



REACHING HIGHER, ACHIEVING MORE



# AGENDA

## MATERIALS

September 11, 2014



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INDIANA *for* COMMISSION  
HIGHER EDUCATION



COMPLETION



PRODUCTIVITY



QUALITY



# SEPTEMBER COMMISSION MEETING AGENDA

Wednesday, September 11, 2014

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## STUDENT SUCCESS & COMPLETION COMMITTEE MEETING

2:00 P.M. – 3:00 P.M.

Indiana University

*Indiana Memorial Union*

Oak Room

900 East 7th Street

Bloomington, IN 47405

## INSTITUTION-LED SESSION | CAMPUS TOUR

4:00 P.M. – 5:45 P.M.

Indiana University

*Depart from Indiana Memorial Union*

Walking Tour of Old Crescent

Academic Classrooms

## RECEPTION

6:00 P.M. – 7:00 P.M.

Indiana University

*Indiana Memorial Union*

Solarium

## DINNER

7:00 P.M. – 9:00 P.M.

Indiana University

*Indiana Memorial Union*

Solarium

## HOTEL ACCOMMODATIONS

Indiana University

*Biddle Hotel and Conference Center*

*Indiana Memorial Union*

900 East 7th Street

Bloomington, IN 47405

ALL TIMES LISTED ARE IN EASTERN TIME

**Thursday, September 11, 2014**

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**COMMISSION MEETING LOCATION**

Indiana University  
*Indiana Memorial Union*  
900 East 7th Street  
Bloomington, IN 47405

**COMMISSION MEMBER BREAKFAST**

8:00 A.M. – 9:00 A.M.  
State Room East

***Breakfast Guests***

President Michael McRobbie  
Jeff Linder

**STAFF BREAKFAST**

8:00 – 8:45 A.M.  
State Room West

**WORKING SESSION**

9:00 A.M. – 11:30 A.M.  
Frangipani Room

**CALL IN INFORMATION:**

(605) 475-4700

**PARTICIPANT PIN:** 230295#

**WiFi INFORMATION:**

att wifi

**WORKING SESSION TOPICS**

- Campus Sexual Assault
- Inter-State Reciprocity Update
- Marian University Primary Care Scholarship
- CACG Funding 2014-15
- GPS Convening October 27
- Annual Data Reports Schedule
- Update on Awards Processing
- Committee Report Outs

ALL TIMES LISTED ARE IN EASTERN TIME

**COMMISSION MEMBER LUNCH**

11:45 A.M. – 1:00 P.M.

Federal Room

***Lunch Guests***

John Applegate

Jeff Linder

**STAFF LUNCH**

11:45 A.M. – 1:00 P.M.

State Room East

**COMMISSION MEETING**

1:00 P.M. – 3:00 P.M.

Frangipani Room

**CALL IN INFORMATION:**

(605) 475-4700

**PARTICIPANT PIN: 230295#**

**WiFi INFORMATION:**

att wifi

**STUDENT COMPLETION COUNCIL MEETING**

3:30 P.M. – 4:30 P.M.

Frangipani Room

**I. Call to Order – 1:00 P.M. (*Eastern time*)**  
**Roll Call of Members and Determination of Quorum**  
**Chair’s Remarks**  
**Commissioner’s Report**  
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**V. Old Business  
New Business**

**VI. Adjournment**

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The next meeting of the Commission will be on **October 9, 2014, in West Lafayette, Indiana.**

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, August 14, 2014**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ball State University, 2800 West Bethel Avenue, Muncie, IN 47304, with Chair Jud Fisher presiding at the beginning, then passing the gavel onto Mr. Dennis Bland.

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

*Members Present:* Gerry Bepko, Dennis Bland, Sarah Correll, Jon Costas, Susana Duarte De Suarez, Jud Fisher, Lisa Hershman, John Popp, and Caren Whitehouse.

*Members Absent:* Allan Hubbard, Chris Murphy, Dan Peterson.

**CHAIR'S REPORT**

Mr. Fisher invited President Raul Ferguson, Ball State University (BSU) to give welcoming remarks. Dr. Ferguson welcomed members of the Commission to the campus.

On behalf of the Commission, Mr. Fisher thanked President Ferguson and campus leadership for the guided tour of the BSU campus yesterday; for hosting a reception at the David Owsley Museum of Art last night, and for hosting the meeting today.

Mr. Fisher introduced a new Commission member, Ms. Lisa Hershman and invited her to talk about her and her company. Ms. Hershman said that she represents the Fourth Congressional District; she is the CEO of the DeNovo Group, a global consulting, training, and research firm focused on leadership and innovation through process management and redesign. Ms. Hershman said she is excited to be on the Commission.

Next, Mr. Fisher introduced Ms. Sarah Correll, the new Student Member on the Commission, and invited her to talk about herself. Ms. Correll said that she grew up in Miami County, north of Peru, Indiana, has a strong background in career technical education, and was involved with agricultural education. This year Ms. Correll will be a junior at Purdue University, double majoring at Agricultural Education and Agricultural Economics. Upon her graduation, she is looking forward to returning to Miami County.

Mr. Fisher mentioned that Mr. Mike Smith, former Commission Member, left the Commission to serve on Board of DePauw University. Mr. Fisher invited Mayor Costas to read a resolution for Mike Smith.

**R-14-05.1**      **WHEREAS**, Michael Smith served with distinction on the Indiana Commission for Higher Education since his appointment in July 2006 and reappointment in July 2010 to represent the Fifth Congressional District; and

**WHEREAS**, he always approached challenges facing higher education from a statewide perspective, with attention to how Indiana's system of higher education served the needs of students; and

**WHEREAS**, Mike generously devoted his time and talent to the Commission, taking an active interest in all aspects of the Commission activity and serving as Vice Chair of the Commission from 2008-2009 and as Chair from 2009-2011; and

**WHEREAS**, he has been a dedicated member of the Budget and Productivity Committee since that Committee was created in 2011, and served as Chair of the Committee since 2013; and

**WHEREAS**, Mike played a key role in the development of four biennial budget recommendations, most recently during crucial discussions of performance funding as part of the Commission's 2013-2015 Biennial Budget recommendation; and

**WHEREAS**, he has consistently advocated for a transparent, comprehensive understanding of university finances; and

**WHEREAS**, Mike helped shape the Commission's strategic vision, as expressed in *Reaching Higher* and *Reaching Higher, Achieving More*; and

**WHEREAS**, his passion for this work is reflected in his contributions to multiple organizations and causes that promote opportunity and excellence;

**NOW THEREFORE BE IT RESOLVED**, that the Indiana Commission for Higher Education expresses its deep appreciation to Michael Smith for his eight years of service to the State on behalf of Indiana Higher Education and wishes him every success as he continues his commitment to higher education as a member of the DePauw University Board of Trustees (Motion – Bepko, second – Duarte De Suarez, unanimously approved).

Commissioner Lubbers said that on Wednesday, November 12<sup>th</sup>, evening prior to the Commission meeting, the Commission is planning to have a reception honoring Mike Smith, and details will be announced later.

Mr. Fisher said that before his duties as a Chair are over, he would like to talk about what it meant to be a Chair, to talk more broadly about education in general, what he had learned as the Chair of the Commission, and what he was able to bring back to his role at Ball Brothers Foundation.

Mr. Fisher said that the last year has driven home the fact that this is the unprecedented time of reflecting and guarding every aspect of education. The things he is exposed to through the institutions in the state solidify the fact that it is important to tie many traditional and new methods of education together. Mr. Fisher pointed out that people talk about change, when a lot of efforts that need to be focused on are simply to bridge the continuum of life-long education together more smoothly.

Mr. Fisher said that many educational programs are far simpler than expected, yet extremely effective. We *as a society* need to prepare children to be ready for kindergarten, so they can read by the third grade, and then they are prepared to learn. *Then* it is imperative to prepare children to strive for career pathways through higher education and other options.

Mr. Fisher spoke about some educational programs from his backyard in this community, such as the Muncie B-5 program, MP3, Project Leadership (ICE League), TeenWorks, ASAP, Virginia Ball Center (Circus in Winter), Honors College, the David Owsley Museum of Art, Immersive Learning Fund (seed program for faculty). Mr. Fisher briefly described each of these programs.

The aforementioned items, continued Mr. Fisher, are sometimes bold new ways to assist students in completing their education. Some are just common sense applications that are often overlooked in the *frenzied tumult of a million ideas competing against each other*.

Mr. Fisher wanted to say three things to make sure the Commission does not go off the deep end: 1) Don't change things just for the sake of changing things; 2) Continue to try to take items that work and try to apply them regardless of the credit; and 3) Evolve when necessary.

Mr. Fisher said that Commissioner Lubbers and staff made this past year extremely fulfilling and really easy due to their professionalism. He said he commends this agency for not being bureaucratic and



working with institutions in the name of student success. Mr. Fisher thanked Teresa, her staff, his fellow Commission members and former Governor Daniels for allowing him the pleasure to play a part in the State's education mission.

Mr. Fisher noted that his grandfather, John Fisher, never served on the Commission, but he assisted in its creation. It has been an honor to fill the Chair's position, and continues to be an honor to serve as a member of the CHE in the name of enlightenment, assess of skills and knowledge in the state and beyond.

Mr. Fisher proposed the Officer Slate for 2014-2015 to the Commission. This slate was created by the nominating committee consisting of one member per class. The slate includes: Mr. Dennis Bland, Chair; Mr. Dan Peterson, Vice Chair; and Ms. Susana Duarte De Suarez, Secretary.

**R-14-05.2        RESOLVED:** That the Commission for Higher Education approves the Officer Slate for 2014-2015 (Motion – Whitehouse, second – Costas, unanimously approved).

Mr. Fisher congratulated the new officers and passed the gavel to the new Chair, Mr. Dennis Bland.

Mr. Bland said he wanted to acknowledge this profound honor. First of all, he acknowledged and recognized Mr. Fisher for his quiet, excellent and exceptional leadership.

There are fourteen members that represent the Commission for Higher Education, continued Mr. Bland, and it is set in such a way that they provide different perspectives, backgrounds, and experiences. Mr. Bland wanted to share his background, experience and perspective, with the hope that will bring some contribution to the important public service that the Commission members provide.

Mr. Bland said that he is the son of share croppers. His parents lived on property that they didn't own. He was born in Pittsburgh near Mississippi, and by the time he was in the sixth grade, he had obtained more formal education than both his parents combined. Expression "first-generation student" means a lot to him, because he represents the first generation in his family who didn't work in the cotton field, and the first generation who was not precluded from obtaining an education because of the race. Mr. Bland said that he was the youngest of eight children. His mother passed due to cancer when he was five, and at the time, the oldest child was 13; and his father raised these children. It is from this perspective, said Mr. Bland, that he has the greatest sense of humility; and the greatest honor has been bestowed on him, as well as on his father and mother.

Mr. Bland said that he is here for one reason: to try to make a contribution, as everyone else has contributed to the advancement of the education in the State. He wanted to underline three main things:

1) He would like to give due credit to the individuals who have led before him by continuing this pursuit of our exceptional strategic plan of *Reaching Higher, Achieving More*; and he wants to make sure the Commission will continue with this plan. Mr. Bland noted that it is important to go back to see how well the Commission is doing and what can be done working in partnership with state colleges and universities.

2) Mr. Bland said he would like the Commission to continue its work to see the value of education in Indiana, and to continue developing the culture of education throughout the state.

3) Finally, Mr. Bland said that as a President of the Center of Leadership Development, he is often asked what keeps him up at night. Mr. Bland reminded the Commission members about Indiana University student Lauren Spierer. This accident happened in 2011, but Mr. Bland said he keeps thinking about it. He added that in his opinion, it would be important for the Commission to make a statement or a resolution that would discuss these issues on campus, as the Commission is trying to push college success and completion. Mr. Bland also mentioned his concern for the issue of date rape and rape on our campuses. Mr. Bland said it is important from the leadership perspective to say that the Commission cares and stands in partnership with colleges and universities as they address these important issues.

In conclusion, Mr. Bland said that he is humble to serve and wants to do everything he can to help the State.

Mr. Bland invited Commissioner Lubbers to give her report.

## COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, began her report by thanking Mr. Fisher for providing great leadership. She agreed with Mr. Bland's comments about Jud's quiet and effective leadership, and added that the staff is very grateful for the kind of volunteer leadership from every member of the Commission. Commissioner Lubbers expressed profound gratitude to all Commission members, and assured them that the staff never takes their work for granted.

Commissioner Lubbers thanked President Ferguson and staff for hosting the Commission. She said that the Commission members and staff especially appreciated hearing the success stories from former Ball State students.

Commissioner Lubbers said that the "lazy days" of summer have been anything but that for the Commission, as it is trying to move to address the significant issues in the state. Commissioner Lubbers said she would highlight a few of the Commission's efforts, including an update on some ongoing projects and an overview of some new initiatives. Commissioner Lubbers reminded the Commission members that Indiana was one of three states selected to receive a Guided Pathways of Success grant from Complete College America (CCA) and Lumina. Consultants have conducted a progress and needs assessment with each of the participating campuses, identifying common challenges and unique needs. In October, the Commission will host the first of three statewide planning meetings to craft their GPS implementation plan. Future meetings will focus on transfer pathways and math pathways.

Speaking of math pathways, continued Commissioner Lubbers, it is known that this is one of the reasons the students do not persist in college. Commissioner Lubbers said she is pleased to announce that Indiana has been selected for another CCA opportunity to develop a statewide approach to math that is properly aligned to degree programs. Ivy Tech is looking at the new math pathways; K-12 is doing this, as well, insuring academic rigor, but making sure that it is possible to redefine math, so that it is not a stumbling block or permanent barrier to college completion.

Commissioner Lubbers mentioned that she had the opportunity to testify before the U.S. Senate Committee on Health, Education, Labor and Pensions on July 24<sup>th</sup>. Deliberations are underway – and have been for quite a while – on the Higher Education Reauthorization Act, and the Commission was asked to share its perspective and recommendations. This meeting was designed to talk about the State's role in higher education. In particular, noted Commissioner Lubbers, she provided testimony on what the Commission is doing in Indiana to increase student success, including the performance funding formula, degree maps, credit creep legislation, the Commission's "15 to Finish" campaign and student financial aid reform. Commissioner Lubbers said that she recommended efforts to expand the IPEDS (Integrated Postsecondary Education Data System) to include reporting beyond first-time, full-time students. Other recommendations included the federal government providing "truth in lending" for student loans and changes to federal financial aid by defining full time as 15 rather than 12 credits a semester; paying for completed rather than attempted course; and funding summer Pell, so that summer could be used to either catch up or get ahead.

Commissioner Lubbers added that during her testimony she also highlighted IU's initiative to reduce borrowing by telling students annually before they take out loans for the next year what their monthly payments would be after graduation. Borrowing under the federal Stafford loan program dropped 11 percent, or \$31 million, in a nine-month period with this common-sense effort.

Earlier this week, continued Commissioner Lubbers, the Commission announced that nearly 2500 21<sup>st</sup> Century Scholars at IUPUI, Ivy Tech and Indiana State University will be connected with a trained coach, thanks to a \$2.4 million grant from USA funds. This new state initiative, Inside Track, is designed to increase graduation rates by up to 15 percent.

Commissioner Lubbers said that a complementary effort was announced by the newly created IU Office of Completion and Student Success, focused on providing advanced training and data resources; improving student progress monitoring and reporting; and developing and implementing new technologies that support student completion, including enhanced system-wide software platforms that use alerts and degree mapping to provide real-time feedback on students' academic performance. This initiative targets top priorities of increasing degree completion rates, reducing time to degree completion and reducing student debt – recognizable goals outlined in *Reaching Higher, Achieving More*.

Finally, Commissioner Lubbers wanted to highlight an announcement made by Purdue earlier this week. Students in their Brian Lamb School of Communications will have the option to earn their bachelor's degree in three years. The savings is estimated at \$9,290 per student, roughly the cost of one year of in-state tuition. President Daniels announced a competitive process and an accompanying **\$500,000** prize, and this money will be used to track student progress, build a support network and market the program. Great ideas are coming from every institution – all designed to increase student success and affordability.

Mr. Bland acknowledged an outstanding work of the Commission's staff.

## **CONSIDERATION OF THE MINUTES OF THE JUNE, 2014 COMMISSION MEETING**

**R-14-05.3 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the August, 2014 regular meeting (Motion – Costas, second – Fisher, unanimously approved)

## **II. DISCUSSION ITEM: The Public Square**

### **A. Financial Barriers to Completion**

In his introductory comments, Mr. Bland reminded the Commission members that at its May meeting the Commission began a conversation about “overcoming hurdles to completion.” The Commission continues this discussion with a Public Square focused on Financial Barriers to Completion.

Mr. Bland introduced four panelists joining the Commission meeting: Dr. John Laws, Vice Chancellor for Student Affairs, Ivy Tech Community College Lafayette; Mr. Paul McGuinness, Vice Chancellor for Enrollment Management and Student Services and Dr. Karen Schmid, Vice Chancellor for Academic Affairs, both from Purdue North Central (PNC); and Dr. Dave McFadden, new President of Manchester University. Ms. Sarah Ancel, Associate Commissioner for Policy and Legislation, was coordinating the panel discussion.

Ms. Ancel said that this session is about overcoming financial obstacles to completion. While there are clearly a lot of these, the Commission will narrow its focus to one particular challenge. Many of the efforts at the Commission is to focus on trying to boost students from “full-time” at 12 credit hours to “on-time” at 15 hours. Ms. Ancel said that the staff has spoken with advisors about the reasons students do not take 15 credits. One seems straightforward: at most institutions, taking 15 credits costs more than taking 12 credits, and financial aid does not fill in that gap. In the long run, the most cost effective degree is an on-time degree, but on a semester by semester basis, on-time costs more.

Ms. Ancel said that the public square today will focus on a variety of strategies developed to alleviate the marginal cost of the fifth course. Ms. Ancel said that first she will talk about Oklahoma, which is approaching this on a very large scale. Oklahoma decided to convert to flat-rate tuition. They converted as a student success effort, encouraging students to graduate sooner and enter the workforce earlier. This allows student to earn one or two years of additional income during their careers; save them one or two years of room, board and other college related expenses; and reduce student loan debt. Also, students who finish faster are

more likely to complete college altogether, as they are more likely to avoid obstacles that could arise before graduation.

Ms. Ancel said that when converting from rate per hour tuition to a flat-rate, it is necessary to decide what rate to choose. Oklahoma students are charged rate equal to 15 credits for 12-18 credits. Some scholarships are available to already-enrolled students to offset tuition increase (based on need). They also implement appeals process for students, whose circumstances prevent 30 credit hours of enrollment. Also, students, who take fewer than 30 credits (in fall and spring semesters), can apply the “banked” tuition they paid to summer courses; this also applies to online courses.

The implementation started in fall of 2013 in the University of Oklahoma; in the fall 2014 this system will be implemented in Oklahoma State University, University of Science and Arts of Oklahoma, and in Langston University. Ms. Ancel noted that the Commission only has one year results of this change, from University of Oklahoma, but they are impressive: 1000 more students took 15 credits; an estimated increase in graduation rate is five percent; summer enrollment expected to go up 30 percent; and 280 of 300 appeals have been granted.

