

THE BICENTENNIAL STRATEGIC PLAN
FOR INDIANA UNIVERSITY
REGIONAL CAMPUSES

BLUEPRINT 2.0

Final Report
2020



Foreword

The report you are about to read summarizes a collaboration found nowhere else in American higher education. Nearly one-third of IU’s faculty, staff, and students work, teach, learn, and create on our regional campuses. These campuses are an indispensable part of Indiana University’s commitment to serving the people of Indiana, and are an increasingly innovative part of a higher education sector that generates more baccalaureate degrees than any other.

The collaboration among the five Regional Campuses of Indiana University is focused and intentional, and forms the basis of *Blueprint 2.0: The Strategic Plan for the Regional Campuses of Indiana University*. Collaboration has not only become an intrinsic aspect of each campus’s identity, it has also helped to focus the efforts of the regional campuses as a whole for the benefit of their students, their communities, and the state of Indiana.

We believe that this collaboration is essential for the long-term sustainability of these campuses. Regional comprehensive institutions like the IU regional campuses are the workhorses of American higher education. In their 2019

report “Squeezed from All Sides,” *Inside Higher Ed* notes that such institutions produce nearly 40 percent of all baccalaureate degrees in the United States, by far the most of any sector. Yet, these campuses are also the most vulnerable to increasing budgetary and demographic challenges in the increasingly competitive higher education landscape. As Moody’s notes in their 2020 Outlook for Higher Education, “Regional public universities, particularly moderately sized and smaller ones, will be among the most constrained for revenue growth because of flat to declining enrollment and limited revenue diversity beyond state funding and in-state tuition.” The *Blueprint* collaboration has not only allowed

the IU regional campuses to thrive in this challenging context, but it has also brought well-deserved national recognition to these campuses as a model for the kind of cooperation that will allow smaller campuses to thrive in this environment. The American Association of State Colleges and Universities (AASCU), the largest national organization representing such institutions, has recognized the positive impact that collaboration has had on the IU regional campuses in terms of both student success (through its Re-Imagining the First Year of College initiative) and community engagement (through its American Democracy Project).

This recognition highlights the two pillars of the regional campus mission. These campuses are, at their hearts, learner-focused and community-engaged. As higher education institutions, the regional campuses exist primarily to educate; creating the conditions within which every student has the opportunity to succeed and earn an IU degree is each campus’s highest priority. A core component of our student success work is in the form of collaborative academic programs. Over the last five years, the IU regional campuses have developed 15 new collaborative,



online academic programs, such as the Chancellors' Bachelor of Science in Business Administration. Many regional campus students have work and family commitments that, in a more traditional context, would impose barriers to degree completion. These programs afford students the flexibility to complete degrees while also attending to their non-academic responsibilities.

This close attention to the success of our students extends to our communities and regions as well. As public institutions, our regional campuses are engaged in the communities, serving as cultural and economic hubs to help to build and sustain thriving communities and, by extension, a thriving state. AASCU defines such institutions as "Stewards of Place," meaning the public comprehensive universities like the IU regional campuses have an obligation to use their extensive intellectual capital in the service of some of their regions' most pressing challenges, using applied research and service learning to address challenges such as food insecurity and access to health care.

At no time has the regional campuses' commitment to their students and their regions been more important than in the face of the COVID-19 pandemic, and at no point has their collaboration served them better. The ways that we work together—the organizational structures and consultation processes outlined in *Blueprint 2.0* and the present report—allowed the regional campuses to mobilize quickly and seamlessly in the March 2020 move to full distance learning for the spring and summer terms. As Indiana began its phased re-opening in May 2020, the regional campuses had already begun to institute the kinds of flexibility they would need to protect student, faculty, staff, and community health and safety, while delivering multi-modal instruction in a social and educational environment profoundly altered by the pandemic. Standing alone, many institutions of the size of the IU regional campuses have struggled, and some may fail. As an integral part of Indiana University, and as an experienced collaborative enterprise, the regional

campuses can confidently look forward to weathering the present storm and, indeed, to emerging as stronger individual institutions and a stronger collectivity.

The successes of the *Blueprint 2.0* collaborations detailed herein demonstrate the commitment of University Academic Affairs (UAA) to supporting the regional campuses. Most importantly, however, they demonstrate the commitment of the faculty, staff, and administrators on these campuses to positively transforming the lives of their students and their communities.

John S. Applegate
Executive Vice President for University Academic Affairs



THE BICENTENNIAL STRATEGIC PLAN
FOR THE INDIANA UNIVERSITY REGIONAL CAMPUSES

Table of Contents

INTRODUCTION / 7

1.0 Excellent, distinctive education
and student experience / 11

2.0 Completion and student success / 15

3.0 Accessible and affordable to
prepared students / 19

4.0 Connecting with careers / 21

5.0 Engagement and regional
development / 23

Read the full Bicentennial Strategic Plan at
strategicplan.iu.edu.



Introduction

Blueprint 2.0: The Bicentennial Strategic Plan for the Regional Campuses of Indiana University was the culmination of a concerted endeavor by the entire IU Regional Campus community to identify and develop objectives for advancing the campuses' collaboration and the *Bicentennial Strategic Plan for Indiana University*. This report summarizes progress and success in achieving *Blueprint 2.0's* ambitious goals. The quest for discovery of commonalities and the development of action plans involved every Regional Campus in one of the most important large-scale planning exercises carried out at Indiana University.

Great public universities serve as doors of opportunity for thousands of the best students from all backgrounds and all income levels. The Regional Campuses strive to be first-choice institutions for Hoosier students who seek baccalaureate degrees or selected master's degrees in a setting that is close to home and provides both flexibility and the resources of a major public university. The Regional Campuses are thus on the front lines in advancing three of IU's Bicentennial Priorities: A Commitment to Student Success, A Community of Scholars, and Building a Prosperous and Innovative Indiana. These priorities are at the very heart of the Regional Campus mission; that is, being "Learner-Centered and Community-Engaged."

As with the original *Blueprint for Student Attainment* (2011), *Blueprint 2.0* represents a comprehensive plan that includes both individual campus goals and shared objectives. This process of strategic renewal enables Indiana University to meet the educational challenges of the 21st century by graduating well-educated, highly motivated, and well-prepared individuals who will contribute to the growth, prosperity, and well-being of their regions, Indiana, the nation, and the world.

This report is organized in five substantive sections, each comprising a set of *Blueprint 2.0's* action items and measures of success. The first section, The Collaborative Imperative, highlights those action items and accomplishments led largely by UAA. The remaining five sections, while in many ways

supported by UAA, will also highlight work accomplished on one or more of the Regional Campuses.

