

**REGIONAL CAMPUSES'  
CONTRIBUTIONS TO STATE AND  
NATIONAL HIGHER EDUCATION  
GOALS: A FIELD REPORT FROM  
INDIANA WITH A CASE STUDY OF  
INDIANA UNIVERSITY EAST**

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## ***EXECUTIVE SUMMARY***

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# EXECUTIVE SUMMARY

## ***Introduction***

In fall 2006, Indiana University East (IU East) was struggling to survive. The long-time chancellor of the small regional campus of Indiana University had recently announced his retirement. Enrollment and revenue had been dropping for several years, in part due to the evolution of the nearby campus of Ivy Tech from a technical college to a comprehensive community college. In December, Indiana University's president suspended the search for a new chancellor and appointed a task force to make recommendations to ensure the academic and fiscal integrity of the campus.

The IU East Review Committee issued its report in June 2007. Its 18 specific recommendations were based on five broad objectives:

- Expand the market for bachelor's degrees,
- Improve financial, academic, and social supports available to students,
- Realign IU East's academic program offerings,
- Significantly expand collaboration with Ivy Tech Community College, and
- Restructure academic and administrative units and reallocate resources.

In July 2007, IU President Adam Herbert appointed Nasser Paydar, then vice chancellor of the Indiana University – Purdue University Columbus campus, as interim chancellor of the troubled IU East campus. Over the ensuing months, the campus refined and implemented many of the review committee's recommendations and developed additional initiatives. The leadership of Dr. Paydar, who became permanent chancellor in 2009, was critical to the turnaround at IU East. The reforms he put in place – from symbolic but important steps, such as moving his own office into an older building to give admissions the "showcase" office on campus, to implementing a mission change by eliminating remedial education in spite of faculty concerns about the fiscal consequences of that decision – illustrate how struggling institutions can not only survive, but thrive, when innovative leaders act with urgency and resolve.

IU East faced significant reductions in state funding per student at the same time that the campus was undertaking its renewal initiatives. While reducing expenditures per student by 21 percent, IU East turned itself around academically and financially. It has re-engineered its academic offerings, reduced administrative costs, and significantly increased its numbers of students and graduates. In only four years, IU East was transformed from a campus with a future in doubt to a vibrant "college of choice" for its region.

## ***Indiana's Goals for Educational Attainment***

The accomplishments at IU East align closely with the goals of Lumina Foundation to significantly increase the number of college graduates nationally and the Indiana Commission for Higher Education to significantly increase the number of college graduates in Indiana. The campus' strategies to improve despite a shortage of new resources align with three of Lumina Foundation's productivity steps: providing financial incentives to students, developing new models of program delivery, and achieving efficiencies in support services. The campus' reforms and achievements also fit within Indiana University's strategic "*Blueprint for Student Attainment*" (*BSA*), which features three principal strategies— Collaboration, Engagement, and Excellence.

## ***IU Regional Campus Initiatives***

Leaders at other Indiana University regional campuses respect the accomplishments at IU East, and they have implemented many creative strategies of their own. While the timeframe and scope of this analysis have not allowed full investigation of those strategies, highlights from brief conversations with campus contacts are included as illustrations of the different approaches each campus is taking.

*Indiana University-Purdue University Fort Wayne (IPFW)*, a regional campus of both Indiana and Purdue universities, emphasizes providing silo-free services to students and empowering its employees to solve problems.

*Indiana University South Bend (IUSB)* is revamping both its academic and administrative operations to better meet the needs of the region and to find ways to be more effective and efficient.

*Indiana University – Kokomo (IU Kokomo)* implemented major reforms across academic and business areas that will yield better services, improved results and greater efficiencies. Its efforts are organized around three themes: academic excellence and student success, making friends and building relationships, and transforming the region.

*Indiana University Southeast (IU Southeast)* takes special pride in the quality of its academic offerings and in its regional partnerships across sectors and state boundaries.

*Indiana University Northwest (IUN)* focuses on strong student services and academic success. IUN put in place a number of measures aimed at improving retention and graduation, and its student success partnership between academic and student affairs focuses on at-risk students.

The recent initiatives described in IU's *BSA* are designed to facilitate sharing of accomplishments among all the university's regional campuses toward a common goal of increasing the number of bachelor's degrees attained by Indiana residents.

## ***IU East and Ivy Tech Collaborative Initiatives***

Many of the recent accomplishments at IU East result from forging a more effective working relationship with the local community college, Ivy Tech Richmond. Since the early 1970s, the two campuses have been co-located on a common site, but the evolution of the previous technical college into a comprehensive community college presented new challenges as well as new opportunities for collaboration.

In March 2008, Indiana University and Ivy Tech Community College announced a partnership between IU East and Ivy Tech Community College Richmond. The partnership defined Ivy Tech's responsibility to include the delivery of college preparatory courses, workforce certifications, associate degrees, and transfer programming. IU East discontinued its remedial and associate degree program offerings. Students in need of remedial support were referred to Ivy Tech.

IU East and Ivy Tech enhanced the transfer relationship between the two campuses through publicity, integrated advising, and scholarships for transfer students. Both campuses have gained from the partnership. The number of Ivy Tech transfers to IU East has increased significantly and now account for one-third of all new transfer students at IU East.

Ivy Tech Richmond has experienced a 39 percent increase in enrollment over the past three years and a 53 percent increase in the number of graduates. Over the same time, IU East's enrollment increased 52 percent and its number of graduates is up 19 percent. Together, the two campuses enrolled 2,360 more students and graduated 217 more in 2011 than in 2008.

Students and staff at Ivy Tech Richmond and IU East now share access to facilities of both campuses, including the library and recreational venues. The campuses collaborate in support service areas, including security, food service, grounds keeping, storage, and maintenance. In addition to sharing its main campus and Connersville Center with Ivy Tech Richmond, IU East shares facilities with other Ivy Tech campuses at centers in New Albany, Madison, and Lawrenceburg. Opportunities for shared financial and human resources services are limited by differences between the two campuses' management systems.

## ***Other Productivity Improvements***

The partnership and the realignment of missions with Ivy Tech freed up resources and focused the attention of IU East on expanding and improving its offerings at the bachelor's level and above.

Expanded distance learning opportunities are a big part of IU East's new focus. Of the 803-student gain in headcount enrollment at IU East between Spring 2008 and Spring 2011, 586 were students enrolled in online courses only, and half of them live outside IU East's traditional service area. More than one-third of IU East credit is now delivered online.

IU East has also focused on improving retention and graduation through structured pathways, academic advising, transfer and articulation, and improved counseling. Retention rates for students who entered IU East are on an upward trend and increased significantly for the most recent period. The 66.5 percent retention rate for Fall 2010 entrants is at the high

point for the past decade. Graduation rates are improving as a result of successful retention strategies and tighter admissions standards.

IU East has achieved productivity gains in administrative functions as well. Campus reorganization eliminated two vice-chancellor positions and the savings were used to add new faculty positions. In 2008, IU East implemented Responsibility Center Management (RCM) that empowers the schools to generate new revenues and sets incentives for cost-control strategies. As a result, IU East has accumulated significant operating reserves and the value of productivity improvement is widely appreciated.

### ***Growing and Evolving***

IU East has matured in other ways as well. By reducing its inflation-adjusted expenditures per student declined by 21 percent, IU East was able to serve many more students than it could have done otherwise, and it used savings from efficiencies and from economies of scale to invest in key campus priorities, including:

- creating nine new bachelor's and two new master's programs in response to community needs, with two more programs at each level under development;
- developing and implementing a complete rebranding and marketing program; and,
- launching intercollegiate athletics and expanding co-curricular and extracurricular activities as part of a comprehensive strategy to increase enrollment without diverting funding from instructional programs.

### ***Implications for Productivity Initiatives Elsewhere***

The turnaround at IU East offers lessons for other regional campuses whether they may be struggling or thriving. A new vision coupled with strong leadership was central to the campus transformation at IU East. The analysis includes several key findings relevant to regional campuses elsewhere in the country.

- Efforts to differentiate missions and articulate programs between the regional campus and the community college have paid dividends to both campuses in terms of increased numbers of students and graduates.
- The regional campus' refocused academic mission allowed it to develop a new image and attract a different clientele through more selective admissions and new program offerings at the bachelor's and master's levels.
- Through shared support services with the community college and internal efficiencies from campus reorganization, the regional campus freed up resources to invest in high priority initiatives.
- Online programs provided opportunities for enrollment growth for the regional campus and extended the campus' services and reputation beyond its traditional boundaries.

- Refocused academic and student support services are essential to student success for those enrolled in both on-campus and online programs.
- Productivity improvements allowed IU East not only to increase enrollment and to graduate students at lower costs, but also to make significant progress toward other goals important in the transformation of the regional campus.

As much as it has accomplished, IU East faces additional opportunities for productivity improvement. The campus should continue expanding its partnership with Ivy Tech, including in areas where it does not currently collaborate. It should strive to make online offerings as strong and as efficient as possible. The campus should strengthen its assessment tools to validate the quality of student learning taking place.

## **1.0 INTRODUCTION**

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## 1.0 INTRODUCTION

This report assesses progress in increasing productivity in Indiana higher education. With funding from Lumina Foundation for Education, the Indiana Chamber Foundation supports a variety of initiatives to advance state goals of increased educational attainment among Indiana adults. One initiative is to enhance productivity at regional campuses. This report focuses on the success of one campus, Indiana University East (IU East), and the relevance of its experience to other regional campuses in Indiana and the nation.

### ***Lumina Productivity Initiative***

Lumina Foundation, an Indianapolis-based private foundation, is committed to enrolling and graduating more students from college—especially 21st century students: low-income students, students of color, first-generation students, and adult learners. Lumina’s Big Goal is to work with grantee partners to increase the percentage of Americans who hold high-quality degrees and credentials to 60 percent by 2025. Lumina pursues this goal in three ways: by identifying and supporting effective practice, through public policy advocacy, and by using its communications and convening power to build public will for change. For more information on Lumina, visit: [www.luminafoundation.org](http://www.luminafoundation.org).

Lumina recognizes that there will be few new resources available to reach the Big Goal. State support for higher education – in Indiana and elsewhere – has declined dramatically and is unlikely to recover soon. There are limits to how much tuition students and families can afford, and spending caps and debt concerns are restricting how much help the federal government can deliver as well.

As a result, the most viable path to ambitious gains in degree attainment is through productivity improvements. The more education that can happen within the human and fiscal resources already in place, the more achievable the goal will be. Students, too, are part of the productivity equation. If the time and money they invest in their educations more consistently result in a high-quality postsecondary credential, then real gains are possible without big new investments.

### ***Reaching Higher Strategic Plan***

As part of its Reaching Higher strategic plan, the Indiana Commission for Higher Education has set ambitious goals for the state’s higher education enterprise that closely align with Lumina Foundation’s Big Goal. The commission’s goals are:

- to produce 10,000 additional bachelor’s degrees per year by 2025,
- to increase certificate and associate degree production by 50 percent by 2015,
- to increase the number of students who transfer from two- to four-year institutions by 50 percent by 2015,

- to rank in the top 10 states in the U.S. at each point in the education pipeline by 2015, and
- to rank in the top 10 states for on-time and minority graduation rates by 2015.

Given budget constraints, many in Indiana's higher education enterprise acknowledge that these goals cannot be attained by conducting "business as usual" at current levels of cost per student and cost per completion. Improvements in productivity – with campuses performing at higher levels using resources in hand – must be realized. Efficiencies may also come from a promising initiative to enhance regional cooperation to capitalize on a potentially lower cost structure for instruction.

### ***Purpose of Analytic Examination***

To assess progress on the regional cooperation initiative, the Indiana Chamber Foundation, with funding support through Lumina Foundation's Indiana Productivity Grant, commissioned this independent analysis. This report analyzes data from the partnership in Richmond, Ind., between IU East and Ivy Tech Community College and provides a quantitative and qualitative analysis of the cost efficiencies and productivity improvements achieved. Further, the study recommends productivity improvement strategies for both statewide systems, with emphasis, as appropriate, on efforts at the Richmond campuses of Indiana University and Ivy Tech.

The efforts and accomplishments of Indiana University and Ivy Tech Community College are varied, and their effects are just beginning to be realized. The efforts in Richmond are showing positive results, and analysis of their experiences may provide guidance for institutions facing similar challenges. This report is intended to disseminate as much information as possible about the Richmond experience so that others can determine whether similar strategies hold promise in their settings.

## **2.0 BACKGROUND**

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## 2.0 BACKGROUND

### *National Degree Attainment Goals*

Although the United States has long been regarded the world's leader in providing higher education opportunity for its citizens, rapid advancements in other nations have eroded our nation's historic standing. As seen in **Exhibit 1**, the United States ranks fifth among developed nations in terms of its population ages 25-64 with postsecondary degrees. Among younger subgroups, the United States ranks much lower. For example, the nation's recent performance suggests a global ranking of 12<sup>th</sup> for the young adult cohort (ages 25-34). Without significant improvements in college attainment, the United States will drop out of the list of the top 10 nations in educational attainment as older cohorts exit the American workforce.

**EXHIBIT 1  
INTERNATIONAL RANKINGS OF EDUCATIONAL ATTAINMENT  
BY AGE GROUP, 2008**

Nation	Percent of Adult Population with College Degree					International Rankings				
	Ages 25-34	Ages 35-44	Ages 45-54	Ages 55-64	Ages 25-64	Ages 25-34	Ages 35-44	Ages 45-54	Ages 55-64	Ages 25-64
Australia	41.67	37.60	33.49	28.19	35.65	11	10	9	8	10
Belgium	42.27	35.32	28.74	22.27	32.31	10	15	16	18	16
Canada	55.88	54.17	44.44	39.87	48.81	2	2	2	4	2
Chile	33.73	24.42	19.80	17.11	24.19	22	25	26	22	24
Denmark	43.09	37.12	31.74	26.25	34.48	8	11	10	14	11
Finland	38.29	43.84	36.57	28.55	36.58	20	5	7	7	7
France	40.67	31.16	20.20	17.38	27.44	14	21	24	21	22
Germany	23.92	26.73	25.94	24.40	25.40	28	23	19	16	23
Greece	28.23	26.52	21.59	15.46	23.42	26	24	23	26	25
Iceland	32.83	36.23	30.31	23.59	31.29	23	14	14	17	19
Ireland	45.06	36.84	27.03	18.63	33.90	7	12	18	20	13
Japan	55.06	48.41	43.02	26.03	42.84	4	3	4	15	4
Korea	57.85	42.52	23.25	11.98	36.56	1	7	21	29	8
Luxembourg	38.73	28.37	22.02	19.36	27.65	17	22	22	19	21
Netherlands	39.77	32.51	30.54	26.46	32.17	15	20	13	13	17
New Zealand	47.55	39.94	37.88	33.99	40.03	5	8	6	5	6
Norway	45.58	38.41	31.67	27.98	35.99	6	9	11	9	9
Spain	38.76	32.64	23.79	15.99	29.24	16	19	20	25	20
Sweden	40.76	32.73	28.47	26.48	32.01	13	18	17	12	18
Switzerland	38.48	36.42	31.49	27.33	33.65	18	13	12	10	14
United Kingdom	38.44	32.97	29.93	27.19	32.54	19	17	15	11	15
United States	41.56	42.96	39.71	40.04	41.11	12	6	5	3	5
Estonia	35.77	34.65	34.64	31.61	34.30	21	16	8	6	12
Israel	42.28	45.89	44.06	44.15	43.98	9	4	3	2	3
Russian Federation	55.48	58.08	54.26	44.48	54.02	3	1	1	1	1

Source: 2010 OECD Education at a Glance.

