Introduction

The Setting

Indiana University East is one of eight campuses in the Indiana University system. Each of the eight campuses is a separately accredited institution, awarding Indiana University degrees and developing its facilities and programs to meet the needs of the community it serves. At the same time, these eight campuses form one university that shares administrative structures, educational goals, and resources.

IU East is a non-residential campus located in Richmond, Indiana, close to the intersection of Interstate 70 and US Highway 27. The service area includes 11 counties in eastern Indiana and 6 neighboring counties in Ohio which participate in a fee reciprocity agreement. Additional locations in New Castle, Connersville, and Lawrenceburg serve populations in our service area that are some distance away from the Richmond campus. Programs have been established in Madison, Indiana and Dayton, Ohio to meet local needs there. Through online programming, IU East’s reach has grown to include a variety of states and foreign countries.

Institutional History

In 1946, the Earlham College–Indiana University Extension Center was created and housed in Carpenter Hall on the Earlham College campus on the west side of Richmond, Indiana. In 1969, the Center was renamed the Eastern Indiana Center at Earlham College. In 1970, a group of citizens organized Eastern Indiana Community College, Inc., with the purpose of raising funds for a community college. Twenty-five percent of its $1.25 million goal was reached before the official kick-off. In 1971, through the IU Board of Trustees approval and vote of the Indiana General Assembly, Indiana University East was established as one of seven regional campuses of Indiana University. With funds raised by area citizens, 225 acres of land were purchased on the north side of Richmond, and plans were approved for the first campus building. In January 1975, the new campus opened the doors of Whitewater Hall to its first students. Since then, three academic buildings have been added, creating an appealing university campus.

With the establishment of the campus in 1971, the North Central Association transferred accreditation from Earlham College to Indiana University East. IU East has been continuously accredited by NCA since that time. Actions include:

- 1974 – NCA evaluation team affirmed transfer of accreditation
- 1977 – Executive Board of NCA continued accreditation at the associate degree level
- 1982 – Comprehensive evaluation resulted in 10-year accreditation
- 1984 – Change of status allowed offering of courses leading to baccalaureate degrees in General Studies and Nursing
- 1989 – Additional baccalaureate degrees in Education, Business and English were approved
• 1992 – Comprehensive evaluation resulted in 10-year accreditation; stipulation on baccalaureate offerings was removed
• 1997 – Focused visit to evaluate progress on assessment and planning, and status of bachelor’s degree programs
• 2002 – comprehensive evaluation resulted in 10-year accreditation
• 2007 – IU East joined the HLC Academy for the Assessment of Student Learning
• 2007 – Focused visit resulted in approval of Master of Science in Education
• 2008 – Focused visit resulted in approval of three online degree completion programs
• 2011 – Additional Locations visit
• 2011 – Change visit for Master of Science in Nursing and Master of Science in Management

**Significant Changes Since 2002**

During its early years, Indiana University East functioned well in fulfilling the purposes of a community college model by providing services aligned with predominantly non-traditional learners (associate degrees, developmental courses, centrally organized tutorial services, etc.). Shortly after IU East’s last Accreditation review (in 2002), the Indiana Commission for Higher Education (ICHE) established the Community College of Indiana, and in that process, developed new policies regarding the role of the regional campuses of IU and Purdue. An agreement was signed that addressed the phase-out of remedial offerings and associate degrees on the regional campuses of IU and Purdue and set the expectation of collaboration between the Community College of Indiana and regional campuses to advance baccalaureate degree attainment. In April 2002, ICHE further defined a programmatic vision for the IU regional campuses that emphasized the need for regional campuses to be responsive to the educational needs of their regions, with the greatest emphasis on a broad array of baccalaureate degrees. Master’s degrees on regional campuses were expected to be related to existing resources and expertise, and be developed mostly in professional or technical areas.

With these statewide initiatives underway, IU President Adam Herbert, in his first State of the University address in 2003, recommended that a Mission Differentiation Project (MDP) be developed to define the roles of IU and its regional campuses. A final report was presented to the IU Board of Trustees in August 2005. As part of the study, campuses developed revised mission statements. IU East’s 2005 mission statement includes providing selected master’s degrees, but it also still maintained its traditions of offering selected associates degrees and opportunities for life-long learning for residents of its region.

