovation of rooms 1214 and 1222 in Lynn Hall on the PU West Lafayette campus. The renovation includes lab space used for teaching microbiology, pathology and parasitology to veterinary students and will provide for a modern lab environment. Such renovations will make accommodations for the use of digital images in teaching, facilitate group learning and improve ventilation and climate control. The estimated cost of the project is \$1,850,000 and will be funded through repair and rehabilitation bond funds authorized by the General Assembly.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.

COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

INFORMATION ITEM C: Capital Improvement Projects Awaiting Action

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

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

I. NEW CONSTRUCTION

A-7-09-1-09 Indiana University Northwest
Tamarack Hall Replacement and Ivy Tech Community College – Northwest
Project Cost: \$45,000,000

The Trustees of Indiana University request authorization to replace Tamarack Hall with a new 106,065 assignable square foot facility in a unique building plan incorporating programs from Tamarack Hall at Indiana University Northwest and Ivy Tech Community College – Northwest under one structure. The expected cost of the project is \$45,000,000 and would be funded from 2009 General Assembly bonding authority. This project is pending review from the Commission for Higher Education.

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 requests authority to proceed with the new construction of the Education and Technology Building on the Indiana University Southeast campus. The new building would be a 90,500 GSF facility and provide expanded space for the IU School of Education and Purdue University College of Technology. The project would be funded

through state fee replacement appropriations. This project is awaiting a letter from the Budget Agency requesting review.

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.

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 seeks authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning of the project is \$2,400,000 and would be funded from 2007 General Assembly bonding authority. This project 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 seeks authorization to proceed with planning of the project Student Services and Activities Complex. The expected cost of the planning of the project is \$1,000,000 and would be funded from 2007 General Assembly bonding authority. This project 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: \$20,350,000

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 \$20,350,000 and would be funded from 2009 General Assembly (\$20,000,000) and 2007 General Assembly (\$350,000) bonding authority. This project is pending review from the Commission for Higher Education.

II. REPAIR AND REHABILITATION

III. LEASES

None.