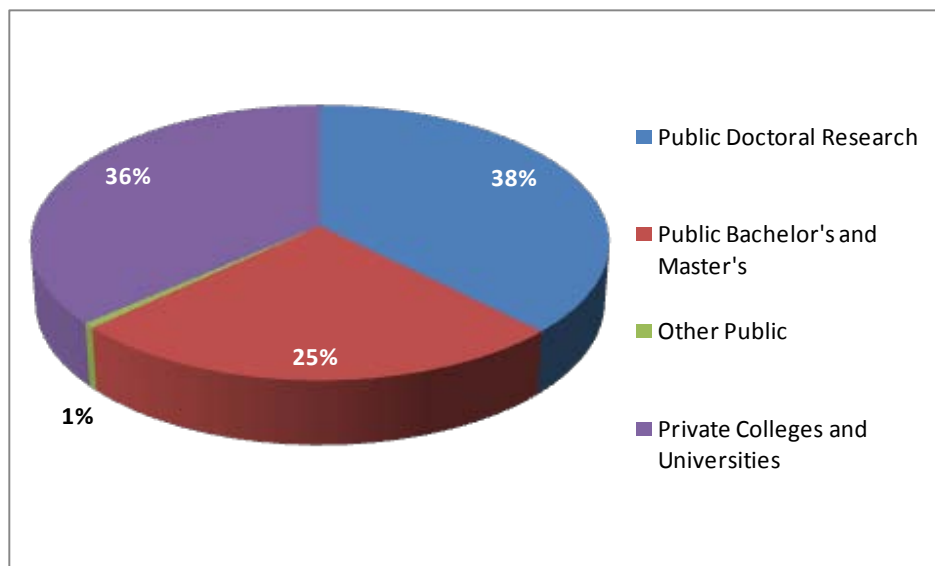
As data of this sort became more recognized and better understood, various governmental and private organizations established goals for greater degree productivity with the expectation that our nation's historic standing could be regained. These groups included

Lumina, the Obama administration, the Bill & Melinda Gates Foundation, the College Board, the National Governors Association, and the National Conference of State Legislatures. The Big Goal that Lumina embraces with its partners across the country is to increase the percentage of working-age Americans with high-quality degrees and credentials to 60 percent by 2025, an increase of 23 million graduates. Lumina set the Big Goal not to correct a loss of international stature but to address a need for higher education attainment. The percent of the American population with a postsecondary credential or degree has remained flat for 40 years, despite dramatic economic and social changes. During the same period, higher education attainment in the rest of the world has increased – in some cases at dramatic rates. Lumina believes this reflects a fundamental change in the role higher education plays in advanced economies – a change the United States ignores at its peril.

**Importance of Regional Campuses in Meeting National Degree Production Goals**

Regional campuses, defined for this purpose as public institutions awarding bachelor’s and a limited number of master’s degrees, play an important role in providing access to postsecondary education for millions of Americans and in meeting employer needs for college-trained workers. Once termed the “colleges of the forgotten Americans,” these schools must be central to any strategy to increase degree production and regain our standing as the world’s leader in educational attainment. As **Exhibit 2** shows, public bachelor’s and master’s universities provide a significant share of the nation’s supply of bachelor’s degree holders. These regional campuses offer especially important paths to a bachelor’s degree for women and students of color and in fields with critical workforce needs.

**EXHIBIT 2  
DISTRIBUTION OF BACHELOR’S DEGREES AWARDED NATIONALLY  
BY TYPE OF INSTITUTION  
2009-10**



Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2009-10 Completions survey data.

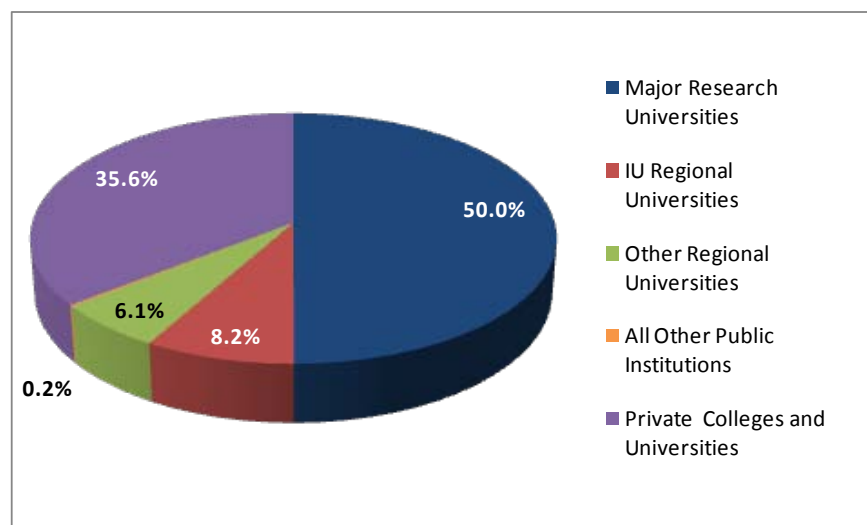
Of the approximately 1.65 million bachelor's degrees awarded nationally in 2009-2010, about one-quarter were awarded by regional campuses. As seen in **Exhibit 2**, public doctoral research universities were responsible for 38 percent of all bachelor's degrees, while private colleges and universities awarded 36 percent. The role of regional campuses in the production of bachelor's degrees is more significant in some disciplines. In particular, the baccalaureate recipients in teacher education and social work are more likely to be graduates of a regional campus than are degree holders in other fields of study.

### ***Role of Regional Campuses in Meeting Indiana Degree Attainment Goals***

Compared to institutions in other states, Indiana's regional campuses play a smaller role in supplying baccalaureate graduates. The Indiana University regional campuses and other regional campuses combined contribute only about 14 percent of the state's baccalaureate graduates. Major research universities, on the other hand, account for 50 percent of Indiana's bachelor's degrees, compared to 38 percent nationally (see **Exhibit 3**). Although IU regional campuses account for only eight percent of the state's overall degree production at the bachelor's level, their contribution is more pronounced in educating women and minority students. Regional campuses produce nearly 10 percent of the system's female graduates, nearly 14 percent of graduates of color, and nearly 19 percent of graduates of Latino origin.

IU regional campuses do not offer programs across all disciplines at the baccalaureate level, and their degree programs tend to concentrate in fields that align with regional employment opportunities. In 2010, approximately 10 percent of teacher education graduates came from IU regional campuses, as did 15 percent of nursing graduates, both well above the all-discipline average of 8.2 percent.

**EXHIBIT 3  
BACHELOR'S DEGREES AWARDED  
IN INDIANA BY TYPE OF INSTITUTION  
2009-10**



Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2009-10 Completions survey data.

## **Cost Considerations in Reaching Degree Attainment Goals**

Regional campuses are potentially cost-effective and essential to meeting state and national goals for degree production. Both public and personal funds to expand degree production in the United States will be limited. Thus, any national or state strategy to expand degree production will need to take into account the associated costs.

As shown in **Exhibit 4**, regional campuses operate with a less expensive instructional cost structure than do larger, more research-oriented institutions. On the basis of state appropriations per FTE student, public bachelor's and master's institutions are about 25 percent less costly than public research institutions. Further, the average tuition and fees paid by students and/or their parents is 26 percent lower. However, the 26 percent overall lower cost per FTE student contributes to only an 11 percent lower cost per degree produced due to the lower graduation rates typically found at regional campuses. If a greater proportion of students could be served in these less costly regional institutions, and could graduate more consistently than they currently do, the overall savings to individuals and state governments could be considerable.

**EXHIBIT 4  
STATE APPROPRIATIONS AND NET TUITION PER FTE STUDENT  
AND EDUCATION & RELATED SPENDING PER DEGREE  
FOR SELECTED SECTORS, 2008 FISCAL YEAR**

<b>Metric</b>	<b>Public Research</b>	<b>Public Master's and Bachelor's</b>	<b>Difference</b>	<b>Percent Difference</b>
State Appropriations per FTE	9,492	7,097	(2,395)	-25%
Net Tuition per FTE	7,563	5,581	(1,982)	-26%
Core Revenue per FTE	17,055	12,678	(4,377)	-26%
E&R Spending per Degree	64,009	56,760	(7,249)	-11%

Source: Delta Cost Project.

## **Strategies for Achieving Degree Production Goals**

In the current economic environment, colleges and universities cannot expect the same funding per student as in the past as they work to accommodate the enrollment growth needed to reach aggressive degree attainment goals. Several groups, including Lumina, have developed strategies and recommendations for how states and institutions can achieve greater productivity.

Lumina's "*Four Steps to Finishing First: An Agenda for Increasing College Productivity to Create a Better-Educated Society*" was developed to create a sense of public accountability for graduating many more students within available resources without sacrificing quality. The steps are:

- 1. PERFORMANCE FUNDING: Targeted Incentives for Colleges and Universities to Graduate More Students with High-Quality Degrees and Credentials.**

Traditionally, states build higher education budgets based on assorted inputs—

often prior years' funding levels, plus current-year enrollment growth. Instead, policymakers should provide financial incentives to schools that help students clear certain milestones on their academic journeys or finish work toward their degrees or credentials. Limited evidence from states where this type of funding has been in place for a decade or more shows increased degree completion.

2. **STUDENT INCENTIVES: Strategic Use of Tuition and Financial Aid as Incentives for Course and Program Completion.** States should use tuition discounts and need- and merit-based financial aid policies to give students more reasons to complete efficiently and should allocate limited public aid dollars to achieve the greatest effectiveness. For example, students in one state receive \$1,000 if they complete bachelor's degrees within three credits of minimum degree requirements. Other states limit aid to 120 credits for bachelor's degrees, providing a completion incentive while making dollars available to serve more students.
3. **NEW MODELS: Lower-Cost, High-Quality Approaches Substituted for Traditional Academic Delivery Whenever Possible to Increase Capacity for Serving Students.** To increase their capacity to graduate students, many colleges and universities are instituting high-quality online, blended and other non-traditional forms of instruction, as well as new approaches for recognizing students' prior acquisition of knowledge and skills. The current system of higher education is costly and cannot be scaled to meet increasing demands of individuals, society or the U.S. economy.
4. **BUSINESS EFFICIENCIES: Business Practices that Produce Savings to Graduate More Students.** Surveys show faculty members are willing to tackle productivity in the classroom when they see strong evidence that colleges and universities have squeezed efficiencies out of non-academic operations. Improved efficiencies through joint purchasing and back-office consolidation are two such approaches. By meeting annual cost-savings targets, one system improved its relationship with state policymakers and received funding for its public institutions that allowed a freeze in-state undergraduate tuition for several years. Other states have shielded university systems from deep funding cuts by finding business-side efficiencies and otherwise demonstrating good stewardship of public funds.

Indiana and its colleges and universities have embraced strategies based on these four steps in their efforts to achieve higher levels of degree production.

### **3.0 INDIANA'S PUBLIC HIGHER EDUCATION SYSTEM**

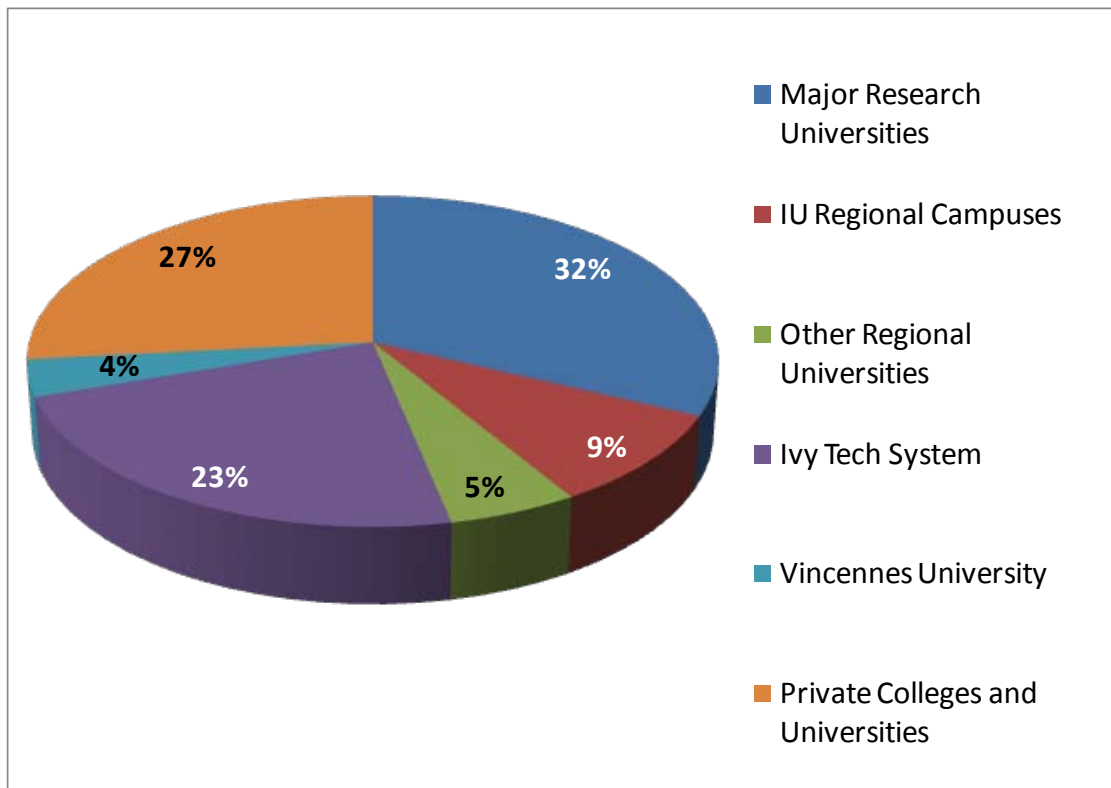
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### 3.0 INDIANA’S PUBLIC HIGHER EDUCATION SYSTEM

#### *Enrollment Distribution by Type of Postsecondary Institution*

Compared to similar institutions in most other states, major research universities in Indiana enroll a disproportionately large share of the student population. These universities account for nearly one-third of enrollments in the state, compared to only one-eighth nationally, and analyses show Indiana ranks second in the proportion of its students in research universities. Despite the recent growth of Ivy Tech, two-year campuses in Indiana (with 27 percent of the total) attract a smaller share than nationally (35 percent). As shown in **Exhibit 5**, the combined enrollments of the IU regional campuses and other regional universities account for 14 percent of Indiana enrollment, compared to 25 percent for regional campuses nationwide. In *Strategic Directions for Indiana*, the Commission for Higher Education referred to the structure as leading to an “inverted pyramid” of costs, and suggested that Indiana was not using its overall resources as efficiently as other states.

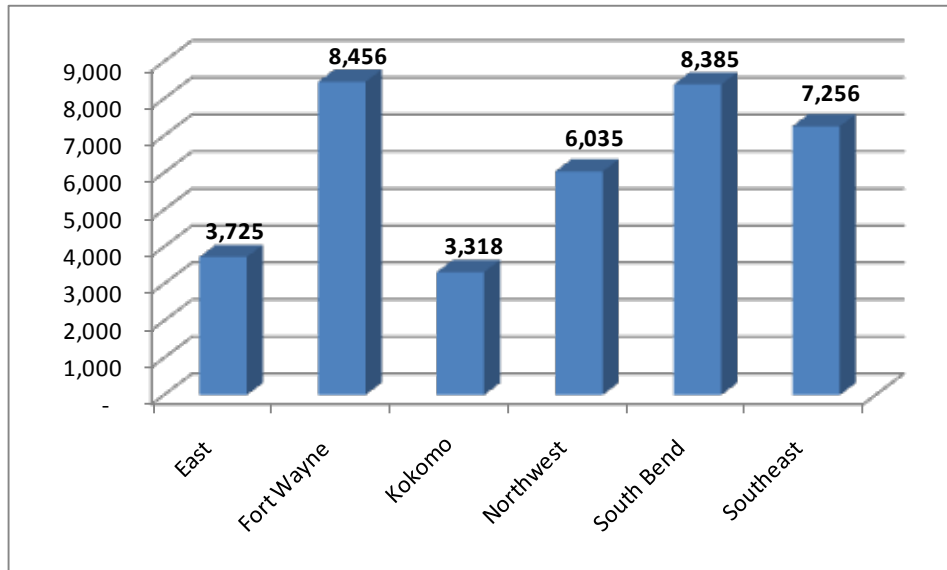
**EXHIBIT 5  
ENROLLMENT DISTRIBUTION BY SECTOR  
INDIANA HIGHER EDUCATION  
2009-2010**



Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

Of the IU regional campuses, none enrolls more than 8,500 headcount students. IU enrollment across the six campuses, as listed in **Exhibit 6**, ranges from about 3,300 at IU Kokomo to nearly 8,500 at IU Fort Wayne. With its recent enrollment growth, IU East has become the fifth-largest campus, with 3,725 headcount students in Fall 2011.