It was during the Mission Differentiation Project that IU East’s first master’s degree, the MS in Education was moving through local and state approval processes. One of the recommendations in the MDP report was that regional campuses should offer selected master’s degrees; subsequently, the MS in Education was approved by the IU Board of Trustees and ICHE in Fall 2006, and the Higher Learning Commission in Spring 2007, with its first cohort enrolled in Summer 2007.
As the Community College of Indiana became established, with growing enrollments and increased state appropriations, IU East began to experience enrollment declines. From record-high enrollment in Fall 2003, enrollments had dropped 13% by Fall 2006. The greatest decline coincided with the construction of a new Ivy Tech building on the shared campus.

As a result, President Adam Herbert called for a Review Committee to assess the viability of the East campus. As the report states, “The President requested the formulation of bold and decisive actions” in response to “the apparent growing misalignment between campus resources and community needs as reflected through recent, significant enrollment declines.” (Final Report of the IU East Review Committee, April 26, 2007) As a result of the Review Committee’s report, the following set of “Core Objectives” was recommended:

I. Expand the market for bachelor’s degree completion, especially within fields that serve the economic development goals of the region, by raising the educational aspirations and awareness of area residents;

II. Enhance the climate for student success at the IU East campus by buttressing the financial, academic, and social supports available to students;

III. Realign IU East’s academic program offerings to: better match existing demand; identify and enhance select “destination programs” to increase demand; fully utilize the talents of IU East faculty; and leverage Indiana University’s statewide resources;

IV. Significantly expand collaboration with Ivy Tech Community College; and

V. Restructure academic and administrative units and reallocate resources to support the implementation and enhancement of actions and strategies recommended in this report.

At the time of the report, Chancellor David Fulton had announced his plans to retire July 1, 2007. The search for a permanent Chancellor had been suspended, with an interim Chancellor to be named by President Herbert. During summer of 2007, Nasser Paydar was named to the interim position and began the process of restructuring, realigning, and re-energizing the campus. In 2008, after a national search, Dr. Paydar was appointed Chancellor of Indiana University East. A comprehensive strategic planning process was undertaken, and a new mission statement that focuses on baccalaureate and masters programs in a supportive and scholarly environment with an emphasis on excellent teaching, research and artistic work, and a commitment to diversity was approved by the Board of Trustees in 2010.

As IU East’s mission changed, as its enrollment increased, and as efforts at attracting more traditionally aged students succeeded, concerted efforts were made to create a campus that focused on the new mission. Since July 2007, Indiana University East has made significant progress as a campus committed to delivering high-quality academic programs. Today, with record enrollments, IU East leads the region as the premier baccalaureate and master’s public
institution in eastern Indiana and western Ohio. The following is a summary of some of the

campus’ accomplishments over the period 2007-2010.

**Articulated a new vision as the region’s leader in baccalaureate and graduate education** –
The new mission began in earnest with the creation and implementation of new baccalaureate
and graduate programs and the termination of all associate degree programs. Admission to IU
East is now more selective, and the quality and number of students on campus have grown
dramatically during the last three years.

**Initiated a campus strategic plan** – To ensure its long-term viability and stability in its new
mission, IU East created a *living* strategic plan that includes a vision for enrollment growth,
reputation-building, and resource enhancement. The plan focuses on excellence in teaching and
learning, faculty research, scholarship and creative activity, and civic engagement and
community involvement.

**Restructured university organization** – As a first step in realizing the strategic vision for IU
East, both administrative and academic organization charts were restructured. The new
university structure ensures effective implementation of the new strategic plan. The savings
from reducing the size of administration has been used to strengthen the academic mission of the
university.

**Implemented a new business model** – A new business model was implemented in 2008 to
anticipate the current state budget condition and realize the importance of increasing efficiency
and productivity of all units of the university. The new business model, based on Responsibility
Center Management (RCM), has empowered the schools to generate new revenues and
incentivized cost-control strategies. As a direct result, the university has accumulated significant
reserves since the implementation of RCM.