A note on the content of this document is in order. It is impossible to capture in a document of this scope every activity and accomplishment from five Regional Campuses over a five-year period. Further information on Regional Campus accomplishments can be found in the Bicentennial Strategic Plan final report appendix, as well as the reports from each individual Regional Campus.

THE COLLABORATIVE IMPERATIVE

The Regional Campuses of Indiana University work together in all areas in which collaboration contributes to greater effectiveness and efficiency, as we pursue our shared and individual missions to accomplish our shared and individual campus aspirations.

ACTION ITEMS

Create and support organizational structures that encourage and simplify numerous forms of collaboration.

UAA supports a complex architecture of collaboration that includes Regional Campus governance, academics, and administration. This collaboration is pervasive and institutional, and has become integral to the Regional Campus identity.

With the guidance and support of UAA, three main collaborative governance bodies are in place that facilitate effective Regional Campus collaboration. Meetings of the groups are coordinated by the Senior Advisor for Regional Campus Affairs, a position created in 2015 by UAA specifically to support the work of the Regional Campuses in the context of *Blueprint 2.0*.

The Regional Campus Cabinet is a collaboratively organized body chaired by the Executive Vice President for University Academic Affairs (EVPUAA), and consisting of the

chancellors of the five Regional Campuses and University Academic Affairs senior staff. The Regional Campus Cabinet is responsible for establishing strategic collaborative priorities for the IU Regional Campuses, and serves as a recommending body on all matters of Regional Campus strategy to the EVPUAA and the IU Academic Leadership Council. The Regional Campus Cabinet meets in conjunction with the regular meetings of the Indiana University Board of Trustees.

The Council for Regional Campus Excellence (CRCE) is a collaboratively organized body comprising the Vice Chancellors for Academic Affairs of the Regional Campuses and University Academic Affairs senior staff. It is chaired by the Senior Advisor for Regional Campus Affairs. CRCE serves as a policy-recommending body on all academic matters to the IU Regional Cabinet and the IU Academic Leadership Council. CRCE meets on a monthly basis during the academic year.

The Regional Faculty Caucus (RFC) is a collaboratively organized body comprising the faculty senate presidents of the Regional Campuses that serves as a liaison between the faculty leadership of the IU Regional Campuses and senior University Academic Affairs administration. It is chaired by the Senior Advisor for Regional Campus Affairs, and meets three to six times during each academic year.

Beginning in 2016, the Senior Advisor for Regional Campus Affairs began to organize joint meetings of the RFC and the CRCE for the purpose of better collaboration between Regional Campus faculty and academic administration. These meetings were generally focused on one specific topic, such as the faculty role in student success and completion and promoting teaching excellence as a path to promotion and tenure. These meetings have been chaired by the EVPUAA.

Finally, beginning in August 2017, the Regional Campus Cabinet organizes and hosts a now-annual IU Regional Campus Chancellors' Leadership Summit. This day-and-a-half event brings together senior campus administrators and faculty leaders from each of the five Regional Campuses. The summits have helped to shape the leadership agendas for the Regional Campuses in each of the last three years, with each summit focused on some aspect of student success:

- 2017 Summit: Refining the Regional Campus Mission
- 2018 Summit: The Growth Mindset and Student Success
- 2019 Summit: The Faculty Role in Student Success

- In addition to these more formally organized groups, UAA facilitates a wide range of cross-campus, collaborative “Affinity Groups” that support and encourage Regional Campus collaboration in academics and administration.

- » Administrative Groups
- » IU Online Advisory Council
- » IU Online Regional Chancellors Summit
- » IU Online Regional EVCAAs
- » IU Online Collaborative Degree Faculty Committees
- » IU Online Task Force for Online Course Quality and Concern Resolution
- » IU Arts and Sciences Deans
- » IU Education Deans Council
- » IU Applied Health Science Deans
- » IU Bachelor of Applied Science Deans
- » IU Regional Nursing Deans
- » IU Council of Head Librarians
- » IU Business Deans
- » IU Centers for Teaching and Learning Directors
- » IU Writing Center Directors
- » IU Institutional Research (IR) Council

- Faculty, Staff, and Administrative Groups Linked to National Initiatives

- » LEAP Indiana (Part of the Association of American Colleges and Universities' Liberal Education and America's Promise (LEAP) Initiative)
- » American Association of State Colleges and Universities (AASCU) RFY Innovation Teams
- » AASCU American Democracy Project Campus Coordinators
- » Regional Campus Carnegie Engagement Teams

- Student Success and Services Groups

- » IU Directors of Advising
- » IU Regional Campus Directors of Advising
- » Tech Committee to Support AdRX development
- » Fostering Learning, Achievement, and Graduation Success (FLAGS) Advisory Board and associated committees
- » IU Regional Campus Career Services Directors
- » IU Career Services Council
- » IU Student Life Directors
- » IU OCSS Student Advisory Board (all campuses, except IU Bloomington)
- » IU Directors of Tutoring
- » IU Regional Campus Associate/Assistant VCAs (Regional Campuses)
- » IU Directors of Honors Programs
- » USSS Council (enrollment management)
- » IU Admissions Council
- » IU Financial Aid Council
- » IU Registrar Council
- » IU Bursar Council
- » IU Institutional Research and Reporting Council

- » IU Veteran's Council
- » Annual Regional Campus Admissions Summit
- » Financial Administration
- » Within UAA, the AVP for Administration convenes the Regional Campus Vice Chancellors for Finance Council each quarter to review and discuss financial and administrative issues. This forum provides a critical communication and informational channel between university administration and the Regional Campuses, and also establishes a platform for campuses to leverage shared and common services, with the goal of creating efficiencies and long-term fiscal stability.

Implement and, with experience, refine the following principles of collaboration so they best serve the shared mission and activities of the Regional Campuses.

In addition to revising the CRCE Charter in 2016, UAA worked to uphold and promote the following general principles of collaboration.

- Collaboration adds value through leveraging scale to create opportunities and gain efficiencies.
- Campuses participate on equitable terms.
- Participation by all campuses is not always required, though opt-outs cannot decide the terms of collaboration by participants.
- The potential value of collaboration is always weighed together with the unique Regional Campus missions.
- Policies and practices that create unnecessary barriers to collaboration will be identified and remedied.
- Collaboration should ultimately expand net revenue and avoid unintended redistribution of revenue among campuses.
- The form and intensity of collaboration covers a spectrum of activities that includes sharing best practices, coordination, establishing uniform policy and procedures, sharing activities, harmonizing processes, and formal or ad hoc affinity groups.
- Ultimately, intercampus collaboration is engrained in the culture of the IU Regional Campuses, is pervasive, and is always considered as an option for accomplishing campus missions.