Ms. Ancel finished with the quote from Dr. Dex Marble, Vice President for Academic Affairs of Oklahoma State University: “This new flat tuition structure encourages students who might be tempted to enroll in the minimum hours to obtain full-time status to take that extra class because, frankly, they are paying for it anyway.”

Ms. Ancel invited panelists from Purdue North Central (PNC) to talk about their tuition discounts.

Dr. Karen Schmid said that their presentation fits in well with what Ms. Ancel has just talked about and with the discussion this morning on the “15 to Finish” initiative. Dr. Schmid gave a brief background of PNC. She said that around 70 percent of their students are first generation; most of them are of low and moderate income and tend to be debt averse; and many students and parents believe that working many hours and taking fewer credits is the way to succeed. Dr. Schmid said that typical enrollment at PNC is for 11 credits; and it has been at this level for years. Many students dropped courses due to work and family conflicts.

Dr. Schmidt explained that at PNC they charge by credit hours. It would be preferable to have flat-rate tuition; however, charging by the credit hour is common at campuses with many non-traditional students; flat-rate tuition is not an option for them. At the same time, there are changes in the PNC student population. They see more and more traditional students, average age 24, though some of them may have obligations of the non-traditional students. Dr. Schmidt said that at PNC they have more high achieving students due to a concurrent enrollment: 36 percent of entering students have concurrent enrollment, which requires minimum HS GPA of 3.0. At the same time, they still have many non-traditional students transferring from other institutions; as well as many re-entry and adult students.

Dr. Schmid said that PNC has goals for its students: to increase credit hours taken and completed; increase timely degree completion; decrease cost of attendance and loan debt; change the culture to support 15 or more credits; make sure that changes in the tuition structure will have no adverse effect on budget; make sure all these goals are beneficial for the students, university and the State.

Dr. Schmid said that they have come up with the solution to incentivize students to enroll in 13 or more credits. This program began this fall, and it means taking ten percent rate reduction for each credit hour taken beyond 12 hours per semester. Dr. Schmid explained that PNC considered tuition incentive plans, such as partial tuition rebates from on-time completions, at other institutions. PNC believes this encourages greater enrollment intensity from the first semester on will lead to greater student focus on education.

At this point Mr. McGuinness continued presentation. He said in most ways parents act as co-dependent, holding the credit hours down. PNC looked at the statistics, starting with the fall of 2012 cohort: 29 percent came with 12 credit hours and 29 percent – with 15 credit hours. Then, continued Mr. McGuinness, PNC looked at the number of students who dropped courses: 53 percent students with 12 credit hours versus 48 percent of students with 15 credits. For the full course withdrawals, the numbers are: 18 percent of students with 12 credit hours versus six percent of students with 15 credit hours.

Mr. McGuinness spoke about the credit hours and students remaining full-time, and there was a very obvious difference here: 47 percent of students with 12 credit hours versus 78 percent of students with 15 credit hours. 76 percent of PNC students are enrolled full-time; of these full-time students in the fall of 2014 41 percent of students were taking 13 or more credits, and in the fall of 2014 this number was 54 percent.

Mr. McGuinness said that four years ago students were enrolled on average in almost 11 credit hours. In the fall of 2014 students are enrolled in average of 12.3. It may not seem like a big difference, but there is a possibility of graduating in nine semesters with 12.3 credits versus graduating in almost six years. Roughly, if a student earns 15 credit hours each semester, he will get back \$500 directly, and nearly 54 percent of PNC students who are registered for fall are taking advantage of the tuition discount and taking 13 or more credit hours. As of August 11, PNC students have saved \$102,214.53 in tuition for the fall semester alone.

Mr. McGuinness stated that there is great synergy going on is with the conjunction with “15 to Finish” initiative, the performance funding model and changes in the financial aid at the State level. PNC is doing a lot more proactive, intrusive advising, and it is going well, just as the supplemental instruction, when students can get an extra lecture per week.

Dr. Schmidt continued the presentation by expressing some concerns. One of them is a potential impact on student performance, whether more students will be dropping classes. The counselors will be working with students and monitoring the grades, as well. They will also be looking at success in subsequent courses, when students are taking more classes. Dr. Schmidt also pointed out that they understand that taking 15 credits is not appropriate for everybody, especially for non-traditional working students. Dr. Schmidt said that they are following other data to track on impact of tuition discount: retention; demographics of students taking advantage of the discount; grade point average of those enrolled in 13 or more credits versus those enrolled in 12 credits or fewer; course withdrawals, and transfer rate. Some of the next steps Dr. Schmidt spoke about include continuing to track student academic progress and achievement; marketing the tuition discount program in connection with “15 to Finish”; and considering flat tuition as an additional tool.

Mr. McGuinness added that some of the tools they are providing on their website are links to admissions and financial aid offices; communications with students and parents on regular basis; using new student orientation, advising, faculty involvement and the Bursar’s office.

In conclusion, Mr. McGuinness read a quote from PNC Chancellor Dr. James B. Dworkin: “I am encouraged to see that our PNC students are taking advantage of this tremendous opportunity. Our students realize that by completing just one additional three-hour class each semester, they will not only save a significant sum of money, but they will graduate earlier and start earning the income that comes with earning at Purdue University degree.”

In response to a question from Mr. Popp whether PNC managed not to spend any extra money on additional faculty, Dr. Schmidt said that they haven’t hired any additional faculty, but it was important that the faculty understand the benefit of this program, because many of them still believe that 12 credits is enough. Mr. McGuinness added that it is important that the student takes 15 credit hours. He confirmed that there has not been any additional cost so far.

Mayor Costas said that the culture is being created through various means, but it is great to see the results. Dr. Schmidt said that though they are seeing a lot of progress, it will take time.

Ms. Ancel invited Dr. John Laws to talk about Ivy Tech's "15 to Succeed" program.

Dr. Laws began by saying that this program was developed by him for the Ivy Tech Lafayette region only. Dr. Laws said that he started this program before he found out what the Commission was promoting that "15 to Finish" initiative, but he knew that some of the States were moving in this direction. Dr. Laws said he thought it would be a good idea to add it to our menu of opportunities that are provided to their students.

Dr. Laws explained that they came with a two phase approach: general awareness about having publicity on campus through different ways in the first phase, and selection and invitation to participate in the second phase.

The second phase started last December for enrollment for spring semester. At first, explained Dr. Laws, he looked at currently enrolled degree seeking students; those who were enrolled in exactly 12 hours; had completed 30 credit hours or more; had GPA 3.0 or higher, and have not previously been offered this program.

Dr. Laws said he identified 102 students by the above criteria and invited them to participate. 32 of these expressed interest, and 31 participated. He said that the initial invitation explained that this is a good opportunity, and if they agree to take an additional course, he will pay the tuition and fees, but the students will have to pay for the books and some additional expenses. Approximate cost paid by the college out of discretionary fund was \$9,500. It was not a discount for tuition, but foundation money that Dr. Laws was able to use for these students.

Dr. Laws showed a slide with the results. Over all, out of 31 students enrolled 27 completed this semester. The program continues in Lafayette; it is being reviewed by other regions in college. So far, 94 additional students in Lafayette have been invited to participate for fall 2014. Registration continues until August 25.

In conclusion, Dr. Laws said that giving an opportunity that might be available for students can drive success for the State goals, as well as to help students to be successful. Even though Ivy Tech serves a lot of part-time students, there are students who have time and resources to attend full-time, and they could be made aware that full-time means not 12, but 15 hours.

Ms. Ancel invited Dr. McFadden to speak about the efforts at Manchester University.

Dr. McFadden said that even though he has been a President for six weeks, he has been with the University for 21 years. He said that he has been working with the idea of on-time completion for his entire career. At first, the idea of the block tuition versus credit hour tuition reminded him of "a college cafeteria line", where students used to pay separately for every item they took. Now at Manchester they have a "buffet"; it is "all you could eat", and they try to teach students to make good choices.

Dr. McFadden explained that at Manchester University they have had block tuition since the 30s. With current block tuition structure students can take 12 to 16 credit hours. The University has "Three–One–Three Calendar" with three courses in the fall, one course in January, and three courses in spring. A student who enrolls full-time in fall using block tuition can take 12 hours in fall plus three or four in January for free; or if the student goes full-time in spring, he can take free classes in January, as well. Some students, who take 18 credit hours and have some dual credits, could finish in three years.

Dr. McFadden said that this system gives families, especially those of first year students, better understanding what their tuition is going to be. Having a clear tuition rate helps

eliminate one of the biggest hurdles for students: not knowing what their tuition will cost. Full-time students could add or drop a class, and this will not change their bill. That is very important, but even more important academically is those students having much more flexibility. They make academic choices for academic reasons, rather than for budgetary reasons. Students can take extra classes and double- or triple-major at no extra cost; they can change their major and take extra classes they need to complete on-time. Dr. McFadden said they found that the advantages of this program apply both to strong and weaker students. Stronger students are able to accelerate to their graduation or enhance their curriculum; weaker students are able to mix lighter and heavier load based on their readiness for those semesters, and they all are able to finish at the same time.

Speaking of creating a culture of education, continued Dr. McFadden, with block tuition, students assume that they are going to be full-time. A full-time student is on path to graduate in four years, and this is on-time completion. In Manchester on average 79 percent of graduates finish their degree in four years. At IU the number is 73 percent, at Purdue and Ball State, 67 percent graduate in four years. This metric can be used to talk about progress of four year completion. Manchester is deeply invested in its students' success; by using block tuition it has invested in a number of things to help many of our students to finish on-time.

Dr. McFadden said that almost a decade ago they have introduced a program called “Triple Guarantee.” It guarantees that every full-time student will receive financial aid from Manchester; that they can graduate in four years as full-time students, and if they don't, the University will give them free tuition for credits they need to graduate; and that they will be in a job or in a graduate school within six months of graduating, and if not, they can return tuition-free for the fifth year to make themselves more marketable.

Every student takes advantage of financial aid; very few students came back to because they needed more time to finish or become more marketable. This is a part of their culture of success, and at Manchester the students have a guarantee that they will succeed. Dr. McFadden added that in 2008 they started a program called “Fast Forward,” which allows students at any major in Manchester to finish in three years at a regular load plus two summers, or if they take additional load they can finish in three years plus one summer. They get into the job market sooner, and it could save them around \$40 or \$50 thousand in tuition.

Mr. Fisher said Ivy Tech in Muncie has just received its first cohort of 21 students into the ASAP program. With this program students can get their Associate Degree within one year, and the completion rate with this program is ten times higher than with the rest of the programs at Ivy Tech. Mr. Fisher asked Dr. Laws' opinion on this program. Dr. Laws said that there has to be a choice to meet the needs of students with different skill sets. There are strong criteria in the ASAP program, and the students who meet these criteria are invited to participate and succeed. But this program is not for all students, just like “15 to Finish” is not for all students.

Dr. Schmidt added that at PNC there is the “One Plus Three” program, where the students are taking dual credits in one of the seven local school corporations. With this program, students could complete a year of PNC courses and come to PNC as sophomores in three majors: biology, business, or human resources. They could also complete the general education program via concurrent enrollment. The students are not paying for these programs.

Ms. Duarte De Suarez asked for an explanation of the difference between “flat-rate” and “banded” tuition. She also asked about the cultural acceptance of the flat-rate. Mr. McGuinness responded that Purdue West Lafayette has been doing flat-rate tuition for a long time. It is the same cost of attendance, whether you take 12 or 18 credit hours; however, once a student hits the threshold of credit hours, no matter how many more he takes, it's the same cost. Dr. Schmidt explained that “banded” rate refers to credits between 12 and 18; if you take 21, there is an additional charge. Ms. Ance added that typical a “banded tuition” is

going to be within a certain range, so it most often between 12 and 18. Flat-rate would be exactly the same for anything from one credit to 12.

As to cultural acceptance, Dr. Schmidt said that faculty would be in favor of flat-rate; they do not want to encourage students to take too many credits. Any institution will have to do this carefully to make it work both for the institution and for the students.

On behalf of the Commission, Mr. Bland thanked the panelists for their remarks and participation in this discussion.

### III. BUSINESS ITEMS

#### A. Resolution Encouraging Use of Banded Tuition as a Strategy for Student Success and Completion

Mr. Bland said that as the panelists have clearly articulated the importance of removing financial barriers to completion, the Commission now has an opportunity to adopt a resolution to encourage Indiana public institutions to use banded tuition as a strategy for student success and completion.

- R-14-05.4**            **WHEREAS**, only three in ten Hoosiers finish a 4-year degree on time and only one in ten finishes a 2-year degree on time;
- WHEREAS**, an additional year of college costs an estimated \$50,000 or more in tuition, lost wages and related costs;
- WHEREAS**, state financial aid changes make it critical that students complete 30 credits each academic year to continue receiving the maximum state funding;
- WHEREAS**, long-term costs of extended time to degree are not always apparent to students but short-term tuition charges are;
- WHEREAS**, tuition charged by the credit hour creates financial disincentives for students to take more courses in a particular semester;
- WHEREAS**, some students elect to take 12 credits instead of 15 when they are charged additional tuition for the fifth course despite the long-term costs;
- WHEREAS**, seven in ten students at Indiana public institutions that charge banded tuition take 15 credits in a semester compared to two in ten at institutions that charge by the credit hour;
- WHEREAS**, experience in Indiana and in other states suggests that converting to banded tuition is a promising strategy for increasing student success and on-time completion;

#### **NOW THEREFORE BE IT RESOLVED:**

- I. That the Commission designates banded tuition as a critical component of Indiana’s on-time completion agenda.
- II. The Commission encourages Indiana’s public institutions that currently charge tuition by the credit hour to consider a banded tuition structure.
- II. The Commission urges institutions that convert to banded tuition to select a tuition rate that does not unnecessarily raise tuition for students currently taking 12 credits (Motion – Bepko, second – Duarte De Suarez, unanimously approved)



## **B. Indiana Chamber of Commerce Employer Survey Results**

Mr. Bland said that as the Commission continues to have discussions about alignment between higher education and the labor market, it has the opportunity to hear about the Indiana Chamber of Commerce Employer Survey. Mr. Bland invited Ms. Amy Marsh, Director of College and Career Readiness Initiatives for the Indiana Chamber of Commerce, to present these results.

Ms. Marsh presented this item.

Commissioner Lubbers said that both she and Ms. Marsh attended the meeting at the Chamber yesterday, to look at the topic of work-based education and how, throughout college, students have an opportunity to be in an employment situation. Commissioner Lubbers said that in her opinion, it is a much better environment than it used to be; but there are still differences in approaches.

Commissioner Lubbers mentioned several studies that have come out recently, talking about higher education institutions' belief that they are preparing people for the job market, and employers' insistence that they are getting people not prepared for the job market. Commissioner Lubbers said that in her opinion, the survey indicates that while employers want people to come in with certain skills sets, overwhelming majority of them have not been involved in high schools very much. Some employers say that high school or college graduates come to the workforce not prepared for the career and learn while they are at the job.

Commissioner Lubbers said that the lesson for both parties, the employers and the institutions is how to communicate better; to understand what the needs of the workforce are, and to have our students experience real life work-based experience before they either go to their senior year in college and realize that they have the wrong major, or before they realize that they are not prepared for a job that they really want. USA Funds is interested in funding some work around this area and especially making Indiana an example of work-based education and what that might mean.

Ms. Marsh said that a really encouraging part for her is that this is happening today in so many different conversations through the Career Council; this idea of better connecting, working and learning new systems was reflected through the strategic plan.

In response to Mr. Bland's request to summarize some areas that seem to be most important for her and could be informative for the Commission, Ms. Marsh said that it was the headline that 39 percent of employers left the job unfilled. The same employers expand the workforce, which means additional jobs to fill, and these are middle- and high-skilled jobs. The question is how to find the right match for students to find these jobs, and how to make sure they have opportunity to be successful once they are at these jobs. This success would be defined from the employer side as having those soft skills.

Ms. Duarte De Suarez asked whether Ms. Marsh found in her research and survey whether there were any questions or any information given regarding continuing education or augmented skill education within the modern workforce. Ms. Marsh responded that they did ask about tuition reimbursement policies and opportunities with employers, and when they shared this with Chamber members, they heard that the employers would pay for the continuing education experiences, would offer various tuition reimbursement policies, because the employees need that.

Ms. Duarte De Suarez said that in her company they need to offer almost custom made training of some basic skills, which their employees should have had, but do not. Ms. Marsh said that some employers spent \$3.6 million on such training.

Dr. Bepko asked whether this survey shows what percentage of employees or applicants would have likely been college graduates. Ms. March responded that 30 percent of respondents left jobs in high-skills areas, so it is not all on Bachelor's level. Dr. Bepko pointed out that if an employee does not have communications skills and problem solving skills while he is in college, this creates a significant problem for institutions, and it is something that the institutions should be informed about. Ms. Marsh

said that she will try to find those respondents who said they were missing these skills at their jobs, and see how they responded to these specific questions. She said she will share this data with the CHE.

Mr. Bland thanked Ms. Marsh for her presentation.

### C. Academic Degree Programs for Expedited Action

**R-14-05.5**            **RESOLVED:** That the Commission for Higher Education approves by consent the following degree program, in accordance with the background information provided in this agenda item:

- Bachelor of Art in Sustainability to be offered by Indiana University South Bend (Motion – Costas, second – Bepko, one against, approved by the majority of votes)

Mr. Popp said that in reviewing this program, he noticed that the term “sustainability” generally refers to global warming caused by fossil fuel, assuming that carbon is the main pollutant that is causing the global warming. Mr. Popp expressed concern that this country is in difficult position because it has not worked on developing its natural resources and is becoming energy independent.

Ms. Duarte De Suarez agreed with Mr. Popp’s statement, but wanted to give a different definition of sustainability. She said that the way the term “sustainability” is being used and applied in corporate world is based on the behavior of corporation within the community in which it does business. Part of it includes its mission, its carbon footprint and many other definitions that may or may not be applicable. The company subscribes to the sustainability index that tracks the behavior of corporations in sustainability practices. So, the term “sustainability” has expanded to include much more appropriate behavior than just environmental performance, and that’s just one portion of it.

Mr. Popp insisted that it is clear that carbon footprint is probably a very prominent part of this. He said that he supports preserving the natural resources, but at some point it is necessary to decide whether or not this country is going to become energy independent.

Dr. Bepko pointed out that this is not directed at any kind of social or political movement; it is directed as a practical issue for businesses, for communities to obey the laws, and also to be inventive in creating access to sources of energy. Sustainability is a neutral word; there are lots of people in the area where the Indiana University is located, who would like to have someone help them navigate their businesses with the emerging regulations.

### D. Academic Degree Programs for Full Discussion

**R-14-05.6**            **RESOLVED:** That the Commission for Higher Education approves the Doctor of Occupational Therapy to be offered by Indiana University at Indiana University – Purdue University Indianapolis in accordance with the background discussion in this agenda item and the Program Description (Motion – Bepko, second – Whitehouse, unanimously approved).