**Undertook a major image makeover** – In order to attract top high school students to IU East as
a college of choice and enhance fundraising efforts, the image of the campus was changed. The
university has made this a priority by substantially increasing communications and marketing
activities through a broad-based, integrated approach. IU East also launched intercollegiate
athletics while expanding co-curricular and extracurricular activities. In addition, the campus
changed its mascot to “Red Wolves” through an inclusive selection process.

**Eliminated chancellor installation ceremony; created campus beautification initiative** –
Chancellor Nasser Paydar decided to forgo a traditional chancellor installation ceremony and use
the funds instead for a campus beautification initiative. A new campus master planning process,
which started in Fall 2010, will include plans for the use of funds generated from this effort.

**Received largest gift in campus history** – In October 2009, Middlefork Hall was renamed Tom
Raper Hall in recognition of the former Richmond businessman’s $2.17 million commitment, the
largest gift ever made to the campus. The university is planning for a capital campaign to begin
in 2011.
Re-engineered recruitment processes – The university has created a number of new on-campus events for high school students, programs for guidance counselors, and a generous array of merit-based scholarships. Student enrollment at IU East has increased by 50 percent in the last three years and continues to climb. The composition of the student body has also changed, with a higher-quality student population academically and better-prepared transfer students.

Created a new model for higher education in the state – IU East has entered into agreements with Ivy Tech Community College that emphasize non-competition, collaboration in educating students, and efficiency of operations. These partnerships have provided the basis for delivery of relevant, high-quality programs in an efficient and affordable manner. IU East offers a variety of scholarships for Ivy Tech students who transfer into bachelor’s degree programs.

Envisioned and implemented online programming – To attract out-of-state students, IU East now delivers online degree completion programs in business, communication studies, mathematics, nursing, and technical and professional writing, with additional programs to be added soon. All of the online programs have been created in the last two years and have been reviewed and approved by the Higher Learning Commission. The programs are proving popular as IU East is now the leader within Indiana University in the online delivery of undergraduate programming, with students applying from across the nation and around the world.

Focused attention on retention and graduation – The campus’ new mission implies higher standards, including increased student retention and reduced time to graduate. To support this expectation, IU East now has a mandatory first-year seminar, a University College for counseling and coaching first-year students, and an improved process for academic advising. A new institutional research analyst provides data collection and analysis to support this initiative, as well as other institutional needs.

Strengthened university diversity plan – A critical aspect of the new IU East vision is diversifying the campus. The first task of the newly formed Commission on Diversity and Equity was creating a campus diversity plan. The commission’s accomplishments to date include a diversity component in all annual faculty and staff evaluations and a strong diversity focus in the mandatory first-year seminar.

Nurtured growth in faculty research and university-sponsored projects – Attracting and retaining full-time faculty who are at the top of their profession requires a support structure for their research and scholarship. Over the last three years, teaching loads for tenure-track faculty have been reduced, and an infrastructure for support of grant writing has been put in place.

Innovated through social media – IU East is now considered a pioneer with regard to social media, and the campus has received national awards for the iue.edu homepage and its innovative use of the social web. Chancellor Paydar was the first university president or chancellor in the country to use Twitter. The campus uses an extensive platform of social media to communicate with and engage both prospective and current students as well as alumni and friends.
Increased faculty and staff morale and university pride – By significantly increasing communication on campus with all constituents and engaging in a series of strategies in this area, IU East is experiencing an unprecedented level of support from faculty and staff. For example, the percentage of faculty and staff who contributed to the annual Campus Campaign in 2009-2011 ranged from 85% to 95%, far above the national average of 23%.

IU East has continued to add new bachelor’s degree programs in Richmond, at off-campus sites, and online. It recently entered into a collaboration with Vincennes University at its Jasper campus, to provide bachelor’s degree completion programs in a region not otherwise served by an IU or Purdue campus. A recent agreement with the IU School of Medicine and Reid Hospital and Health Care Services is now bringing medical students to Richmond for their third and fourth year clerkships. Substantial external funds have been raised to support this program.

In 2002, the self-study stated that IU East could potentially be “profoundly affected” by Indiana’s development of the community college. The writer was correct but not in the ominous manner that was implied. The changes have been profound indeed, and the catalyst was, in fact, the development of the community college; however, under careful guidance and calculated planning, Indiana University East has done more than survive a potentially catastrophic period in its history; it has flourished and is poised on the threshold of an extraordinarily bright future.