Establish and promote the Regional Campuses of Indiana University as a national model of intercampus and interinstitutional collaboration.

Faculty, staff, and administrators from the IU Regional Campuses have always been national leaders in their respective fields. With the support of the collaborative structures highlighted herein, our Regional Campuses as a whole are being recognized for the strength and success of those collaborations. The most significant work is that accomplished with the American Association of State Colleges and Universities (AASCU).

According to their mission statement, “AASCU is a Washington-based higher education association of nearly 400 public colleges, universities, and systems whose members share a learning and teaching-centered culture, a historic commitment to underserved student populations, and a dedication to research and creativity that advances their regions’ economic progress and cultural development.”

Consequently, Regional Campus participation in AASCU’s major initiatives is a natural extension of their commitment to serving Indiana as learner-focused and community-engaged institutions. In 2016, AASCU launched Re-Imagining the First Year (RFY). The three-year project, supported by the Bill and Melinda Gates Foundation and Strada Education Network, brought together a competitively selected cohort of 44 AASCU institutions to function as a learning community dedicated to the comprehensive institutional transformation of the college experience in order to improve persistence to graduation, especially for traditionally underserved populations. The IU Regional Campuses submitted a successful joint application to effectively function as a “cohort within the cohort” of RFY institutions. RFY activities on and among the Regional Campuses are detailed throughout the remainder of this report.

AASCU’s American Democracy Project (ADP) is a network of nearly 300 state colleges and universities focused on public higher education’s role in preparing the next generation of informed, engaged citizens for our democracy. Each IU Regional Campus is an active ADP member, and their campus coordinators meet quarterly along with the Senior Advisor for Regional Campus Affairs. Regional campus faculty are ADP leaders at the national level. Elizabeth Bennion, IU South Bend Political Science, became the only two-time winner of AASCU’s Barbara Burch Award for Faculty Leadership in Civic Engagement, winning the award in 2017 and again in 2019. William J. McKinney, Senior Advisor for Regional Campus Affairs, has served on the ADP Steering Committee since 2017, chairing it from 2018 to 2019. Finally, IU Kokomo faculty and staff led by Executive Vice Chancellor for

Academic Affairs (EVCAA) Mark Canada are among the leaders in ADP's Digital Polarization (DigiPo) initiative. DigiPo is ADP's national effort to build student civic, information, and web literacy by having students participate in a broad, cross-institutional project to fact-check, annotate, and provide context in a world increasingly reliant on the Internet and social media. IU Kokomo is one of only 11 AASCU campuses nationwide participating in this important project.

MEASURES OF PROGRESS AND SUCCESS

Due in large part to careful attention to completion and student success, attention to best practices, and collaboration, the IU Regional Campuses have increased the number of degrees awarded annually, in spite of the declining enrollments that are impacting most similar institutions nationwide.

- Nowhere is this collaboration more visible than in the number of collaborative academic programs offered by the Regional Campuses. The IU Regional Campuses offer 15 collaborative online academic programs.
 - » B.S. in Medical Imaging Technology
 - » B.S. in Applied Health Science
 - » B.S. in Informatics
 - » Bachelor of Applied Science (BAS)
 - » B.S. in Sociology
 - » B.A. in History
 - » Chancellors' B.S. in Business Administration
 - » Graduate Certificate in Mathematics
 - » Master of Liberal Arts (MLS)
 - » Master of Arts in English
 - » Graduate Certificate in Language and Literature
 - » Graduate Certificate in Literature
 - » Graduate Certificate in Composition Studies
 - » Graduate Certificate in Communication Studies
 - » M.S. in Criminal Justice and Public Safety
- In addition, these programs are awaiting approval by the Higher Learning Commission (HLC):
 - » Graduate Certificate in Biology
 - » Graduate Certificate in Chemistry
 - » Graduate Certificate in Political Science
 - » M.A. for Teachers in Biology
 - » M.A. for Teachers in Chemistry
 - » M.A. for Teachers in History
 - » M.A. for Teachers in Mathematics
 - » M.A. for Teachers in Political Science
 - » M.S.Ed. in Education Technology for Learning
 - » B.S. in Data Science
 - » B.A. in Sustainability Studies



NUMBER OF STUDENTS ENROLLED

Campus	2015	2016	2017	2018	2019
East	3,305	3,236	3,125	3,196	3,271
Kokomo	2,894	2,873	2,873	2,898	2,910
Northwest	4,471	4,064	3,892	3,747	3,633
South Bend	5,672	5,471	5,261	5,082	4,910
Southeast	5,577	5,297	5,072	4,945	4,672
Total	21,919	20,941	20,223	19,868	19,396

NUMBER OF DEGREES CONFERRED

Campus	2015	2016	2017	2018	2019
East	665	741	777	729	750
Kokomo	555	518	560	570	550
Northwest	532	604	601	566	606
South Bend	789	768	808	769	805
Southeast	864	847	858	863	842
Total	3,405	3,478	3,604	3,497	3,553

1.0 Excellent, distinctive education and student experience

The Regional Campuses provide an excellent educational experience that fulfills the educational and career needs and aspirations of a wide diversity of students. The Regional Campuses provide challenging and supportive learner-focused educational environments which include individualized attention from full-time faculty members who are accomplished teachers, expert and active in their respective fields, and committed to student success. While most of this activity occurs on individual campuses, the Regional Campuses collaborate to share ideas, experience, successes and failures, and professional development, which improves practice at all campuses.

ACTION ITEMS

Support innovation and excellence in teaching and learning through developing and sharing best practices.

Each of the IU Regional Campuses encourages teaching excellence and innovation. What has separated these campuses from many of their national counterparts is the vehicles utilized and developed over the last five years to encourage the sharing of expertise and best practices.

The IU Faculty Colloquium for Excellence in Teaching's (FACET) *Journal of the Scholarship of Teaching and Learning* collaborated with AASCU for a special issue highlighting the success of the RFY, published in 2019. IU Regional Campus faculty and administration contributed five of the ten published articles, as well as the Foreword, for this nationally read publication. In addition, IU UAA sponsored an IU Regional Campus RFY Summit in 2017 to facilitate the sharing of best practices among Regional Campus RFY teams.