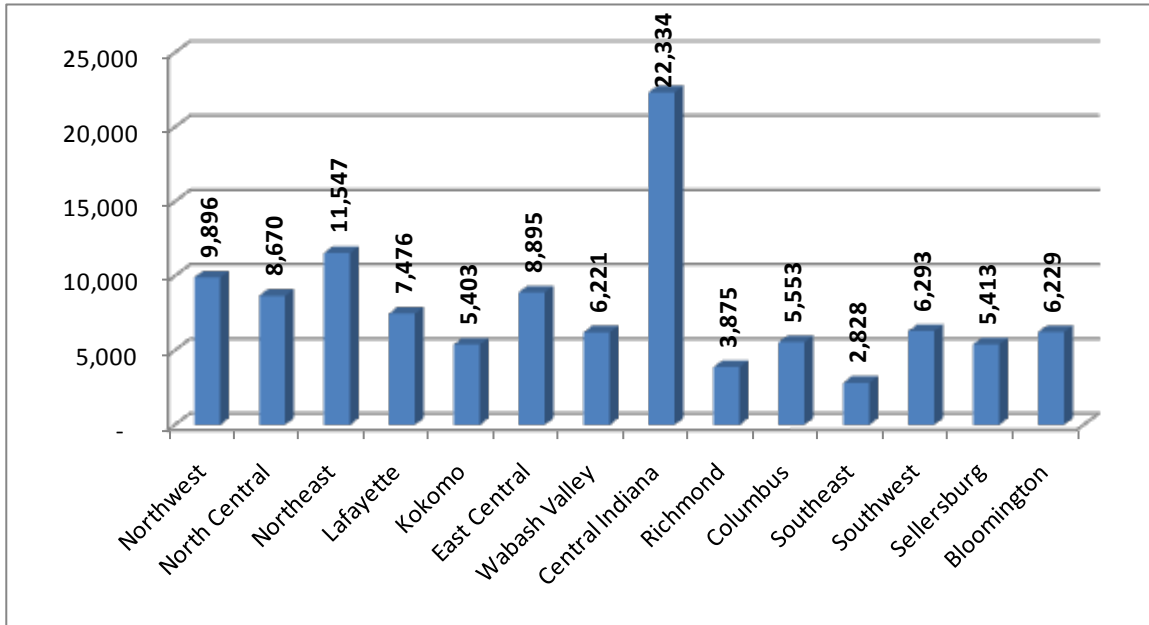
**EXHIBIT 6  
ENROLLMENTS AT INDIANA UNIVERSITY BY CAMPUS  
FALL 2011**



Source: University Institutional Research and Reporting, IU Fact Book.  
Note: Enrollments shown for Fort Wayne are for IU students only and do not include Purdue students.

The 14 campuses of Ivy Tech range in size from just under 3,000 headcount students at the Southeast campus to more than 22,000 students at Central Indiana. Ten of the campuses each enroll between 5,000 and 10,000 students. As seen in **Exhibit 7**, the Ivy Tech Richmond campus is the second smallest in the Ivy Tech system, with just under 4,000 students.

**EXHIBIT 7  
ENROLLMENTS AT IVY TECH CAMPUSES  
FALL 2011**



Source: Facts About Ivy Tech, Fall 2011, Ten-Day Count.

## Trends in Performance at IU Regional Campuses

Over the past six academic years, headcount enrollment across all IU campuses has increased from 97,959 to 110,436—an increase of 12,477 students (12.7 percent). More than half of this growth (about 58 percent) occurred at the regional campuses. IU East was the fastest-growing campus, expanding by nearly 66 percent. **Exhibit 8** shows a similar pattern of greater than average enrollment growth when considered on a full-time-equivalent (FTE) basis, with IU East posting a 68.8 percent gain, compared to the system increase of 13.6 percent. Growth at IU East has been especially significant over the past three years.

### EXHIBIT 8 ENROLLMENT GROWTH TRENDS INDIANA UNIVERSITY BY CAMPUS 2006-2011

Campus	Fall Enrollment						Change: 2006-2011	
	2006	2007	2008	2009	2010	2011	Number	Percent
<b>Headcount Enrollment</b>								
Bloomington	38,247	38,990	40,354	42,347	42,464	42,731	4,484	11.7%
IUPUI	29,764	29,854	30,300	30,383	30,566	30,530	766	2.6%
East	2,246	2,266	2,447	2,924	3,365	3,725	1,479	65.9%
Fort Wayne	6,546	6,629	6,948	7,720	8,204	8,456	1,910	29.2%
Kokomo	2,734	2,835	2,690	2,992	3,109	3,318	584	21.4%
Northwest	4,819	4,790	4,794	5,560	5,969	6,035	1,216	25.2%
South Bend	7,420	7,517	7,712	8,394	8,590	8,385	965	13.0%
Southeast	6,183	6,241	6,482	6,840	7,178	7,256	1,073	17.4%
<b>Total University</b>	<b>97,959</b>	<b>99,122</b>	<b>101,727</b>	<b>107,160</b>	<b>109,445</b>	<b>110,436</b>	<b>12,477</b>	<b>12.7%</b>
<b>FTE Enrollment</b>								
Bloomington	35,381	36,063	37,443	39,058	39,123	39,317	3,936	11.1%
IUPUI	21,814	22,161	22,772	23,311	23,657	23,707	1,893	8.7%
East	1,450	1,505	1,637	1,937	2,236	2,447	997	68.8%
Fort Wayne	4,600	4,651	4,781	5,281	5,541	5,458	858	18.7%
Kokomo	1,791	1,854	1,735	1,974	2,048	2,174	383	21.4%
Northwest	3,242	3,212	3,314	3,868	4,194	4,169	927	28.6%
South Bend	4,765	4,836	4,998	5,457	5,637	5,428	663	13.9%
Southeast	4,120	4,154	4,339	4,689	4,949	4,987	867	21.0%
<b>Total University</b>	<b>77,163</b>	<b>78,436</b>	<b>81,019</b>	<b>85,575</b>	<b>87,383</b>	<b>87,687</b>	<b>10,524</b>	<b>13.6%</b>

Source: University Institutional Research and Reporting, IU Fact Book.

Student retention is a key building block in achieving increased numbers of graduates. **Exhibit 9** traces trends in student retention at IU campuses over six years, for students entering from 2005 through 2010. In this case, retention is measured as the percentage of beginning students in one year who are still enrolled the following year. The overall retention rate across all campuses in 2010 was 77.4 percent—a gain of nearly one percentage point over the rate in 2005. Three campuses maintained relatively stable retention rates, while the others posted gains in the range of seven percent to nearly twelve percent for IU East.

**EXHIBIT 9**  
**TRENDS IN ONE YEAR RETENTION RATES FOR ENTERING CLASSES**  
**INDIANA UNIVERSITY BY CAMPUS 2005-2010**

Campus	Measure	Cohort Sizes and Retention Rates						Change: 2005-2010	
		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Absolute	Percent
Bloomington	Beginning	6,886	7,197	7,166	7,547	7,302	6,981	95	1.4%
	Retention Rate	87.0%	89.0%	90.0%	89.0%	90.0%	89.1%	2.1%	2.4%
IUPUI	Beginning	2,222	2,363	2,593	2,649	2,628	2,683	461	20.7%
	Retention Rate	64.0%	66.0%	68.0%	72.0%	74.0%	71.3%	7.3%	11.4%
East	Beginning	229	194	243	291	358	379	150	65.5%
	Retention Rate	55.0%	60.0%	63.0%	61.0%	64.0%	66.5%	11.5%	20.9%
Kokomo	Beginning	366	323	373	334	397	347	(19)	-5.2%
	Retention Rate	55.0%	53.0%	56.0%	58.0%	61.0%	63.4%	8.4%	15.3%
Northwest	Beginning	413	483	506	545	712	784	371	89.8%
	Retention Rate	63.0%	62.0%	66.0%	70.0%	69.0%	62.4%	-0.6%	-1.0%
South Bend	Beginning	734	705	793	857	964	806	72	9.8%
	Retention Rate	61.0%	63.0%	62.0%	67.0%	63.0%	63.8%	2.8%	4.6%
Southeast	Beginning	657	721	772	950	974	946	289	44.0%
	Retention Rate	57.0%	62.0%	63.0%	63.0%	63.0%	64.6%	7.6%	13.3%
<b>Total</b>	Beginning	11,507	11,986	12,446	13,173	13,335	14,008	2,501	21.7%
	Retention Rate	76.7%	78.8%	79.4%	80.1%	80.2%	77.4%	0.7%	1.0%

Source: University Institutional Research and Reporting, IU Fact Book.

One way to increase the number of graduates in Indiana at a relatively low cost would be to increase graduation rates. IU measures graduation rates after various periods of time from initial enrollment, e.g., graduated after six years. As seen in **Exhibit 10**, change in the performance on the standard six-year rate between the 2000-01 and 2004-05 cohorts across the campuses is mixed. Indiana University - Purdue University Indianapolis (IUPUI) and IU East posted gains, while two campuses maintained their performance and the others showed slight declines.

**EXHIBIT 10**  
**TRENDS IN GRADUATION RATES**  
**INDIANA UNIVERSITY BY CAMPUS FOR ENTERING CLASSES FROM 2000 TO 2004**

Campus	Measure	Graduation Rate by Cohort					Change Since 2000-01	
		2000-01	2001-02	2002-03	2003-04	2004-05	Absolute	Percent
Bloomington	Beginning Students	6,803	6,660	6,941	6,642	6,283	(520)	-7.6%
	Graduated within 6 years	71%	72%	73%	74%	71%	0%	0.0%
IUPUI	Beginning Students	2,200	2,020	1,960	2,067	2,041	(159)	-7.2%
	Graduated within 6 years	27%	32%	32%	34%	34%	7%	25.9%
East	Beginning Students	172	176	211	231	229	57	33.1%
	Graduated within 6 years	17%	18%	25%	19%	18%	1%	5.9%
Kokomo	Beginning Students	315	301	273	309	324	9	2.9%
	Graduated within 6 years	25%	27%	27%	26%	23%	-2%	-8.0%
Northwest	Beginning Students	396	377	449	519	505	109	27.5%
	Graduated within 6 years	22%	32%	24%	23%	19%	-3%	-13.6%
South Bend	Beginning Students	611	695	592	646	619	8	1.3%
	Graduated within 6 years	25%	26%	26%	27%	25%	0%	0.0%
Southeast	Beginning Students	695	717	662	661	703	8	1.2%
	Graduated within 6 years	28%	29%	32%	26%	27%	-1%	-3.6%

Source: University Institutional Research and Reporting, IU Fact Book.

The number of bachelor's degrees awarded by the regional campuses from 2005-6 through 2010-11 is shown in **Exhibit 11**. IU East increased the number of bachelor's degrees awarded during the time period by 66 percent (130 graduates), as compared to the overall regional campus average of 19 percent. During the same time period, IU Kokomo and IUN also increased their bachelor's degree awards by significant margins (51 percent and 29 percent, respectively). The number of bachelor's degrees awarded at IU Southeast increased less dramatically (by 17 percent), while the number of bachelor's degrees awarded by IUSB dropped approximately 10 percent (73 students).

**EXHIBIT 11**  
**TRENDS IN BACHELOR'S DEGREES AWARDED**  
**INDIANA UNIVERSITY REGIONAL CAMPUSES FROM 2005-06 THROUGH 2010-11**

Campus	Bachelor's Degrees Awarded by Academic Year						Change	Percent Change
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11		
East	197	238	229	243	290	327	130	66%
Kokomo	257	263	282	327	322	388	131	51%
Northwest	363	411	380	355	407	467	104	29%
South Bend	698	523	554	661	598	625	(73)	-10%
Southeast	603	668	664	604	590	704	101	17%
Total	2,118	2,103	2,109	2,190	2,207	2,511	393	19%

Source: University Institutional Research and Reporting.

The performance shown by IU East in increasing enrollments, retention rates, graduation rates and bachelor's degrees contributed to the interest in conducting a rigorous analysis and case study of its accomplishments (found in **Chapter 5**). IU East has increased the number of students enrolled by approximately 50 percent, and by retaining and graduating higher percentages of entering cohorts has increased the number of bachelor's degrees awarded by 66 percent. The other regional campuses have made progress as well, and the next two sections address the plans and efforts of the IU system and the individual regional campuses to increase productivity.

***Indiana University's Plans for Regional Campus Development***

Indiana University has set forth 10 *Principles of Excellence* that guide the university, including its regional campuses, in pursuing its mission and vision. In the spirit of the *Principles of Excellence*, the regional campuses have long provided access to high-quality Indiana University bachelor's degrees and selected master's degrees for a wide range of Indiana citizens. Many regional campus students are the first ones in their families to go to college. Though some are adults who have been out of high school for several years, others are new high school graduates who, for financial or other reasons, choose not to or are unable to leave home to attend a residential campus. Regional campuses graduate a high proportion of the nurses, teachers and other professionals needed in Hoosier communities.

Many of the strategies for increasing productivity outlined in Lumina's *Four Steps for Finishing First* are also included within the current strategic planning framework for the IU regional campuses, the "*Blueprint for Student Attainment*" (BSA). The BSA features three principal strategies—Collaboration, Engagement and Excellence—that together build toward

the BSA's and campuses' principal goal of greater student success in earning high-quality bachelor's and master's degrees.

One purpose of the plan, which was developed by a team of system officials and leaders of the regional campuses, was "to develop and implement a distinctive collective mission of IU's regional campuses, which highlights their critical role with the university and the state's higher education system." The mission states:

*"The regional campuses of Indiana University will be accessible, first-choice institutions for a wide range of prepared Indiana students who are seeking baccalaureate and selected master's degrees; regional campus students will receive an education that effectively prepares them for active engagement as citizens and productive and satisfying life-long careers; the regional campuses will graduate students in numbers and at a rate that supports the current and long term prosperity of the state of Indiana; the regional campuses will be partners in enhancing the development and well-being of their communities, regions, and the state."*

The *IU Regional Campus Shared Vision Statement* prescribed the framework for the BSA planning process. It identified six priority-planning areas based on the shared goals of the campuses:

- excellent, distinctive educational experience,
- student success,
- access and innovation in instruction and curriculum,
- pathways and transitions to and from regional campuses,
- affordability and efficiency; and
- meeting regional and state needs.

During the coming year, attention will be focused on eight initiatives, with a separate senior officer of the campus tasked with the responsibility for each. These initiatives include:

- Excellence: Develop pervasive student advising programs.
- Excellence: Create a robust system of data gathering and evaluation.
- Engagement: Collaboratively expand the use of online and hybrid education.
- Engagement: Expand research and learning directed toward regional needs and non-traditional students.
- Collaboration: Expand and deepen a strong two-way partnership with Ivy Tech.
- Collaboration: Engage in joint programming and faculty development.

- Efficiency: Consolidate back-office student service operations.
- Organization and long-range planning.

Together, these initiatives are designed to increase the numbers of graduates from the regional campuses in a highly productive manner.