Mr. Bland invited Ms. Margie Ferguson, Assistant Vice President for Statewide Academic Relations, Indiana University, to present this item.

Ms. Ferguson presented this program.

In response to Mr. Popp’s question whether there is more work at present with returning veterans, Dr. Jeffrey Crabtree, Associate Professor, Department of Occupational Therapy, School of Health and Rehabilitation Sciences, Indiana University, said that as more and more veterans are returning from wars, many of them have serious diseases, post-traumatic stress syndrome, and lots of other problems due to their experiences. There is much better understanding now of the neuro system. Throughout

the life cycle the neuro system is able to change, so this opens up a lot of opportunities for health care professionals to provide services that were not available or not understood in the past. An occupational therapist works with people in terms of their daily activities, to be able to dress, groom, etc., and to be able to seek work and to work. The changes in health care are creating more opportunities for occupational therapist, and this is one of the reasons why this post-professional degree is needed. This will encourage occupational therapist to require strong leadership skills and some new technics.

Ms. Whitehouse made a positive comment speaking from personal experience. Her husband had an accident a year ago, and it truly was the occupational therapist helping with his daily activities that enhanced his life greatly. She believes that a few years ago her husband might have been bed-ridden and unable to do many of his daily activities.

In response to Ms. Duarte De Suarez whether the purpose of the Doctorate would be more “train the trainer,” so that doctors and professors could train the students rather than go to the hospitals, Dr. Crabtree said that they would be doing both.

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

**IV. INFORMATION ITEMS**

- A. Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action
- C. Capital Improvement Projects on Which Staff Have Acted
- D. Capital Improvement Projects Awaiting Action
- E. Media Coverage

**VI. NEW BUSINESS**

There was none.

**VII. OLD BUSINESS**

There was none.

**VIII. ADJOURNMENT**

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

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Dennis Bland, Chair

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Susana Duarte De Suarez, Secretary



## **COMMISSION FOR HIGHER EDUCATION**

Thursday, September 11, 2014

### **PUBLIC SQUARE**

### **Indiana 2016 Bicentennial**

#### **Background**

“Indiana’s 2016 Bicentennial celebration aims to honor our state’s 200 years of history, but do so in a modern way that engages all 6.5 million Hoosiers and leaves a lasting legacy for future generations.” - 2014 Indiana Bicentennial Commission

As Indiana approaches its Bicentennial, The Commission will have the opportunity to hear from Perry T. Hammock, Executive Director of the Indiana Bicentennial Commission, on what Indiana colleges and universities are doing or could do to honor Indiana’s Bicentennial.

#### **Supporting Documents**

- (1) Perry T. Hammock Bio
- (2) Indiana 2016 Bicentennial Overview





Perry T. Hammock, CFRE



Perry is Executive Director of the Indiana Bicentennial Commission. In that role, he has the wonderful assignment to help shepherd the State's biggest party in two hundred years! With a dedicated group of volunteers, Indiana will 'celebrate history and ignite the future' for Hoosiers across the State and around the world.

Prior to coming to the Commission in March of 2014, he spent 32 years at Ivy Tech Community College, the bulk of that time as Executive Director of Ivy Tech Foundation, the college's fund raising arm.

He has served on statewide, national and international boards, notably eight years on the board of directors of CFRE International, the global credentialing body for fund raising professionals. He has a number of publications to his credit, including a 13-year stint writing a quarterly column for a national publication.

Perry holds bachelors and masters degrees from Purdue University. He is a farm kid, raised near Lebanon, Indiana in Boone County. He is married to Chris, a wonderful and talented middle school history teacher, and has an accomplished adult daughter, Emily.



## Indiana 2016 Bicentennial Overview

**Commission Makeup:** 16 individuals representing the private, public and nonprofit sectors from all across Indiana. The Co-Chairs are Becky Skillman and Lee Hamilton. First Lady Karen Pence is the official Bicentennial Ambassador. The Commission was enacted in 2012 and will work through 2016 to ensure the bicentennial is as great as our State deserves.

**How do I find out about the Commission and the bicentennial?** Go to the website; [www.indiana2016.org](http://www.indiana2016.org) for all the details. Or call Perry Hammock, Executive Director, at 317.306.8899 or Rene' Stanley, Director of Community Resources at 317.473.4172.

### **What is the vision of the Bicentennial Commission?**

- To have the celebration be a grassroots, all 92 county, inclusive experience, and
- To celebrate Indiana's accomplishments, but also to leave a legacy to generations to come. That is why we use "Celebrate History...Ignite the Future" as our theme.

**What activities are planned?** The Commission developed 4 pillars or key themes for the bicentennial:

- Nature Conservation
- Youth and Education
- Community Involvement
- Historical Celebration

### **Some Key Projects:**

#### **Nature Conservation –**

**The Bicentennial Nature Trust** - thanks to a challenge from the Lilly Endowment \$30 million is available for every county to have a project to add public recreation space for the Bicentennial. To date, almost 50 counties have approved projects, and nearly \$17 million has been invested in Indiana.

**Children of Indiana Bicentennial Park** is a signature project. In conjunction with The Nature Conservancy, in 2016 every school age child in Indiana will receive an honorary deed to a square meter plot in the park. This land will be reclaimed and restored from farmland to Indiana prairie. Students will have access to a website where they can visit their plot of land and watch its transformation. Educational content is being developed to coincide with the opening of the park.

#### **Youth and Education –**

Ball State University, with students from 8 different majors, has developed a **new tablet-based fourth grade history curriculum**. This work will bring the latest interactive learning to Indiana History study, and save a tremendous amount of money for parents and schools versus traditional textbooks. Students can access reference documents, view videos, see how students vote on topics, and become more involved in their learning.



**The Indiana Bicentennial Train**, sponsored by the Indiana Historical Society, will tour Indiana cities from now through 2016, with a free travelling exhibit titled “The Next Indiana” which includes a variety of hands-on activities for students of all ages.

### **Community Involvement –**

**In North Manchester**, a partnership between Manchester College, the school system, and the local Kiwanis and Lions clubs is creating the “**bison**”**ennial**. Statues will be hand painted by students in the local schools, representing different periods of local history or local heroes, and put on display throughout the town by volunteers.

**Indiana Humanities Council** has launched “**All-In**” a celebration of diversity in Indiana in which all Hoosiers can participate. The Web – based project has sixteen challenges that we can all be part of as we prepare for a bright future for our State. See [indianahumanities.org/all-in](http://indianahumanities.org/all-in).

### **Historical Celebration -**

**Kokomo** will have a week-long celebration of Indiana’s **Automotive Heritage**.

**Marion** is planning a bicentennial **quilt competition and show**, highlighting Hoosier quilters. The **Indiana Archives** plans to commemorate the **43 delegates** who drafted Indiana’s first constitution by laying wreathes on their graves.

And there are dozens more already in place, and scores to come.

### **How can you be a part of the festivities?**

- Submit a “**Hoosier Insight**” on the website. Tell the world, in 75 words or less, what Indiana means to you, a favorite spot in the state or memory, or where to find some really good Hoosier cooking.
- **Volunteer** with your county’s efforts for the bicentennial. A listing of the county coordinators is also on the website [indiana21016.org](http://indiana21016.org)
- Plan to **attend our Hoosier celebration** on Statehood day (December 10 and 11, 2016) or the family festival and Indiana homecoming in October of 2016.

**The State’s Legacy Projects - There** will be significant leave-behinds from the bicentennial, based on public-private partnerships. A bicentennial plaza, an education center for the thousands of 4<sup>th</sup> graders and their families who visit the Statehouse every year, and a plan to protect, preserve, and display documents that define our Hoosier heritage are all under way. More on that coming soon.

Stay tuned for some other exciting news coming this fall about a special project that will impact all of us, and give all Hoosiers a way to participate in the bicentennial. The big announcement of the bicentennial torch relay will be December 11! Yes, it will travel all 92 counties. Yes, it will go from Corydon to Indianapolis – from original State Capitol to current State Capitol. And, yes, there will be public input on the route, the means by which the torch will be carried, and who the bearers are!



## COMMISSION FOR HIGHER EDUCATION

Thursday, September 11, 2014

### BUSINESS ITEM A:

### 2015-2017 Indiana Postsecondary Institution Budget Presentations

#### Background

By statute, (Indiana Code 21-18-6), the Commission for Higher Education must review the legislative budget requests for all state postsecondary educational institutions and make recommendations concerning appropriations and bonding authorizations.

As part of this review, the Commission has requested that the following institutions present their 2015-17 budget submission during the September 2014 Commission meeting and be prepared to answer questions that will assist the Commission in its review:

- Indiana University
- University of Southern Indiana
- Indiana State University

The following institutions will present their 2015-17 budget submission during the October 9, 2014 Commission meeting:

- Purdue University
- Ball State University
- Ivy Tech Community College of Indiana
- Vincennes University



**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 11, 2014

**BUSINESS ITEM B-1:**

**Indiana State University Renovation of Blumberg Hall**

**Staff Recommendation**

That the Commission for Higher Education discuss the following project: Indiana State University Renovation of Blumberg Hall

**Background**

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$2,000,000, 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 State University request approval to proceed with the renovation of Blumberg Hall. The project is part of the master plan calling for the renovation of several residential facilities that have had no major renovation in over 40 years. The current configuration of shared double occupancy rooms will generally remain intact; however, new lighting doors and hardware and new mechanical systems are requested. This project also includes the installation of air conditioning and direct suppression systems. The renovation will provide a total of approximately 366 beds.

**Supporting Document**

Indiana State University Renovation of Blumberg Hall



## **Indiana State University Renovation of Blumberg Hall**

### **STAFF ANALYSIS**

The Blumberg renovation is phase two of a four year effort to renovate the Sycamore Towers complex. The proposed renovations include, new lighting, doors and hardware, updated mechanical systems, the installation of a chilled water air conditioning system and fire suppression. The renovation will provide for approximately 366 beds.

Funding for the project will be provided from the University Residence Hall Reserves (\$3.5M) and tax-exempt borrowing to be repaid from the University Resident Hall System Operating Budget (\$18.5M). A 3.5% escalator is included until bid date in summer of 2015; the total escalator is \$743,961 which may provide for savings depending on timing and costs. Indiana Code 21-35-4-1 through 21-35-4-11 applies to Indiana State University's bonding authority. It allows ISU to issue and sell bonds to renovate or erect residential housing when sufficient funds for these items are not available within the given fiscal year. It also states that estimates for the project must be received before the selling of the bonds and that the bonds may not be sold for less than par value. When the bonds are sold the income must be applied to the the payment of principle and interest. ISU has followed all of the Indiana Codes very closely. ISU plans to use tax exempt debt which allows investors in buy debt and receive interest payments free of federal income taxes which will be favorable to investors at a lower interest rate than other debt. While the Commission uses 20 years at 5.75% interest as a baseline for debt repayment estimates in the current debt climate we believe ISU will have a more advantageous debt rate possibly closer to 3% when issued in May-June of 2015. ISU also communicated that it will use as much cash from housing and dining reserves as possible for the project.

ISU provided a list of comparable projects, all of which align with the costs of the Blumberg project. The energy savings realized by the new mechanics and renovations will be offset by the need to chill the water for the air conditioning.

Staff recommends approval of the project.



JUL 30 2014

July 25, 2014

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

RE: C-1-15-2-01 Request for Approval of an Expenditure of \$22,000,000 for the Renovation of Blumberg Hall

Dear Governor Pence:

The Indiana State University Board of Trustees has authorized me to request your consideration and approval of an expenditure of \$22,000,000 for the renovation of Blumberg Hall.

The project is a part of the Campus Master Plan calling for the renovation of several existing residential facilities that have had no major renovation in over 40 years. The current configuration of shared double occupancy rooms will generally remain intact; however, new lighting, doors and hardware, and new mechanical systems are required. This project also includes the installation of air conditioning and fire suppression systems. The renovation will provide a total of approximately 366 beds. Funds for the project will be provided from the University's Residence Hall Reserves and tax-exempt borrowing to be repaid from the University's Residence Hall System Operating Budgets. *ms*

This request is submitted to you through the Commission for Higher Education and the State Budget Agency. We respectfully request your favorable consideration.

Sincerely,

Diann E. McKee  
Vice President for Business Affairs, Finance, and University Treasurer

DEM/tls

Attachments

cc: Brian E. Bailey, State Budget Director  
Teresa Lubbers, Commissioner for Commission for Higher Education ✓



**PROJECT SUMMARY AND DESCRIPTION**  
**FOR: SYCAMORE TOWERS - PHASE II BLUMBERG HALL**

<b>Institution:</b>	Indiana State University	<b>Budget Agency Project No.:</b>	C-1-15-2-01
<b>Campus:</b>		<b>Institutional Priority:</b>	
<b>Previously approved by General Assembly:</b>	N/A	<b>Previously recommended by CHE:</b>	No
<b>Part of the Institution's Long-term Capital Plan:</b>	Yes		

**Project Summary Description:**

Sycamore Towers consists of four 12 story residence halls built between 1962 and 1963 housing 1,600 students. Each similarly constructed residence hall, using a cast-in-place concrete frame with precast double tees at the exterior bays on some levels, houses approximately 400 students. Over the past forty years only minor renovations or upgrades have occurred to these facilities. This project is part of a four year effort to renovate each of the residence halls that are a part of the Sycamore Towers complex. Phase II of the project is the renovation of Blumberg Hall. Renovation is planned to be underway during the summer 2015 for occupancy in fall 2016.

**Summary of the impact on the educational attainment of students at the institution:**

Phase II of the Sycamore Towers project is integral to the University's long-term plan for the renovation of existing facilities to provide attractive housing for students and create an atmosphere conducive to living and learning. Renovation of this facility will provide approximately 366 beds within reconfigured floor space.

**Project Size:** 100,468 GSF      61,968 ASF      61.7% ASF/GSF

**Net change in overall campus space:**      GSF      ASF

**Total cost of the project (1):** \$ 22,000,000      **Cost per ASF/GSF:** \$ 218.98 GSF  
 \$ 355.02 ASF

**Funding Source(s) for project (2):**

- \$ 18,500,000 - IC-21-35-3 as supplemented by IC 21-35-5
- \$ 3,500,000 - Housing and Dining Reserves
- List amount and note the fund source/bonding authority here
- List amount and note the fund source/bonding authority here

**Estimated annual debt payment (4):** \$ 1,580,335

**Are all funds for the project secured:** Yes

**Estimated annual change cost of building operations based on the project:** \$ -

**Estimated annual repair and rehabilitation investment (3):** \$ 250,931

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)  
 (2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)  
 (3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost.  
 (4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate.  
 - If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

**PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION  
FOR: SYCAMORE TOWERS - PHASE II BLUMBERG HALL**

<b>Institution:</b>	Indiana State University	<b>Budget Agency Project No.:</b>	C-1-15-2-01
<b>Campus:</b>		<b>Institutional Priority:</b>	

**Description of Project**

The renovation of Sycamore Towers is a part of the long-term plan for residence hall facilities on the campus of Indiana State University. Phase II of this project is the renovation of Blumberg Hall and includes the installation of air conditioning and fire protection to the facility, replacement of the heating system, windows, power and data systems, fire alarm systems, and individual temperature controls. Project will be financed using a combination of cash reserves within the Housing and Dining System and the issuance of long-term debt. There is no expected change in net operating costs of the facility upon renovation. The additional cost of chilled water for air conditioning is projected to offset energy efficiencies gained through window and heating system replacements. Funds of the Housing and Dining System would be used to support future R&R needs for the project. Total project cost is estimated at \$22,000,000 based on March 2014 bids received for Phase I (Mills Hall) renovation. An annual 3.5% escalation factor has been used in the estimated project cost to bid date.

**Need and Purpose of the Program**

Many of Indiana State's housing options are antiquated and in need of major refurbishment. The Campus Master Plan, adopted in 2009, calls for the renovation of several existing residential facilities that have had no major renovation in over 40 years and do not meet existing building codes required of new construction, including fire safety and current ADA compliance. The renovation of Blumberg Hall with double occupancy rooms and appropriate lounge/study space creates an environment that is attractive to students and conducive to living and learning. Indiana State University believes campus housing provides students with many benefits including living in an academically supported environment with academic peer advisors and learning communities. It also allows students the ability to stay connected to campus through activities that foster educational, social, and leadership development as well as opportunities to engage with students from a variety of different cultures, backgrounds, and lifestyles.

**Space Utilization**

The renovation of existing student housing does not anticipate any additional square footage beyond what is currently in place and previously approved. Renovations of existing housing structures normally result in a reduction of the number of beds available to provide for improved facilities and meet current building codes and standards. It is the desire of the University to maintain or only slightly increase the existing overall bed count currently in place to meet the housing demand of first time freshman.

**Comparable Projects**

Comparable on-campus housing projects approved by the Commission include: (1) Ball State Studebaker East Residence Hall approved May 2010, \$24 million renovation with 440 beds at a size of 97,000 gross square feet (\$55,000 per bed, \$247 per gross square foot); (2) Indiana State University North Campus Residence Hall approved March 2012, \$24 million new building with 352 beds at a size of 139,000 gross square feet (\$68,000 per bed, \$172 per gross square foot); (3) Indiana University Bloomington Third Street Residence Hall approved May 2011, \$38 million building with 450 beds at a size of 155,000 gross square feet (\$84,000 per bed, \$245 per gross square foot); (4) Vawter Field Housing approved October 2011, \$40 million new building with 300 beds at a size of 128,400 gross square feet (\$133,000 per bed, \$310 per gross square foot); (5) Indiana State University Erickson Hall approved December 2011, \$10 million renovation with 260 beds at a size of 78,690 gross square feet (\$38,500 per bed, \$143 per gross square foot); (6) Ball State Johnson A Residence Hall approved June 2012, \$35.7 million renovation with 590 beds at a size of 178,400 gross square feet (\$60,500 per bed, \$200 per gross square foot) and (7) Indiana State University Mills Residence Hall approved December 2012 with 366 beds, \$22 million at a size of 99,953 gross square feet (\$60,109 per bed, \$220 per gross square foot).

**Background Materials**

The long-term plan for student housing, including Sycamore Towers, has been shared with Indiana State University Board of Trustees. The renovation of Blumberg Hall was approved by the Board of Trustees in May 2014. A combination of Housing and Dining Reserves and Bonding Authority under IC 21-35-3 as supplemented by IC 21-35-5 would be used to fund the renovation.

