

On a Journey from Good to Great

An analysis of IU Kokomo from 1998-
2008 and its capacity for future
growth

Criterion One: Mission and Integrity

- The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

Old Mission Statement

- The mission of IUK is to meet the educational needs of north central Indiana through a broad spectrum of undergraduate programs leading to **associate** and baccalaureate degrees, a limited range of graduate offerings and a **wide variety of continuing education activities**. As part of IU the campus is committed to the attainment of excellence in all of its endeavors.

Mission Differentiation

Mission Differentiation Initiative – President
Herbert, 2003 – Recommendations:

- “The primary mission of the Kokomo campus should be baccalaureate and select graduate programs.”
- “There should be an orderly phase out of associate degrees”

New Mission Statement

- The mission of IUK, a regional campus of IU, is to enhance the educational and professional attainment of the residents of North Central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees. IUK is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and state through a variety of partnerships and programs.

1A. Mission documents are clear

- Strengths:
- The documents are clear
- They are shared with all constituencies
- The IU structures complement the campus structures to support the success of the campus mission

1B: The campus shows a clear commitment to diversity

- Strengths
- In its mission documents the organization: recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- Addresses the organization's belief in diversity as a key attribute in today's global society
- Has developed a set of policies, procedures, structures, and activities to ensure that diversity goals remain in the forefront of campus actions and decisions

1C. Understanding of and support for the mission pervade the organization

- Strengths
- Faculty, staff and students understand and support the mission
- The institution evaluates and where appropriate, revises mission documents through an open process
- The goals of all IUK departments are congruent with the campus mission and values
- The organization's planning and budgeting priorities flow from and support the mission
- The organization's strategic decisions are mission driven

1D –Governance and administrative structures promote effective leadership and support collaborative processes that enable IUK to fulfill its mission

- The IU administrative structures work collaboratively with the campus administrative structures to provide support for the ongoing business endeavors and the success IU Kokomo's mission.
- The campus governance structures are inclusive, open, and have well-defined responsibilities and work collaboratively with campus leadership to achieve the institution's mission.

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- Advisory Boards allow internal and external constituents to provide input on ways for the institution to achieve its Mission more effectively.
- The organization evaluates its structures and processes regularly and strengthens them as needed.
- Effective communication facilitates governance processes and activities.

1E – The organization upholds and protects its integrity

- Strengths
- The honesty of the organization in its operations
- Congruence between what the organization is about and what it actually does
- The reputation of the organization
- The fairness with which it interacts with its internal and external constituencies
- Abides by laws and regulations

Challenges

1. The campus is working on improving communication and decision making processes to be more open and inclusive – Bontrager Report
2. The campus continues to strive to implement policies, processes, and procedures in a consistent and transparent manner – Bontrager Report

Criterion 2 – Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning

demonstrate its capacity to fulfill its mission, improve the quality of its education and respond to future challenges and opportunities.

2A: IUK realistically prepares for the future shaped by multiple societal and economic trends

- Planning occurs at multiple levels and is mission driven – System, Campus, School/Department
- IUK has been responsive to a complex and changing environment
- Campus planning reflects awareness that students must be prepared to live and work in a world that is technologically driven, globalized, and diverse
- Feedback from internal and external constituencies aids the campus in refining its planning efforts

2B: IUK's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future

- Strengths
- IUK has made sound resource allocation, reallocation, and deallocation decisions that affirm a commitment to quality academic and co-curricular programs
- The institution has demonstrated an ability to enhance its resource base in challenging times
- The campus uses its human resources effectively

2C: IUK's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement

- IUK has expanded its assessment structure and processes
- The campus's internal and external review processes keep academic, co-curricular and administrative programs focused on improvement
- The institution has recently expanded its institutional research capacity

2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission

- System, campus and external operational planning and budgeting processes have allowed the campus to move forward with its new mission as a primarily bachelorette institution serving the economic needs of the region
- IUK has added new undergraduate and graduate degree programs, faculty lines, and student success initiatives. (commitment to excellence funds, strategic directions initiative funds, Lilly funds, Lumina funds)
- IUK has secured federal funding for Inventrek, WIRED initiatives, etc.
- IUK recently launched a new strategic planning process

Challenges

- Faculty and Staff salaries need to be reviewed to meet market conditions
- S&E and travel budgets have not increased in many years
- The campus struggles to meet the rising costs of library materials
- The new strategic plan needs to be more fully integrated throughout the campus

Criterion 3 – Student learning and effective teaching

- The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission

3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- **Strengths**
- Assessment of student learning outcomes is an integral part of the teaching and learning process for baccalaureate degree programs.
- General education student learning outcomes are clearly stated and are aligned with the curriculum.

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- Graduate program student learning outcomes are differentiated from baccalaureate-level student learning outcomes.
- Faculty and staff in co-curricular programs have specified student learning outcomes and are engaged in regular assessment of those and related outcomes.

Challenges

- While many baccalaureate programs have full participation in the full cycle of assessment, a few are at the beginning or are in the intermediate stages.
- While the campus has worked to implement effective assessment of general education, the campus has not yet achieved its goal of regular, systematic assessment of all of the general education student learning outcomes.

3b: The organization values and supports effective teaching.