As part of their RFY work, IU Northwest faculty read and analyzed a series of pedagogical techniques, and committed themselves to introducing at least one technique into their courses to explore their efficacy. When the techniques proved successful, the faculty members redesigned entire classes to expand the impact. Measures of student success, satisfaction, and interest in those sections have increased.

Offer a baccalaureate core grounded in the liberal arts, with strong general education and opportunities for undergraduate research.

In the last five years, the IU Regional Campuses have engaged in numerous activities to refine their general education core. These include:

- Aligning Regional Campus general education to facilitate ease of transfer.
- Aligning Regional Campus general education to accommodate collaborative online degree programs.
- Building civic and community engagement into the general education curriculum through the Carnegie Engaged Classification process.

Campuses reviewing their general education programs are considering ideas such as “badges” or “tags” for particular courses to help identify them to students as most relevant to their major; looking for ways to better tie cocurricular experiences such as community engagement and service learning; incorporating optional, interdisciplinary pathways through the general education curriculum that tie courses to a particular issue or problem. Reviews are also examining the total credits required (one campus, IU Kokomo, has a goal of reducing, to better align with the other campuses and make transfer smoother for students) and are ensuring course learning outcomes are well mapped to the Statewide General Education Core. One campus (IU East) has previously adopted the Statewide General Education Core as their General Education Program (30 credits). IU Southeast also requires only 30 hours.

Promote and support faculty excellence in teaching and scholarship.

All Regional Campuses are actively engaged in this activity. Highlights include:

IU East implemented a program of professional development for part-time faculty. Most importantly, they appointed a faculty leader as Adjunct Development Leader in December 2017, with responsibilities to ensure that adjunct faculty are more effectively integrated into the IU East culture with particular emphasis on making innovative pedagogical methods available to them, and assisting them with their roles in assessment, retention, and student success.

The Center for Innovation and Scholarship in Teaching and Learning (CISTL) at IU Northwest makes professional development opportunities available to both full-time and part-time faculty. These professional development opportunities include Online Course Development grants, Online Teaching Course, Teaching and Research fellowships, staff and faculty-led workshops, learning communities, brownbag discussions, and one-on-one consultations. CISTL provides multi-session trainings on creating, delivering, and managing online and face-to-face courses, and mini-grants to enhance the learning experiences of students. The most-attended workshops include those focused on promotion and tenure, the LMS (Canvas), Faculty Annual Reports (Activity Insight), E-texts, and Online Content Accessibility.

Furthermore, following an IU Northwest Council discussion on innovation during tight budgetary times, campus leadership drafted a proposal for a Chancellor’s Academic Innovation Grant to fund collaborative innovations between Academic Affairs and Student Affairs and Enrollment Management and develop new programs to benefit students.

Develop and enhance joint academic programming.

See Measures of Success under The Collaborative Imperative, above.

MEASURES OF PROGRESS AND SUCCESS

The National Survey of Student Engagement (NSSE) is an important, nationally normed, measure of how well a given institution is serving its students on a wide variety of measures that demonstrate student commitment to their work and institutional commitment to student success. The following demonstrate the success of the IU Regional Campuses.

Would you evaluate your entire educational experience at this institution as positive?

FIRST YEAR STUDENTS

Campus	2015	2018
East	91%	94%
Kokomo	90%	84%
Northwest	82%	79%
South Bend	80%	76%
Southeast	89%	90%

SENIORS

Campus	2015	2018
East	89%	86%
Kokomo	94%	88%
Northwest	82%	88%
South Bend	83%	82%
Southeast	92%	91%



If you could start over again, would you go to the same institution you are now attending?

FIRST YEAR STUDENTS

Campus	2015	2018
East	86%	94%
Kokomo	90%	83%
Northwest	79%	82%
South Bend	77%	83%
Southeast	86%	87%

SENIORS

Campus	2015	2018
East	84%	86%
Kokomo	89%	88%
Northwest	75%	82%
South Bend	79%	79%
Southeast	90%	91%

Effective Teaching Practices Indicator

FIRST YEAR STUDENTS

Campus	2015	2018
East	40.2	40.3
Kokomo	42.8	39.6
Northwest	41.4	40.8
South Bend	41.7	39.7
Southeast	42.2	42.5

SENIORS

Campus	2015	2018
East	42.2	40.9
Kokomo	43.3	43.3
Northwest	39.9	40.9
South Bend	41.3	40.3
Southeast	44.2	44.1



2.0 Completion and student success

The Regional Campuses of Indiana University have built a culture of student attainment and timely completion, providing support for success in the classroom and after graduation. They tackle the difficult work of increasing numbers of graduates and improving the graduation rates for students with a wide variety of backgrounds and educational and life experiences.

ACTION ITEMS

Pervasive student academic advising programs. Combine the smaller Regional Campus setting with strong academic support systems to tailor student experiences to individual needs and aspirations. Conduct research in completion and student success based on IU experience and data.

The IU Office of Completion and Student Success (OCSS) coordinates collaborative efforts in this area on and among the IU Regional Campuses, as well as with the IU Bloomington and IUPUI campuses. In the last five years, OCSS, in collaboration with the IU Regional Campuses, has:

- Launched Canvas-based training for new advisors.
- Trained advisors and other support staff in workshops to embed coaching into advising for all campuses.
- Developed the IU Coaching curriculum and received national certification for life coaching.
- Developed the Advising Leadership Institute.
- Continued to refine advising tools—Advising Records and Student Appointment Scheduler revisions launched in September 2019.

Make IU Regional Campuses welcoming and engaging places for students to gather and remain, to encourage formal and informal motivation and support for academic progress and completion.

This is a hallmark of the IU Regional Campus experience.

As a result of its participation in the AASCU RFY, IU East started a Freshmen Convocation ceremony and revised its probation letters to be more “user-friendly,” resulting in more students contacting their advisors rather than just disappearing. In addition, the campus:

- Added 3.5 new academic advisors
- Hired online student success coaches
- Partnered with IU Online to provide coaches for all IU Online students, regardless of campus affiliation
- Engaged Inside Track for 2 years to coach Twenty-first Century Scholars (first year paid by ICHE)
- Piloted their first winter intersession (online) in January 2018; pilot was repeated 2019
- Made Dean of Students a full-time position (starting fall 2018)
- Expanded Supplemental Instruction program to include online students
- Partnered with IU Online to use “Upswing” to provide online writing and math help for all IU Online students
- Faculty Senate revised several academic policies to make them more student-friendly and, in some cases, more aligned with other IU campuses
- Part-time mental health counselor position is now a full-time Director of Behavioral Health
- Part-time Title IX officer now a full-time Deputy Title IX/EEO/AA officer serving students as well as staff.