**CAPITAL PROJECT REQUEST FORM**  
**INDIANA PUBLIC POSTSECONDARY EDUCATION**  
**INSTITUTION CAMPUS SPACE DETAILS FOR SYCAMORE TOWERS RENOVATION - PHASE II**

Sycamore Towers Renovation - Phase II Blumberg Hall	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
<b>A. OVERALL SPACE IN ASF</b>							
Classroom (110 & 115)	103,010			103,010		10,100	113,110
Class Lab (210,215,220,225,230,235)	218,268			218,268		1,800	220,068
Nonclass Lab (250 & 255)	56,100			56,100	2,823	1,510	54,787
Office Facilities (300)	436,470			436,470	2,406	30,739	464,803
Study Facilities (400)	165,324			165,324			165,324
Special Use Facilities (500)	260,925			260,925	3,283		257,642
General Use Facilities (600)	335,834			335,834		5,851	341,685
Support Facilities (700)	199,017			199,017	11,348		187,669
Health Care Facilities (800)	13,746	80,008		13,746			13,746
Resident Facilities (900)	765,702			845,710			845,710
Unclassified (000)	14,951			14,951			14,951
<b>B. OTHER FACILITIES</b> (Please list major categories)							
<b>TOTAL SPACE</b>	<b>2,569,347</b>	<b>80,008</b>	<b>-</b>	<b>2,649,355</b>	<b>19,860</b>	<b>50,000</b>	<b>2,679,495</b>

Notes:

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects.  
 Space Under Construction includes the construction of the North Campus Residence Hall as approved by the Commission for Higher Education and State Budget Committee.  
 Space to be Terminated includes the 1955 Normal Hall addition as approved by the Commission for Higher Education and State Budget Committee.

(2) Should include capital projects requested by the institution based on 2015-17 Capital Request Summary

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006).

**CAPITAL PROJECT COST DETAILS**  
**FOR: SYCAMORE TOWERS RENOVATION - PHASE II BLUMBERG HALL**

<b>Institution:</b>	Indiana State University	<b>Budget Agency Project No.:</b>	C-1-15-2-01
<b>Campus:</b>		<b>Institutional Priority:</b>	

**ANTICIPATED CONSTRUCTION SCHEDULE**

	Month	Year
Bid Date	March	2015
Start Construction	May	2015
Occupancy (End Date)	July	2016

**ESTIMATED CONSTRUCTION COST FOR PROJECT**

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
<b>Planning Costs</b>			
a. Architectural & Engineering	\$ 1,141,700	\$ 39,960	\$ 1,181,660
b. Permitting, Testing, Surveys, etc.	\$ 295,000	\$ 10,325	\$ 305,325
c. Consulting			\$ -
<b>Construction</b>			
a. Structure	\$ 10,077,910	\$ 352,727	\$ 10,430,637
b. Mechanical (HVAC, plumbing, etc.)	\$ 3,992,000	\$ 139,720	\$ 4,131,720
c. Electrical	\$ 2,093,129	\$ 73,260	\$ 2,166,389
<b>Movable Equipment</b>	\$ 1,340,000	\$ 46,900	\$ 1,386,900
<b>Fixed Equipment (Technology)</b>	\$ 300,000	\$ 10,500	\$ 310,500
<b>Site Development/Land Acquisition</b>	\$ 400,000	\$ 14,000	\$ 414,000
<b>Other (Contingency)</b>	\$ 1,616,300	\$ 56,571	\$ 1,672,871
<b>TOTAL ESTIMATED PROJECT COST</b>	<b>\$ 21,256,039</b>	<b>\$ 743,961</b>	<b>\$ 22,000,000</b>

(1) Cost Basis is based on current cost prevailing as of March 2014 bid received for Phase I (Mills Hall).

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

**CAPITAL PROJECT OPERATING COST DETAILS**  
**FOR: SYCAMORE TOWERS RENOVATION - PHASE II BLUMBERG HALL**

<b>Institution:</b>	Indiana State University	<b>Budget Agency Project No.:</b>	C-1-15-2-01
<b>Campus:</b>		<b>Institutional Priority:</b>	
			<b>GSF OF AREA AFFECTED BY PROJECT</b>
<b>ANNUAL OPERATING COST/SAVINGS (1)</b>			100,468
	<b>Cost per GSF</b>	<b>Total Operating Cost</b>	<b>Personal Services</b>
			<b>Supplies and Expenses</b>
1. Operations		\$ -	
2. Maintenance		\$ -	
3. Fuel (Steam)			
4. Utilities			
5. Other (Chilled Water)			
<b>TOTAL ESTIMATED OPERATIONAL COST/SAVINGS</b>		\$ -	\$ -
<b>Description of any unusual factors affecting operating and maintenance costs/savings.</b>			
There is no expected change in net operating costs of the facility upon renovation. The additional cost of chilled water for air conditioning is projected to offset energy efficiencies gained through window and heating system replacements.			

(1) Based on figures from "Individual Cap Proj Desc" schedule

**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 11, 2014

**BUSINESS ITEM B-2:**

**Indiana University Bloomington – Assembly Hall Renovation**

**Staff Recommendation**

That the Commission for Higher Education discuss the following project: Indiana University Bloomington Assembly Hall Renovation

**Background**

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$2,000,000, 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 two million dollars (\$2,000,000) 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 two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly 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 request approval to proceed with the renovation of Assembly Hall. This project consists of renovations and improvements to the south lobby, restrooms, concessions areas, and mechanical and other infrastructure systems, and replacement of the scoreboard. This project is focused on improving the facility while preserving the current seat configuration and seating capacity. Assembly Hall was constructed in 1971 and has not had a major renovation.

**Supporting Document**

Indiana University Assembly Hall Renovation





## **Indiana University Assembly Hall Renovation**

### **STAFF ANALYSIS**

The renovation of Assembly Hall: the south lobby, restrooms, concessions areas, and mechanical and other infrastructure systems, scoreboard replacement.

The total cost of the project is estimated to be \$35,000,000. The university plans to fund the construction of the project with debt financing in the form of capital lease-purchase obligations with the IU Building Corporation, which will be repaid from gifts or other Athletics revenues. The term of the lease with IUBC will be 20 years, at which point ownership reverts back to the university. Additional operating costs are funded by the Department of Athletics. This project will address necessary code/safety improvements in the areas of ADA (Americans with Disabilities Act), fire suppression, HVAC, plumbing, and structural items such as railings, elevators, ingress/egress, etc.

Staff recommends approval of the project.

JUL 21 2014



July 17, 2014

OFFICE OF THE  
PRESIDENT

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

RE: Assembly Hall Renovation  
Indiana University Bloomington  
A-1-15-2-01

Dear Governor Pence:

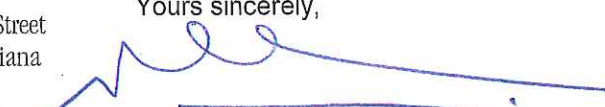
The Trustees of Indiana University and I respectfully request authorization to proceed with the renovation of Assembly Hall located on the Bloomington campus. This project is estimated to cost \$35,000,000 and will be funded through gifts through the Indiana University Foundation.

The university expects to fund the construction of the project with debt financing in the form of capital lease-purchase obligations with the IU Building Corporation ("IUBC") under IC 21-33-3-5, which would be repaid from gifts or other Athletics revenues. The principal amount of such borrowing would not exceed the sum of (i) \$35,000,000 for costs of construction, renovation, equipment and other related project components and, (ii) any amounts required to fund a debt service fund, interest rate swap agreements, credit facilities or bond insurance premiums, (iii) costs of issuing the debt, capitalized costs and such other expenses as may be ordinary and necessary or incidental to such financing, and (iv) underwriters' and original issue discount within the limits prescribed by law.

This project consists of renovations and improvements to the south lobby, restrooms, concessions areas, and mechanical and other infrastructure systems. The new, expanded south entry will include centralized ticket windows and will improve game day access with escalators, a new elevator, and improved graphics and way finding. A new Box Seat Club located on the Concourse Level will provide a premium basketball viewing experience with additional arena seats and a new flexible entertainment and hospitality space. Existing restrooms will be upgraded and new fully-accessible facilities and family restrooms will be added. Concessions areas will be renovated to upgrade existing equipment, back of house space, and aesthetics. Accessible seating areas will be improved and expanded. Sight lines will be improved with installation of transparent railings.

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

Yours sincerely,



Michael A. McRobbie  
President

Bryan Hall 200  
107 S. Indiana Avenue  
Bloomington, Indiana  
47405-7000  
812-855-4613  
Fax: 812-855-9586

IT500  
535 W. Michigan Street  
Indianapolis, Indiana  
46202-5157  
317-274-3571  
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The Honorable Michael R. Pence  
July 17, 2014  
Page 2

RE: Assembly Hall Renovation  
Indiana University Bloomington  
A-1-15-2-01

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

cc: Indiana Commission for Higher Education  
State Budget Agency

Senator Luke Kenley  
Representative Tim Brown  
Senator Karen Tallian  
Representative Terry Goodin  
Mr. Brian Bailey  
Representative Eric Turner  
Senator Ryan Mishler  
Senator Tim Skinner  
Representative Sheila Klinker  
Ms. Teresa Lubbers  
Mr. Chad Timmerman  
Mr. Matt Hawkins



# CAPITAL PROJECT SUMMARY AND DESCRIPTION

For: **Assembly Hall Renovation**

<u>Institution:</u>	<b>Indiana University</b>	<u>Budget Agency Project No:</u>	<b>A-1-15-2-01</b>
<u>Campus:</u>	<b>Bloomington</b>	<u>Institutional Priority:</u>	
<u>Previously Approved by General Assembly:</u>	<b>No</b>	<u>Previously Recommended by CHE:</u>	
<u>Part of the Long-Term Capital Plan:</u>	<b>No</b>		

20140073

## Project Summary Description

This project focuses on improving the facility while preserving the current seat configuration and seating capacity. The south lobby will be restructured with a new entry, ticket windows, atrium, and escalators will replace ramps; existing restrooms and concessions stands will be renovated; new restrooms will be added; mechanical systems and other infrastructure systems will be updated; box-seat-style seating and an event space will be added above the south baseline bleachers; a large state-of-the-art video scoreboard will replace the current scoreboard; new branding/graphics will be updated. Total cost of this project is estimated to be \$35,000,000.

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

Assembly Hall was built in 1971 and has not had a major renovation. The facility needs renovations in order to make it more effective in the current environment. The mechanical and other infrastructure systems are over 43 years old and need to be upgraded. Existing restrooms will be upgraded and new fully-accessible facilities and family restrooms will be added. Concessions areas will be renovated to upgrade existing equipment, back of house space, and aesthetics. Accessible seating areas will be improved and expanded. Sight lines will be improved with installation of transparent railings. Graphics and branding will be updated and added to create a consistent and coherent identity, as well as enhance patron experience with an Athlete's Hall. The new expanded entry will include centralized ticket windows and will improve game day access with escalators, a new elevator, and improved wayfinding. A new Box Seat Club located on the Concourse Level will provide a premium basketball viewing experience with additional arena seats and a new flexible entertainment and hospitality space.

<u>Project Size:</u>	<b>409,340</b>	GSF	<b>180,689</b>	ASF	<b>44%</b>	ASF/GSF
<u>Net Change in Overall Campus Space:</u>	<b>28,192</b>	GSF	<b>6,421</b>	ASF		

<u>Total Project Cost:</u>	<b>\$35,000,000</b>	<u>Cost per ASF/GSF:</u>	<b>\$86</b>	GSF	<b>\$194</b>	ASF
<u>Funding Source(s):</u>	<b>\$35,000,000</b>	Gift Funds				
<u>Estimated Annual Debt Payment:</u>	<b>\$0</b>					
<u>Are All Funds for the Project Secured?</u>	<b>Yes</b>					
<u>Estimated Annual Change Cost of Building Operations Based on the Project:</u>	<b>\$0</b>					
<u>Estimated Annual Repair and Rehabilitation Investment:</u>	<b>\$0</b>					



# CAPITAL PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

For: Assembly Hall Renovation

Institution: Indiana University

Budget Agency Project No: A-1-15-2-01

Campus: Bloomington

Institutional Priority:

20140073

## Description of Project

This project focuses on improving the facilities while preserving the current seat configuration and seating capacity. The south lobby will be restructured with a new entry, ticket windows, atrium, and escalators will replace ramps; existing restrooms and concessions stands will be renovated; new restrooms will be added; mechanical systems and other infrastructure systems will be updated; box-seat-style seating and an event space will be added above the south baseline bleachers; a large state-of-the-art video scoreboard will replace the current scoreboard; new branding/graphics will be updated.

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

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

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

Relationship to Long-Term capital plan for Indiana University: This project is consistent with the mission of the IUB campus and the Department of Intercollegiate Athletics.

## Need and Purpose of the Project

Assembly Hall was built in 1971 and has not had a major renovation. The facility needs renovations in order to make it more effective in the current environment. The mechanical and other infrastructure systems are over 43 years old and need to be upgraded. Existing restrooms will be upgraded and new fully-accessible facilities and family restrooms will be added. Concessions areas will be renovated to upgrade existing equipment, back of house space, and aesthetics. Accessible seating areas will be improved and expanded. Sight lines will be improved with installation of transparent railings. Graphics and branding will be updated and added to create a consistent and coherent identity, as well as enhance patron experience with an Athlete's Hall. The new expanded entry will include centralized ticket windows and will improve game day access with escalators, a new elevator, and improved wayfinding. A new Box Seat Club located on the Concourse Level will provide a premium basketball viewing experience with additional arena seats and a new flexible entertainment and hospitality space.

## Space Utilization

This project renovates existing restroom, concessions, ticketing, seating and entry space, and will add restrooms, entry, and event space.

## Comparable Projects

All renovations are different, so comparisons are difficult. The renovation of IUB Hodge Hall cost approximately \$292/gsf. The construction of the Memorial Stadium North End Zone cost approximately \$380/gsf.

## Background Materials

**CAPITAL PROJECT CAMPUS SPACE DETAILS**

For: **Assembly Hall Renovation**

Bloomington (20140073) Budget Agency Project No: Institutional Priority:	Current Space in Use (a)	Space Under Construction (b)	Space Planned & Funded	Subtotal Current and Future Space	Space to be Terminated	New Space in Capital Request (d)	Net Future Space
<b>A. Overall Space in ASF</b>							
Classroom (110 & 115)	1,770		0	1,770	0	0	1,770
Class Lab (210, 215, 220, 225, 230, 235)	0		0	0	0		0
Non-class Lab (250 & 255)	0		0	0	0		0
Office Facilities (300)	20,774		0	20,774	0	0	20,774
Study Facilities (400)	0		0	0	0	0	0
Special Use Facilities (500)	31,679		0	31,679	0	0	31,679
General Use Facilities (600)	117,164		0	117,164	0	6,421	123,585
Support Facilities (700)	2,521		0	2,521	0	0	2,521
Health Care Facilities (800)	360	0	0	360	0	0	360
Resident Facilities (900)	0	0	0	0	0	0	0
Unclassified (000)	0	0	0	0	0	0	0
<b>B. Other Facilities (List major categories)</b>							
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
<b>TOTAL SPACE</b>	174,268	0	0	174,268	0	6,421	180,689

Notes: (a) represents asf for BL603 Assembly Hall  
(d) represents asf for Addition only (most of the space is not assignable)



# CAPITAL PROJECT COST DETAILS

For: Assembly Hall Renovation

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No:</b>	A-1-15-2-01
<b>Campus:</b>	Bloomington	<b>Institutional Priority:</b>	

20140073

## Anticipated Construction Schedule

	Month	Year
Bid Date:	March	2015
Start Construction	May	2015
Occupancy (End Date)	October	2016

## Estimated Construction Cost for Project

	Cost Basis <sup>(1)</sup>	Escalation Factors <sup>(2)</sup>	Estimated Project
<b>Planning Costs</b>			
a. Engineering	\$0	\$0	\$0
b. Architectural	\$1,750,000	\$0	\$1,750,000
c. Consulting	\$0	\$0	\$0
<b>Construction</b>			
a. Structure	\$17,150,000	\$0	\$17,150,000
b. Mechanical (HVAC, plumbing, etc.)	\$7,000,000	\$0	\$7,000,000
c. Electrical	\$5,250,000	\$0	\$5,250,000
<b>Movable Equipment</b>	\$0	\$0	\$0
<b>Fixed Equipment</b>	\$0	\$0	\$0
<b>Site Development/Land Acquisition</b>	\$0	\$0	\$0
<b>Other</b> <small>Please List - Contingency, Admin &amp; Legal Fees</small>	\$3,850,000	\$0	\$3,850,000
<b>Total Estimated Project Cost</b>	<b>\$35,000,000</b>	<b>\$0</b>	<b>\$35,000,000</b>

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

Jun-2014

<sup>(2)</sup> Explanation for estimate escalation factors (below).

**CAPITAL PROJECT OPERATING COST DETAILS**

For: **Assembly Hall Renovation**

<u>Institution:</u>	Indiana University	<u>Budget Agency Project No:</u>	A-1-15-2-01
<u>Campus:</u>	Bloomington	<u>Institutional Priority:</u>	

20140073

**Annual Operating Cost/Savings <sup>(1)</sup>**

GROSS SQUARE FOOTAGE OF AREA AFFECTED BY PROJECT: 28,192

	Cost per GSF	Total Operating Cost	Personnel Services	Supplies and Expenses
<b>1. <u>Operations</u></b>	\$0.000	\$0	\$0	\$0
<b>2. <u>Maintenance</u></b>	\$0.000	\$0	\$0	\$0
<b>3. <u>Fuel</u></b>	\$0.000	\$20,975	\$0	\$0
<b>4. <u>Utilities</u></b>	\$0.000	\$112,594	\$0	\$0
<b>5. <u>Other</u></b>	\$0.000	\$0	\$0	\$0
<b><u>Total Estimated Operational</u></b>	<b>\$0.000</b>	<b>\$133,569</b>	<b>\$0</b>	<b>\$0</b>

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

<sup>(1)</sup> Based on figures from "Individual Capital Project Description" schedule.



1. What was the initial cost of Assembly Hall in 1971?  
APPROXIMATELY \$10 MILLION.
  
2. What is the current replacement cost of Assembly Hall?  
WE STUDIED THIS REPLACEMENT COST LAST YEAR. A NEW FACILITY OF THE CURRENT SCOPE AND SIZE WOULD LIKELY COST IN THE RANGE OF \$250 MILLION.
  
3. What are the proposed terms of the lease-purchase agreement with IUBC?  
THE FACILITY WOULD BE SUBJECT TO A GROUND LEASE AND IMPROVEMENTS BY IUBC FROM THE UNIVERSITY FOR 20 YEARS. AT THE END OF THE LEASE, THE FACILITY AND IMPROVEMENTS WOULD REVERT BACK TO THE UNIVERSITY.
  
4. When is the debt expected to be repaid? 20 YEARS
  
5. Are funds in hand or is there a disbursement schedule for the 35M? THERE WILL BE A DISBURSEMENT SCHEDULE FROM THE IU FOUNDATION TO THE UNIVERSITY TO OFFSET PHILANTHROPIC GIFTS TO THE FOUNDATION FOR THIS PROJECT.
  
6. Does this project address any health or safety issues? YES, THIS PROJECT WILL ADDRESS NECESSARY CODE/SAFETY IMPROVEMENTS IN THE AREAS ADA, FIRE SUPPRESSION, HVAC, PLUMBING, AND STRUCTURAL ITEMS SUCH AS RAILINGS, ELEVATORS INGRESS/EGRESS, ETC.
  
7. What is the approximate cost of the scoreboard itself? CURRENTLY ESTIMATED AT \$1.7 MILLION
  
8. Where does the funding for the additional operating cost come from? THE DEPARTMENT OF ATHLETICS MUST FUND ALL NECESSARY OPERATING COSTS OF ITS FACILITIES FROM ITS REVENUE SOURCES OF TICKET SALES, MEDIA RIGHTS, ETC.
  
