Spring Convocation

Friday January 30, 2009
Kelley Student Center Room 130
Campus Conditions and Behaviors that Positively Affect Student Development and Success

- A clear focused institutional mission
- High standards for student performance
- Support for students to explore human difference and emerging dimensions of self
- Emphasis on early months and first year study
- Respect for diverse talents
- Integration of prior learning experience
- Ongoing practice of learned skills
- Active learning
Campus Conditions and Behaviors cont.

- Assessment and feedback
- Collaboration among students
- Adequate time on task
- Out-of-class contact with faculty
NSSE Benchmarks of Effective Educational Practice

1. Level of Academic Challenge
2. Active and Collaborative Learning
3. Student-Faculty Interaction
4. Supportive Campus Environment
5. Enriching Educational Experiences
Level of Academic Challenge

Activities and conditions:

- Time spent preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)
- Worked harder than you thought you could to meet an instructor’s standards or expectations
- Number of assigned textbooks, books, or book length packs of course readings
- Number of written papers or reports of 20 pages or more

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Number of written papers or reports between 5 and 19 pages
Number of written papers or reports fewer than 5 pages
Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences
Coursework emphasizes: Making judgments about the value of information, arguments, or methods

Coursework emphasizes: Applying theories or concepts to practical problems or in new situations

Campus environment emphasizes spending significant amounts of time studying and on academic work

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Active and Collaborative Learning

Activities:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students

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- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
Student-Faculty Interaction

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked with a faculty member on a research project
Supportive Campus Environment

- Campus environment provides support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

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Enriching Educational Experiences

Activities and conditions:

- Talking with students with different religious beliefs, political opinions, or values
- Talking with students of a different race or ethnicity
- An institutional climate that encourages contact among students from different economic, social, and racial or ethnic backgrounds
- Using electronic technology to discuss or complete assignments

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Participating in:

- Internships or field experiences
- Community service or volunteer work
- Foreign language coursework
- Study abroad
- Independent study or self-assigned major
- Culminating senior experience
- Co-curricular activities
- Learning communities

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The Benefits Of Using NSSE

- Allows us to align campus and unit resources around NSSE principles and practices
- Establishes a clear campus decision making compass based on moving towards or away from the principles, activities, and conditions in the five clusters.
- Aligns campus policies and practices to reflect engagement with well researched and established NSSE principles and practices.
Provides a context, a language in which to describe the work we do in reports, presentations, and external communications

Validate the effectiveness of campus programs using NSSE’s capacity to drill down into its databases, including using over sampling as needed to gather sufficient information on specific programs and activities. With NSSE’s new tool CLASSE, individual faculty can use the NSSE model to align the various components of their coursework with appropriate NSSE clusters.

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Provides a national data base against which to measure our progress on agreed upon indices.

NSSE speaks to all of the key constituencies and domains of the campus. Every group and individual will be able to answer the question: what is it I can do to make a difference in student success.
Budget

Tim Sehr Vice Chancellor for Administration, CFO/CIO
## Fall Matrics as % of Undergrads

<table>
<thead>
<tr>
<th>Year</th>
<th>Kokomo</th>
<th>East</th>
<th>Northwest</th>
<th>South Bend</th>
<th>Southeast</th>
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<tbody>
<tr>
<td>2004</td>
<td>701 / 2505</td>
<td>555 / 2175</td>
<td>1090 / 4190</td>
<td>1458 / 5851</td>
<td>1207 / 5219</td>
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<tr>
<td>2005</td>
<td>687 / 2525</td>
<td>549 / 2128</td>
<td>954 / 4042</td>
<td>1535 / 5818</td>
<td>1152 / 5079</td>
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<tr>
<td>2006</td>
<td>588 / 2368</td>
<td>414 / 1924</td>
<td>1020 / 4003</td>
<td>1531 / 5714</td>
<td>1530 / 5133</td>
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<tr>
<td>2008</td>
<td>545 / 2204</td>
<td>560 / 2081</td>
<td>1115 / 3974</td>
<td>1669 / 5875</td>
<td>1580 / 5352</td>
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<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tbody>
<tr>
<td>5 yr avg.</td>
<td>26.2</td>
<td>25.0</td>
<td>26.0</td>
<td>26.8</td>
<td>25.4</td>
</tr>
<tr>
<td>low</td>
<td>24.7</td>
<td>21.5</td>
<td>23.6</td>
<td>24.9</td>
<td>22.7</td>
</tr>
<tr>
<td>high</td>
<td>28.0</td>
<td>26.9</td>
<td>28.1</td>
<td>28.4</td>
<td>29.5</td>
</tr>
</tbody>
</table>
Increase Number of New Students