Finally, IU East was accepted into the HLC Student Success Academy in spring 2019, and a focus of this work will be to streamline their many Student Success initiatives so that they can better measure effectiveness and ultimately focus on the most effective activities. We have already clarified and simplified some duplicative efforts.



IU Kokomo launched the IU Kokomo KEY (Kokomo Experience and You) in fall 2016. Aligned with both employer demands and George Kuh’s “High-Impact Educational Practices,” the KEY is a four-year program of transformative learning experiences designed to promote five learning outcomes: application, integration, collaboration, mindset, and initiative. Because of the emphasis on these outcomes, it promises to contribute significantly to their delivery of innovative and relevant academic programs. Furthermore, the emphasis on experiential learning should make IU Kokomo an attractive destination for prospective students while successfully engaging current students, thus increasing college enrollment and degree attainment in north central Indiana. Because the KEY involves extensive domestic travel, undergraduate research, and the like, it should help the campus to create a culture of discovery and creativity. Finally, because some of the experiential learning in the KEY involves service-learning, it also helps the campus to be a valued regional partner.

MEASURES OF PROGRESS AND SUCCESS

The IU Regional Campuses have embraced the challenges and opportunities faced by serving a wide range of students from all backgrounds, including large populations of traditionally underserved students. In so doing, the Regional Campuses have become leaders in this service, as indicated by increased graduation rates over the last five years.

DEGREES CONFERRED

TOTAL

Campus	2015	2016	2017	2018	2019
East	665	741	777	729	750
Kokomo	555	518	560	570	550
Northwest	532	604	601	566	606
South Bend	789	768	808	769	805
Southeast	864	847	858	863	842
Total	3,405	3,478	3,604	3,497	3,553

FIRST-GENERATION

Campus	2015	2016	2017	2018	2019
East	307	308	336	287	307
Kokomo	227	195	205	214	169
Northwest	243	250	255	251	259
South Bend	289	292	331	316	300
Southeast	338	318	304	298	288
Total	1,404	1,363	1,431	1,366	1,323

STUDENTS OF COLOR

Campus	2015	2016	2017	2018	2019
East	54	54	70	79	78
Kokomo	46	55	60	71	65
Northwest	170	212	230	235	262
South Bend	110	139	142	144	174
Southeast	87	99	108	101	94
Total	467	559	610	630	673

AGE 23 AT ENTRY

Campus	2015	2016	2017	2018	2019
East	309	295	328	318	295
Kokomo	197	183	183	185	159
Northwest	152	162	134	130	142
South Bend	234	189	177	173	162
Southeast	229	247	224	223	203
Total	1,121	1,076	1,046	1,029	961

VETERANS

Campus	2015	2016	2017	2018	2019
East	39	42	41	44	46
Kokomo	32	23	29	23	25
Northwest	22	24	29	23	21
South Bend	39	33	37	26	35
Southeast	40	40	27	29	34
Total	172	162	163	145	161

PELL-ELIGIBLE

Campus	2015	2016	2017	2018	2019
East	267	307	268	271	244
Kokomo	191	155	173	197	163
Northwest	193	195	200	196	209
South Bend	327	261	278	270	271
Southeast	287	268	229	233	246
Total	1,265	1,186	1,148	1,167	1,133

TRANSFER STUDENTS

Campus	2015	2016	2017	2018	2019
East	397	424	456	432	418
Kokomo	272	242	270	264	243
Northwest	213	209	208	198	212
South Bend	303	280	291	280	300
Southeast	364	370	380	377	365
Total	1,549	1,525	1,605	1,551	1,538

Four- and six-year student success and progress rates, including

4-YEAR GRADUATION RATES (AT IU) FOR NEW STUDENTS

Campus	2011	2012	2013	2014	2015
East	16.6%	25.4%	30.1%	32.7%	32.6%
Kokomo	17.5%	18.3%	21.9%	27.0%	26.2%
Northwest	8.2%	14.2%	15.5%	14.7%	21.5%
South Bend	9.0%	11.1%	16.2%	14.4%	17.9%
Southeast	13.7%	16.2%	19.3%	20.5%	21.7%
Total	12.0%	15.8%	19.3%	20.2%	22.6%

6-YEAR GRADUATION RATES (AT IU) FOR NEW STUDENTS

Campus	2009	2010	2011	2012	2013
East	28.5%	31.9%	35.7%	40.4%	39.6%
Kokomo	28.6%	38.0%	38.9%	36.9%	38.4%
Northwest	23.5%	21.6%	27.3%	33.3%	33.5%
South Bend	24.1%	28.3%	29.1%	32.0%	37.8%
Southeast	27.7%	31.1%	31.8%	32.1%	35.4%
Total	25.9%	28.9%	31.4%	34.0%	36.5%

4-YEAR GRADUATION RATES (AT IU) FOR TRANSFER STUDENTS

Campus	2011	2012	2013	2014	2015
East	49.8%	57.1%	59.7%	61.5%	59.5%
Kokomo	45.4%	46.3%	51.4%	54.9%	56.5%
Northwest	21.7%	21.0%	30.8%	27.6%	32.5%
South Bend	34.2%	28.2%	39.8%	32.5%	32.3%
Southeast	39.5%	36.0%	42.0%	47.3%	44.3%
Total	37.7%	37.8%	44.2%	44.5%	44.1%

6-YEAR GRADUATION RATES (AT IU) FOR TRANSFER STUDENTS

Campus	2009	2010	2011	2012	2013
East	47.7%	58.5%	53.9%	62.6%	65.8%
Kokomo	49.6%	53.3%	50.6%	49.8%	60.0%
Northwest	31.8%	24.9%	33.8%	28.1%	37.5%
South Bend	42.7%	39.2%	47.0%	41.5%	46.6%
Southeast	45.4%	47.5%	45.9%	45.2%	49.5%
Total	42.8%	43.5%	46.0%	45.9%	51.4%

PERCENTAGE OF STUDENTS STILL ENROLLED, AT IU AND ELSEWHERE, AFTER 4 YEARS AND 6 YEARS

Campus	2010	2011	2012	2013	2014	2015
East	53.8%	55.2%	54.7%	53.2%	56.4%	53.7%
Kokomo	58.4%	56.8%	55.1%	54.9%	56.7%	51.5%
Northwest	47.5%	53.7%	54.8%	52.5%	52.9%	52.3%
South Bend	54.1%	52.5%	52.1%	56.6%	55.8%	55.4%
Southeast	55.2%	53.2%	50.6%	52.9%	49.0%	53.1%
Total	53.2%	53.8%	53.0%	54.1%	53.6%	53.4%

