Indiana University East Self-Study 2011 - Executive Summary

Message from the Chancellor

At the writing of this self-study, Indiana University East is preparing to celebrate its 40th anniversary. It has been an exciting forty years! With grassroots origins in the Richmond community, IU East has grown to meet the needs of those who put their trust in the university, adapting through changing times to continue to provide quality educational experiences and service to our region, and extending our reach to the world through online education. Billboards throughout the community say it best: IU-Focused on YOU!

Throughout this self-study, we will paint a picture of Indiana University East as it is today, through the lens of history, and a view toward a rich future. Of particular note is the rather dramatic transformation of mission that the campus has experienced over the past four years. Following declining enrollments for a number of years leading to a significant dip in the fall of 2006, Indiana University commissioned a review of IU East and its future prospects. I was hired to be interim chancellor in July 2007 to lead the transformation that was suggested. We dropped all associate degrees, discontinued all remedial/developmental courses, and ramped up admission standards to better ensure that students had the potential to be successful without remediation. We added more bachelor’s degree programs and selected graduate programs. We went quickly and deeply into online programming.

I have heard it said that, if it were not for its name and the buildings, IU East would be almost unrecognizable from what it was in 2006. Our enrollments are at an all time high, our retention rates have been increasing, and we had the largest number of graduates in our history this past year. We now have intercollegiate athletics, a highly visible mascot, a new approach to marketing and recruitment, an active University College, a Mathematics Center, a Writing Center, Retention Programs, a mandatory First Year Seminar, vibrant student activities and campus life, and the list goes on. The move away from our original mission as a community college has allowed a strong collaboration with Ivy Tech Community College with which we share a campus and many services.

Our first graduate program started in 2007. We now have two implemented master’s degree programs and two in the final HLC approval stage. We have seven approved online degree completion programs and are seeking approval for another. We have a living strategic plan on which we have made significant progress. Our participation in the HLC Academy for the Assessment of Student Learning has been successful, and our assessment efforts are now integrated into the way we deliver education. You can tell that I am quite proud of what IU East, its faculty and staff, have accomplished in such a short period of time.

Today, with a clear mission, defined direction, and growing momentum, we focus on achieving the goals set out in our strategic plan. We welcome you to the campus and look forward to learning what you might identify as next steps we could take to advance ourselves even further. I appreciate your time and effort. If there is anything at all that we can do to make your visit more comfortable or productive, please let us know.

Nasser H. Paydar
Indiana University East
**Criterion 1: Mission & 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.

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**Core Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.**

**Strengths**
- There are clear connections between the goals and objectives of the vision and the strategic plan, which emerged out of the mission.
- The strategic plan defines the direction and the actions that the campus will take, identifying the positions and/or the departments that will be responsible for the actions.
- A process for following progress has been established.
- Mission documents are available in their entirety on the Chancellor’s website.
- Frequent news releases present our mission-driven activities to the public.

**Opportunity**
- The IU East Mission Statement needs to be more widely displayed. Conversations have begun with the Office of External Affairs.

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**Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.**

**Strengths**
- The Commission on Diversity and Equity is active in strategic diversity planning and assessment of goals and objectives.
- Undergraduate Learning Objectives include diversity.
- First Year Seminar includes substantial focus on diversity.
- Minority enrollment percentage exceeds that of the population of IU East’s service area.
- Faculty represent a wide variety of ethnic, international, and cultural perspectives.
- Students are actively involved in community outreach to diverse populations.
- International Programs are receiving increasing support.

**Opportunities**
- Clarification of assessment of Undergraduate Learning Objective #6 needs to occur in order to incorporate all diversity activities on campus. The General Education Assessment Committee and co-curricular assessment initiatives will address this issue.
- More thorough data collection with regard to diversity objectives that are program-specific could guide curriculum revision.
- Collecting and analyzing data from faculty and staff annual reviews could suggest strategies for improving diversity efforts. Goal A.1 of the 2011 Diversity Plan Draft addresses this need.
- More attention could be given to ensuring a core of common diversity experiences among First Year Seminar sections.