9. What is the net change in seating with construction of the new Box Seat Club? THERE WILL NOT BE ANY NET CHANGE IN SEATING AS A RESULT OF THE ASSEMBLY HALL RENOVATION. WHILE NEW CLUB SEATING WILL BE ADDED, SOME OTHER SEATING IN THE VENUE WILL BE REDUCED DUE TO NECESSARY CODE IMPROVEMENTS.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 11, 2014

**BUSINESS ITEM B-3:**

**Indiana University Purdue University Indianapolis –  
IU Natatorium Renovation**

**Staff Recommendation**

That the Commission for Higher Education discuss the following project: Indiana University Purdue University Indianapolis – IU Natatorium Renovation

**Background**

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$2,000,000, 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 two million dollars (\$2,000,000) 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 two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly 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 request approval to proceed with the renovation of the IU Natatorium. This project focuses on the renovation of the facility through various improvements and repairs. This facility was opened in 1982. The Natatorium serves IUPUI students, the Indianapolis community, the State of Indiana, the United States, and international competitors.

**Supporting Document**

Indiana University Purdue University Indianapolis –  
IU Natatorium Renovation



## **Indiana University Purdue University Indianapolis – IU Natatorium Renovation**

### **STAFF ANALYSIS**

The renovation of the IU Natatorium: Improvements will include replacement of mechanical systems, electrical systems, lighting, and the clerestory and concourse roofs. Repairs will be made to the pool roof deck, locker rooms, building envelope and windows, and other infrastructure improvements including accessibility upgrades.

The total cost of the project is estimated to be \$20,000,000. The university plans to fund the construction through a \$10,000,000 grant from the Lilly Endowment and \$10,000,000 in Campus Renovation Funds. The Natatorium serves and attracts IUPUI students in addition to local, national, and international competitors and spectators. The City of Indianapolis is funding a partner project to convert Michigan and New York streets into two-way thoroughfares through the IUPUI campus. The Capital Improvement Board (CIB) of Managers of Marion County is contributing \$500,000 annually to support long-term repair and rehabilitation needs.

Staff recommends approval of the project.



AUG 11 2014

August 11, 2014

OFFICE OF THE  
PRESIDENT

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

RE: IU Natatorium Renovation  
Indiana University Purdue University - Indianapolis  
A-2-15-2-09

Dear Governor Pence:

The Trustees of Indiana University and I respectfully request authorization to proceed with the renovation of the IU Natatorium on the IUPUI campus. The renovation is estimated to cost \$20,000,000 and will be funded through a grant from the Lilly Endowment (\$10,000,000) and Indiana University Campus Renovation Funds (\$10,000,000).

This project focuses on renovation of the facility. Improvements will include replacement of the fire pump and sprinkler pipe, pool filtration system, the clerestory and concourse roofs, the pool mechanical system, locker room mechanicals, pool lighting and electrical, the competition pool roof deck, bulkheads in the competition pool, and tiles on the competition pool deck. Repairs will be made to the exterior concrete. The Kalwall Skylight system will be repaired or replaced. The east and west concourse wall systems will be reconfigured, and accessibility upgrades will be included.

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

Yours sincerely,

A handwritten signature in black ink, appearing to read "Michael A. McRobbie", with a horizontal line underneath.

Michael A. McRobbie  
President

Bryan Hall 200  
107 S. Indiana Avenue  
Bloomington, Indiana  
47405-7000  
812-855-4613  
Fax: 812-855-9586

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

cc: Indiana Commission for Higher Education  
State Budget Agency

IT500  
535 W. Michigan Street  
Indianapolis, Indiana  
46202-5157  
317-274-3571  
Fax: 317-274-5098

iupres@iu.edu  
www.iu.edu/~pres

The Honorable Michael R. Pence  
August 11, 2014  
Page 2

RE: IU Natatorium Renovation  
Indiana University Purdue University - Indianapolis  
A-2-15-2-09

cc: Senator Luke Kenley  
Representative Tim Brown  
Senator Karen Tallian  
Representative Terry Goodin  
Mr. Brian Bailey  
Representative Eric Turner  
Senator Ryan Mishler  
Senator Tim Skinner  
Representative Sheila Klinker  
Ms. Teresa Lubbers  
Mr. Chad Timmerman  
Mr. Matt Hawkins

# CAPITAL PROJECT SUMMARY AND DESCRIPTION

For: **IU Natatorium Renovation**

<u>Institution:</u>	<input type="text" value="Indiana University"/>	<u>Budget Agency Project No:</u>	<input type="text" value="A-2-15-2-09"/>
<u>Campus:</u>	<input type="text" value="Indianapolis"/>	<u>Institutional Priority:</u>	<input type="text"/>
<u>Previously Approved by General Assembly:</u>	<input type="text" value="No"/>	<u>Previously Recommended by CHE:</u>	<input type="text" value="No"/>
<u>Part of the Long-Term Capital Plan:</u>	<input type="text" value="Yes"/>		

20141442

## Project Summary Description

This project focuses on the renovation of the facility. Improvements will include replacement of mechanical systems, electrical systems, lighting, and the clerestory and concourse roofs. Repairs will be made to the pool deck, locker rooms, building envelope and windows, and other infrastructure improvements including accessibility upgrades.

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

The Natatorium serves not only IUPUI students, but also the Indianapolis community, the State of Indiana, the United States, and international competitors. Opened in 1982, the facility is showing its age and is in need of major infrastructure repair and renovation if it is to continue to attract amateur and professional sporting events.

<u>Project Size:</u>	<input type="text" value="277,495"/>	GSF	<input type="text" value="140,631"/>	ASF	<input type="text" value="51%"/>	ASF/GSF
<u>Net Change in Overall Campus Space:</u>	<input type="text" value="N/A"/>	GSF	<input type="text" value="N/A"/>	ASF		

<u>Total Project Cost:</u>	<input type="text" value="\$20,000,000"/>	<u>Cost per ASF/GSF:</u>	<input type="text" value="\$72.07"/>	GSF	<input type="text" value="\$142.22"/>	ASF
<u>Funding Source(s):</u>	<input type="text" value="\$10,000,000"/>	Campus Renovation Funds	<input type="text" value="\$10,000,000"/>	Private Gifts/Grants		
<u>Estimated Annual Debt Payment:</u>	<input type="text" value="\$0"/>					
<u>Are All Funds for the Project Secured?</u>	<input type="text" value="Yes"/>					
<u>Estimated Annual Change Cost of Building Operations Based on the Project:</u>	<input type="text" value="\$0"/>					
<u>Estimated Annual Repair and Rehabilitation Investment:</u>	<input type="text" value="N/A"/>					



CAPITAL PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

For: IU Natatorium Renovation

Institution:	Indiana University	Budget Agency Project No:	A-2-15-2-09
Campus:	Indianapolis	Institutional Priority:	

20141442

**Description of Project**

This project focuses on renovation of the facility. Improvements will include replacement of the fire pump and sprinkler pipe, pool filtration system, the clerestory and concourse roofs, the pool mechanical system, locker room mechanicals, pool lighting and electrical, the competition pool roof deck, bulkheads in the competition pool, and tiles on the competition pool deck. Repairs will be made to the exterior concrete. The Kalwall Skylight system will be repaired or replaced. The east and west concourse wall systems will be reconfigured, and accessibility upgrades will be included.

Relationship to Other Capital Improvement Projects: This project does not have a direct impact on any other capital improvement projects.

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

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

Relationship to Long-Term Capital Plan for Indiana University: This project is part of the university's long-term master plan for the IUPUI campus.

**Need and Purpose of the Project**

The Natatorium serves not only IUPUI students, but also the Indianapolis community, the State of Indiana, the United States, and international competitors. Opened in 1982, the facility is showing its age and is in need of major infrastructure repair and renovation if it is to continue to attract amateur and professional sporting events.

**Space Utilization**

This project does not change the use of any space.

**Comparable Projects**

**Background Materials**

# CAPITAL PROJECT OPERATING COST DETAILS

For: **IU Natatorium Renovation**

<b>Institution:</b>	<input type="text" value="Indiana University"/>	<b>Budget Agency Project No:</b>	<input type="text" value="A-2-15-2-09"/>
<b>Campus:</b>	<input type="text" value="Indianapolis"/>	<b>Institutional Priority:</b>	<input type="text"/>

20141442

## Annual Operating Cost/Savings <sup>(1)</sup>

GROSS SQUARE FOOTAGE OF AREA AFFECTED BY PROJECT:

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

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

<sup>(1)</sup> Based on figures from "Individual Capital Project Description" schedule.

CAPITAL PROJECT CAMPUS SPACE DETAILS

For: IU Natatorium Renovation

Natatorium Renovation (20141442) Budget Agency Project No: A-2-15-2-09 Institutional Priority:	Current Space in Use	Space Under Construction	Space Planned & Funded	Subtotal Current and Future Space	Space to be Terminated	New Space in Capital Request	Net Future Space
<b>A. Overall Space in ASE</b>							
Classroom (110 & 115)	0	0	0	0	0	0	0
Class Lab (210, 215, 220, 225, 230, 235)	2,496	0	0	2,496	0	0	2,496
Non-class Lab (250 & 255)	2,445	0	0	2,445	0	0	2,445
Office Facilities (300)	13,630	0	0	13,630	0	0	13,630
Study Facilities (400)	516	0	0	516	0	0	516
Special Use Facilities (500)	120,278	0	0	120,278	0	0	120,278
General Use Facilities (600)	1,181	0	0	1,181	0	0	1,181
Support Facilities (700)	85	0	0	85	0	0	85
Health Care Facilities (800)	0	0	0	0	0	0	0
Resident Facilities (900)	0	0	0	0	0	0	0
Unclassified (000)	0	0	0	0	0	0	0
<b>B. Other Facilities (List major categories)</b>							
	0						
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
<b>TOTAL SPACE</b>	140,631	0	0	140,631	0	0	140,631

Notes: based upon assignable square feet for entire building.

**CAPITAL PROJECT COST DETAILS**

For: **IU Natatorium Renovation**

<b>Institution:</b>	<input type="text" value="Indiana University"/>	<b>Budget Agency Project No:</b>	<input type="text" value="A-2-15-2-09"/>
<b>Campus:</b>	<input type="text" value="Indianapolis"/>	<b>Institutional Priority:</b>	<input type="text"/>

20141442

**Anticipated Construction Schedule**

	Month	Year
Bid Date:	<input type="text" value="January"/>	<input type="text" value="2015"/>
Start Construction	<input type="text" value="March"/>	<input type="text" value="2015"/>
Occupancy (End Date)	<input type="text" value="May"/>	<input type="text" value="2016"/>

**Estimated Construction Cost for Project**

	Cost Basis <sup>(1)</sup>	Escalation Factors <sup>(2)</sup>	Estimated Project
<b><u>Planning Costs</u></b>			
a. Engineering	\$0	\$0	\$0
b. Architectural	\$1,939,000	\$0	\$1,939,000
c. Consulting	\$0	\$0	\$0
<b><u>Construction</u></b>			
a. Structure	\$3,716,800	\$0	\$3,716,800
b. Mechanical (HVAC, plumbing, etc.)	\$10,180,800	\$0	\$10,180,800
c. Electrical	\$2,262,400	\$0	\$2,262,400
<b><u>Movable Equipment</u></b>	\$0	\$0	\$0
<b><u>Fixed Equipment</u></b>	\$0	\$0	\$0
<b><u>Site Development/Land Acquisition</u></b>	\$0	\$0	\$0
<b><u>Other</u></b> Please List - Contingency, Admin & Legal Fees	\$1,901,000	\$0	\$1,901,000
<b><u>Total Estimated Project Cost</u></b>	<b>\$20,000,000</b>	<b>\$0</b>	<b>\$20,000,000</b>

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

<sup>(2)</sup> Explanation for estimate escalation factors (below).

**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 11, 2014

**BUSINESS ITEM B-4:**

**Indiana University Purdue University Indianapolis –  
Campus Housing Expansion**

**Staff Recommendation**

That the Commission for Higher Education discuss the following project: Indiana University Purdue University Indianapolis Campus Housing Expansion

**Background**

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$2,000,000, 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 two million dollars (\$2,000,000) 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 two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly 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 request approval to proceed with the construction of a new residence hall on the IUPUI campus. This facility would be arranged to facilitate community, to exchange ideas, and to create a sense of place for students living there.

**Supporting Document**

Indiana University Purdue University Indianapolis – Campus Housing Expansion



## **Indiana University Purdue University Indianapolis – Campus Housing Expansion**

### **STAFF ANALYSIS**

The construction of a new 175,000 gross square foot residence hall on the Indiana University-Purdue University Indianapolis campus will provide 700 beds comprised of a mix of residential unit types as well as classroom, support and common auxiliary spaces (not including dining).

The total cost of the project is estimated to be \$45,200,000. The costs are comprised of \$41,700,000 for costs related to construction, renovation equipment and other related project components. Other costs relate to funding debt service, interest rate swap agreements, credit facilities, bond issue payments, costs of issuing bonds, capitalized costs, and ordinary and necessary expenses associated with financing.

Staff recommends approval of the project.



August 11, 2014

OFFICE OF THE  
PRESIDENT

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

RE: Campus Housing Expansion  
Indiana University Purdue University - Indianapolis  
A-2-15-1-16

Dear Governor Pence:

The Trustees of Indiana University and I respectfully request authorization to proceed with the construction of a new 175,000 gross square foot (gsf) residence hall on the IUPUI campus. The cost of this project is estimated to be \$45,200,000 and is to be funded by \$41,700,000 of auxiliary revenue bonds and \$3,500,000 of campus funds. The debt service on the bonds will be repaid by Campus Housing operating revenues and campus funds. We further request authorization to issue such auxiliary revenue bonds under Indiana Code section 21-35-3, the principal amount of which shall not exceed the sum of:

- (1) \$41,700,000 for costs of construction, renovation, equipment, and other related project components,
- (2) any amount required to fund a debt service fund, interest rate swap agreements, credit facilities, or bond insurance premiums
- (3) costs of issuing the bonds, capitalized costs, and such other expenses as may be ordinary and necessary or incidental to such financing
- (4) underwriter's and original issue discount within the limits prescribed by law.

This new facility will provide 700 beds comprised of a mix of residential unit types as well as classroom, support and common auxiliary spaces. This project will not include a dining facility, but a quick serve or canteen location may be considered.

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

Yours sincerely,

Michael A. McRobbie  
President

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

Bryan Hall 200  
107 S. Indiana Avenue  
Bloomington, Indiana  
47405-7000  
812-855-4613  
Fax: 812-855-9586

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535 W. Michigan Street  
Indianapolis, Indiana  
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www.iu.edu/~pres



The Honorable Michael R. Pence  
August 11, 2014  
Page 2

RE: Campus Housing Expansion  
Indiana University Purdue University - Indianapolis  
A-2-15-1-16

cc: Indiana Commission for Higher Education  
State Budget Agency

Senator Luke Kenley  
Representative Tim Brown  
Senator Karen Tallian  
Representative Terry Goodin  
Mr. Brian Bailey  
Representative Eric Turner  
Senator Ryan Mishler  
Senator Tim Skinner  
Representative Sheila Klinker  
Ms. Teresa Lubbers  
Mr. Chad Timmerman  
Mr. Matt Hawkins

# CAPITAL PROJECT SUMMARY AND DESCRIPTION

For: Campus Housing Expansion

<b>Institution:</b>	<input type="text" value="Indiana University"/>	<b>Budget Agency Project No:</b>	<input type="text" value="A-2-15-1-16"/>
<b>Campus:</b>	<input type="text" value="Indianapolis"/>	<b>Institutional Priority:</b>	<input type="text"/>
<b>Previously Approved by General Assembly:</b>	<input type="text" value="No"/>	<b>Previously Recommended by CHE:</b>	<input type="text" value="No"/>
<b>Part of the Long-Term Capital Plan:</b>	<input type="text" value="Yes"/>		

20141.149

### Project Summary Description

This project is for the new construction of a 175,000 gross square feet (gsf) residence hall complex located east of the intersection of West North Street and Blake Street on the IUPUI campus. This facility will provide 700 beds comprised of a mix of residential unit types as well as classroom, support and common auxiliary spaces. This project will not include a dining facility, but a quick serve or canteen location may be considered.

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

In order to attract and retain the best students in the state and the nation, Indiana University must ensure that campus-living environments are of the highest quality. National data indicates that academic success and progress towards graduation is enhanced when students are able to live on campus. This new facility would be arranged to facilitate community, to exchange ideas, and to create a sense of place for students living there.

<b>Project Size:</b>	<input type="text" value="175,000"/>	GSF	<input type="text" value="105,000"/>	ASF	<input type="text" value="60%"/>	ASF/GSF
<b>Net Change in Overall Campus Space:</b>	<input type="text" value="175,000"/>	GSF	<input type="text" value="105,000"/>	ASF		

<b>Total Project Cost:</b>	<input type="text" value="\$45,200,000"/>	<b>Cost per ASF/GSF:</b>	<input type="text" value="\$258.29"/>	GSF
			<input type="text" value="\$430.48"/>	ASF
<b>Funding Source(s):</b>	<input type="text" value="\$41,700,000"/>	Auxiliary Revenue Bonds (IC 21-35-3) to be repaid by Campus Housing Revenue and Campus Funds		
	<input type="text" value="\$3,500,000"/>	Campus Funds		
<b>Estimated Annual Debt Payment:</b>	<input type="text" value="\$3,200,000"/>			
<b>Are All Funds for the Project Secured?</b>	<input type="text" value="No"/>	Pending Sale of Bonds		
<b>Estimated Annual Change Cost of Building Operations Based on the Project:</b>	<input type="text" value="\$1,870,512"/>			
<b>Estimated Annual Repair and Rehabilitation Investment:</b>	<input type="text" value="N/A"/>			

# CAPITAL PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

For: Campus Housing Expansion

Institution:

Budget Agency Project No:

Campus:

Institutional Priority:

20141149

## Description of Project

This project is for the new construction of a 175,000 gross square feet (gsf) residence hall complex located east of the intersection of West North Street and Blake Street on the IUPUI campus. This facility will provide 700 beds comprised of a mix of residential unit types as well as support and common auxiliary spaces. This project will not include a dining facility, but a quick serve or canteen location may be considered.

Relationship to Other Capital Improvement Projects: This project does not have a direct impact on any other capital improvement projects.

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

Alternatives Considered: Indiana University considered the several possible solutions for this critical need for student housing. The university decided this option best met the needs of the program and its relationship to the students, faculty, and campus.

Relationship to Long-Term Capital Plan for Indiana University: This project is part of the university's long-term master plan for the IUPUI campus.

## Need and Purpose of the Project

In order to attract and retain the best students in the state and the nation, Indiana University must ensure that campus-living environments are of the highest quality. National data indicates that academic success and progress towards graduation is enhanced when students are able to live on campus. This new facility would be arranged to facilitate community, to exchange ideas, and to create a sense of place for students living there. Indiana University believes that it is important to offer special opportunities to those students who recognize the advantages of living on campus. This project is part of a multi-phase effort which began with the construction of Riverwalk Apartments, the addition of Park Place, and renovation of University Tower, to increase student housing as demand for on-campus housing continues to grow.