### ***Regional Campus Initiatives***

The choice of IU East as the object of this case study necessarily means that less attention is given to other regional campuses in Indiana. The following section summarizes some of the key initiatives at each of the other regional campuses, based on interviews with senior leaders. It also provides context for understanding which parts of the analysis in this report are unique to IU East's situation, and which reflect opportunities and challenges the campus shares with its in-state peers. One key point that other campus leaders noted was that, while IU East has an impressive turnaround story to tell, longstanding traditions of campus effectiveness are just as important as dramatic turnarounds. Also, new initiatives at other campuses are promising, but it is too early to measure concrete results. The data tables earlier in this section, however, clearly show that several campuses have made gains in enrollment, retention, and completion in spite of cutbacks in state funding.

Leaders at other IU campuses have been impressed with the achievement and turnaround that IU East represents. “Phenomenal,” “miraculous” and “exceptional” were among the words used to describe the transformation. IU East’s emphasis on shared services, its academic advising model and its experience clarifying the relative missions and responsibilities of the four-year campus and of Ivy Tech have been particularly inspiring to other campuses, although some have their own approaches to these issues in place.

### ***Indiana University-Purdue University Fort Wayne (IPFW)<sup>1</sup>***

IPFW, a regional campus of both Indiana University and Purdue University, takes pride in its collaborative, silo-free, problem-solving culture, which has made the campus a model for others, kept turnover low and removed service barriers for students.

IPFW emphasizes dual-credit instruction for high school students and is a primary partner in an early college initiative. The goals are both to accelerate progress toward a degree and to improve graduation rates, since students with dual credit tend to graduate at higher rates.

The university is also working with Ivy Tech to increase transferability of community college credits. Unlike lower division courses, which are typically full and require additional instructors to expand capacity, upper division courses in many majors have open seats and

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<sup>1</sup> Based on interview with Michael A. Wartell, Chancellor; Mark Franke, Associate Vice Chancellor for Enrollment Management; and George S. McClellan, Vice Chancellor for Student Affairs.

filling them with transfer students will increase enrollments and degrees awarded without an accompanying increase in costs.

IPFW has implemented a four-year roadmap to graduation designed to make students' path to the degree clearer from the start of their college careers. The campus emphasizes silo-free collaboration across units, so that any employee is empowered to assist any student as much as they can, rather than limit themselves to their particular function. A student is not shuffled from office to office and does not need to interact with multiple employees to solve a problem.

The university also set up a summer call center to help advise students and established a committee to look at ways to remove service barriers. IPFW has developed a protocol for students returning to campus that other institutions have adopted as a model.

### ***Indiana University South Bend (IUSB)<sup>2</sup>***

IUSB has been revamping both its academic and administrative operations to better meet the needs of the region and to find ways to be more effective and efficient.

IUSB works with the Noel-Levitz consulting group to improve its student retention as well as its marketing, recruitment and human resources programs. The university is making student services more responsive and more flexible. IUSB now enrolls more academically prepared students as well, which should translate into improved graduation rates.

IUSB has changed its approach to remedial education. All students seeking remedial courses must now attend Ivy Tech. For students who need only one remedial course, Ivy Tech faculty provide the instruction on the IUSB campus.

The university also has changed its recruiting focus and now recruits heavily on the Ivy Tech campus. It has revised its program mix to adapt to the changing needs of the region and has established a joint program in anthropology with Indiana University Northwest, both to reduce costs and to make the program available to students on both campuses.

### ***Indiana University – Kokomo (IU Kokomo)<sup>3</sup>***

In just one year, IU Kokomo has implemented major reforms across academic and business areas that will yield better service and results as well as efficiencies that generate savings to reinvest. Its efforts are organized around three themes: academic excellence and student success, making friends and building relationships, and transforming the region. The chancellor believes strongly in the partnerships among education, government and industry and in the importance of using physical space to shape the learning environment. The university expanded its program offerings and student amenities, even as state budgets decline.

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<sup>2</sup> Based on interview with Alfred J. Guillaume, Jr., Executive Vice Chancellor for Academic Affairs.

<sup>3</sup> Based on interview with Michael Harris, Chancellor.

IU Kokomo has initiated three experimental programs with small cohorts of students that are designed to improve student outcomes: a co-op program with business to involve upper-division students in internships, alternating with on-campus enrollment; a tuition discounting program to reduce tuition for each year students are enrolled; and a peer mentoring program. These may be expanded as positive results emerge.

IU Kokomo sends advisers to Ivy Tech campuses to facilitate smooth transfer, improve transfer rates and reduce unneeded credits taken by transfer students. It also revamped its advising system to require all students to meet with an adviser before registering for courses, which should reduce excess credit and improve retention and graduation rates.

The university has made a commitment to offer 10 percent of its courses on Fridays, allowing fuller use of limited facilities. The strategy is to offer blocks of Friday courses to attract students. IU Kokomo is also ramping up online offerings. IU Kokomo seeks to make its budget reflect its values, and it carefully evaluates every vacancy rather than allowing automatic replacements. It uses savings in some support areas to refocus staffing into high priority areas such as advising.

### ***Indiana University Southeast (IU Southeast)<sup>4</sup>***

IU Southeast is growing rapidly and just graduated its largest class, including its largest group of minority students. The campus takes special pride in the quality of its academic offerings and in its regional partnerships across sectors and state boundaries. It recently received a positive reaccreditation report from the Higher Learning Commission of the North Central Association.

The campus established a task force on student success and persistence to generate ideas for improving retention and graduation rates. It redesigned its advising process and expanded learning communities and its first-year student success course. New on-campus housing is expected to help with the retention and graduation challenges that can plague commuter campuses.

IU Southeast has a long history of partnerships and articulation agreements with Ivy Tech and sends advisers there weekly to facilitate student transfer. Students who intend to transfer are offered deferred admission to IU Southeast and are encouraged to take part in IU Southeast student activities.

IU Southeast partnered with Purdue University to create an engineering technology program that allows students to complete 60 percent of their coursework at IU Southeast. It streamlined its curriculum to eliminate inefficiencies, and it makes case-by-case decisions at the highest levels on replacement of departing faculty and staff. The numbers of enrolled students and graduates are among the criteria used to determine whether a position should be filled or those resources reallocated.

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<sup>4</sup> Based on interview with Sandra Patterson-Randles, Chancellor; Dana C. Wavle, Vice Chancellor for Administrative Affairs; Jenny Johnson Wolf, Director, University Communications; and Ann Lee, Director, Human Resources.

IU Southeast's participation in the regional "Metroversity" consortium includes shared library services and faculty development programs, reducing costs to individual consortium members. It provides students with access to courses at seven institutions, public and private, in the greater Louisville region of Kentucky and Indiana. The consortium may be a helpful model of what it is possible to achieve in other multi-state metropolitan areas.

### ***IU Northwest (IUN)<sup>5</sup>***

In recent years, IUN achieved a 29 percent increase in full-time equivalent enrollments despite reduced support from the state (state support per student has declined 24 percent). This has required the campus to be more efficient and to focus on its strengths within the region. IUN serves the most diverse student body in the state and focuses on strong student services and academic success.

IUN has put in place a number of measures aimed at improving retention and graduation, including a retention initiatives office, a call center to stay in touch with and inform students, increased "intrusive" advising and more attention to scheduling courses when students need them. A student success partnership between academic and student affairs focuses on "at risk" students.

IUN works closely with Ivy Tech, and sends advisers there regularly to work with potential transfer students. Its general studies degree is popular with transfer students. The university is seeking ways to reduce the technical/vocational credits transfer students accumulate but that cannot be used at IUN. The campus is moving to an automated "degree audit" that will provide guidance on courses students need to take, which should reduce the number of unneeded credits on students' transcripts.

IUN participates in the regional campus benchmarking initiative and was engaged in benchmarking before that process began. It engaged the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to help develop benchmarks for measuring its progress.

IUN has a history of being transfer-friendly, with 30 percent of the student population entering as transfers. Leading the effort to align general education transfer requirements statewide is the specific responsibility of Chancellor William J. Lowe under the Indiana University regional campus BSA. IUN recently introduced Responsibility Center Management (RCM), which gives individual units on campus the incentive to be as efficient as possible in their operations. There has also been an increase in the use of part-time instructors, who are less expensive than their full-time counterparts. The campus is also shifting associate degree programs to Ivy Tech as quickly as practical, given the capacity of its partner. It is also partnering with Purdue-Calumet on a model dual-enrollment program.

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<sup>5</sup> Based on interview with William J. Lowe, Chancellor; David Malik, Executive Vice Chancellor for Academic Affairs; Diane Hodges, Vice Chancellor for Student Affairs; and John Novak, Assistant Vice Chancellor of Institutional Effectiveness and Research.

IUN has saved more than \$550,000 through a series of reforms ranging from outsourcing its printing to closing a program with declining enrollments. IUN has proposed a joint Ivy Tech/IU building on campus to allow for enhanced sharing of services.

**4.0 OVERVIEW OF REGIONAL  
PRODUCTIVITY GAINS AT  
INDIANA UNIVERSITY EAST  
AND IVY TECH RICHMOND**

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## 4.0 OVERVIEW OF REGIONAL PRODUCTIVITY GAINS AT INDIANA UNIVERSITY EAST & IVY TECH RICHMOND

### *Enrollment Trends*

With the historic agreement between Indiana University East (IU East) and Ivy Tech Community College Richmond (Ivy Tech) to collaborate more closely in serving the needs of eastern Indiana, the campuses have enjoyed impressive enrollment growth. The Ivy Tech campus has grown from serving 2,230 headcount students in Fall 2006 to 3,875 students in 2011—a 74 percent increase. Meanwhile, IU East grew from 2,246 to 3,725 students—a 66 percent increase. Combined, the two campuses now serve 3,124 more students than in 2006. FTE enrollment experienced even more significant increases—92 percent at Ivy Tech and 69 percent at IU East, as seen in **Exhibit 12**. Growth at the Richmond campuses has been especially strong over the past four years.

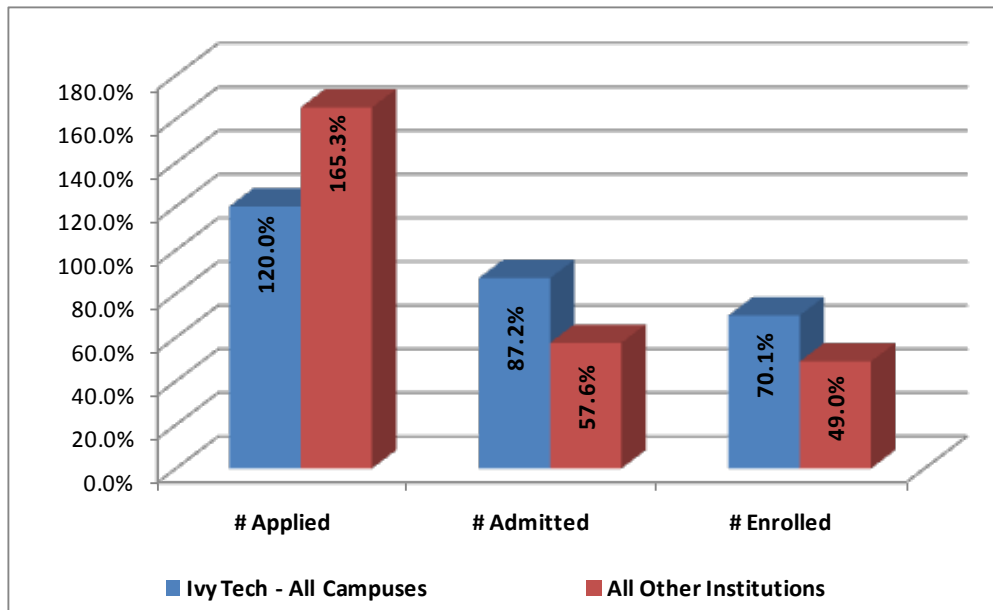
**EXHIBIT 12  
GROWTH IN HEADCOUNT AND FTE ENROLLMENT  
IVY TECH RICHMOND AND IU EAST  
2006-2011**

Institution	Years						Change 2006-11	Percent Change
	2006	2007	2008	2009	2010	2011		
<b>Headcount</b>								
Ivy Tech Richmond	2,230	2,295	2,793	3,785	3,913	3,875	1,645	74%
Indiana University East	2,246	2,266	2,447	2,924	3,365	3,725	1,479	66%
Combined	4,476	4,561	5,240	6,709	7,278	7,600	3,124	70%
<b>FTE</b>								
Ivy Tech Richmond	1,184	1,232	1,549	2,122	2,323	2,272	1,088	92%
Indiana University East	1,450	1,505	1,637	1,937	2,236	2,447	997	69%
Combined	2,634	2,737	3,186	4,059	4,559	4,719	2,085	79%

Sources: IU East; Facts About Ivy Tech, Fall 2010, Ten-Day Counts.

Although the partnership is still young, IU East already receives greater numbers of transfer students from Ivy Tech than in the past. These students come not only from Ivy Tech Richmond but also from Ivy Tech campuses elsewhere. As seen in **Exhibit 13**, IU East experienced strong increases in interest from transfer students between 2008 and 2011. Students from all Ivy Tech campuses showed significant percentage gains in applications, admissions and enrollments. Data for the Summer-Fall 2011 cohort indicate that the new enrollments of Ivy Tech transfers have grown by over 70 percent in the past three years.

**EXHIBIT 13**  
**PERCENTAGE INCREASES IN APPLICANTS, ADMISSIONS, AND ENROLLMENTS OF TRANSFER STUDENTS BY SOURCE AT IU EAST FALL 2011 COHORT COMPARED TO FALL 2008 COHORT**

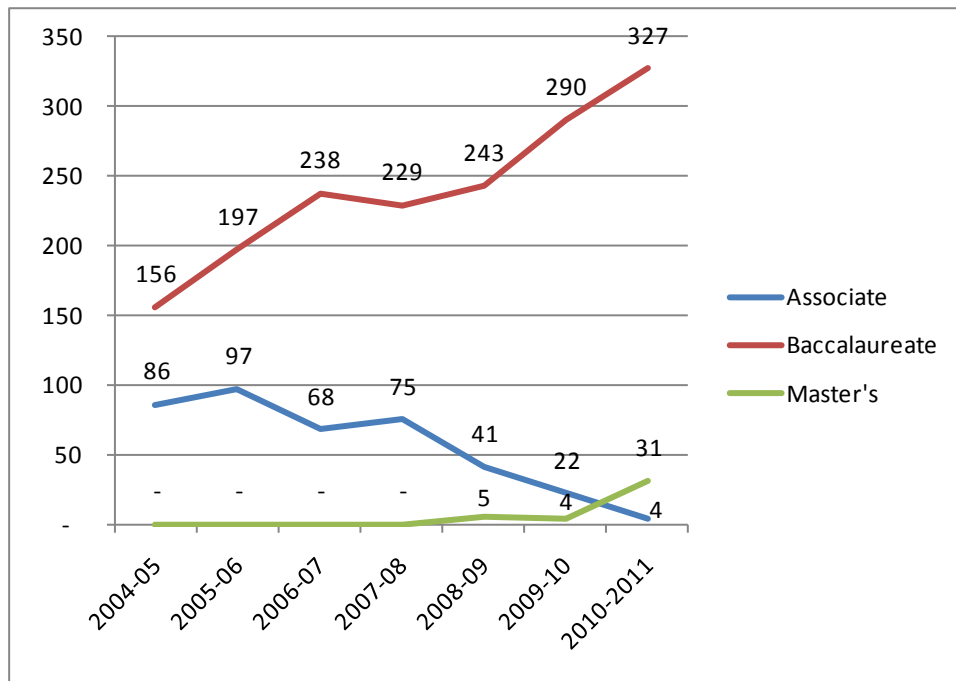


Source: IU East.

## Completion Trends

Enrollment growth is only part of the progress in eastern Indiana. More importantly, the number of students completing degrees is increasing. Part of the increase is a direct result of growing enrollments, but increasing graduation rates are a contributing factor. **Exhibit 14** illustrates the discontinuance of associate degrees at IU East, the emergence of master's degrees and the significant growth in bachelor's degrees since the 2004-05 academic year. Overall, the number of degrees conferred has increased by 50 percent, from 242 in 2004-05 to 362 in 2010-11. The growth in the number of graduates at IU East over this period ranks highest among all IU campuses.