Response to Concerns of the 2002 Visiting Team

In 2002, the evaluation team identified areas that needed strengthening and areas that required institutional attention and Commission follow-up in the Assurance Section of their report. (2002 Team Report) Below are specifics on how those areas have been addressed:

Areas That Require Attention

NOTE: In February of 2007, a Progress Report was submitted to The Higher Learning Commission in response to the following concerns. (2007 Progress Report) The responses below focus on developments since then.

1. The percentage of budget allocated to instruction and faculty support is declining, jeopardizing the institution’s ability to recruit and retain qualified faculty and to maintain the quality of the instructional programs.

   Between 2002 and 2007, the percentage of the operational budget devoted to instruction increased from 52.82% to 55.50% as reported in the follow-up report in 2007. In 2010, that percentage had grown to 56.01%. (Table 2b-4)

2. Compared to IUE’s self-selected regional university peer group, IUE assistant professors rank 7th out of 13; they rank behind all four of their IU peers. These low faculty salaries, something that previous consultant evaluator reports also addressed, lead to salary compression and difficulty in recruiting and retaining appropriately qualified faculty.
As of 2009-10, the median salary of IU East’s peer group indicates that we are above the median at the assistant professor level and below the median at the associate and full professor level. Additional efforts will be needed to improve salaries at the upper two ranks of the professoriate. (Peer Institution Salary Comparison)

Two additional measures were taken in an effort to address this issue:

a) In 2008-09, the amount of salary increase provided for promotion from assistant to associate professor was increased from $2,000 to $3,000 and from associate to full professor was increased from $3,000 to $5,000.

b) In 2008, the Executive Vice Chancellor for Academic Affairs appointed a committee to study salaries by rank within disciplines. The Committee compared IU East faculty salaries to the other IU regional campuses and to data provided by CUPA for institutions in IU East’s category across the country. The Committee recommended that no IU East faculty salary should be lower than 85% of the CUPA mean for the discipline and rank. As a result of this study, nine faculty salaries were identified as needing an equity adjustment in 2008-09. The Committee also recommended that faculty salaries should be evaluated in comparison to the CUPA data for discipline and rank at the beginning of each biennium with required equity adjustments made at that time. Unfortunately, economic conditions forced the IU Board of Trustees to approve a salary policy for 2008-09 and 2009-10 that provided for no salary increases and no equity adjustments. For 2010-11, a three percent average salary increase was approved by the IU Trustees as were the equity adjustments. Another study will be conducted in the near future.

3. Further development of assessment processes and procedures is needed. Evidence was not provided that all academic units have a viable assessment plan or have made changes as a result of information gained through the assessment process, and the Campus Learning Objectives are not being addressed in an organized fashion. This failure to fully implement these assessment processes impedes continuous improvement in the quality of IUE educational programs and makes it difficult to embed the assessment process in IUE’s culture.

Since 2007, through the Academy for the Assessment of Student Learning, IU East has developed a systematic assessment process for General Education and for Co-curricular areas. All degree programs have assessment plans, and some are fully implemented. Progress in these areas is discussed in detail in Chapter 3.

4. While the campus has developed a number of planning documents in recent years, objectives and action plans linked to specific responsibilities, resource use, or budgets are lacking. Further, no auditing process exists to verify implementation of the action plans.

In addition to what was noted in the February, 2007 follow-up report, the 2009 Strategic Plan addresses our change in mission; identifies specific goals, objectives, and action
items; and assigns responsibility. Through Responsibility Centered Management, the resource allocation and the ability to achieve the objectives is dependent on the budget allocations within specific units. Unlike in the past, particular units identified the goals, and those units have control of the budget to allocate funds to achieve the objectives. The newly-created position of Institutional Data Analyst has developed a process for tracking progress on objectives and action items, and does formal updates twice a year. (Strategic Plan Review)

**Areas Identified that Need Strengthening**

1. **The establishment of the new statewide community college system in Indiana, with a location in Richmond, provides new impetus for IUE to re-examine its array of academic programs and service components as part of its Strategic Planning Process and to identify challenges to its mission and purpose that may occur as a result of the creation of a statewide community college. To ensure its success in this endeavor and that appropriate collaboration in the transition process occurs, IUE’s leadership in facilitating conversations with all the involved parties is essential.**

Throughout the self-study are many examples of IU East’s responses to the establishment of the community college system. IU East has turned this potential challenge into multiple opportunities, and has become a model for other regional campuses.