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**Core Component 1c: Understanding and support of the mission pervade the organization.**

**Strengths**
- Many unit statements deliberately connect their goals and objectives with the campus mission statement, the Strategic Plan, and the Strategic Diversity Plan.
- Unit missions align with key campus commitments.
- Input on and approval of documents was inclusive.

**Opportunities**
- The Student Government Association could have a greater role in the development of future mission documents.
- Those few units that do not have mission statements need to begin or continue the process of developing them.

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**Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.**

**Strengths**
- A strong system of shared administration and governance enhances the wise use of resources in fulfillment of the campus mission.
- Interconnectedness of campus roles and organizations facilitates communication.
• Governance processes are well-defined.

Opportunity
• Greater involvement of SGA in university administrative and governance processes could add useful perspectives to those processes. As SGA matures as an organization, more involvement is anticipated.

Core Component 1e: The organization upholds and protects its integrity.

Strengths
• IU and IU East policies are clear and readily available.
• Faculty qualifications are carefully considered in hiring.
• Degree requirements are transparent and readily accessible.

Opportunity
• As the rules of higher education, whether from within IU, the State of Indiana, or the federal government, become increasingly complex, IU East will need to develop the infrastructure to assure compliance in as efficient and effective manner as possible.

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.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Strengths
• IU East is creating a new model for higher education in the state of Indiana.
• The termination of remedial education and associate degrees stimulated the development of new degree programs at the undergraduate and graduate levels.
• Degree completion programs have contributed significantly to the enrollment growth and have made IU East a leader in online education.
• Recruitment and retention planning efforts have resulted in record enrollments.
• A more traditional campus atmosphere has been created.
• Marketing strategies have been realigned to coincide with the new mission.
• The campus has pursued efficiencies in services and in personnel that help better support the core mission of the campus including quality academic programs and strategies to ensure student success.

Opportunities
• Because IU East draws most of its students from Wayne County, continued population decline will need to be addressed through an increase in online programs.
• In order to complete the transformation of mission and identity, IU East should pursue opportunities for residential housing. This is an item in the 20-Year Academic Plan.

Core Component 2b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Strengths
• IU East is financially stable and has a record of sound financial management with ample monetary reserves.
• Responsibility Centered Management provides Schools with greater direct control of their budgets.
• IU East supports its faculty and staff through competitive wages and generous benefit packages.
• Faculty salaries have improved in comparison to peer institutions.
• Extensive campus renovations support effective teaching and learning experiences.
• A new campus facilities Master Plan is in progress and will anticipate future needs of students and faculty.

Opportunities
• IU East needs to continue to develop new sources of revenue.
• RCM must be continually monitored for effectiveness, especially during times when budgeted enrollment projections are not attained.
• State funding for campuses continues to diminish while costs continue to rise, so it will be imperative for IU East to pursue creative strategies to keep tuition costs down.
Core Component 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

**Strengths**
- IU East has systems of evaluation and assessment in place that guide improvements at all levels of the campus.
- The institutional research analyst has increased our ability to use data to promote informed decision-making.
- IU East has invested resources in the Academy for Assessment of Student Learning and in Noel-Levitz consultants; both have resulted in significant benefits for the institution.

**Opportunities**
- An evaluation of the data from broader based campus surveys in comparison to the data and results of degree assessment and program reviews may offer opportunities to see causal and correlative relationships among the data. This could suggest opportunities for improvement that may otherwise be missed.
- IU East needs to continue to monitor the effectiveness of the instruments and processes used for gathering data and analyzing data.
- A master plan for the administration of various surveys could make data collection more efficient and potentially eliminate overlap in questions and duplication of effort.
- A repository for special types of data needs to be developed so that the campus can access more information from a central location.

Core Component 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill its mission.