**EXHIBIT 14**  
**GROWTH IN DEGREES CONFERRED BY LEVEL**  
**IU EAST, 2002-03 THROUGH 2010-11**



Source: IU East.

The growth in the number of degrees conferred at IU East partially reflects the addition of new program offerings at the graduate level. As seen in **Exhibit 15**, the growth in degrees awarded in existing program areas accounted for 69 percent of the overall increase in degree production, while new programs contributed 31 percent. Existing program areas with especially strong growth in degree production include business and health professions.

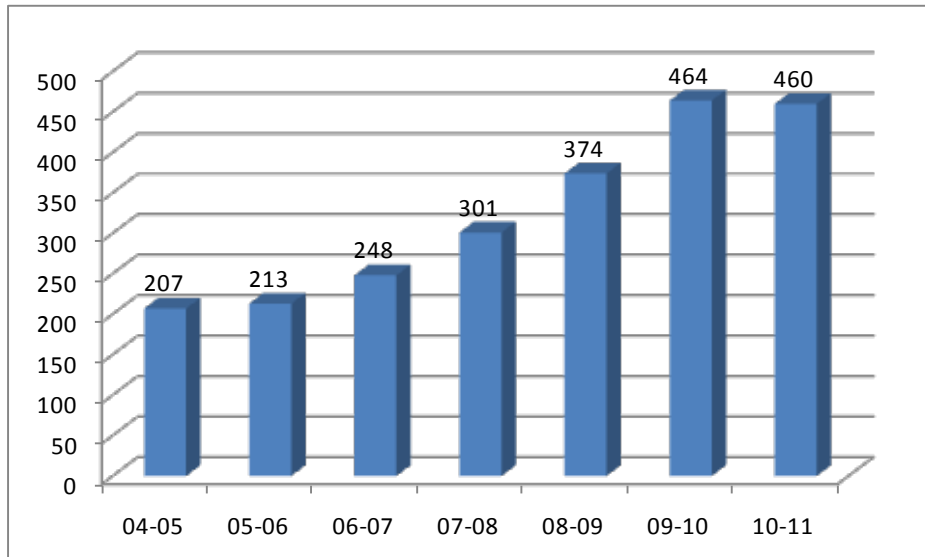
**EXHIBIT 15**  
**GROWTH IN DEGREES AWARDED BY PROGRAM**  
**IU EAST, 2005-06 THROUGH 2010-11**

Programs	2005-06		2006-07		2007-08		2008-09			2009-10			2010-11		
	A	B	A	B	A	B	A	B	M	A	B	M	A	B	M
Biological and Biomedical Sciences	-	5	-	6	-	5	-	6		-	7		-	6	-
Business, Management, Marketing, and Related Support Services	32	56	22	-	20	91	11	82		10	106		3	112	-
Communication, Journalism, and Related Programs	-	2	-	3	-	3	-	4		-	5		-	11	-
Computer and Information Sciences and Support Services	3	1	-	1	2	2	-	1		1	-		-	-	-
Education	-	28	-	23	-	27	-	25		-	27		-	23	-
English Language and Literature/Letters	-	9	-	10	-	2	-	6		-	5		-	13	-
Health Professions and Related Clinical Sciences	19	22	15	43	18	27	3	30		-	58		-	62	-
Liberal Arts and Sciences, General Studies and Humanities	20	36	14	47	17	24	9	34		3	37		1	33	-
Multi/Interdisciplinary Studies	8	3	4	2	6	10	9	5		3	9		-	7	-
Psychology	-	8	-	7	-	6	-	9		-	9		-	17	-
Public Administration and Social Service Professions	4	7	5	19	6	13	4	20		1	9		-	26	-
Security and Protective Services	11	10	8	12	6	13	4	13		4	12		-	14	-
Social Sciences	-	4	-	-	-	4	1	6		-	2		-	1	-
Visual and Performing Arts	-	6	-	1	-	2	-	2		-	4		-	2	-
Philosophy and Religious Studies	-	-	-	64	-	-	-	-		-	-		-	-	-
Masters in Education	-	-	-	-	-	-	-	-	5	-	-	4	-	-	11
Masters in Social Work	-	-	-	-	-	-	-	-	1	-	-		-	-	20
Totals by Level	97	197	68	238	75	229	41	243	6	22	290	4	4	327	31
Grand Total		294		306		304		290			316			362	

Source: IU East.

Ivy Tech Richmond has also experienced dramatic growth in the numbers of its graduates in recent years. As seen in **Exhibit 16**, Ivy Tech has more than doubled the number of its graduates between 2004-05 and 2010-11, increasing from 207 to 460 graduates.

**EXHIBIT 16**  
**TRENDS IN NUMBERS OF GRADUATES**  
**IVY TECH RICHMOND, 2004-05 THROUGH 2010-11**



Source: Ivy Tech Community College, Institutional Research, Graduate Profiles and Trends Reports.

## Operational Efficiency Trends

The combination of enrollment growth and structural changes at IU East and limited state funding for higher education in Indiana in recent years has resulted in a much more efficient instructional delivery system. As shown in **Exhibit 17**, between FY2007 and FY2011, IU East experienced:

- A \$170,623 increase (2 percent) in state operating appropriations (but a 6 percent decrease after adjusting for inflation).
- A \$6,782,165 increase (94 percent) in instructional fee revenue (a 79 percent increase after inflation).

During this same period, IU East experienced a gain of 786 FTE students (a 54 percent increase).

### EXHIBIT 17 TRENDS IN IU EAST REVENUE AND EXPENDITURES FY2007 THROUGH FY2011 (NOT ADJUSTED FOR INFLATION)

Revenue	2007 Actual	2011 Estimated	Change	Percent Change
Instructional Fees	7,230,338	14,012,503	6,782,165	94%
Other Student Fees	519,856	1,336,779	816,923	157%
State Appropriation - Operating	7,725,382	7,896,005	170,623	2%
State Appropriation - Fee Replacement	1,970,874	2,180,670	209,796	11%
Other Income	459,806	627,694	167,888	37%
Total	17,906,256	26,053,651	8,147,395	46%
Expenditures				
Academic Salaries - Full-time	5,026,874	6,044,944	1,018,070	20%
Academic Salaries - Part-time	662,668	1,122,818	460,150	69%
Staff Salaries	2,911,475	3,506,361	594,886	20%
Hourly Wages	394,632	382,800	(11,832)	-3%
Fringe Benefits	2,886,411	3,985,974	1,099,563	38%
General Expense	2,302,009	3,105,238	803,229	35%
Financial Aid	180,340	519,852	339,512	188%
Travel	81,382	118,993	37,611	46%
Library Acquisitions and Equipment	221,570	358,244	136,674	62%
Transfers	3,297,149	4,603,961	1,306,812	40%
Total	17,964,510	23,749,185	5,784,675	32%
Surplus / (Deficit)	(58,254)	2,304,466	2,362,720	

Source: IU East.

IU East achieved these efficiencies in two ways. First, resources were redeployed from support functions to instruction and instructional support functions. Second, a large portion of the resources added for direct instruction was used to retain less costly part-time faculty members. Along with its move to alternative academic staffing, IU East is developing new models of assessment based on student learning outcomes to ensure that quality is not being compromised.

As shown in **Exhibit 18**, state operating appropriations per FTE student decreased by 34 percent and unadjusted expenditures per FTE student declined by 14 percent. Student tuition and fees, however, increased by 28 percent on a per-student basis. A significant portion of the increase in student tuition and fees derives from a greater mix of non-resident students and special course charges; the typical student's increase was only 21 percent.

**EXHIBIT 18  
TRENDS IN IU EAST REVENUE AND EXPENDITURES  
PER FTE STUDENT**

Measure	FY2007	FY2011	% Change
State Appropriations	7,725,382	7,896,005	2%
Tuition and Fees	7,750,194	15,349,282	98%
Expenditures	17,964,510	23,749,185	32%
FTE Enrollment	1,450	2,236	54%
Appropriations per FTE	5,328	3,531	-34%
Tuition and Fees per FTE	5,345	6,865	28%
Expenditures per FTE	12,389	10,621	-14%
Inflation-Adjusted Expenditures per FTE	12,389	9,807	-21%

Source: IU East.

Altogether, adjusted for inflation, IU East achieved 54 percent growth in enrollment and reduced inflation-adjusted expenditures per student by 21 percent from FY 2007 to FY 2011.

**5.0 REVIEW OF IU EAST  
PRODUCTIVITY  
IMPROVEMENT INITIATIVES**

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## 5.0 REVIEW OF IU EAST PRODUCTIVITY IMPROVEMENT INITIATIVES

### *Framework for Analysis*

Efforts to strengthen collaboration between Indiana University East (IU East) and Ivy Tech Community College Richmond (Ivy Tech), along with the sharp increases in enrollment at the two campuses, have received much attention from state leaders. In commissioning this Case Study, the Indiana Chamber requested a specific focus on documenting and analyzing IU East's accomplishments in recent years. As a starting point, the study team used a list of 15 accomplishments prepared by IU East leaders in August 2010. Eleven of these accomplishments, which directly contributed to productivity enhancements, are grouped into related categories in **Exhibit 19** and are described more fully in the following sections.

### EXHIBIT 19 MAJOR ACCOMPLISHMENTS AT IU EAST 2007-10

<p><b>Increased Pipeline of Students</b></p> <ul style="list-style-type: none"><li>➤ Created a new model for higher education in the state</li><li>➤ Articulated a new vision as the region's leader in baccalaureate and graduate education</li><li>➤ Re-engineered recruitment processes</li><li>➤ Undertook a major image makeover</li></ul> <p><b>Improved Student Success</b></p> <ul style="list-style-type: none"><li>➤ Focused attention on retention and graduation</li></ul> <p><b>Expanded Deployment of Technology</b></p> <ul style="list-style-type: none"><li>➤ Envisioned and implemented online programming</li><li>➤ Innovated through social media</li></ul> <p><b>Improved Effectiveness and Efficiency in Support Services</b></p> <ul style="list-style-type: none"><li>➤ Initiated a campus strategic plan</li><li>➤ Restructured campus organization</li><li>➤ Implemented a new business model</li><li>➤ Strengthened campus diversity plan</li></ul>
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Source: IU East.

While not directly related to productivity improvements, the other four accomplishments were significant in their impact on campus renewal and are described at the end of the chapter. They demonstrate that a campus can make significant gains on other goals while pursuing a productivity agenda.

### *Increased Pipeline of Students*

IU East took a number of steps to encourage more students to attend college and successfully complete a degree program. These efforts include more aggressive student recruiting and facilitating transfers for students who complete their first two postsecondary

years at Ivy Tech. This category includes four accomplishments (shown in **Exhibit 19**) that are described in the following sections.

**Created a new model for higher education articulation in the state.** IU East entered into agreements with Ivy Tech that emphasize non-competition, collaboration in educating students and efficiency of operations. These partnerships 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. A summary of how program responsibilities have been realigned is listed in **Exhibit 20**.

**EXHIBIT 20  
MATRIX OF REALIGNMENTS OF PROGRAM RESPONSIBILITIES  
IU EAST AND IVY TECH COMMUNITY COLLEGE**

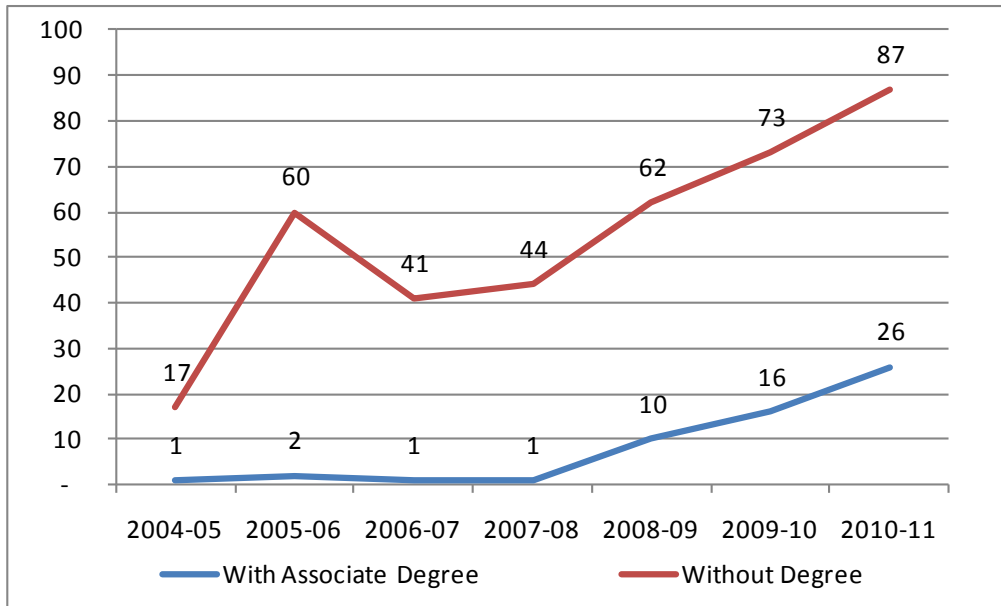
Role and Responsibility	IU East		Ivy Tech	
	Before	After	Before	After
Remedial Programs	X		X	X
Certificate Programs			X	X
Associate Degree Programs	X		X	X
Bachelor's Degree Programs	X	X		
Master's Degree Programs		X		

Source: IU East.

Cooperation also includes a joint library arrangement where IU East provides the library for Ivy Tech students. The library shares database resources, which results in considerable savings. Cooperation includes library liaisons to assist faculty with courses and course syllabi. This cooperative effort is replicable at the other regional campuses and their Ivy Tech counterparts.

This new model is beginning to pay dividends in terms of increased numbers of transfer students from Ivy Tech to IU East. While IU East has a long history of enrolling students who had previously attended Ivy Tech without completing an associate degree, the number of transfer students with an associate degree is growing rapidly, as shown in **Exhibit 21**.

**EXHIBIT 21**  
**NUMBER OF TRANSFERS FROM IVY TECH BY YEAR**  
**2004-05 THROUGH 2010-11**

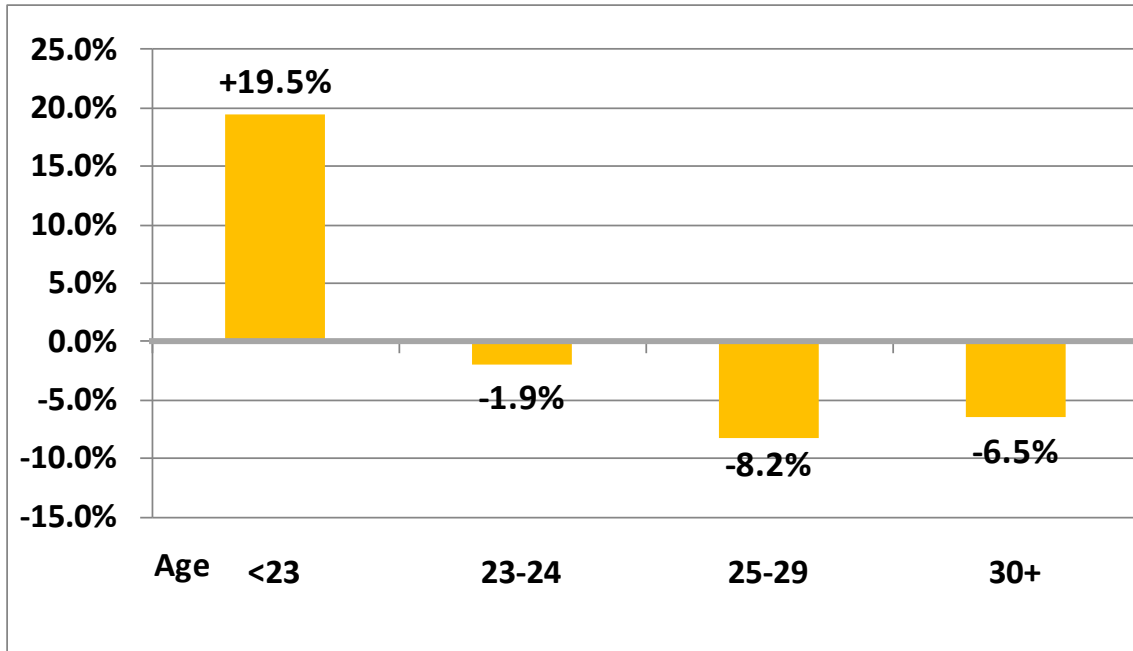


Source: IU East.