2. **Lack of diversity among the faculty.**

Efforts to recruit diverse faculty have always been a high priority of the campus; however, the difficulty in recruitment remains. Chapter 1 and Chapter 2 address efforts and successes in this area.

3. **No consistent campus-wide mechanism exists for measuring learning outcomes for the Campus Learning Objectives.**

In 2007, Indiana University East joined the HLC Academy for the Assessment of Student Learning to address this issue on two levels: 1) General Education assessment and 2) Co-Curricular assessment. General Education assessment is conducted through a multi-disciplinary committee from the Arts & Sciences which collects data on Learning Objectives 3-7. They have completed a pilot, collected three full years worth of data as of June 2011. The reports include recommendations on both the process of assessment and for improvements to general education. The assessment of Learning Objectives 1 and 2 are the responsibility of individual programs.

The co-curricular assessment committee has systematically involved select offices on the campus, assisting each one with determining how they address the learning outcomes of the campus, and developing plans for assessing effectiveness.
4. No established structure exists to ensure consistently obtained or incorporation of assessment efforts at the off-campus sites in order to assure comparable academic quality at each IUE off-campus site.

Courses taught on these campuses are included in program assessment plans, and general education assessment data is collected from off-campus sites as well as the main campus. A report on additional locations prepared for HLC in February 2011 discusses academic quality at off-campus sites. (Additional Locations Report)

5. While $500 is available for each faculty member each year for professional development, the previous self-study observed that this amount was inadequate for attendance at national meetings. Also, although other funding is available through grants, such funding is not assured making it difficult for faculty to plan their faculty development activities.

With the transition to Responsibility Centered Management, funds for professional development are allocated in School budgets. Currently an amount equal to $1000 per full-time faculty member is allocated for Deans to distribute according to School criteria. This often results in funds being provided on a more competitive basis, with greater funding provided for those with more worthy requests. In the past, faculty have declined to attend conferences in which papers have been accepted for presentation because of a lack of travel funds. Under the new process, the nature of the proposals often determines the amount of the awards. This allows faculty to be more confident in their submissions in hopes of being funded completely or at least to a greater level for their travel. Schools also use unallocated and surplus funds to subsidize faculty professional development. There are other sources of funds available for this purpose as well.

6. The self-study provided little discussion regarding the role IUE seeks to play in distance education … Future campus enrollments may depend on effective use of these resources.

Since the previous self-study, IU East has made extensive strides in the establishment of Distance Education as a high priority on campus. An Office of Distance Education, with a Director, has been established, and an Instructional Design Specialist has been added to the staff of the Center for Teaching and Learning. Seven online bachelor’s degree completion programs and more than 100 courses each semester are available to students around the world. A focused visit team report in 2008 stated that “IU East has made significant progress in creating an environment that is conducive to the development and delivery of online classes. . . . Strong faculty involvement is evident, and faculty are supported by capable and enthusiastic services in the library, teaching and learning center, advising, and other units.” A Dean of Distance Education will direct and Institute of Online Undergraduate Programs beginning in January 2012. Development of the online learning environment is described in detail in Chapter 3.
7. **Support processes that inform institutional planning and support decision-making do not exist, such as financial exigency, data management and analysis, and a process for tying institutional priorities to budget allocations.**

New campus leadership has created a vision for stability and growth. Through the implementation of RCM (Responsibility Centered Management), the restructuring of the six academic Divisions into five Schools, and the development of Strategic Plans for Schools as well as for the Campus, the budget and priorities for the campus have become considerably more transparent. Substantial data is available from the [IU Office of University Institutional Research and Reporting](#), and the hiring of an IU East Institutional Research Analyst has facilitated the analysis and use of these data for planning purposes. Emergency, crisis and contingency planning is now an IU-wide priority. More details about planning and budgeting processes can be found in Chapter 2.