## Space Utilization

Approximately 5,400 square feet will be used for classroom space and the remaining 99,600 will be used for student resident living, programming and recreation endeavors.

## Comparable Projects

The construction of the IUB - Rose Avenue Residence Center cost approximately \$245/gsf.

## Background Materials

**CAPITAL PROJECT CAMPUS SPACE DETAILS**

For: Campus Housing Expansion

Campus Housing Expansion (2014,1,49) Budget Agency Project No: A-2-15-1-16 Institutional Priority:	Current Space in Use	Space Under Construction	Space Planned & Funded	Subtotal Current and Future Space	Space to be Terminated	New Space in Capital Request	Net Future Space
<b>A. Overall Space in ASF</b>							
Classroom (110 & 115)	5,400	0	0	5,400	0	0	5,400
Class Lab (210, 215, 220, 225, 230, 235)	0	0	0	0	0	0	0
Non-class Lab (250 & 255)	0	0	0	0	0	0	0
Office Facilities (300)	0	0	0	0	0	0	0
Study Facilities (400)	0	0	0	0	0	0	0
Special Use Facilities (500)	0	0	0	0	0	0	0
General Use Facilities (600)	0	0	0	0	0	0	0
Support Facilities (700)	0	0	0	0	0	0	0
Health Care Facilities (800)	0	0	0	0	0	0	0
Resident Facilities (900)	99,600	0	0	99,600	0	0	99,600
Unclassified (000)	0	0	0	0	0	0	0
	0						
<b>B. Other Facilities (List major categories)</b>							
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
<b>TOTAL SPACE</b>	105,000	0	0	105,000	0	0	105,000

Notes: Figures reflect asf for entire building

# CAPITAL PROJECT COST DETAILS

For: Campus Housing Expansion

<b>Institution:</b>	<input type="text" value="Indiana University"/>	<b>Budget Agency Project No:</b>	<input type="text" value="A-2-15-1-16"/>
<b>Campus:</b>	<input type="text" value="Indianapolis"/>	<b>Institutional Priority:</b>	<input type="text"/>
20141149			

## Anticipated Construction Schedule

	Month	Year
Bid Date:	<input type="text" value="April"/>	<input type="text" value="2015"/>
Start Construction	<input type="text" value="June"/>	<input type="text" value="2015"/>
Occupancy (End Date)	<input type="text" value="January"/>	<input type="text" value="2017"/>

## Estimated Construction Cost for Project

	Cost Basis <sup>(1)</sup>	Escalation Factors <sup>(2)</sup>	Estimated Project
<b>Planning Costs</b>			
a. Engineering	\$0	\$0	\$0
b. Architectural	\$2,260,000	\$0	\$2,260,000
c. Consulting	\$0	\$0	\$0
<b>Construction</b>			
a. Structure	\$23,956,000	\$0	\$23,956,000
b. Mechanical (HVAC, plumbing, etc.)	\$7,232,000	\$0	\$7,232,000
c. Electrical	\$5,424,000	\$0	\$5,424,000
<b>Movable Equipment</b>	\$0	\$0	\$0
<b>Fixed Equipment</b>	\$0	\$0	\$0
<b>Site Development/Land Acquisition</b>	\$1,808,000	\$0	\$1,808,000
<b>Other</b> <small>Please List - Contingency, Admin &amp; Legal Fees</small>	\$4,520,000	\$0	\$4,520,000
<b>Total Estimated Project Cost</b>	<b>\$45,200,000</b>	<b>\$0</b>	<b>\$45,200,000</b>

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

<sup>(2)</sup> Explanation for estimate escalation factors (below).

**CAPITAL PROJECT OPERATING COST DETAILS**

For: **Campus Housing Expansion**

<b>Institution:</b>	<input type="text" value="Indiana University"/>	<b>Budget Agency Project No:</b>	<input type="text" value="A-2-15-1-16"/>
<b>Campus:</b>	<input type="text" value="Indianapolis"/>	<b>Institutional Priority:</b>	<input type="text"/>

20141149

**Annual Operating Cost/Savings <sup>(1)</sup>**

GROSS SQUARE FOOTAGE OF AREA AFFECTED BY PROJECT:

	Cost per GSF	Total Operating Cost	Personnel Services	Supplies and Expenses
1. <u>Operations</u>	\$1.674	\$292,895	\$244,023	\$48,872
2. <u>Maintenance</u>	\$3.737	\$653,913	\$204,869	\$449,044
3. <u>Fuel</u>	\$0.000	\$0	\$0	\$0
4. <u>Utilities</u>	\$2.949	\$516,155	\$0	\$516,155
5. <u>Other</u>	\$2.329	\$407,549	\$0	\$407,549
<b>Total Estimated Operational</b>	<b>\$10.689</b>	<b>\$1,870,512</b>	<b>\$448,892</b>	<b>\$1,421,620</b>

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

Efficiencies of Scale realized in many expense classes as new housing beds can be matriculated into current Business and Operational Systems.

<sup>(1)</sup> Based on figures from "Individual Capital Project Description" schedule.

**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 11, 2014

**BUSINESS ITEM C:**

**Capital Projects for 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:

- North Woodlawn Avenue Roadway Renovation and Improvements – Indiana University Bloomington
- Purdue University West Lafayette – Horticulture Building Power and Lighting Sub-Distribution Switchboard
- Purdue University West Lafayette – Biochemistry Building Annex Third Floor Space Renovation
- Purdue University West Lafayette – Physics Building Switchgear Replacement

**Background**

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

**Supporting Document**

Background Information on Capital Project on Which Staff Proposes Expedited Action, September 11, 2014





**Background Information on Capital Projects on Which Staff Proposes Expedited Action**  
**September 11, 2014**

**A-1-15-2-19 North Woodlawn Avenue Roadway Renovation and Improvements  
Indiana University Bloomington - \$4,700,000**

The Trustees of Indiana University request authorization to proceed with improvements on North Woodlawn Avenue from 13th Street north to 17th Street, located on the Bloomington campus. The cost of this project is estimated to be \$4,700,000 and will be funded through campus renovation funds.

This project consists of creating an 11-foot travel lane and bike lanes in both directions, 10-foot wide tree lawns, and 10-foot wide sidewalks on both sides of the roadway. A new traffic signal will be introduced at 17th Street to facilitate the operation of bus service through the corridor. Storm water utility improvements will enhance storm water quality and reduce its rate of runoff from the site. New site lighting will be installed along the length of the project to support pedestrian and vehicular safety.

**B-1-15-2-01 Purdue University West Lafayette – Horticulture Building Power and Lighting Sub-Distribution Switchboard - \$3,000,000**

The Trustees of Purdue University request authorization to proceed with the “Horticulture Building Power and Lighting Sub-Distribution Switchboard Replacement” project on the Purdue West Lafayette campus. This project will replace the electrical distribution system including the high voltage vault. A separate room for arc flash mitigation breakers and main distribution switchboards as well as new sub-distribution and branch circuit panel boards will be added. The system is much safer than the current arrangement. The project is estimated to cost \$3,000,000 and will be funded with Repair and Rehabilitation – University Funds.

**B-1-15-2-02 Purdue University West Lafayette – Biochemistry Building Annex Third Floor Space Renovation - \$4,000,000**

The Trustees of Purdue University request authorization to proceed with the renovation of the third floor space in the Biochemistry Building Annex. The estimated cost of this project is \$4,000,000, and is to be funded with \$3,000,000 in Repair and Rehabilitation – ARRA Funds and \$1,000,000 in Repair and Rehabilitation –University Funds. The project will renovate the existing lab space in order to comply with current university level research standards. Existing mechanical systems will be replaced and upgraded.

**B-1-15-2-03 Purdue University West Lafayette – Physics Building Switchgear Replacement - \$3,000,000**

The Trustees of Purdue University request authorization to proceed with the “Physics Building Switchgear Replacement Project.” At its meeting on May 15, 2014, the Purdue University Board of Trustees approved the project on the Purdue University West Lafayette Campus.

This project will replace and upgrade the electrical distribution system throughout Physics South. The project will include removal of the existing DC generator and distribution system, installation of arc-flash mitigation breakers, performance of an arc- flash study, replacement of sub-distribution switchboards and panel boards. Replacement of existing automation transfer switch (back-up power) and (as funding allows) replace building "risers". The estimated cost of this project is \$3,000,000, to be funded from Repair and Rehabilitation University General Funds derived from Student Fees.

## COMMISSION FOR HIGHER EDUCATION

Thursday, September 11, 2014

### **BUSINESS ITEM D:**

### **Academic Degree Programs for 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:

- Master of Science in Electrical and Computer Engineering to be offered by Purdue University Calumet
- Master of Science in Mechanical Engineering to be offered by Purdue University Calumet
- Master of Science in Engineering Technology to be offered by Purdue University West Lafayette

#### **Background**

The Academic Affairs and Quality Committee (AA&Q) reviewed these programs at its August 29, 2014 meeting and concluded that the proposed M.S. in Electrical and Computer Engineering and the M.S. in Mechanical Engineering to be offered by Purdue University Calumet, as well as the proposed M.S. in Engineering Technology to be offered by Purdue University West Lafayette, could be placed on the September 11, 2014 agenda for action by the Commission as expedited action items.

#### **Supporting Document**

Academic Degree Programs on Which Staff Propose Expedited Action, August 29, 2014



**Academic Degree Programs on Which Staff Propose Expedited Action**  
**August 29, 2014**

**CHE 14-10 Master of Science in Electrical and Computer Engineering to be offered by Purdue University Calumet**

Proposal received on July 28, 2014  
CIP Code: Federal – 14.1001; State – 14.1001  
Five Year Projected Enrollment: Headcount – 82 FTEs - 50  
Five Year Projected Degrees Conferred: 52

Purdue University Calumet currently offers an M.S./M.S.E. in Engineering, which over the last three years (FY2011-FY2013) enrolled annually an average of 153 headcount or 77 FTE students and had an average of 71 graduates each year. The M.S./M.S.E. in Engineering includes three areas of specialization: Interdisciplinary Engineering, Electrical and Computer Engineering, and Mechanical Engineering. Sufficient interest has grown in the latter two areas of specialization for the University to want to offer them as separated degree programs. While a majority of students enrolled in the existing master's Engineering program have had an interest in Mechanical Engineering or Electrical and Computer Engineering, the University anticipates that there still will be sufficient residual interest in Interdisciplinary Engineering to warrant continuation of this program. It should be noted that some students in Interdisciplinary Engineering gravitate toward Civil Engineering or Industrial Engineering coursework.

Purdue Calumet also offers master's programs in related disciplines: an M.S. in Computer Science and an M.S. in Modeling, Visualization, and Simulation. The University also offers baccalaureate programs in General Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering.

**CHE 14-12 Master of Science in Mechanical Engineering to be offered by Purdue University West Lafayette**

Proposal received on July 28, 2014  
CIP Code: Federal – 14.1901; State – 14.1901  
Five Year Projected Enrollment: Headcount – 83 FTEs - 49  
Five Year Projected Degrees Conferred: 37

See above: these comments apply to this program as well.

**CHE 14-11 Master of Science in Engineering Technology to be offered by Purdue University West Lafayette**

Proposal received on July 28, 2014  
CIP Code: Federal – 15.9999; State – 15.9999  
Five Year Projected Enrollment: Headcount – 100 FTEs - 85  
Five Year Projected Degrees Conferred: 72

The proposed M.S. in Engineering Technology concludes a process Purdue University West Lafayette began in 2009, which involved transforming the M.S. in Technology with various specializations into separate degree programs. In August 2009, the Commission approved the first of these separate programs: the M.S. in Industrial Technology, the M.S. in Computer and Information Technology, and the M.S. in Computer Graphics Technology. At that time, the Commission understood that additional master's programs would be submitted for approval as part of this process. In accordance with the plan, the Commission approved an M.S. in Aviation and Aerospace Management in December 2010 and an M.S. in Building Construction Management in September 2011. The proposed M.S. in Engineering Technology – which will have concentrations in Advanced Manufacturing, Sustainable Energy Systems, Healthcare Engineering Technology, and Electrical Engineering Technology – will be the last program to be spun out of the M.S. in Technology, which will be eliminated should the Engineering Technology be approved.

**COMMISSION FOR HIGHER EDUCATION**  
 Thursday, September 11, 2014

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

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Purdue Calumet University	Master of Science in Electrical and Computer Engineering	7/28/2014	On the CHE agenda for action
02	Purdue West Lafayette	Master of Science in Engineering Technology	7/28/2014	On the CHE agenda for action
03	Purdue Calumet University	Master of Science in Mechanical Engineering	7/28/2014	On the CHE agenda for action
04	Indiana University – Bloomington	Master of Science in Data Science	8/8/2014	Under Review
05	Indiana University – IPFW	Bachelor of Science in Medical Imaging	8/8/2014	Under Review
06	Indiana State University	Doctor of Athletic Training	8/29/2014	Under Review





**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 11, 2014

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

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
01	Indiana University – IUPUI	Bachelor of Science in Health Information Management		Changing the name of an existing program
02	Indiana University – IUPUI	Master of Science in Nutrition and Dietetics		Adding distance education to an existing program
03	Indiana University Bloomington	Post - Baccalaureate Certificate in Children's and Young Adult Literature		Adding a certificate from an existing degree program
04	Indiana University Bloomington	Post - Baccalaureate Certificate in Russian and East European Area Studies		Adding a certificate from an existing degree program
05	Indiana University Bloomington	Post – Baccalaureate Certificate in Public Health		Adding a certificate from an existing degree program; Adding distance education
06	Indiana University Southeast	Certificate in Leadership		Adding a certificate to existing degree programs
07	Purdue North Central	Certificate in Management and Supervision		Adding distance education to an existing program
08	Ivy Tech Community College – Multiple Locations	Certificate in Automotive Service Technology		Changing the name of an existing program
09	Ivy Tech Community College – Multiple Locations	Certificate in Diesel Heavy Truck Technology		Changing the name of an existing program

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u>	<u>Change</u>
10 Purdue North Central	Master of Business Administration	<u>Approved</u>	Adding a new location to an existing program

**COMMISSION FOR HIGHER EDUCATION**  
Thursday, September 11, 2014

**INFORMATION ITEM C:            Media Coverage**

Staff has selected a compilation of recent media coverage related to the Commission for the month of August. Please see the following pages for details.



**Pharos-Tribune**  
**Our View: Save money, finish education faster**  
**August 5, 2014**

The percentage of adults with college degrees in Indiana has dropped over the last decade. The Hoosier State's college attainment rate is 41st in the nation.

There is an urgency to raise the completion rates of two-year and four-year college degrees, as well as workforce credentials. And two years ago, the state took significant steps to help more students graduate.

Before 2012, 90 percent of degree programs at public colleges exceeded the usual 120 credit hours for a four-year degree and 60 credits for two-year degrees, according to the Indiana Commission for Higher Education. After legislation streamlined credit requirements, more than 90 percent of programs now meet the standard. The commission estimates this change has saved students and taxpayers more than \$35 million a year.

Two years ago, the state also improved transfer agreements between colleges, reducing the likelihood students would retake a course at another college.

"Despite this progress," Commissioner for Higher Education Teresa Lubbers wrote in an op-ed we published in January, "we cannot afford to be complacent."

She and the commission have not been. Recently, they launched a new initiative to keep college students on track for graduation. Called "15 to Finish," it encourages students to take at least 15 credit hours each semester.

To graduate on time, students need to complete a minimum of 30 credits per year, or 15 per semester. But just 33 percent of students attending Indiana's public colleges are doing so. At Indiana University Kokomo, that percentage is 14 percent.

Each additional year of college costs students \$50,000 in tuition, lost wages and related costs, according to the commission. Worse, state financial aid runs out for students after four years, increasing the probability they will drop out.

There's an academic incentive to carry 15 credit hours each semester: Commission data show students who take at least 15 credit hours a semester earn higher grade point averages at every one of Indiana's public colleges.

Students, take 15 credit hours each semester at college. The Commission for Higher Education has found you'll be more likely to graduate, earn better grades and save money.

THE ISSUE Longer accomplishment times for degree achievement. OUR VIEW Students, take 15 credit hours each semester at college.

**Purdue University North Central  
PNC tuition discount program tallies \$100,000 in student savings  
August 6, 2014**

Purdue University North Central students have already saved a collective \$100,000 in tuition costs thanks to the PNC tuition discount plan. The discount is offered for the first time this fall semester, giving PNC students a 10 percent tuition reduction for each credit hour taken beyond 12 hours per semester.

Thus far, more than 1,600 of 3,170 students registered for fall semester - close to 54 percent - are taking advantage of the tuition discount option. These students are taking a total of 4,523 additional credit hours.

PNC fall semester classes begin the week of Aug. 25.

The discount plan is designed to provide financial incentives for students to increase the number of credit hours taken each semester and encourage them to graduate in four years.

"This tuition discount program is intended to keep our PNC students on their path to success," said PNC Chancellor Dr. James B. Dworkin. "I am encouraged to see that our PNC students are taking advantage of this tremendous opportunity. Our students realize that by completing just one additional three-hour class each semester, they will not only save a significant sum of money, but they will graduate earlier and start earning the income that comes with achieving a Purdue University degree."

A key to the success of the tuition discount program is the fact that students who earn 12 credit hours each semester will need 10 semesters, or five years, to complete a typical 120 credit hour bachelor's degree. By comparison, students who earn 15 credit hours each semester will be able to earn their degrees in four years, save more than \$500 under the new discount plan and enter their chosen profession sooner.

A recent report issued by the Indiana Commission for Higher Education noted that students who delay completing their degrees pay more tuition dollars and lose potential wages and career opportunities.

"Earning an on-time degree will always be the best and most affordable path to college completion," said Indiana Commissioner for Higher Education Teresa Lubbers. "We commend PNC for removing a financial obstacle that previously stood in the way of students graduating on time."

**The Batesville Herald Tribune  
Campaign hopes to boost graduation rates  
August 8, 2014**

A statewide "15 to Finish" campaign that aims to boost college graduation rates by encouraging Hoosier students to take at least 15 credit hours each semester was recently kicked off by Teresa Lubbers, Indiana higher education commissioner. Data show that students who complete 15 or more credits per

semester are more likely to graduate on time, earn better grades and save money on their degrees, according to Ali Curtis, communications and media relations manager.

“We find that most Indiana college students expect to graduate on time, but only about half are taking enough courses each semester to do so,” said Lubbers. “Hoosiers should know that if on-time graduation is their goal, they should be taking 15 to finish. Taking longer to complete not only means that students pay more for their degrees, it also dramatically decreases their chances of graduating at all.”

Based on a successful initiative developed by the University of Hawaii system which saw a 15 percent increase in the number of students taking 15 credits in its first year, Indiana’s campaign aims to change the longstanding perception that taking 12 credits per semester is enough to graduate on time through a combination of direct outreach, earned/social media and related resources at [15toFinishIndiana.org](http://15toFinishIndiana.org).