- **Strengths**
- The campus has increased the number of full-time instructional faculty and reduced its reliance on part-time faculty.
- The campus provides staff and services to support professional development in teaching.
- The campus evaluates teaching as an essential faculty responsibility and recognizes effective teaching in multiple ways.
- The campus supports faculty active in the scholarship of teaching and learning.

3c: The organization creates effective learning environments.

- **Strengths**
- The campus makes effective use of physical facilities to support student learning.
- The campus assesses and improves academic support services for students.
- The campus provides a variety of curricular and co-curricular opportunities to enhance student learning and engagement.

Strengths continued

- The campus develops customized academic programs to respond to the needs of specific populations of students and assesses their effectiveness.
- Program review and continuous improvement is an essential part of the culture of the campus.
- A review of the FLC Program found that 72% had a sense of belonging, 69% had good relationships with faculty and 79% reported that the class improved their ability to succeed academically

Challenges

- The campus' advising program needs to be strengthened. A recent NACADA review made a number of recommendations for bringing more consistency to and enriching the academic advising program at IU Kokomo, and the campus is considering how best to implement these recommendations.
- Some co-curricular and curricular (non-degree) programs do not regularly assess their effectiveness.

Challenges continued

- A recent review of the Freshman Learning Community program found that faculty and students agree upon the goals of the program. However, some results suggest that there are concerns about the structure and delivery of the program. In addition, the significant increases in retention found in the early years of the program have not been seen consistently from year to year or from learning community to learning community. The campus is committed to improving the success of its freshman students, and therefore will be participating in the Foundations of Excellence program in 2009-2010.

3D: IUK's learning resources support student learning and effective teaching.

- **Strengths**
- The library ensures access to a wide range of resources to support teaching and learning.
- The campus supports students, faculty, and staff in using technology effectively.

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- The campus support student learning and effective teaching through state-of-the-art resources for the sciences.
- The campus provides services to students to support and enhance student learning.
- The campus uses information from various sources to appropriately place newly-admitted students in appropriate courses.

Challenges

- Budget constraints and sharply increased costs for library materials make it more difficult for the library to supply the many resources needed to support our degree programs.

Criterion 4 – Acquisition, Discovery, and Application of Knowledge

- The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

4a. Values a Life of Learning

- IUK has approved and disseminated statements that support freedom of inquiry
- IUK allocates appropriate financial resources to support faculty and student research
- Faculty and students produce research
- IUK integrates research into its strategic plan

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- IUK supports professional development opportunities for all administrators, faculty and staff
- IUK publicly acknowledges the achievements of students and faculty in research

Challenges

- The current level of funding may not be adequate for the future
- The ability to attract more external funding in tough economic times
- Integrating research into the curriculum
- Developing larger projects and more external funding

Challenges continued

- No research reassignment for nursing faculty
- There is a need for a more formalized and centralized process to record publications and scholarly work.

4b. Acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs

- Implementation and assessment of general education programs in all major programs
- Co-curricular activities – Common Reading text, ADP,SIFE
- Senior Capstone courses
- Undergraduate research opportunities
- Graduate programs

Challenges

- There is a need to better assess the integration of general education skills within the majors
- There is a need to more systematically assess the general education program

4C: IUK Assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society

- IUK systematically reviews all programs
- IUK ensures that students acquire technological skills
- IUK ensures that students acquire global and diversity skills, social and civic responsibility
- Students are expected to master the knowledge and skills in programs of applied practice

Challenges

- Need more assessment of graduate students
- Need more assessment and discussion of diversity on campus

4D: IUK provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly

- IUK follows policies and procedures to ensure ethical conduct in its research and instructional activities
- IUK creates, disseminates, and enforces clear policies on practice involving intellectual rights
- IUK provides effective oversight and support services to ensure the integrity of research

Challenges

- Keeping up with all of the new regulations with a small staff

Criterion 5: Engagement and Service

- As called for by its mission, the organization identifies its constituencies and serves them in ways both value

5A: IUK learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations

- IUK fulfills its commitments to service and regional engagement in multiple ways
- IUK serves diverse audiences through a variety of outreach and service initiatives
- IUK' s outreach programs respond to identified community needs

5B: IUK has the capacity and the commitment to engage with its identified constituencies and communities

- IUK's structures and processes enable effective connections with its communities
- IUK's cocurricular activities engage students, staff, and administrators with external communities
- IUK's educational programs connect students with external communities
- IUK's resources and planning support effective programs of engagement and service

5C: IUK demonstrates its responsiveness to those constituencies and depend on it for service

- Collaborations exist with other organizations (K-12, articulation agreements, 2+2)
- IUK has effective transfer policies and practices
- Community leaders testify to the usefulness of the organization's programs of engagement
- IUK participates in partnerships focused on shared educational, economic, and social goals.

5D:Internal and External Constituencies value the services the organization provides

- The organization's evaluation of services involves the constituencies served
- IUK service programs and volunteer activities are well received by the communities served
- The organization's economic and workforce development activities are sought after and valued by civic and business leaders
- The public participates in IUK's activities

Continued

- IUK's facilities are available and used by the public
- The organization provides programs to meet the continuing education needs of licensed professionals.