PERCENTAGE OF STUDENTS STILL ENROLLED, AT IU AND ELSEWHERE, AFTER 6 YEARS

Campus	2010	2011	2012	2013
East	18.6%	15.1%	13.5%	11.1%
Kokomo	15.8%	18.9%	15.1%	11.8%
Northwest	21.9%	21.7%	20.0%	19.8%
South Bend	24.2%	23.5%	21.4%	19.3%
Southeast	23.5%	19.0%	20.1%	19.0%
Total	22.0%	20.4%	19.0%	17.4%

FALL-TO-FALL RETENTION RATE FOR FIRST-TIME, FULL-TIME BEGINNERS

Campus	2015	2016	2017
East	63.6%	63.3%	63.7%
Kokomo	59.3%	56.3%	57.3%
Northwest	58.6%	61.4%	60.6%
South Bend	60.4%	60.3%	58.4%
Southeast	59.4%	56.4%	57.0%
Total	59.9%	59.1%	58.8%

3.0 Accessible and affordable to prepared students

Through their locations, educational programs, student support, cost, ease of transfer, and flexible modes of instruction, the Regional Campuses make an IU education available to a greater number and diversity of Hoosiers than would otherwise be possible.

The Regional Campuses have maintained tuition rates that are lowest among four-year publics in the state. For FY2020 and FY2021, resident undergraduates (full-time) tuition and mandatory fees are \$7,526.94 and \$7,715.18, respectively. The rates have been standardized across all the Regional Campuses, which enhances intercampus transferability and supports collaborative program expansion.

All of the campuses are making diligent efforts towards increasing financial aid and support to students through various initiatives. In addition to federal and state aid, the campuses are providing scholarships towards completion, summer tuition support to maintain full-time status for students needing 30 credit hours each academic year, and leveraging donor-funded scholarships and institutional scholarship matching programs.

The total aid awarded to students university-wide for the period 2012 to 2018 illustrates that IU aid has changed 32.6% from the first year. This change is more significant for the Regional Campuses, at 54.0%, and although IU aid constitutes 8.0% of the total aid awarded, the change is significant and trending up.

The average net price, which is the estimated full-time cost of attendance for the fall and spring minus the average gift aid awarded to first-time, full-time beginners from federal, state, and IU sources, has decreased across the Regional Campuses between -1% and -26%.

IU REGIONAL CAMPUS AVERAGE NET PRICE AND 4-YEAR CHANGE

Campus	2013–14	2014–15	2015–16	2016–17	2017–18	4-Year Change in Net Price
East	\$7,975	\$8,453	\$8,548	\$7,971	\$7,898	-1%
Kokomo	\$8,633	\$8,566	\$8,718	\$7,935	\$7,173	-17%
Northwest	\$7,563	\$6,992	\$7,374	\$6,736	\$5,621	-26%
South Bend	\$9,889	\$9,296	\$9,734	\$8,331	\$8,486	-14%
Southeast	\$11,510	\$10,690	\$10,198	\$9,210	\$8,541	-26%

ACTION ITEMS

Offer multiple and flexible learning environments to meet the needs of different kinds of students, including expanded online and shared courses and programs. Recruit and support diverse, nontraditional, and at-risk students. Encourage increased participation and success of underrepresented minority, low-income, first-generation, and other underserved students.

With start up support from a Kresge Foundation grant beginning in 2015, IU South Bend, IU Kokomo, and IU Northwest implemented a new transfer program in partnership with the Ivy Tech campuses in their respective regions. The program (known as the ABC Program at IU South Bend and IU Kokomo, and the Dual Degree Program at IU Northwest) has the following objectives: increase associate and bachelor degree completion and reduce time to degree, maximize credit transfer, strengthen relationships between Ivy Tech and IU campuses, and increase coordination across institutions in support of transfer students. The program utilizes transfer specialists who work closely with students early in their Ivy Tech career to help position them for successful transfer to IU upon completion of the associate degree. Other program components include institutional transfer scholarships, a peer mentoring program, and

targeted events and activities to help Ivy Tech transfer students build a support network at IU and develop a sense of belonging. The program is now institutionalized on all three IU campuses.

At IU Kokomo, overall enrollment of international students has remained stable, and they have continued to see increases in domestic minority enrollment over the last five years, with the greatest growth being in the Hispanic population. Furthermore, they are making efforts to provide a greater connection to the growing Hispanic population in the state of Indiana. In 2017, they served as the host site for the Indiana Latino Leadership Conference, and their Admissions Office has sponsored multiple bilingual recruitment events offering information in Spanish and English. They also offer Spanish speaking campus tours by request, and translation services for applicants and their families.

In part due to demographic changes, and in part due to its commitment to the Hispanic community, the IU Northwest campus will soon qualify as a Hispanic Serving Institution (HSI), defined as having at least 25% of the full-time equivalent (FTE) student body identify as Hispanic. As of 2019, 24% of the IU Northwest student FTE identified as Hispanic. Furthermore, while the IU South Bend student FTE has a current Hispanic population of 13%, its last two entering classes had a Hispanic population of 24%. Work accomplished under this plan will leave these campuses, and the other IU Regional Campuses, well suited to serve this growing portion of the college-bound population.

MEASURES OF PROGRESS AND SUCCESS

In spite of sharply decreasing Ivy Tech enrollment statewide, the IU Regional Campuses remain a very attractive destination to community college transfer students who seek a high-quality IU degree close to home. Furthermore, the Regional Campuses maintain a commitment to affordability, as indicated by the decreases in student indebtedness and loan default rates over the last five years.