- Increased top STAR merit scholarship to $2500 to attract high ability students
  
  [SAT average up 7 pts.; avg. HS percentile up 4%]

- Increased contacts in Hamilton County

- Improve yield from ENGAGE and ACP
  
  2008 = 38        2007 = 19

- More focused minority efforts
  
  2008 = 9.4%      2007 = 8.4%
➤ Improve transfer yield rates, allocated $15,000 for IVY Tech students
➤ Revamp VIP Days greater emphasis on faculty presentations
➤ Increased emphasis on grad enrollment

2008 = 181  2007 = 157
Programs to Enhance First-year Success

- Creation of SEEK Program for merit scholarship recipients
- Applied Learning collaboration with Learning Communities on Kevin Powell visit
Retention Beyond the First-year

- Improve enrollment related business practice
  - e-drop
  - e-transfer request
  - degree verify
- $30,000 need-based grants to Sophomores (Degrees of Excellence)
- Completed all Degree audits (total = 36)
DEPARTMENT OF STUDENT SERVICES

ADMISSIONS

FINANCIAL AID

Associate Director

Associate Director

Assistant Director

Counselor

Counselor

Counselor

Counselor

Clerical

Clerical

Clerical

Clerical

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NACADA Academic Advising

- Academic Advising is integral to fulfilling the teaching and learning mission of higher education
Through Advising Students Learn

- To become members of their higher education community
- To think critically about their roles and responsibilities as students
- To prepare to be educated citizens of a democratic society and a global community
- To be engaged beyond their own world views while acknowledging their individuality as they move through and exit the institution
NACADA
Concept of Academic Advising

**Curriculum (What Advising Deals With)**
- Mission of the Campus
- Culture and Expectation
- Modes of thinking, learning, and decision making
- Selection of academic programs and courses
- Development of life and career goals
- Campus and Community Resources
- Polices and Procedures of the Campus
- Transferability of Skills and Knowledge
Concept of Academic Advising

Pedagogy (How Advising Does What It Does)

- Methods, strategies and Techniques

Must create and maintain a relationship between the advisor and student that is characterized by Mutual Respect, Trust and Ethical Behavior

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Concept of Academic Advising

Student Learning Outcomes
(The result of Academic Advising)

- Students will use appropriate technology resources in SIS
- Students will know the courses needed for their academic plan
- Students will cultivate the intellectual habits that lead to a lifetime of learning
- Student will be aware of their academic progress and challenges
- Student will know the process to apply for graduation
- Students will identify engagement opportunities
- Students will identify and know the appropriate offices on campus

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Student Outcomes Needed for Campus

- Learning Communities
- New Student Orientation/Convocation
- Academic Advising Process
- Reinstatement
- Must Develop an Assessment Plan for Academic Advising
Results for Indiana University Kokomo

- Better Retention Rates
- Increased Graduation Rates
- Increased Student Satisfaction With Academic Advising
- Sound Academic Advising Program with desired outcomes for all the stakeholders

January 30, 2009
Legislative Update

➢ Appropriation Request
➢ Lobbying Efforts
➢ Moving Forward
Appropriation Request
Health Education and Wellness Center

Renderings prepared by students at the Purdue University College of Technology at Kokomo
Appropriation Request
Operating Funds

- Funding Formula
  - Impact on regional campuses
- Fee Replacement
- Maintenance of Operations
Lobbying Efforts

Meetings with legislators

- Senator Jim Buck…37%
- Senator Randy Head…18%
- Senator Brandt Hershman…11%
- Representative Ron Herrell…25%
- Representative Eric Turner…13%
- Representative Jacqueline Clements…12%
- Representative Richard McClain…9%
- Representative Bill Friend…8%
Lobbying Efforts

FEBRUARY 17, 2009
PACK THE BUS
DEPART IU KOKOMO 10:45 a.m. • BOX LUNCH
Lobbying Efforts
Moving Forward

- Continue lobbying
- Help us out
  - Coordinated approach
  - Contact me
Integrated Marketing

A listening-first, database-dependent approach to marketing that includes a willingness to segment and coordinate such strategic assets as product (customer), price (cost), and place (convenience), and to develop effective promotion (communication) strategies for key target audiences.

Integrated Marketing Team

Why?

- Move from communications to marketing
- Unified effort to integrate IU Kokomo brand
- Competition for key resources
- Inform publics about the impact of IU Kokomo
- Well-designed plan will engage the entire campus and be integrated into all of our operational, planning, and action initiatives
Integrated Marketing Team

- Present to Administrative Council
- Appoint team
- Define Charge
- Define Goals
- Deliver Plan by Fall Convocation