In response to legislation backed by the commission two years ago that streamlined credit requirements at the state’s public colleges, the majority of bachelor’s degree programs are 120 credits and associate degrees are 60 credits at Indiana colleges today. To graduate on time, students need to complete a minimum of 30 credits per year, or 15 per semester. An analysis of course-taking patterns at Indiana colleges indicates that there are significant numbers of full-time students at every campus who fall short of completing 30 credits each year by only a course or two.

In partnership with the state’s colleges and universities, the campaign has a three-tiered strategy to reach Hoosier students and families at all levels:

- Prospective college students – The “15 to Finish” message and resources have been incorporated into the state’s outreach efforts with local high schools and counselors through Learn More Indiana ([LearnMoreIndiana.org](http://LearnMoreIndiana.org));
- Current college students – Indiana’s public colleges and many private colleges have incorporated the “15 to Finish” messaging, videos and promotional materials into their student orientation and advising practices. Commission staff members also have been meeting with academic and financial aid advisors at each Indiana campus to share course-taking data and engage in a dialogue about the campaign’s message; and
- General public – To better leverage the in-school and on-campus efforts described, the campaign is supported by public service announcements and digital/social media outreach.

**The Kokomo Tribune  
Greater course loads mean faster degrees  
August 8, 2014**

The impact of Indiana’s low education attainment level shows up in Hoosiers’ paychecks.

The state ranks 40th in the U.S. in the percentage of residents with college diplomas. Not coincidentally, Indiana ranks about the same in per-capita personal income. Indiana needs a more highly educated workforce to grow economically.

In her testimony before Congress recently, Indiana Higher Education Commissioner Teresa Lubbers acknowledged the situation. “We must convince Hoosiers that hard work and postsecondary credentials are required for jobs that propel individuals and families up the economic ladder,” Lubbers testified to a U.S. Senate committee on revising college aid programs, as reported by The Indianapolis Star.

Lubbers went to Washington to suggest ways Congress could help improve on-time graduation by college students, which would cut the students’ costs.

Her suggestions make sense, logistically and financially. Lubbers recommended Congress change its definition of a “full course load” of classes to 15 credit hours, rather than 12. Most bachelor’s degrees require students to complete 120 credit hours. That averages to 15 credits per semester and 30 per year for four years. Most two-year associate degrees call for 60 completed hours, and the same averages apply. Falling behind that pace, with just one or two 12-credit semesters, could extend students’ college completion time by six months or a year, costing thousands of dollars extra. That extra time is compounded when students change majors and must take a new set of courses.

Lubbers also told senators federal financial aid programs should pay for a course only if the student completes it, and that such aid should be available to students during summers so they can catch up or get ahead on their graduation progress.

College tuition has skyrocketed in the 21st century, up 42 percent at public universities during the past decade. Total outstanding student loan debt in the U.S. tops \$1 trillion, more than Americans’ combined credit card debt. So, more on-time degrees is a win-win for students and the state.

Let’s not forget, though, that most Hoosier college students work jobs during school to help pay for daily expenses and their tuition bills. Many work full-time and attend college. That work load affects students’ ability to handle their college course loads.

Students cumulatively pay a larger portion of college costs than states do now. Sen. Tom Harkin, an Iowa Democrat, pointed to that statistic during Lubbers’ presentation, the Star reported. Sen. Lamar Alexander, a Tennessee Republican, said states have diminished financial support for their colleges by necessity, because the rising cost of funding Medicaid forced that to take higher priority. True and true.

Lubbers kicked off a statewide “15 to Finish” campaign on Monday [July 28], encouraging Hoosier college students to maintain a 15-credit-hour course load to finish degrees on time, improve their grades, and save extra costs. Higher Ed Commission statistics show “significant numbers” of full-time students are below the 30-hours per year pace. Initiatives at Indiana campuses have helped. Indiana State University, for example, offers students who are falling behind summer tuition and housing discounts.



Meanwhile, the students still face the bottom-line issue — a college degree costs students and their families too much. The concept of “working your way through college,” debt-free at the end, no longer is realistic for a lone young person. So students balance jobs and studies. As the “15 to Finish” campaign reminds students of the benefits of working harder to carry a full semester load, the work by state lawmakers, Congress and colleges to cut tuition costs should be ramped up, too.

**Inside Indiana Business**  
**Big grant to help launch “College Coach” program**  
**August 11, 2014**

Indianapolis, Ind. -- Nearly 2,500 college freshmen at Indiana State University, IUPUI and Ivy Tech Community College will be connected with a trained "College Success Coach" this fall through a new state initiative designed to increase graduation rates by up to 15 percent for students enrolled in the state's 21st Century Scholars program. Supported by a \$2.4 million grant from USA Funds to the Indiana Commission for Higher Education, the coaching initiative is part of a larger redesign of Indiana's early-promise scholarship program that emphasizes clearer expectations for students and proactive support at all levels.

"For more than two decades, Indiana's 21st Century Scholars program has made it possible for thousands of Hoosiers to afford a college education," said Teresa Lubbers, Indiana Commissioner for Higher Education. "However, too many Scholars never make it to graduation day—leaving them with the dashed dreams and diminished career opportunities that come with some college but no degree.

"We firmly believe that all Scholars can be successful, and a growing body of research indicates that an effective college coach can empower students to overcome the barriers that all too often prevent them from completing college and reaching their full potential."

#### College Coaching 101

The hallmark of college coaching is a one-on-one relationship that helps students to decide what they want out of college and then map out a plan to make it happen. During regular meetings, coaches encourage students to identify obstacles, create contingency plans, connect with on-campus resources and link their short-term actions to their long-term goals. Scholars will learn to balance work, personal commitments and financial challenges with a demanding academic load while developing time management and problem-solving skills that are critical to long-term success in college, their career path and in life.

Only about 15 percent of 21st Century Scholars earn a two- or four-year degree on time, a graduation rate slightly above that of all low-income Hoosier students (9 percent) but below that of the state's full-time college population overall (23 percent). A recent report by the American Educational Research Association confirmed that the coaching model developed by InsideTrack—the company selected to

deliver Indiana's coaching initiative—can increase on-time graduation rates by as much as 15 percent.  
Program Rollout & Sustainability

"USA Funds' financial support of this program is part of a broader partnership with our home state to provide Indiana students with fulfilling educational, career and life experiences," said Carol D'Amico, USA Funds Executive Vice President, National Engagement and Philanthropy. "Our collaboration with the Indiana Commission for Higher Education and InsideTrack will lead to improved college success rates among 21st Century Scholars and provide a student success model that other Indiana colleges and universities and other states can adopt."

Through its service agreement with the state, InsideTrack has guaranteed a minimum increase in the percentage of Scholars completing their first year of college that is designed to make the service self-sustaining after the first year. InsideTrack also projects a 10-15 percent increase in the college completion rates of Scholars served by the program. Based on first-year performance, Indiana State University, IUPUI and Ivy Tech Community College have agreed to sustain the service for a second year using the additional tuition revenue and state funding that would result from the anticipated improvement in student retention.

Indiana State University has been piloting the coaching service through InsideTrack over the past year with a representative sample of its freshmen students. Encouraged by the initial results, ISU will now be able to expand the service to include its entire entering class of 21st Century Scholars this fall.

"InsideTrack worked with us to design a true impact study for which we can actually measure the effect of an intervention, coaching, and by extension, return on investment. This is rare in higher education, and I am hopeful this will also be true for the statewide 21st Century Scholars project," said Dan Bradley, President of Indiana State University.

#### 21st Century Scholars Program: Moving from Access to Success

The new college coaching initiative is the latest step in a fundamental redesign of the 21st Century Scholars program led by the Indiana Commission for Higher Education since the agency assumed responsibility for the program two years ago.

With support from the Indiana General Assembly, the early-promise scholarship now reflects a renewed emphasis on improving student preparation and college completion with changes that include:

- Improving college-readiness by requiring 21st Century Scholars to graduate high school with a 2.5 GPA and complete a Scholar Success Program that helps them prepare for the rigors of college;
- Keeping Scholars on track to graduate from college on time through new on-time credit completion requirements that expect students to earn at least 30 credits per academic year; and
- Providing more consistent and coordinated support for 21st Century Scholars from the time they enroll in the program to the day they graduate from college through expanded partnerships with local schools, colleges and community partners.

Established in 1990, Indiana's 21st Century Scholars program is a need-based, early-promise scholarship program that provides students the opportunity to earn up to a four years of paid tuition at an Indiana college. Learn more at [Scholars.IN.gov](http://Scholars.IN.gov)

#### About the Indiana Commission for Higher Education

The Indiana Commission for Higher Education is a 14-member public body created in 1971 to define the missions of Indiana's colleges and universities, plan and coordinate the state's postsecondary education system, and ensure that Indiana's higher education system is aligned to meet the needs of students and the state. Learn more at [www.che.in.gov](http://www.che.in.gov).

#### About USA Funds

Headquartered in Indianapolis, USA Funds is a nonprofit corporation that works to build a more purposeful path for America's students to and through college and on to rewarding careers and successful lives. USA Funds pursues its nonprofit mission through philanthropic activities and partnerships, policy research, and programs and services that enhance preparation for, access to and success in higher education. Learn more at [www.usafunds.org](http://www.usafunds.org).

#### About InsideTrack

Society thrives when students succeed. Since 2001, InsideTrack has used a proven combination of coaching, analytics, consulting and technology to unlock potential in millions of students and the institutions they attend. We invite you to join the leading colleges, universities, foundations and others working with us to enhance the transformative power of higher education. Please visit us at [www.insidetrack.com](http://www.insidetrack.com) and follow us on Twitter @InsideTrack.

#### College Success Coaching: Partner Testimonials

"This past year we partnered with InsideTrack on a coaching project with 1,000 of our freshmen. The coaches are extraordinarily good at building relationships with students, helping them to set goals, and to coach them through the inevitable challenges that arise. Seeing the project scale for 21st Century Scholars across the state strikes me as one with great potential for improving retention and completion rates for this critical constituency to Indiana's future."

Josh Powers, Associate Vice President for Student Success, Indiana State University

"At IUPUI, we focus a great deal of attention on supporting 21st Century Scholars through our Summer Bridge program as well as through targeted programming and peer mentoring. Because not all Scholars are able to take full advantage of these programs, our Inside Track partnership will help these students get connected with the many forms of supportive programming IUPUI offers."

Dr. Kathy E. Johnson, Associate Vice Chancellor for Undergraduate Education, IUPUI

"We are focused on ensuring the success of our students at Ivy Tech Community College. This partnership will add another resource that will help us connect with our students. Because of our

enrollment and current staffing models the volume of students our advising team works with is very large so the timing of this partnership is critical. We know that our students face challenges along their journey and to have someone there to help them overcome those challenges is what will keep them engaged and moving forward towards their goals."

Jeff Fanter, Vice President Student Experience, Communications and Marketing, Ivy Tech Community College

#### FACT SHEET: College Success Coaching for 21st Century Scholars Program Rationale

For more than two decades, the 21st Century Scholars program has made it possible for thousands of low-income and first-generation Hoosiers to go to college. While the Scholars program is a national model in many respects, it has not lived up to its potential in a critical area: college completion.

#### Program Design

Research shows effective college coaching services deployed during the first-year campus experience can empower students to overcome barriers to college persistence and completion.

The hallmark of the proven coaching model provided by InsideTrack is a one-on-one relationship that helps students assess what they want out of college and equips them to map out a purposeful plan to make it happen.

Coached students tend to be more engaged on campus and more likely to take advantage of opportunities that develop the cognitive and non-cognitive skills required for success in their careers and in life.

#### Partner Selection and Impact

Indiana State University, Indiana University Purdue University Indianapolis (IUPUI) and Ivy Tech Community College were selected to participate in the state's college coaching program through an application process open to all Indiana public and private colleges. The anticipated impact includes:

A. Student Impact: Students who participate in the college coaching program are more likely to earn their degrees, and complete on time while minimizing college debt.

B. Institution Impact: ISU, IUPUI and Ivy Tech will integrate evidence-based practices that increase student persistence and completion, resource utilization and operational efficiency. Data-rich reporting will give these college administrators greater insight into campus barriers to student retention and completion while providing opportunities to perform more effective root cause analysis.

C. Statewide Impact: The primary benchmarks for evaluating the statewide impact of this program are:

- Persistence: A minimum 3% increase in Scholars completing their first year of post-secondary education.
- Completion: A 10-15% increase in Scholars attaining a post-secondary credential on time.

#### Costs & Return on Investment

The grant will cover 100% of the first year costs associated with the implementation of the InsideTrack program at IUPUI, ISU and Ivy Tech after which the program will be sustained by the additional tuition and state funding resulting from improved student retention.

**Indy Star**  
**\$2.4M grant aimed at helping 21<sup>st</sup> Century scholars graduate**  
**August 11, 2014**

With a new \$2.4 million grant, the state is aiming to help more low-income scholarship students stay in college through graduation.

USA Funds, an Indianapolis-based higher education nonprofit, announced the grant today in an effort to boost low graduation rates among 21st Century Scholars. It will connect about 2,500 need-based scholarship recipients with college success coaches at Ivy Tech Community College, Indiana State University and Indiana University-Purdue University Indianapolis.

“We firmly believe that all Scholars can be successful, and a growing body of research indicates that an effective college coach can empower students to overcome the barriers that all too often prevent them from completing college and reaching their full potential,” said Teresa Lubbers, Indiana’s commissioner for higher education, in a news release.

The 21st Century Scholars program is a “promise” scholarship. Low-income students enroll in the program during seventh or eighth grades and must maintain a 2.5 grade-point average, stay drug- and alcohol-free and complete college-preparation activities.

The scholarship covers tuition for four years at an Indiana public college or the equivalent at a private college.

About 100,000 Hoosier students are in the program, which is the second-largest pool of state financial aid. The state spends about \$100 million annually to fund the 21st Century Scholars.

But while 21st Century Scholars are much more likely than all other Hoosier students to go to college, state data shows they’re less likely to do well or earn degrees.

Just 15 percent of 21st Century Scholars graduate on time, data shows.

Through this new grant, academic college coaches from the California-based company InsideTrack will work with students to develop success strategies.

The state projects coaching could raise graduation rates by 10 to 15 percent.

“Where an academic adviser might be focused on how the student needs to schedule their coursework,” said Dave Jarrat, InsideTrack’s vice president of marketing, “we’re going to be focused much more on how they are going to balance personal commitments or work, helping them develop critical thinking

skills, plan how they're going to get to graduation, contingency planning (for obstacles), and determining what it is that they want to do ultimately in their career and life and how they're going to get there."

Because low-income students can often be first-generation college students, Jarrat said, they tend to face two certain issues: Not knowing what to expect from the college experience and being less confident that they're "college material."

Last year, InsideTrack coaches worked with a select group of freshmen at Indiana State.

This new program could raise insights on how three different types of institutions support the same type of students, Jarrat said.

If the coaching program is successful, the state expects it to become self-sustaining after this first grant-funded year. The three colleges will continue to offer it for a second year using the additional tuition revenue and state funding that will come from more students returning to school.

"We were very eager to help, because college completion is an important first step toward your career," said Carol D'Amico, USA Funds' executive vice president of national engagement and philanthropy. "This is a great marriage for us."

The organization, historically a student loan guarantor, is shifting its focus toward the connection between postsecondary education and the workforce.

**Inside Indiana Business  
Purdue continues affordability push  
August 12, 2014**

WEST LAFAYETTE, Ind. -- Purdue's Brian Lamb School of Communication has received a \$500,000 university prize for its creation of a new three-year degree that will help students save money by completing their degrees more quickly.

The prize, funded through the Purdue president's office, is the culmination of a university-wide challenge that President Mitch Daniels issued in an open letter in January. To help Purdue lead the innovation and transformation of higher education nationwide, Daniels offered \$500,000 each to the Purdue department or program that creates the first three-year degree and the first competency-based degree. The recipient of the first competency-based degree will be announced later this month.

"In fields of study where they are feasible, three-year degrees may become a new norm in higher education, based on their big advantages in affordability and in speeding a student's entry into the world of productive work," Daniels said. "We want Purdue to be at the front edge of innovations like this, which was the point of the prize incentive. The Lamb School's proposal was superior in its reach, to an initial five popular majors, and in its swiftness, being available this fall. Thanks to professor (Marifran) Mattson and her colleagues for pioneering this breakthrough; now let's hope that other departments catch the spirit and fashion their own such offerings."

Purdue students now have the option of an accelerated plan of study in the Brian Lamb School of Communication. Thanks to the school's program - Think 3 Years! - students interested in majoring in general communication, public relations and strategic communication, mass communication, corporate communication and human relations will be able to complete their degree sooner and save money.

The program, Think 3 Years!, begins this fall, said Marifran Mattson, professor and head of the Brian Lamb School of Communication, which is housed in the College of Liberal Arts. The accelerated plan of study requires the same number of total credit hours, 120, as the four-year plan for either general communication, public relations and strategic communication, mass communication, corporate communication, and human relations. The four-year program is still available.

The three-year program requires summer courses as well, and students on this track will be guaranteed a spot in required courses, Mattson said. To be on track, students will need to commit to a communication major toward the end of their second semesters and follow the progression of courses.

"Our school's goal is to become the preferred destination for students interested in studying communication," Mattson said. "And we determined that with thoughtful planning, each of our five majors can be accomplished in three years. Students also will be able to participate in a study abroad program. And those students who arrive with advanced placement or other course credit will have more flexibility in shaping their program."

The estimated cost savings for the three-year program is \$9,290 for Indiana residents, \$18,692 for nonresidents and \$20,252 for international students.

**Indy Star  
Indiana state push ditches textbooks for open-access  
August 13, 2014**

Ditch the traditional textbooks.

Indiana State University is pushing for professors to instead use free online textbooks and tools — known as "open access" or "open educational" resources — to save students money.

As an affordability measure in the university's strategic plan, the open-access initiative has sidestepped an estimated \$90,000 in textbook costs for about 700 students in its first year, said Heather Rayl, emerging technology librarian.

"The ultimate goal, of course, is to make college more affordable for students," she said, "and also hopefully in doing that make them more successful in their college career."

On its website, Indiana State estimates textbooks can cost students \$800 to \$1,200 each year. Financial aid and scholarships often help bring down the cost of tuition, but they can't always be used on books.

Many universities encourage the use of electronic textbooks, which can be cheaper than traditional ones. But open access versions are completely free.

Institutions are increasingly taking aim at reducing the price of college degrees. Today, Purdue University announced a partnership with Amazon that's projected to save students 30 percent on textbooks — an amount that the university said could add up to \$6 million per year.

Indiana State offers a \$3,000 one-time stipend to professors who convert their classes to using all free materials, Rayl said. Instructors have to find and vet the resources, which she notes can be a time-consuming process.

There's a wealth of free materials online, Rayl said, and it's growing with the rising popularity of publishing on open-access sites such as PLOS (the Public Library of Science) or Rice University's OpenStax College. Authors trade the cache of having something published in a known journal for making their work more widely available.