TRANSFER ENROLLMENT

TOTAL

Campus	2015	2016	2017	2018	2019
East	444	401	368	398	413
Kokomo	245	277	271	273	235
Northwest	280	279	270	266	240
South Bend	416	407	337	346	308
Southeast	407	430	408	315	317
Total	1,792	1,794	1,654	1,598	1,513

IVY TECH TRANSFER STUDENTS

Campus	2015	2016	2017	2018
East	177	187	151	182
Kokomo	139	160	140	140
Northwest	86	92	98	108
South Bend	130	129	118	116
Southeast	81	111	88	68
Total	613	679	595	614

AVERAGE LOAN INDEBTEDNESS FOR GRADUATES WHO BORROWED

Campus	2015	2016	2017	2018	2019
East	\$25,717	\$27,379	\$22,392	\$22,790	\$22,513
Kokomo	\$24,440	\$25,675	\$23,664	\$23,454	\$23,518
Northwest	\$31,021	\$29,701	\$28,241	\$27,466	\$26,940
South Bend	\$29,265	\$27,306	\$25,780	\$25,293	\$24,879
Southeast	\$26,466	\$22,612	\$23,845	\$21,910	\$21,460
Total	\$27,575	\$26,440	\$24,948	\$24,213	\$23,929

PERCENTAGE OF GRADUATES WHO BORROWED

Campus	2014	2015	2016	2017	2018	2019
East	77.7%	80.4%	77.6%	74.2%	70.3%	71.2%
Kokomo	73.6%	77.9%	74.3%	73.2%	65.5%	63.0%
Northwest	77.5%	72.4%	68.2%	68.0%	65.2%	65.5%
South Bend	75.2%	75.6%	75.6%	74.4%	69.8%	67.6%
Southeast	66.5%	64.4%	71.3%	64.0%	62.7%	59.9%
Total	73.5%	73.1%	73.2%	70.5%	66.5%	65.3%

LOAN DEFAULT RATE

Campus	2011	2012	2013	2014	2015	2016
East	20.2%	13.3%	9.5%	10.8%	8.9%	9.1%
Kokomo	12.0%	10.9%	9.1%	9.7%	7.3%	8.5%
Northwest	13.9%	12.4%	12.3%	11.6%	12.3%	9.8%
South Bend	15.1%	10.4%	10.0%	8.9%	8.7%	8.2%
Southeast	12.7%	10.6%	8.1%	8.6%	8.7%	7.4%
Total	14.6%	11.3%	9.9%	9.8%	9.3%	8.5%

4.0 Connecting with careers

From their first contacts with IU, Regional Campus students will understand how their studies prepare them for careers, and they will be supported in discovering and pursuing career aspirations and opportunities throughout their education at IU.

ACTION ITEMS

Skill and knowledge development, career advising, and leverage campus connections with the community and region to provide career advice and opportunities for students.

At IU South Bend, the Dwyer College of Health Sciences provides a number of opportunities for its students to engage with community partners.

Students in Health Sciences enroll in service-learning courses where they collaborate with local agencies to provide real world, hands-on experience in their health field of interest. Community partners include: AIDS Ministries, the YMCA, Memorial Hospital, Bashor Children's Home, and the South Bend Fire Department.

Students focusing on the health promotion concentration enroll in a year-long, two-course sequence where they assess, plan, implement, and evaluate a health program for a population in need. Students work with local agencies and their stakeholders in developing their plans.

The Division of Dental Education sponsors an on-campus dental clinic. Many of the dental clinic faculty are also practicing professionals and along with students, they collaborate with community agencies to provide free or reduced dental care to various groups.

The School of Education (SoE) provides the following for its students to engage with community partners. Elkhart Summer School—the SoE offers a three-week summer camp that provides instruction in math, reading, and science. Using a variety of hands-on learning activities, teacher candidates and recent graduates from the SoE teach in the program. They receive mentoring from the more experienced teachers. To date, over 20 IU South Bend education majors have gone on to teach in the Elkhart schools.

Community Counseling Clinic—since 2015, the SoE has run a Community Counseling Clinic that provides free counseling services for individuals and families in the South Bend area. Students are supervised and gain practicum hours for their work.

The Judd Leighton School of Business and Economics places its students in many internships which serve as pathways to careers.



5.0 Engagement and regional development

The Regional Campuses are engaged in the lives of their communities, regions, and the state, and support development as part of their core mission. Each of the Regional Campuses now has a mission statement that embraces community engagement and being a strong steward of place.

ACTION ITEMS

Partner with regional governments, schools, health care organizations, businesses, and others to address critical state and regional needs.

From their earliest days, the Regional Campuses have proudly served in their role as stewards of place, answering the call from their public and private community partners to mutually take advantage of opportunities and confront challenges. On issues ranging from economic development to support for teachers and the schools to regional planning to community health and more, the IU Regional Campuses have partnered with a wide range of local stakeholders to identify problems, reciprocally explore potential solutions, and test those solutions in real life. Currently, the Regional Campuses serve 52 counties in Indiana. The faculty and staff of each of these campuses are working in the communities they serve in collaboration with mayors, school corporation superintendents, economic development directors, chamber presidents, nonprofit organizations, etc., to combine leadership, knowledge, and expertise for building a prosperous and innovative Indiana.

A few examples of this work include:

- Partnering with local school systems to engage students of all ages in a conversation about the importance of earning a college degree (providing tours, lessons, and support).
- Providing leadership on economic development boards, chamber committees, etc.
- Serving on boards of arts and cultural organizations.

- Supporting numerous community events and organizations such as 100 Black Men, Angel Walk, Economic Outlook Breakfast, the Urban League, La Casa de Amistad, public broadcasting, regional museums, halls of fame, etc.
- Working with Alzheimer’s patients in a painting program to “Open Minds Through Art.”
- Providing service at community health fairs, and FAFSA assistance.
- Helping elementary students who are struggling with math and reading to succeed through programs like Math Counts and Third Grade Reading Academy.