**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 bachelor's and master's 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.

IU East has increased enrollments more than any other IU campus since 2005. Enrollment of first-time students has shifted to a more traditional college-age enrollment at the undergraduate level, as shown in **Exhibit 22**. Students under the age of 23 now constitute a 14 percent larger share of the student body in 2010 than in 2006, with a corresponding reduction in the proportions of students from the older age categories. At the graduate level, enrollment has increased significantly, especially in new programs.

**EXHIBIT 22  
AGE DISTRIBUTION OF ENTERING STUDENTS  
FALL 2011 COMPARED TO FALL 2006**



Source: IU East.

Even with severely curtailed appropriations from the state, IU East has started 10 new baccalaureate programs in the past five years. These programs were developed in response to local demand.

- Biotechnology.
- Communication studies (B.S.).
- Informatics.
- Mathematics.
- Psychology.
- Sociology.
- Political science.
- History.
- Biochemistry.
- Human life science.

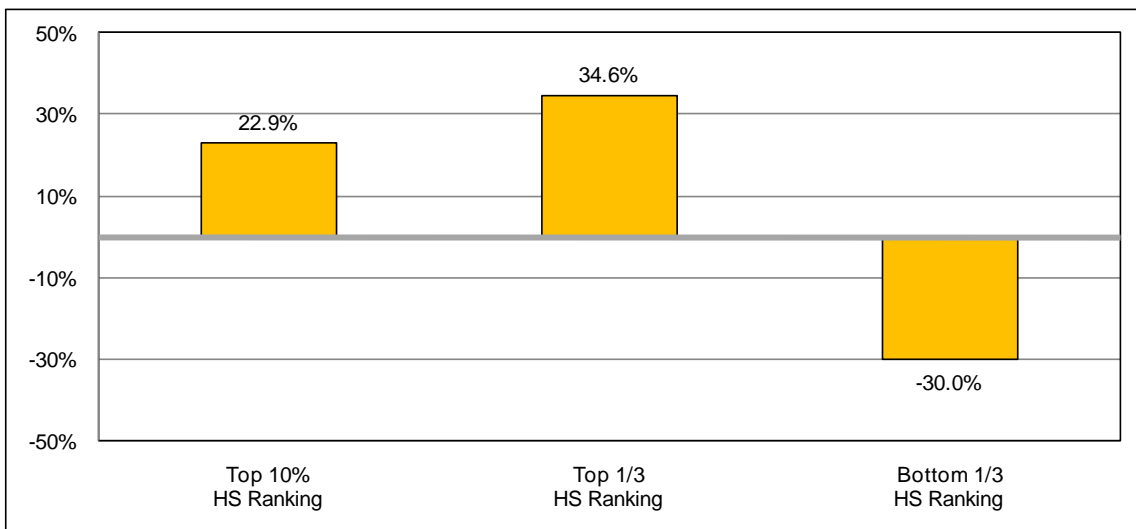
At the masters' level, two new programs have been added:

- Education.
- Social work.

The campus is awaiting approval for two more master's programs.

With the realignment of program responsibilities with Ivy Tech, IU East's freshman population is now better prepared, on average, than it was several years ago. As indicated by **Exhibit 23**, students in the entering class are now nearly 23 percent more likely to have graduated in the top 10 percent of their high school class and nearly 35 percent more likely to be from the top third as compared to four years earlier. Just as importantly, the cohort entering in Fall 2010 is much less likely to draw from the lower performing high school graduates since these students are more likely to begin at Ivy Tech before transferring to IU East.

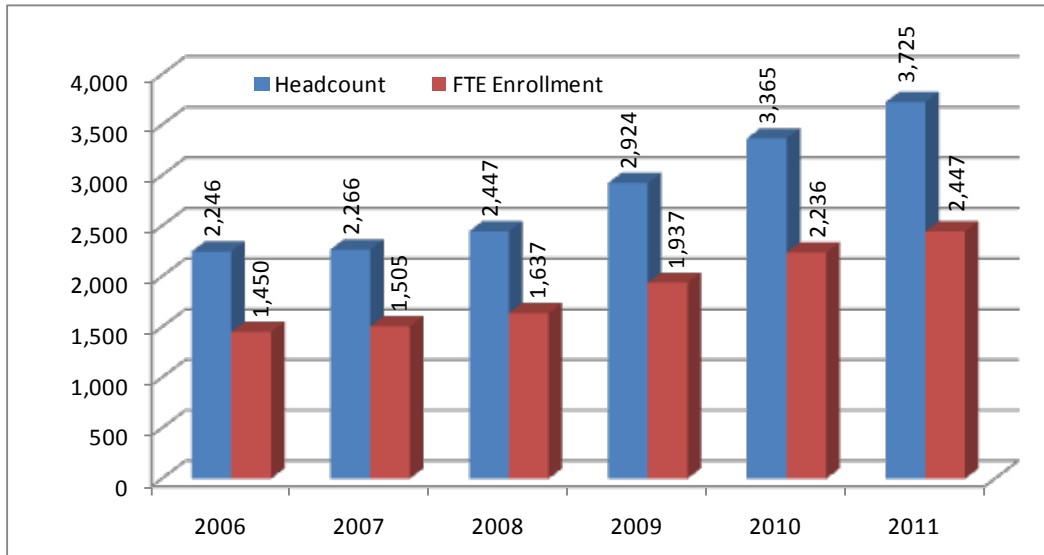
**EXHIBIT 23**  
**ACADEMIC PREPARATION OF ENTERING STUDENTS**  
**FALL 2010 COMPARED TO FALL 2009**



Source: IU East.

**Re-engineered recruitment processes.** The campus 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 increased by 64 percent in the last five years and continues to climb. **Exhibit 24** tracks the trends in both headcount and FTE enrollment since 2006. IU East experienced declining numbers of students through Fall 2006 but has since seen a significant turnaround. The campus now serves nearly 1,000 additional full-time-equivalent students each year.

**EXHIBIT 24  
TRENDS IN ENROLLMENT GROWTH:  
HEADCOUNT AND FULL-TIME-EQUIVALENT BASES  
FALL 2006 THROUGH FALL 2011**



Source: IU East.

The composition of the student body also has changed, with an academically higher-quality student population and better-prepared transfer students. As seen in **Exhibit 25**, the source of full-time beginner students has shifted dramatically, with recent cohorts much more likely to be recent high school graduates than in the past. Less-prepared students still have access to IU East degrees, but are directed first to Ivy Tech for remediation.

**EXHIBIT 25  
TRENDS IN STUDENT SOURCE  
FULL-TIME BEGINNING COHORTS  
FALL 2002 THROUGH FALL 2011**

Academic Term	Number of Full-Time Beginners in Cohort	High School Graduates Within Past Year		Number of Other Full-Time Beginners	
		Number	Percent	Number	Percent
Fall 2006	226	140	61.9%	86	38.1%
Fall 2007	268	209	78.0%	59	22.0%
Fall 2008	291	231	79.4%	60	20.6%
Fall 2009	358	312	87.2%	46	12.8%
Fall 2010	379	346	91.3%	33	8.7%
Fall 2011	392	357	91.1%	35	8.9%

Source: IU East.

Several campus initiatives contributed to the strong performance in enrollment development.

IU East engaged an outside consulting firm to identify areas needing improvement in the recruitment process. As a result of the study, staff increased visits to schools in their Indiana and Ohio recruitment areas, visiting both high schools and middle schools to engage students in thinking about college. Rufus the Red Wolf mascot often accompanies the staff on these visits to schools.

In addition, a staff member works full-time with Ivy Tech to encourage Ivy Tech students to transfer to IU East. Ivy Tech Richmond graduates are offered automatic scholarships upon IU East enrollment after completion of the associate degree. The scholarships vary in amount, based on the student's GPA.

Faculty are now involved in the recruitment process, accompanying admissions office staff to schools and providing high school students with a contact person who will answer questions related to specific majors.

**Undertook a major image makeover.** In order to attract top high school students to IU East as a college of choice and to enhance fundraising efforts, the campus image was changed. The campus 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" after an inclusive selection process.

In 2007, under new campus leadership, IU East began development and implementation of a complete rebranding and marketing program. The strategic plan for external relations revolves around “Reputation, Relationships and Resources.” This marketing included four phases of communication opportunities: future students, current students, alumni and donors.

With the primary focus shifting to a baccalaureate campus, IU East established a campaign to appeal to high school students rather than to non-traditional students, who had been the previous recruitment targets. This was accomplished through an updated Web presence utilizing all available social network tools. This strategy generated increased interest in the campus as a college of first choice and ultimately contributed to the enrollment of a more robust freshman population.

IU East also increased the quality of its marketing materials. Since 2009, the campus has won more than 30 awards for outstanding marketing and communications efforts. External recognition of the IU East rebranding campaigns have come from:

- CASE,
- ADDY,
- NAIA-Sports Information Directors of America (NAIA-SIDA) Publications Awards,
- eduStyle Awards,
- Educational Advertising Awards—Higher Education Marketing Report, and
- Pinnacle Awards—PRSA (Public Relations Society of America), Hoosier Chapter.

A new campus mascot and logo were created to complete the image change. The selection of the Red Wolves, a local species, was based upon a campus-wide contest to portray aggressive action and a “move with the pack” mentality. The movement into campus sports in a competitive way has been supplemented by the new mascot and logo.

A major component of the image makeover was development of an intercollegiate athletics program. IU East affiliated with the National Association of Intercollegiate Athletics in 2007, a choice that reflects the commitment of IU East leaders to cost-effectiveness. Federal data show that NAIA programs have less than half the operating expenses of comparable programs at the Division II level of the NCAA. IU East now fields teams in 12 sports and has generated significant community support, even without its own athletic facilities. The athletic program is an integral part of the identity of the campus and a key factor in building community support. Rufus the Red Wolf is a fixture at community events and visits elementary, middle, and high schools to encourage children to attend college and to promote IU East.

Unlike major university athletic programs with multi-million dollar budgets, the IU East program has relatively modest expenditures. As described in **Exhibit 26**, the combined spending for the programs and department administration totaled less than \$400 thousand in FY 2010. These expenditures were partially offset by ticket sales and student activity fees. A financial analysis developed for the IU East Faculty Senate suggests that the \$235 thousand in required discretionary funding was generated by incremental tuition revenues from those student-athletes who otherwise would not have enrolled at IU East.

**EXHIBIT 26  
FINANCIAL ANALYSIS OF INTERCOLLEGIATE ATHLETICS  
AT IU EAST, FY2010**

Sources and Uses of Funds	Amounts
Athletic Program Expenses	\$ 389,720
Dedicated Revenue Sources	
Ticket Sales/Program Income	\$ 15,605
Student Activity Fees	133,796
Total, Dedicated Revenues	\$ 149,401
Requirement for Discretionary Funds	\$ 235,935
Source of Discretionary Funds	
Student Athlete Tuition and Fees*	\$ 242,645
Surplus	\$ 6,710

Sources: Office of Vice President for University Regional Affairs, Planning and Policy; IU East.

\*Note: Assumes student athletes would not attend IU East except for opportunity to compete on intercollegiate athletic teams.

***Improved Student Success***

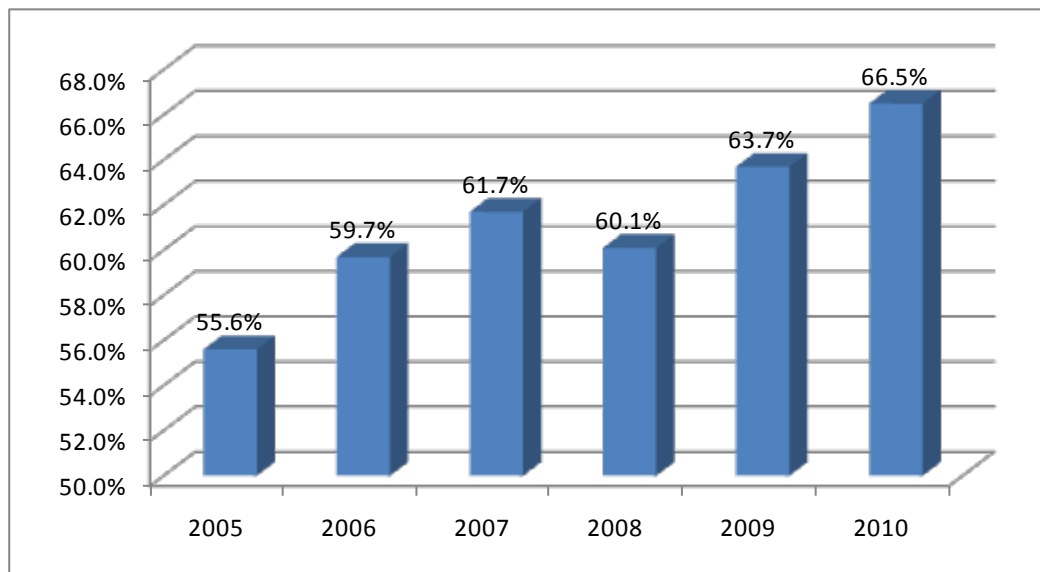
IU East efforts extend beyond simply growing its enrollment. The campus made a concerted effort to strengthen its student retention efforts and to enable student success.

**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 fully staffed retention office, a mandatory first-year seminar and a University College for counseling and coaching first-year students. A new institutional research office provides data collection and analysis to support this initiative, as well as other campus needs.

IU East developed a retention and graduation plan that provides structured pathways, academic advising, transfer and articulation and improved counseling. University College is designed to identify and overcome the obstacles to persistence, retention and graduation at an early point in a student's college career. Each new student (with less than 12 credits) is given a communication plan that makes early connections with students, includes an Early Alert system, and provides academic advising. Staff members meet with new students during the first three weeks of the semester and provide additional assistance at final exam time. A program called Extreme Jumpstart gives some first-year students the tools needed to succeed in college.

As seen in **Exhibit 27**, retention rates for students who entered IU East over the last six fall semesters are on an upward trend and increased significantly for the most recent period. The 66.5 percent retention rate in Fall 2010 is at the high point for the past decade (quite likely, the all-time high). IU East now has the highest retention rate of the regional campuses, while it had the lowest retention rate just five years earlier. Although it is too early to measure, the six-year graduation rate for students who entered after the renewed focus on retention will almost certainly increase in the near term as additional student cohorts move through the educational pipeline. An even greater increase is projected beginning in 2014 after the cohort that entered in 2008 completes six years, since that group was the first admitted after the shift in mission and higher standards for entry.

**EXHIBIT 27**  
**TRENDS IN STUDENT RETENTION**  
**IU EAST, 2005-2010 ENTERING CLASSES**



Source: IU East.

Efforts to improve academic advising are showing benefits in terms of reduced time-to-degree performance of recent graduates. As seen in **Exhibit 28**, on a weighted average basis, the average graduate from IU East in 2009-10 graduated nearly one year earlier than her predecessor in 2007-08. The improvement was especially pronounced in the nursing program, which benefitted from the program realignment with Ivy Tech.