8. **More direct incorporation of distance education into its strategic planning processes will inform direction in this area and help ensure that resources are directed in support of long-term needs.**

Since the last report, IU East’s online presence has grown and has become a priority for the campus. The [2009 Strategic Plan](#) (p. 6) includes as one objective to “Strengthen the campus position within Indiana University as the leader in online programming.”

9. **Specific strategic plans are needed for Master’s degrees that include demand, community needs, and resources**

In the [2009 Strategic Plan](#) (p. 5), the Deans have been given the responsibility and the opportunity to develop Master’s degrees. The process for developing these degrees requires an assessment of student demand, community needs, and resources necessary. A campus Graduate Affairs Committee is now in place, and a Dean for Research and Graduate Studies will lead the development of graduate programming, beginning in January 2012.

10. **Transcripts for full-time faculty that indicate the highest degree completed need to be included in the personnel files. More than a third of a randomly selected group of faculty were missing.**

The Academic Affairs Office updated all faculty files after the last HLC visit. Diligent efforts on the part of Deans and the Office of Academic Affairs are made to assure that transcripts that reflect the highest degree earned are obtained from new hires.

**Self-Study Process**

In Spring 2009, Mary Ann Morse, Associate Vice Chancellor in the Office of Academic Affairs and TJ Rivard, Professor of English were appointed as Self-Study Co-Coordinators. A Steering Committee was appointed, with members serving as chairs of criterion working groups. Members of these working groups included representatives from faculty, staff, the
administration, and the student body. Goals for the self-study were presented to the Steering Committee and each subcommittee was given its charge. Subcommittees were given wide latitude in determining how to proceed in assembling materials for the self-study. The subcommittees generally worked through existing campus committees and administrative structures to obtain needed information. A project site within the Indiana University Course Management System was developed to allow the criterion subcommittees to place documents and resources and to develop a WIKI for the members to work out specific dimensions of the criterion with which they were working. In April of 2010, the Steering Committee attended the Annual Meeting of the Higher Learning Commission in Chicago. Committee work was completed in May 2010, and the writing process began in the 2010-2011 academic year, continuing into the summer of 2011.

A list of members of the steering committee and the subcommittees for the self-study can be found in Appendix A.

The Self-Study Report

The self-study report summarizes the research and analysis done by members of the self-study working groups. It provides an overview and evaluation of the institution as it is today with historical perspectives that frame the growth and changes that have led IU East to its position as the premier four-year and master’s degree public institution in east-central Indiana and western Ohio.

The focus of the self-study is the Higher Learning Commission Criteria for Accreditation, each of which is addressed in a separate chapter. The writers are aware that it is difficult, if not impossible, to fully describe every aspect of a complex university in a 200-page report. Examples presented in this report are meant to provide evidence of meeting and exceeding the expectations of each of the core components. It is hoped that interactions between the consultant-evaluators and the Indiana University East community during the October 24-26, 2011 visit will help to complete the picture of a thriving, successful institution that is effectively carrying out its mission to provide quality educational experiences to citizens of its region, and can continue to do so into the future.

In accordance with the Higher Learning Commission’s transition to electronic formats, the self-study document was developed to be interactive, with numerous embedded links to documentation. Links to websites will appear as standard hyperlinks, and links to electronic documents not on the web will be indicated by the symbol (). All linked documentation is included on the jump drive, and alphabetical lists of documents are provided for each chapter, as well as for the entire self-study. Some additional documents will be provided for review on-site.

Request for Continued Accreditation

As evidenced in the following chapters, Indiana University East is a dynamic, mission-driven institution with the capacity to continue into the future. With fresh leadership and a new
mission, the campus has re-invented its image, increased enrollments, grown new programs, developed an online presence, and become financially stable.

A clearly focused strategic plan provides a framework for excellence in teaching and learning, research, scholarship and creative activity, civic engagement and community involvement, and resource development.

Assisted by participation in the HLC Academy for the Assessment of Student Learning, IU East has made dramatic progress in the assessment of general education and academic programs, and use of assessment data for programmatic change.

With the submission of this institutional self-study report, Indiana University East formally requests continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.