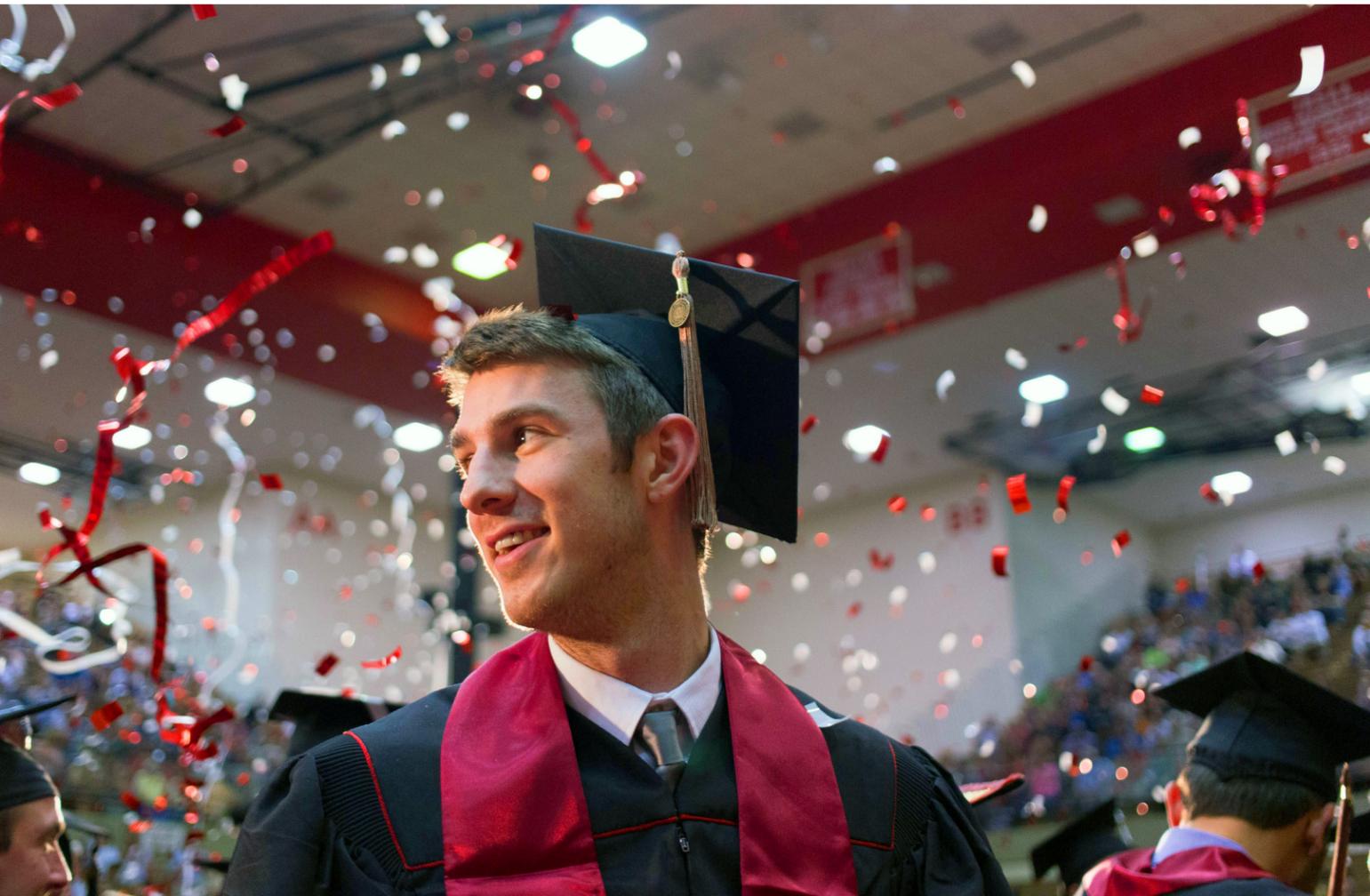
The examples above illustrate some of the different ways that university campuses can work with (community engagement) and for (service) our communities. All of these examples and others connect the university to the community, leveraging the state’s investment in both higher education and critical public priorities (e.g., economic development). Resources invested in connecting the university and its communities will provide returns in both areas and create new opportunities in their synergy.

Offer certificate, undergraduate, and graduate academic programs that support local and regional development needs and adult learners.

See Measures of Success under The Collaborative Imperative, above.

Support, in addition to disciplinary research, faculty research based on or directed to regional needs and circumstances.

In 2016, UAA launched its Regional Campus Grand Challenges initiative. Parallel to the broader IU Grand Challenge initiative, the Regional Campus Grand Challenge initiative sponsored local and regional interdisciplinary applied research that leveraged the unique collaborative structure of the Regional Campuses. Sponsored projects fell into two broad categories:





Making Indiana Healthier This facet of the initiative leverages the connections between health care education on our Regional Campuses and the communities that they serve in order to promote a healthier Indiana and to gain a deeper understanding of Indiana’s health care challenges.

A successfully funded project housed at IU Southeast focused on food insecurity. Many IU Regional Campus students suffer from food insecurity. Nationally, food insecurity of college students ranges from 14 to 59%. The IU Southeast project, Feeding Minds and Building Community, empowered students to solve this problem for themselves through applied research and community organizing to create biweekly access to affordable, fresh, local, organic produce purchased wholesale from Indiana farmers.

Making Indiana Smarter This facet of the initiative emphasizes the centrality of education in sustaining our democracy and creating economic opportunity for all. By focusing on P–16 education, our Regional Campuses promote and enhance the educational pipeline from elementary school through higher education.

A successfully funded project at IU Northwest formed an IU Regional Campuses health consortium to create a new multi-track, interdisciplinary umbrella program to serve students interested in health care professions who either wish to enhance their current degree program with a minor

or certificate or who wish to explore new professional options while acquiring certification.

Create local and regional partnerships for infrastructure, educational opportunities, cocurricular activities, and regional development.

IU East partnered with New Castle Community School Corporation (in New Castle, Indiana) to transfer IU East’s Danielson Center to them for educational purposes. We had seen declining enrollment at that site for many years, despite our best efforts. Two factors were important in the decline: (1) with the development of a stronger culture of student life at the Richmond campus, traditional-age students from Henry County prefer to come to campus, and (2) with the rise of online learning, adult learners prefer this option as it gives them maximum flexibility. The transfer of the center to NCCSC was a win-win situation for all parties.

MEASURES OF PROGRESS AND SUCCESS

Community Engagement Classification

- Actions taken to prepare for or maintain the Carnegie Community Engagement Classification
 - » From 2015 to 2019, the Senior Advisor for Regional Campus Affairs coordinated collaborative meetings among the Regional Campus community engagement liaisons in order to leverage build capacity for more effective community engagement.
 - » All Regional Campuses participated in the AACU/ NASPA-sponsored Carnegie Academy in Washington, DC (November 2017).
 - » With assistance from OCSS, IU purchased a site license for The Collaboratory, a cloud-based system that facilitates the accurate assessment of community impact of university activities on all IU campuses.
 - » All Regional Campuses prepared for the Carnegie Community Engagement Classification, IU Northwest and IU Southeast applied for the designation, all other campuses are preparing to apply for the designation in 2025.

Service learning

- Over the last five years, nearly 20,000 students enrolled on IU Regional Campuses engaged in some form of service-learning project.
- These students were engaged in over 300 community service projects.

You can read the full strategic plans for each of Indiana University’s Regional Campuses by visiting these sites:

IU East
strategicplan.iue.edu

IU Kokomo
strategicplan.iuk.edu

IU Northwest
strategicplan.iun.edu

IU South Bend
strategicplan.iusb.edu

IU Southeast
strategicplan.ius.edu



1820-2020

INDIANA UNIVERSITY
BICENTENNIAL