**EXHIBIT 28  
TRENDS IN AVERAGE TIME TO DEGREE  
BY RECENT BACHELOR'S GRADUATES  
2007-08 THROUGH 2009-10**

Program	2007-08	2008-09	2009-10
Nursing, BSN	6.38	4.22	4.64
English, BA	-	4.00	5.00
Fine Arts, BA	9.12	6.00	5.00
Biology, BS	4.00	9.00	5.00
Communication, BA	-	6.00	7.50
Humanities, BA	-	8.00	7.50
Business Administration, BS	6.00	5.61	5.51
Psychology, BS	7.00	11.00	8.00
Elementary Education, BS	10.75	12.16	8.17
NSM, BA	3.00	5.00	9.00
Criminal Justice, BS	8.85	9.25	9.22
Secondary Education, BS	6.00	12.00	10.10
Social Work, BSW	10.00	7.57	10.67
General Studies	13.14	8.16	13.67
<b>Weighted Average</b>	<b>8.08</b>	<b>7.41</b>	<b>7.17</b>

Source: IU East.

***Expanded Deployment of Technology***

IU East made significant strides in online programming in recent years and emerged as the leader among IU regional campuses in the number of students served by this delivery system. The campus also used e-methods to reach out to serve current and potential students more effectively.

**Envisioned and implemented online programming.** To accommodate working adults in the IU East service region, as well as to attract out-of-state students, IU East now delivers online degree completion programs in business, finance, communication studies, mathematics, nursing and technical and professional writing, with additional programs to be added soon. All of the online programs were created in the last four years and were reviewed and approved by the Higher Learning Commission. The programs are popular, as IU East is now the leader within Indiana University in the online delivery of undergraduate programming, with students applying from around the nation and world.

More than one-third of IU East credit is now delivered online. IU East added nine online degree programs in the last four years, and it includes library guides for many of the online courses. Enrollment in online courses grew from 2,259 credit hours in Spring 2008 to 10,519 credit hours in Spring 2011, a 365 percent increase (see **Exhibit 29**).

**EXHIBIT 29  
GROWTH IN ONLINE PROGRAMMING  
HEADCOUNT AND SEMESTER CREDIT HOUR ENROLLMENTS  
SPRING 2008 THROUGH SPRING 2011**

Enrollment Measure	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Growth
Total Semester Headcount	2,172	2,382	2,769	2,975	803
Unduplicated Headcount of Online Students	498	997	1,337	1,701	1,203
Total Semester Credit Hours	21,240	24,028	28,003	29,615	8,375
Total Online Credit Hours	2,259	5,442	8,093	10,519	8,260

Source: IU East.

Online programming appeals to traditional students who seek more flexibility in course scheduling and to students who are unable take in-person courses. Of the 803-student gain in headcount enrollment at IU East between Spring 2008 and Spring 2011 shown in **Exhibit 30**, 586 are students enrolled in online courses only. More than half of these online-only students (336) reside outside the IU East service area.

**EXHIBIT 30  
ROLE OF ONLINE PROGRAMMING  
IN INSTUTIONAL ENROLLMENT GROWTH  
SPRING 2008 THROUGH SPRING 2011**

Enrollment Measure	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Growth
Total Semester Headcount	2,172	2,382	2,769	2,975	803
Unduplicated Headcount of Online Students	498	997	1,337	1,701	1,203
Headcount Taking Both In-Person and Online Courses	405	669	886	1,022	617
Headcount Taking Online Courses Only	93	328	451	679	586
Headcount of Online Only That Reside in 17 County Service Area	69	203	245	319	250
Headcount of Online Only That Reside OutsideService Area	24	125	206	360	336

Source: IU East.

Through its online programming, IU East reaches a different student population than it serves on campus. As seen in the comparative student profile in **Exhibit 32**, online students are considerably older than on-campus students and are much more likely to identify with a minority population.

**EXHIBIT 32  
COMPARATIVE PROFILES OF  
ONLINE AND ON-CAMPUS LEARNERS  
FALL 2010**

Characteristic	On-line Students	On-Campus Students
Headcount Enrollment	325	3,400
Average Age	32.7	25.8
Gender		
% Male	37.0%	33.1%
% Female	63.0%	66.9%
Race-Ethnicity		
% White	84.0%	91.0%
% African American	7.7%	2.9%
% Hispanic	2.2%	1.5%
% Asian	1.5%	0.5%
% American Indian/Alaskan Native	0.3%	0.2%
% Non-Resident Alien	1.0%	0.2%
% Two or more races	1.8%	1.4%
% Native Hawaiian/Pacific Islander	0.0%	0.1%
% No Response	1.5%	2.2%

Source: IU East.

The Center for Teaching and Learning assists faculty providing online classes and trains assistants in delivery of online programs. Faculty members have embraced the on-line learning environment and have been instrumental in developing course materials to enhance IU East's on-line offerings. Additionally, faculty members have incentives to participate through the Course Enhancement and Development (CED) grant program. Faculty members apply for a grant to enhance existing courses or develop new materials. Grant proposals are forwarded to the dean for review and then to the Academic Council, which selects the grant recipients.

In the future, IU East plans to enhance online course delivery as students' expectations for flexible course scheduling grows. The focus on customer service requires a degree of flexibility to best meet student needs, which IU East continues to identify. Further, the campus continually identifies and improves standards for online course delivery related to quality of content, use and quality of on-line instruction by adjunct faculty, and security against potential cheating in completing course requirements.

**Innovated through social media.** IU East is a pioneer in the use of social media, and the campus has received national awards for its iue.edu home page and its innovative use of social networks. Chancellor Nasser Paydar was the first university leader in the country to use Twitter. The campus uses an extensive platform of social media to engage both prospective and current students as well as alumni and friends.

Prospective and current students are encouraged to ask questions through the campus' home page, and they receive answers around the clock. The number of inquiries has increased significantly.

As part of IU East's rebranding process, the campus sought to aggressively capture the millennium market. Prior to this change, the marketing was focused on older, non-traditional students. Recognizing that the social media of the millenniums are primarily Facebook, My Space, YouTube, Twitter, blogging etc., the campus imbedded these social media outlets directly into its Web site, creating an instant dialogue opportunity for student and potential students. In this manner, potential students' issues and concerns are addressed in a timely and personal manner. Further, visitors to the Web site's communication channels can network, creating a wider community of shared interest.

### ***Improved Effectiveness and Efficiency in Support Services***

While many of the productivity gains have come through collaboration on instructional programs and improved academic support services, attention has also focused on campus leadership and administrative support services.

**Initiated a campus strategic plan.** To ensure the long-term viability and stability of 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.

Each year the accomplishments of the strategic plan are recorded and the plan is revised to update those strategies that have achieved their goals.

Although in recent years most outside attention on IU East focused on enrollment growth, program development and external relations, the campus also took significant steps to improve efficiency of its support units. This includes administrative reorganization and implementation of incentives tied to internal budgeting and accountability.

Significant savings have been realized through collaborative efforts with Ivy Tech. As illustrated in **Exhibit 33**, these savings were realized through realignment of program responsibilities with Ivy Tech for remedial and associate programs and from sharing space on the Richmond campus and outlying locations. Additional savings have come from internal reorganization. These savings were strategically reinvested in programs intended to attract, serve and retain more students. Despite being confronted with no increases in state appropriations to handle enrollment growth, IU East was able to achieve a significant increase in the number of bachelor's degrees awarded over the past five years.

**EXHIBIT 33  
IU EAST STRATEGIC REDEPLOYMENT MODEL  
TO INCREASE NUMBER OF GRADUATES**

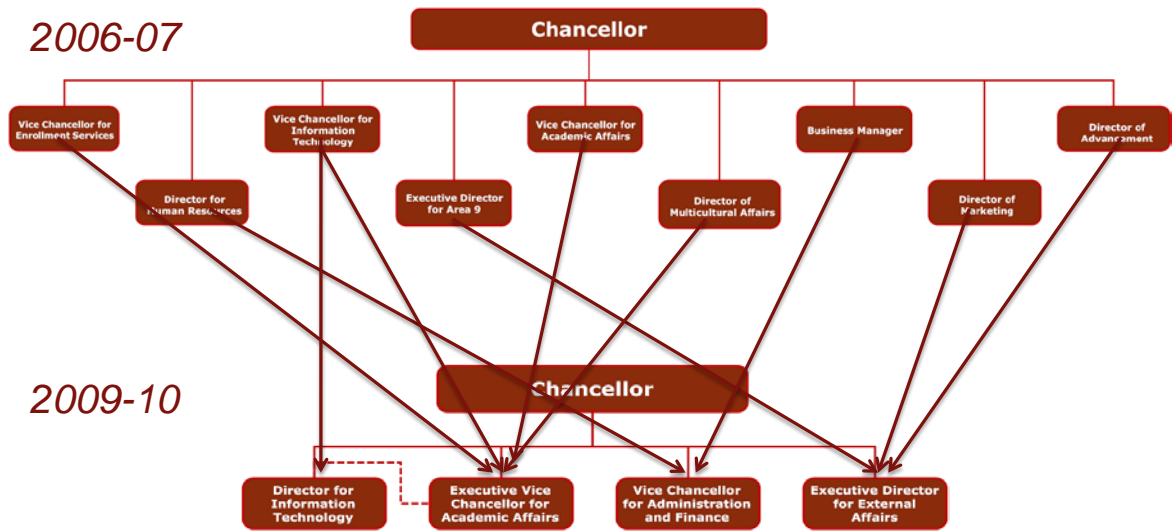


Source: IU East.

**Restructured campus organization.** As a first step in realizing the strategic vision for IU East, both administrative and academic organization charts were restructured, as shown in **Exhibit 34**. The new campus structure ensures effective implementation of the new strategic plan. Savings from reducing the size of administration were used to strengthen the academic mission of the campus.

Two vice-chancellor positions were eliminated and the faculty workload was realigned with the strategic plan. Funds from the two vice-chancellor positions were used to create faculty research grants and to add new faculty positions.

**EXHIBIT 34  
COMPARISON OF OLD AND NEW ORGANIZATIONAL CHARTS**



Source: IU East.

**Implemented a new business model.** In 2008, IU East implemented a new business model in anticipation of state budget reductions. The model is designed to increase efficiency and productivity of all campus units. Responsibility Center Management (RCM) at IU East was based on similar practices at IU Bloomington and IUPUI and since has been adapted by at least one other regional campus. THE RCM business model empowers the schools to generate new revenues and sets incentives for cost-control strategies. As a direct result, the campus has accumulated significant reserves since the implementation of RCM. Importantly, leaders of operating units have a newly developed appreciation of the value of productivity improvement. **Exhibit 35** lists the duties of school deans in the new RCM-based management structure.

### **EXHIBIT 35 RESPONSIBILITIES FOR SCHOOL DEANS UNDER NEW RESPONSIBILITY CENTER MANAGEMENT**

**The dean of each school is responsible for:**

- Helping students achieve their educational goals
  - Develop and implement the student recruitment plan
  - Arrange for, coordinate and provide oversight of the academic advising of students
  - Certify that students meet the requirements for graduation in the programs of the school
- Ensuring the delivery of instructional programs
  - Schedule all credit and/or non-credit courses offered by the school
  - Make teaching assignments for all full-time and part-time faculty
  - Identify and hire adjunct faculty as needed
- Directing the college's financial affairs
  - Manage the school fiscal accounts (both university and foundation accounts)
- Providing leadership for college faculty
  - Mentor new faculty in preparing their professional development plans
  - Work with the full-time faculty of the school to develop an appropriate research plan
  - Manage faculty development funds to support research plans
  - Review the performance of all full-time and part-time faculty and staff members in the school
  - Submit salary recommendations for all full-time school faculty and staff
  - Lead the school in its diversity efforts
- Leading program planning and assessment efforts
  - Oversee the quality of the curriculum in the degree programs of the school
  - Lead the school in learning outcomes assessment
  - Prepare academic programs for professional accreditation and external program reviews
  - Work with the faculty of the school and deans of other schools to develop new academic programs
- Serving as the interface between the college and various campus and community groups
  - Represent the school and/or campus within the campus, the university, and the IU East service region
  - Promote the school and its programs to the communities in the IU East service region
  - Take an active and leadership role in school and/or campus alumni fund raising activities
  - Participate in events to promote the school and its academic, research and civic engagement activities
  - Organize, chair and attend advisory council meetings of the school
  - Provide advocacy for the school to the campus

Source: IU East.

**Strengthened campus diversity plan.** A critical aspect of the new IU East vision is diversifying the campus. The first task of the new Commission on Diversity and Equity was to create 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.

Lumina recognizes that a critical challenge in achieving increased numbers of bachelor's degrees is supporting success for students of color. Due to its location, IU East faces significant challenges in developing a more diverse student population and staff. Although the level of diversity may fall short of goals, the campus is already more diverse than the counties in its geographic service area. As listed in **Exhibit 36**, 8.4 percent of the student body is classified in some category other than white, compared to only 5.4 percent of the regional population.

**EXHIBIT 36  
DEMOGRAPHIC PROFILE OF IU EAST AND ITS SERVICE AREA  
2010**

Population Characteristic	Indiana Counties in Service Area								IU East Beginner Profile
	Fayette	Franklin	Henry	Randolph	Rush	Union	Wayne	Total	
Total Population	24,277	23,087	49,462	26,171	17,392	7,516	68,917	216,822	
<i>% by Race/Ethnicity:</i>									
White	96.9%	98.3%	95.7%	96.1%	97.4%	97.5%	90.2%	94.6%	91.6%
Black/African American	1.3%	0.2%	2.2%	0.4%	0.8%	0.4%	5.0%	2.4%	2.5%
American Indian/Alaska Native	0.1%	0.1%	0.1%	0.3%	0.2%	0.3%	0.2%	0.2%	0.0%
Asian	0.3%	0.2%	0.3%	0.2%	0.3%	0.3%	0.8%	0.4%	0.7%
Native Hawaiian/Other Pacific Is	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.5%
Some Other Race	0.3%	0.3%	0.4%	1.8%	0.5%	0.3%	1.1%	0.8%	
Two or More Races	1.0%	0.8%	1.2%	1.1%	0.8%	1.1%	2.7%	1.5%	1.7%
Hispanic (of Any Race)	0.9%	0.9%	1.4%	3.0%	1.1%	1.1%	2.6%	1.8%	2.5%
Unknown									0.5%

Source: US Census; IU East.

***Other Accomplishments Contributing to IU East Turnaround***

While not directly related to degree productivity, IU East has also implemented significant reforms in other areas which should not be overlooked. In recent years, the campus has:

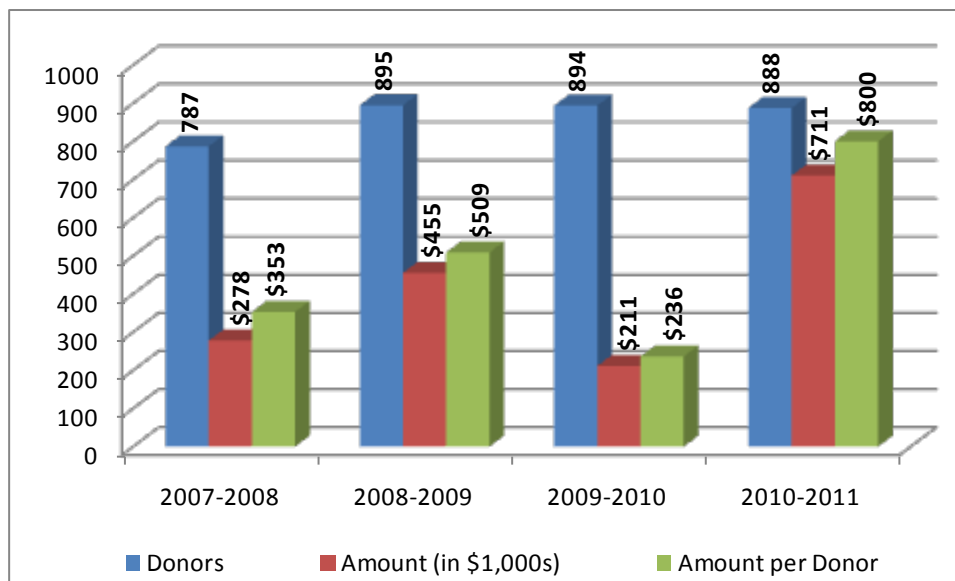
- Received the largest gift in campus history
- Eliminated chancellor installation ceremony, using those funds to create a campus beautification initiative
- Nurtured growth in faculty research and campus-sponsored projects
- Increased faculty and staff morale and campus pride

These accomplishments are described below.