**Strengths**
- IU East has a clear identity and a clearly defined role among the regional campuses of Indiana University. This makes it possible to effectively plan for the future.
- An inclusive revision of campus mission and focused strategic planning occurred in 2009.
- Strategic planning is occurring at the campus and school levels.
- Shifting to Responsibility Centered Management has given Schools greater autonomy to meet the campus mission and their own responsibilities with regard to the Strategic Plan.
- IU East utilizes a number of planning documents to guide the institution.
- IU East is making progress in meeting its measurable outcomes detailed in the Strategic Plan.

**Opportunities**
- The Responsibility Centered Management process should be continually evaluated to determine its effectiveness in advancing the mission of the campus.
- The campus needs to identify clearly how specific action items within the Strategic Plan are linked to the budget.

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.

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

**Strengths**
- IU East clearly delineates and differentiates student learning outcomes for undergraduate and graduate students. These outcomes were all developed by faculty and represent the core values of the learning environment.
- Each degree program at IU East has student learning outcomes that are clearly stated.
- Most of the degree programs have completed or have begun to develop curriculum maps. Other programs have plans for the systematic collection of assessment data.
- A process has been developed to assess general education. Data has been collected for two years after implementation of the pilot study.
- Participation in the Assessment Academy has helped the campus move toward building a culture of assessment.

**Opportunities**
- Efforts must continue toward full development of an ongoing and sustainable process of meaningful program and general education assessment.
Core Component 3b: The organization values and supports effective teaching.

Strengths

- Effective processes for identifying and rewarding quality teaching are in place, and numerous faculty have received campus and University awards for teaching excellence.
- IU East nominates quality teachers for FACET, a University-wide colloquium that honors and nurtures excellent teaching.
- IU East Promotion and Tenure guidelines have been revised in an effort to better enable faculty to understand how excellent teaching is defined.
- Course Enhancement and Development grants enable faculty to develop and improve their online courses.
- The technological support through the CTL and the Office of Information Technology effectively supports the teaching environment.
- New faculty are provided with a semester-long program of orientation.

Opportunities

- New ways to maximize the effective use of part-time faculty for teaching assignments must be explored as student enrollment grows without comparable increases in state appropriation or tuition revenue.
- Formal processes for mentoring of full-time faculty with regard to teaching excellence should be established.
- Given the current reliance on part-time faculty, enhancement of orientation and professional development for part-time faculty must be a priority. (Note: An adjunct faculty orientation day was held August 17, 2011.)

Core Component 3c: The organization creates effective learning environments.

Strengths

- IU East provides extensive support systems for students at every level.
- The connection of the Schools to the Office of Admissions, the Office of Retention Services, and University College has created a greater consistency and unity in the messages that students and prospective students are receiving.
- There are many opportunities for students to develop close connections with faculty through research and creative activities and international and domestic travel opportunities.

Opportunities

- The co-curricular assessment processes need to be fully developed in order to systematically evaluate the contribution of various units to student learning.
- Further opportunities could be explored to provide support to diverse students.
- Enhancement of orientations and other services for the on-line students will be important in retention efforts.

Core Component 3d: The organization’s learning resources support student learning.

Strengths

- The library provides in-person and online support for student learning.
- Remodeled laboratories and state-of-the-art equipment provide students with rich learning experiences.
- Technology is used to enhance and support the teaching environment, and is a key component of the campus infrastructure.
- The physical setting of the campus creates an appealing environment for learning.

Opportunities

- IU East must strategically allocate library resources to ensure that the needs of students at the post-secondary and graduate levels are being met.
- More systematic assessment of the relationship between student learning resources and the quality of the student learning experience would help in making decisions about the allocation of campus resources.
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.

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Strengths
- The 2009 Strategic Plan clearly emphasizes the importance of research and creative work for both faculty and students.
- The Center for Teaching and Learning is a strong professional development resource.
- IU East faculty receive a high level of support from the Indiana University Office of the Vice President for Research.
- Achievements of faculty and students are publicly recognized in a variety of ways.