Open-access also makes it easier for professors to pick and choose selections from textbook or adapt them for their own use, Rayl said.

The pilot is growing, she said, with more than a dozen faculty members participating.

"Textbooks are like this after-thought that you have to scrounge to pay for," Rayl said. "If we can save students even \$100, \$200 a semester, I think that's still a success. Because that money is still in their pocket — they can use it to drive home to their families or buy groceries that week. It's a significant amount of students' money."

**PRWeb: Vocus  
Agreement allows 41 states to go paperless through electronic transcript  
exchange  
August 15, 2014**

The Midwestern Higher Education Compact (MHEC) recently signed a contract addendum with Parchment, Inc. allowing continued participation in the largest and most comprehensive electronic transcript contract in the nation for MHEC's member states and now expands to include the member states of the Southern Regional Education Board (SREB) and the Western Interstate Commission for Higher Education (WICHE), totaling 41 states. Parchment has more than 3,000 active sending schools (high school and college combined) and more than 2,500 active receiving institutions.

Exchanging transcripts electronically saves money, drives operational efficiencies, and provides data that facilitates improved decision making. The college application process is also simplified for students and parents by increasing transparency and completion rates.

"This initiative saves on time and resources and ultimately allows our institutions to focus on student success and it naturally seemed like a good fit to be able to expand this to other regional compacts,"



explained Ken Sauer, committee chair for MHEC's ETI Project Advisory Committee. "As more institutions across the country participate in the initiative not only will this simplify the admission decision making process, but the institutional research to be gained by downloading the transcript information data can provide campuses with valuable insight around student persistence and completion rates." Sauer is the senior associate commissioner and chief academic officer for the Indiana Commission for Higher Education and also a MHEC commissioner.

Parchment, who agreed to the contract addendum in late July initially participated in an RFP process last fall and signed a contract with MHEC in January. Parchment has designed and developed the system and services behind the initiative and will provide the system and student/school support throughout the 3-year contract term with MHEC.

"We have received positive feedback from our member schools that have engaged Parchment through their MHEC relationship," said Rachel Stamm, Parchment Vice President, Strategic Accounts. "As a result, the extension of this agreement to include WICHE and SREB provides exponential opportunities to more students to leverage their transcripts into new opportunities."

With the renewal in 2014, MHEC expands the scope of services to include the full suite of Parchment's Send and Receive services. Parchment is the only credential exchange platform that safely and securely automates and streamlines the complete process for both sending and receiving eTranscripts for secondary and postsecondary institutions.

Five MHEC states, Illinois, Indiana, Kansas, Michigan, and Ohio, currently participate in ETI and have dedicated web sites that can be found at <http://exchange.parchment.com/state-projects>.

**Indiana Economic Digest**  
**Commentary: Guiding low-income Hoosiers toward college completion could transform economy**  
**August 15, 2014**

TERRE HAUTE — Like a crystal ball, two statistics reveal Indiana's economic future.

Political leaders rarely mention the numbers' significance and focus instead on the state's business-friendly tax and regulation policies.

Yet, the power of those two intertwined statistics transcends the others. When it comes to the chances of average Hoosiers seeing an improvement in their quality of life, those two stats are bottom-line. The rest is just details.

The first involves education levels. Indiana ranked 43rd in the percentage of its population holding at least a college bachelor's degree in 2011, according to the Indiana Business Research Center.

The second involves incomes. Indiana ranked 40th in per-capita income among its residents that same year.

Lowly rankings in those two statistical economic categories aren't a coincidence. Indiana needs more of its young people to finish college.

An initiative by the Indiana Commission for Higher Education could lead to an crucial increase in the number of college graduates from low-income backgrounds. The "college success coaching" program emerged from a pilot project conducted last year at Indiana State University. ISU contracted with a company, InsideTrack, to provide academic coaches for 1,000 freshmen in the 2013-14 collegiate year. The coaches kept in contact with the students by telephone every two weeks, listening to their worries, answering questions, guiding them to on-campus services, helping them set goals, and encouraging them to involve themselves in activities.

It worked well, said Josh Powers, ISU's associate vice president for student success.

So the state commission used a \$2.4-million grant from USA Funds, a nonprofit philanthropic and policy organization in Indianapolis, to implement the college success coaching plan on a more statewide basis, offering that assistance to 2,500 incoming freshman this fall at ISU, IUPUI and Ivy Tech Community College campuses.

The targeted freshmen are 21st Century Scholars — teenagers from low-income households who pledged as eighth-graders to keep a 2.5 grade-point average through high school, abstain from drugs and alcohol and finish college prep courses. In return, the state provided them a scholarship covering four- or two-year tuition at any Indiana public college, or an equivalent amount at a private school.

It's a great concept, launched in 1990 by Gov. Evan Bayh. Today, 100,000 students from middle school to college are enrolled in the 21st Century Scholars program. Its \$100-million annual cost reflects an investment in the future. Seventy-eight percent of those young people who made that commitment enter college, compared to just 53 percent of low-income high schoolers overall. Unfortunately, only 15 percent of 21st Century Scholars complete college on time, according to Higher Ed calculations. A third of them finish within six years (or three for those seeking associate's degrees). Among all students at Hoosier colleges, 23 percent finish on time and 42 percent in six or three years.

The coaching program aims to improve the 21st Century Scholars' graduation rates by 15 percent.

Indiana could benefit, big time.

"The impact on the economy, the social infrastructure and productive capacity of the state is just going to be fantastic," Powers said last week.

The completion of those degrees can change the lives of people surrounding those graduates, who frequently become the first in their families, church congregations and neighborhoods to finish college. Others see that it can be done and follow their path. They create better-educated populations that statistically experience reductions in public-assistance spending, incarceration and divorce rates, and improved public health.

“There’s sort of a multiplying effect,” said Jason Bearce, associate commissioner for student success initiatives at the Higher Ed Commission.

ISU serves as ground zero of the effort to boost that multiplication. The university has more 21st Century Scholars as students than any other individual campus in Indiana, including IU at Bloomington and Purdue at West Lafayette — both nearly four times ISU’s enrollment size. Last year, 719 21st Century Scholars attended ISU, followed by IU with 658, IUPUI 634, Ball State 545, Purdue 448 and Vincennes (a two-year university) 443. An estimated 760 Scholars will attend ISU this fall, Bearce said.

Like any college student, the Scholars face obstacles to finishing. Some of their hurdles are distinct, though. Their families, having never experienced the demands of college course loads, may expect their collegian to rush home to help with a troubled sibling. Finances for things 21st Century scholarships don’t cover are tough to generate. They often haven’t seen an older brother or sister, neighbor or friend, or even a parent, studying at the kitchen table at night. So they must develop study habits on their own, especially if their high school homework wasn’t nearly as rigorous.

Not every 21st Century Scholar has those same difficulties, said Dustin Hitt, principal at Sullivan Middle School and one of the earliest 21st Century Scholars. He graduated from ISU in 1999 and quipped that an academic coach wouldn’t have been necessary for him. Hitt’s mom filled that role. “She didn’t really leave it as an option for me not to beat the odds,” he said last week.

Still, the coaching could help many of those Scholars, Hitt added. “Some of these kids don’t have the best home structure and those expectations haven’t been held up to them,” he explained.

In addition to that acclimation, the coaches can also help the Scholars overcome feelings that they don’t fit in or belong on campus. The “marching orders from the commission” are for the academic coaching program to erase such doubts, Bearce said.

These days, Hitt sees his middle schoolers signing those 21st Century Scholars pledges. He encourages them to “keep their head on straight” and follow through with the promise. “I tell them, ‘This is the equalizer. It doesn’t matter what kind of clothes you wear. It doesn’t matter what job your parents have. You can go to college,’” Hitt said.

He did, graduated and became a principal, to the surprise of his old high school buddies.

**Hancock County Daily Reporter**  
**“All hands on deck effort”**  
**August 20, 2014**

GREENFIELD — Rethinking a traditional college education as the prime road to success is necessary if Indiana’s economy is going to thrive, participants in an education summit were told Tuesday. The focus of the College Success Summit, which featured Indiana Commissioner for Higher Education Teresa Lubbers, was on identifying new ways to arm today’s graduates for success in an ever-changing work environment. “We used to think of college as this sort of monolithic institution, and we never really

intentionally aligned it with what was needed in the workforce,” Lubbers said in a keynote address that described a failing in higher education in Indiana: There has been a disconnect between the preparation students receive and the skills employers need. But that’s changing. “Now, we’re planning,” she told the 100 or so government, civic, business and educational leaders who attended the meeting in downtown Greenfield. And the need for training will be pressing. According to the U.S. Bureau of Labor Statistics, there will be just fewer than 1 million job vacancies by 2018. More than half of those openings will be before those with postsecondary credentials of some kind. Only a third of those openings will be filled by high school graduates, and a small fraction will be available for those who do not finish high school. Unfortunately, only a third of the state’s college students graduate on time, and only half graduate at all, Lubbers said. Additionally, state college tuition and fees have outrun Hoosiers’ earnings growth more than 100 to 1 in the past 10 years, according to the commission’s 2011 figures. As a result, the state is undergoing fundamental changes in the way it prepares students before they get to college; what it teaches them once they get there; and structuring systems to help them complete their studies, Lubbers said. “It’s an all-hands-on-deck effort,” said Lubbers, who spent 17 years in the Indiana Senate, representing parts of Marion and Hamilton counties, prior to becoming the state’s commissioner for higher education. Sponsoring the summit at the local level, the Hancock County Career Success Coalition, a network of civic, government, educational and faith-based organizations working to increase postsecondary education access and opportunities for county residents, is raising awareness of the postsecondary educational avenues open to local residents, especially those that are alternatives to a four-year degree. Participants were bullish on those options. “Manufacturing is very much alive in Indiana,” said Jenny

Lear, marketing and customer service manager for Fortville based Genesis Plastics Welding. “There is such a shortage of students who are prepared to go into a manufacturing career.” Carl Boss, of New Palestine, who works as business development director for GarrityTool Co. in Indianapolis, said today’s advanced manufacturing facilities and practices offer significant opportunities outside a four-year degree. “There is a fantastic avenue for kids to pursue manufacturing as a career, and it is a career,” Boss said. “Advanced manufacturing is leading the (economic) recovery in the state of Indiana, and the factories of your grandfather are not the factories of today. “Lubbers and other educational leaders urged students and families to begin considering and preparing their postsecondary plans early to begin evaluating what they want, what they will need and whether those variables meet with reality. In addition to retooling the postsecondary education landscape to equip today’s students with the advanced skills they need to succeed in the marketplace, the issue of a retiring workforce on the horizon needs to be addressed now, Lubbers said. In the 1950s and ’60s, Indiana ranked well nationally in terms of per-capita income; however, the state did not move proactively to diversify its economy, Lubbers said. “Now, we rank 41st in personal per capita income,” she said. “Shame on us if we let it happen again.”

PBS.org

## Can universities be embarrassed into raising graduation rates?

August 29, 2014

WEST LAFAYETTE, Ind. — It was the last day of student government elections at Purdue University, and junior Bobby Hadrix, running for class president, was doing some 11th-hour stumping on the campus oval alongside fervent supporters in bright red matching T-shirts.

Although they hadn't become an issue in the campaign, Purdue's graduation rates had just been publicly announced for the first time as part of Indiana's new effort to increase the number of degree holders in the state. And the news was not good.

Only 38 percent of students seeking bachelor's degrees, who did not transfer, were managing to graduate on time, the state reported. Nearly a third still hadn't finished after even eight years.

Newspaper editorial pages blasted the university, and other institutions whose results were worse; the average on-time graduation rate at four-year schools in Indiana turned out to be 28 percent, and only 4 percent at two-year community colleges.

Those numbers are higher than the 19 percent national average on-time completion rate for four-year universities, and the same as the national average for community colleges, according to the advocacy organization Complete College America. But they were still "alarming," pronounced the state's commissioner of higher education, who added there was "cause for even deeper concern" about the fact that graduation rates for racial minorities and low-income students were lower still.

Hadrix, an industrial-engineering major with a minor in management, said he trusted Purdue's president, former Gov. Mitch Daniels, who had reacted by calling the numbers "jarring," and Daniels's subordinates, who promised to do better.

But being called out publicly like that, he said, "keeps them honest."

People "have a right to know," said one of his opponents, accounting major Steven Caltrider, as he canvassed another corner of the campus. (Hadrix ultimately won.) "It does create a little more pressure to adjust these things."

Indiana is ahead of many other states in widely broadcasting public universities' and colleges' success rates as part of an attempt to force them up by, among other things, providing information to prospective students and their families weighing where to enroll. This was the first time the numbers were so publicly released.

It's a strategy much like what the Obama administration is proposing to do nationally with ratings of all higher-education institutions — private as well as public — and could serve as a test of how universities and colleges respond.

“The institutions have had a lot of this data internally for a long time, but it hasn’t gotten anyone’s attention,” said Stan Jones, founder and president of Complete College America and himself a former Indiana commissioner of higher education.

When it’s publicized, Jones said, the information “gets the attention of the presidents, it gets the attention of the trustees. People don’t want to be identified with those low graduation numbers.”

Indiana’s reports, which will be issued annually, are part of a full-court press in the Hoosier state to nearly double the proportion of people with degrees, by 2025, from its current 33 percent — 40th-lowest out of the 50 states.

Fixing that, said Teresa Lubbers, the state’s higher-education commissioner, “begins with a clearer understanding of where we are and where we need to go.”

Like the federal government, the Indiana Commission for Higher Education has limited direct control of the state’s largely autonomous universities. But — also like the federal government — it can use information to affect policy.

“We think the greatest value we can bring as a coordinating board is to provide good data,” Lubbers said. “Even if it’s not a ranking, people look to see where they fit in and how they can do better.”

The information doesn’t only drive change by universities, said Lubbers. It can bring further pressure on them by influencing student enrollment decisions and moving policymakers to demand improved results.

Purdue is trying to push up its on-time graduation rates, and began several efforts to do so even before the figures were so widely publicized. Those include developing technology that can raise the alert when student grades or attendance start to fall, and streamlining its separate student affairs departments into one, reducing red tape and confusion.

The university has also raised admissions standards.

“We were admitting students who just weren’t going to make it,” said outgoing Purdue provost Tim Sands.

In five years, the reforms have helped to boost the proportion of first-year students who return for a second year to a comparatively high 90 percent, up from about 84 percent, Sands said.

Still, he said, it will take a while for progress like this to show up in the on-time graduation rates.

“We do get a little frustrated by that,” said Sands, who took over as president of Virginia Tech this summer. “But that’s not enough for me to say we shouldn’t be publishing the numbers.”

National university and college associations largely oppose Obama’s federal ratings plan, however, and those critics have a key congressional ally in Lamar Alexander, ranking Republican on the Senate

Education Committee, who has called the idea a “popularity contest” and said he’ll move to block funding for it.

Many higher-education institutions complain the national ratings wouldn’t take into account the different audiences they serve, their different purposes, and the level of their students’ preparation. They also say that federal data about such things as completion rates is imprecise.

Indiana’s experience backs that up, too. Though the figures Indiana uses are more complete than what the federal government collects, even they fail to take into account, for instance, that some degrees at Purdue are supposed to take five years, not four — yet students who take five years to graduate are counted among those considered not to finish on time. State officials say that oversight will be corrected.

Federal statistics also don’t track transfer students — students who may start at one school but finish at another; they show up as dropouts. Indiana’s do and Lubbers said they show that tracking transfer students boosts the statewide graduation-rate picture by eight percent for community colleges and 13 percent for four-year universities.

“We get greater buy-in if the colleges and universities believe the policies are being driven by good data,” Lubbers said.

Perfect or imperfect, those figures in Indiana are resulting in “a lot of positive discussion,” Sands said.

“You hope there’s enough care taken with the numbers that people don’t just take them at face value,” he said. “But if that drives us to be a little better, that’s not a bad thing.”

**Herald Times - Bloomington**  
**IU expands recruiting efforts for 21<sup>st</sup> Century Scholars program**  
**August 31, 2014**

It gave Precious McMillon a chance to relax.

As a 21st Century Scholar, McMillon didn’t have to worry about how she would pay tuition at Indiana University.

“It really made it easy,” she said.

Before she graduated this May, McMillon was one of nearly 3,000 undergraduates who were 21st Century Scholars on the IU Bloomington campus in the 2013-14 academic year. For 2014-15, an estimated 600 freshmen came to campus as members of the program.

That’s a typical number, said Jim Gibson, director of the 21st Century Scholars program at IU.

The program has grown by 90 percent on the Bloomington campus in the past seven years, according to IU data. And for the first time this year, IU plans to be a part of recruiting scholars.

The program is funded by the state's general fund and asks low-income students in Indiana to enroll by the end of June following their eighth-grade year. Students must meet certain academic and other requirements to receive up to four years of undergraduate tuition at a participating public college or university in the state.

"Something we are doing this year is, I will be on the road some to areas where there could be 21st Century Scholars," Gibson said. He said those areas include the Indianapolis area as well as northwestern and northeastern portions of the state, all of which have high numbers for the program.

He said his focus will be on reaching the parents of junior high students to tell them there is a way to have their child's college education paid for. "I want them to get excited, and of course, hope they remember IU Bloomington," Gibson said.

McMillon said she was living with her grandmother when they found out about the program, and McMillon, a first-generation college student, signed up.

"If I get to go to undergrad for free, I'm going," said the Evansville native.

After graduating with a degree in Spanish, McMillon took a one-year AmeriCorps position as a support specialist for the program at IU. She said she hopes to return to school and become a tenure track professor one day.

Gibson said the state office for the program has regional outreach coordinators, but it is limited in resources for recruiting.

Chris Enstrom, state director of outreach, agreed. He said he doesn't know of any other college that is helping with recruiting like IU.

"We need all the help we can get," Enstrom said. He said the program relies on community leaders not only to start students in the program pipeline, but to help students stay in the program through college.

To participate in the program, which was started in 1990, students must meet not only program requirements, but also admission standards to their school of choice.

"Truly, they are scholars," Gibson said.

And he credits an IU-only 21st Century Scholarship Covenant, which helps pay for books and living expenses, as well as the community feel of the office and related programs for the strength of the IU program.

"The scholars can participate in mentoring, attend sessions about managing finances and living off-campus, and have their questions answered about academics and college life," Gibson said.



He said the program also plans to start a parent advisory group for input from families many of whom have several children in the program. Sophomore Juan Quiroz is the youngest of six kids in a family from Hammond, and although he's the only one of his siblings in the program, he said it was his brother's idea for him to apply.

Quiroz said with so many kids in the family, it was important for him to have a scholarship to afford school. And as a first-generation college student, Quiroz said his parents stressed the importance of going to college.

He and McMillon agreed that the 21st Century program helped with study skills and adjusting to college life. McMillon said she came to IU worried that having a social life would interfere with her studies.

"At first, I was afraid to socialize with people, but once I came out of my shell a little bit, it helped," she said.

Gibson said the vast majority of students in the program are first-generation college students like Quiroz and McMillon, and he reminds them that earning a college degree will affect not only their future career, but also the careers of their children.

"I tell them, this is not just going to affect your life, but generations to come," Gibson said.