**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 campus is planning for a capital campaign to begin in 2011.

In addition to the major pledge, the IU East annual giving program is progressing well. As seen in **Exhibit 37**, the number of donors, the amounts raised, and the average gift size in FY2011 are all well above the corresponding levels of three years earlier, in FY2008.

**EXHIBIT 37  
NUMBER OF DONORS AND AMOUNTS RAISED  
FY2008 THROUGH FY2011**



Source: IU East.

Since undertaking campus rebranding and imaging, IU East has aggressively sought private funds both from within the campus and in the local communities, resulting in a significant increase of overall giving in the last three years. Employees and the external communities have reacted positively to the campus' campaign. These gifts have been critical in providing funds for scholarships and quality enhancements during a period with no significant increases in state appropriations.

The focus on attracting planned gifts has resulted in the gift of \$2.17 million noted above, and is expected to yield additional donations in the near future. IU East plans a capital campaign to raise funds for a Student Recreation Center and will soon study the feasibility of other fundraising opportunities.

IU East is focused on community-based support and competes with many constituencies for funds. To foster cooperative fund-raising efforts with Ivy Tech, IU East supports collaborative programs for scholarships, such as donor funded student internships. Further, some

scholarships have been established to encourage Ivy Tech students to matriculate to IU East.

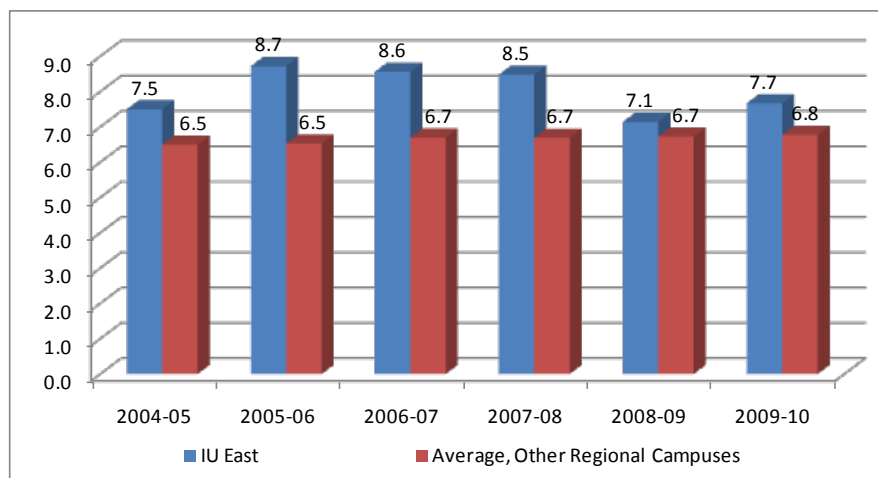
The IU East Alumni Association is proactive and works to bridge the gap between graduates who attended IU East when it had a very different image and students now entering the campus as a college of choice. Athletics has proven to be a rallying point and is used to connect alumni with the campus. It has also expanded the student base to include more “out-of-region” students. An alumni magazine, *RADIUS*, helps build alumni support, and local alumni are encouraged to visit the campus and participate in a variety of activities sponsored by the Alumni Association. As the alumni base is strengthened, more alumni donations are likely.

**Eliminated chancellor installation ceremony, using those funds to create a campus beautification initiative.** Chancellor Nasser Paydar decided to forgo a traditional chancellor installation ceremony and use the budgeted funds instead for campus beautification. These savings were matched by the IU President and community members to yield more than \$250,000 for this initiative. A master planning process, started in Fall 2010, includes the best uses for these resources. Perhaps most importantly, the action signaled the importance of investing in the future development of the campus.

**Nurtured growth in faculty research and campus-sponsored projects.** Attracting and retaining full-time faculty at the top of their profession require a support structure for research and scholarship. Over the last three years, IU East reduced the teaching loads for tenure-track faculty and put in place an infrastructure for support of grant writing. Further, a grant program provided \$50,000 for faculty support in the first year, and it continues to expand.

As part of the strategy to promote faculty research, IU East focused on giving faculty members more time to develop proposals for external funding. The teaching load at IU East was well above the average for the other regional campuses in 2007-2008, so campus leaders decided to reduce the requirement for tenure-eligible professors from 8 (4+4) to 6 (3+3) sections per academic year. As seen in **Exhibit 38**, by 2009-2010, the teaching load for IU East faculty had dropped by about one section per year and was more closely aligned with that of their counterparts at other IU regional campuses. The average teaching load dropped by one section instead of two since the reduction applies only to tenure-eligible faculty.

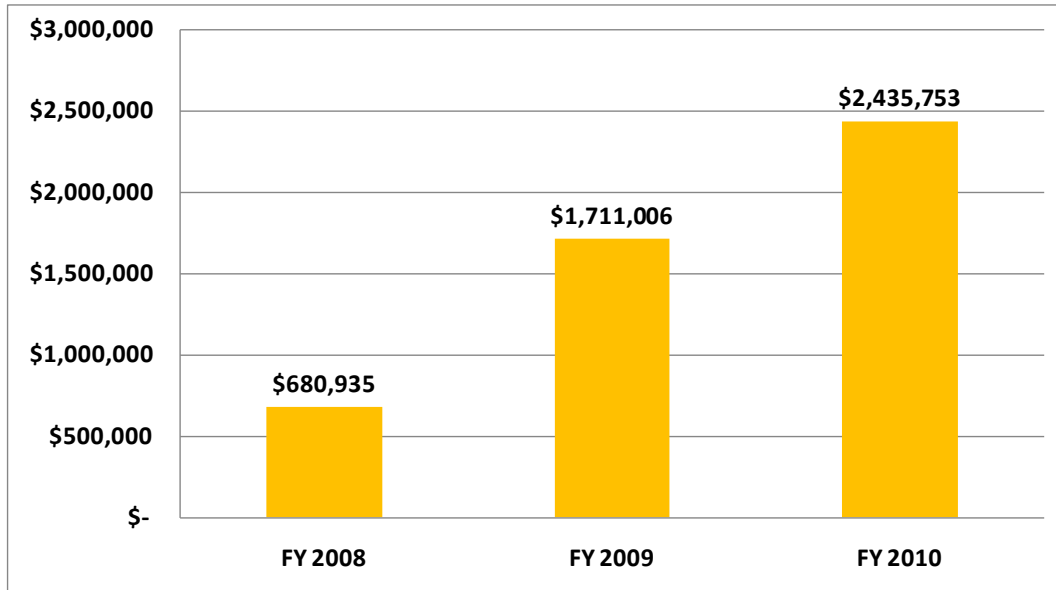
**EXHIBIT 38**  
**SECTIONS TAUGHT PER FTE FACULTY**  
**2004-05 THROUGH 2009-10**



Source: Indiana University Fact Book, 2009-10.

The new policy and practice on faculty release time for research activity seems to be yielding results. The dollar value of grant proposals has grown significantly over the past few years, increasing nearly four-fold, as shown in **Exhibit 39**.

**EXHIBIT 39**  
**VOLUME OF RESEARCH AND SPONSORED PROGRAM PROPOSALS**  
**FY2008 THROUGH FY2010**



Source: IU East.

**Increased faculty and staff morale and campus pride.** By engaging in a series of strategies to significantly increase communication with on-campus constituents, IU East is experiencing an unprecedented level of support from faculty and staff. For example, 95 percent of faculty and staff supported the annual Campus Campaign.

Faculty members report that the campus atmosphere is one of cooperation and support for student success. Staff members take pride in being associated with the Red Wolves and speak of “running with the pack.”

## **6.0 CONCLUSIONS**

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## 6.0 CONCLUSIONS

As part of a national initiative led by Lumina Foundation and others, Indiana has adopted aggressive goals to increase the number of graduates with bachelor's degrees awarded each year in the state. Both the Indiana Commission for Higher Education and Indiana University have developed plans and strategies for achieving the state goals for degree attainment. Due to their lower instructional costs, the IU regional campuses should play a major role in the state's effort to meet the degree attainment goal in a cost-effective manner.

### ***Major Accomplishments***

Under the umbrella of the Indiana University *Blueprint for Student Attainment (BSA)*, each of the IU regional campuses is redoubling its efforts toward increasing the number of degrees awarded. Part of their strategy is forging even closer relationships with campuses of Ivy Tech Community College to develop policies and practices tailored to local needs and circumstances. Other strategies include enhanced student success programs to improve retention and graduation rates. Greater efficiencies are being sought through restructuring internal operations and sharing resources with other campuses. Even more productivity gains are expected as the *BSA* initiative is fully implemented.

Indiana University East (IU East), in particular, has undergone a significant transformation over the past four years. With new leadership, IU East created a vision and expanded its numbers of students and graduates at rates well above other IU campuses. Attention to greater efficiency coupled with scarce state support resulted in a 21 percent reduction in the cost per student served on an inflation-adjusted basis.

IU East, the focus of this case study, increased its headcount enrollment by 64 percent and the number of bachelor's degrees awarded by 37 percent between 2007 and 2011. With recent increases in better prepared students in the pipeline and steadily increasing retention and graduation rates, the number of bachelor's degrees awarded annually should increase even more in the near future.

Major contributing factors to IU East's recent and projected increases in numbers of students served and degrees awarded are:

- *Formal agreement with Ivy Tech Richmond to realign program responsibilities in the region.* This realignment assigned full responsibility to Ivy Tech for remedial and associate programs along with its existing certificate programs. IU East discontinued its remedial and associate offerings and is focusing on further development of its bachelor's and master's programs and recruitment of better prepared students.
- *Multi-faceted approach to increasing enrollments.* IU East strengthened its external communications and marketing initiatives to help achieve its new vision and mission. A key target was changing the college-going culture of the region through outreach into local schools and community groups. Other elements of the enrollment development strategy included special attention and financial aid

incentives for Ivy Tech transfer students and expansion of online program opportunities.

- *Enhanced student success programming.* Specific efforts to improve retention and graduation rates for on-campus students include a fully staffed retention office, a mandatory first-year seminar, special counseling and coaching for first-year students and structured pathways. Attention is also directed to the success of Ivy Tech transfer students with tailored academic advising provided both before and after the student enrolls at IU East. The student success initiative extends to online students who receive attention from a separate office that focuses on their special needs.
- *Expansion of online programming opportunities.* Following the addition of nine new programs over the past four years, more than one-third of IU East credit is delivered online, the highest proportion among the IU campuses. Online courses appeal to significant numbers of on-campus students who seek more flexibility in building their course schedules. An even greater number of online students rely exclusively on this course delivery model, and many of them are from outside the traditional service area.

In addition to expanding enrollments and numbers of graduates, IU East has become more cost-effective in recent years. Lack of growth in state appropriations commensurate with enrollment increases has been one factor, but much of the productivity improvement has resulted from collaboration with Ivy Tech and internal restructuring.

- *Reorganization of administrative structure.* Shortly after the arrival of the new chancellor in 2007, IU East reduced the number of vice chancellors through reassignment of responsibilities. The resultant savings were reallocated to academic priorities.
- *Implementation of Responsibility Center Management.* The RCM model was adopted to increase the efficiency and productivity of all campus units. Through delegation of authority and financial incentives, leaders of operating units have a newly developed appreciation for the value of productivity improvement.
- *Leveraging enrollment growth.* Success in attracting more students enabled greater efficiencies in both academic and administrative units at IU East. A more flexible academic staffing model played a major role in providing additional course sections, especially for online programs. In the administrative areas, enrollment growth enabled the campus to achieve a greater economy of scale since support resources were not expanded at the same rate as the numbers of students served.
- *Sharing resources and costs with Ivy Tech.* IU East and its community college neighbor collaborate in providing various support services for their students and staff. These services include library, police and security, grounds, recreation, and dining. The two campuses also share off-campus center locations in three other communities.

## ***Transferability to Other Institutions***

While a few of the accomplishments at IU East are uniquely related to its shared campus with Ivy Tech, its major achievements are not dependent on physical location. Instead, committed and enlightened leadership is required. The turnaround at IU East offers lessons for other regional campuses, whether they are struggling or thriving.

*Mission focus.* Much of the recent success at IU East traces to the decision to focus on its mission as a bachelor's and master's degree campus. By shifting its previous role in remedial and associate programs to Ivy Tech, IU East was able to devote resources on developing new programs that would attract more students and establishing a new identity as the college of choice in the region. Rather than losing students by closing programs, IU East has grown by approximately 50 percent in recent years. Although other regional campuses may face different local conditions, greater attention to their core missions should yield positive results.

*Articulation of programs with other colleges.* With the discontinuation of its remedial and associate programs, IU East was able to view Ivy Tech as a partner rather than a competitor. In particular, the campus realized that the community college provided a vital pipeline of new students. IU East and Ivy Tech worked closely to coordinate program requirements and academic advising to provide a near seamless experience for their students seeking to transfer to bachelor's programs. The two schools were guided by a philosophy that with appropriate planning and coordination, "everything could be transferrable" for their students. Articulation between community colleges and universities across the nation is clearly problematic, but IU East's strong commitment to making the process seamless is a model for others trying to overcome the many hurdles in articulation.

*Attention to student success.* Efforts to expand enrollments at IU East were coupled with efforts to enhance student success services. Through a comprehensive set of strategies, IU East attained higher rates of retention for its first-year students and then improved graduation rates and increased the numbers of graduates. Public bachelor's and master's universities across the nation, on average, trail research universities on graduation rates. The successful approaches implemented at IU East should be instructive for many of these campuses.

*Opportunities for underserved students.* Expansion of online programs has contributed to enrollment growth at IU East. These programs are designed to serve students who do not have convenient access to higher education programs due to location or schedule constraints. Many of these students prefer to affiliate with a well-established public university rather than one of the growing numbers of online institutions. The rapid growth IU East has achieved in serving this market suggests that other regional campuses can achieve the same results.

*Concern for efficiency.* IU East explored and implemented numerous strategies that have enabled it to operate more efficiently. Approaches have included reorganization, adoption of new financial management models, and shared services at off-campus locations. Even the choice for affiliation with the NAIA for its new athletics program was guided by concerns for efficiency. While a portion of the savings IU East realized from its collaboration with Ivy Tech is dependent on the proximity of their campuses in Richmond, the efforts to differentiate

academic missions and share space at off-campus centers provide useful models for other regional campuses to consider.

### ***Most Important Opportunities***

While IU East has accomplished much in a short period of time, the campus faces additional opportunities for productivity improvement. Although the other IU regional campuses were not examined in depth, they share many of these opportunities.

- IU East, along with its sister IU regional campuses, should continue to expand its role as the least expensive route to a high quality bachelor's degree for students in the state.
- IU East should explore additional opportunities to expand the pipeline of students from Ivy Tech through breaking down remaining real or perceived barriers to student transfer.
- IU East should formalize its relationship with Ivy Tech Richmond through adoption of a mutual aid agreement that would protect both campuses as they work together of efforts in a variety of areas. The two campuses should explore additional opportunities to share support services, including possible waivers of system-level requirements that preclude greater cooperation in purchasing and human resource management. Further, opportunities for shared information technology support should be evaluated.
- IU East should continue to develop its capacity to deliver online education in a cost-effective way that enhances the quality of both on-site and online programming.
- IU East should continue to develop a strong capacity for assessment. This will allow the campus to document that increasing enrollments through articulation with Ivy Tech and expansion of online programming is cost-effective and results in more graduates at a level of excellence for which Indiana University is known.

Given its record of accomplishment, IU East should capitalize on these and other opportunities to strengthen its role as the region's "college of choice."