Opportunities
- Products of faculty and student research could be tracked more accurately. Utilization of the system-wide electronic annual review for faculty will help.
- Faculty could benefit from a more formal structure and process for encouraging and supporting sponsored research and creative activity. The hiring of a Dean of Research and Graduate Studies will help.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Strengths
- Undergraduate Learning Outcomes are clearly stated.
- The General Education Framework provides a structure for meeting Undergraduate Learning Outcomes.
- The implementation of a variety of assessment tools is providing data on which improvements in general education can be based.
- Program curricula include opportunities for students to develop critical thinking and inquiry skills.
- Graduate programs require greater levels of performance related to advanced practice or inquiry in the discipline.

Opportunities
- Adoption of LEAP Essential Learning Outcomes would provide an opportunity to review IU East’s General Education Framework within a national context.
- The ETS Proficiency Profile, to be implemented in Fall 2012, will provide another source of data on attainment of critical thinking skills.
- Schools should begin the integration of the new Principles of Graduate Education into existing master’s programs.

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Strengths
- Program learning objectives reflect the importance of preparing students for work within a global and technological society.
- Schools receive input from external constituencies, including professional accreditors and local advisory boards.
- Opportunities exist for real world practice in professions, and for activities that promote social responsibility.

Opportunities
- Program learning objectives could be more prominently displayed on School websites.
- Schools with recently established advisory boards should develop strategies to maximize the input and advice from those groups.
### Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

**Strengths**
- Indiana University has clear policies on ethical conduct of research.
- The IU East Institutional Review Board provides excellent assistance for faculty doing human subjects research.
- IU East has had no negative actions taken in response to required reporting regarding conflict of interest in research.
- IU East has had no instances of research misconduct.
- IU East’s Animal Care and Use practices are approved by the USDA.
- Program curricula provide experiences to assist students in developing skills and attitudes that promote ethical application of knowledge.

**Opportunities**
- There will be continuing need to place emphasis on anti-plagiarism instruction and tools, and to develop new approaches to this national problem.
- Faculty should be reminded of the importance of reporting instances of academic dishonesty according to procedures specified by the Student Code.

### Criterion 5: Engagement & Service

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

### Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

**Strengths**
- The faculty and staff actively contribute to community organizations.
- Input from our constituencies assists in decision-making on the campus.

**Opportunity**
- The new advisory boards for the Schools of Natural Science and Mathematics, and Business and Economics, need to be brought quickly into active engagement with the campus and its programs.

### Core Component 5b: The organization has the capacity to engage with its identified constituencies and communities.

**Strengths**
- The Schools of Nursing and Education have defined and developed many unique opportunities for engagement with the community through their curricula.
- In concert with the School of Business, a number of opportunities and connections have been made with area businesses.
- Internship opportunities have steadily increased.
- The establishment of an Office of Experiential Learning and a Center for Service Learning has centralized the work of the development and documentation of internships and service-learning.

**Opportunities**
- Online and distance students present an opportunity to develop virtual and distant community engagement projects.
- Collecting better data on the effectiveness of programs and creating an enhanced process of improvement would benefit the programs and the campus.
- Zero-credit internships and service-learning projects could gain some additional momentum if they appeared on student transcripts.

### Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

**Strengths**
- Dual credit and articulation agreements demonstrate the campus’s responsiveness to area educational institutions.
- A growing internship program creates opportunities to meet the needs of various constituencies.

**Opportunities**
- IU East could more systematically conduct surveys of its various constituents to ensure that needs are addressed.
- IU East could better use assessment of community engagement programs for continuous improvement of the coordination of those programs.
Core Component 5d: Internal and external constituencies value the services the organization provides.

Strengths
- Constituents demonstrate the value of the campus’s services through financial contributions.
- Integration of community members on the various campus boards demonstrates the constituencies’ involvement in IU East’s mission.
- Regional employers hire IU East graduates.

Opportunity
- More systematic surveys of constituencies could better inform decisions regarding IU East’s involvement in the communities it serves.