

IU East Strategic Plan—Strategic Priorities—2014-2019

Organizational Profile: Our Environment, Relationships and Strategic Situation

Over the last decade, IU East has transformed into a four-year baccalaureate and master's degree granting institution. We no longer teach remedial/developmental classes, nor do we confer associates degrees. We have added selected graduate degrees. Although still non-residential, our campus has developed more of a traditional student environment. We have a new mascot, a substantial presence in intercollegiate athletics, a full schedule of campus life events and activities, a variety of dining services, and a program of health promotion. We are Red Wolves! Our enrollment is strong—more than doubled from 2007 to 2014, thanks in large part to our leadership in online education.

Our last strategic plan naturally focused on the process of the campus transformation, with initiatives reflecting an emphasis on branding, marketing, partnerships with community colleges, development of baccalaureate and master's degrees, movement into online education, and the physical transformation of the campus, all very appropriate for where we were at the time. Now, many of these initiatives have become part of the fabric of our being. We conferred our last associate degree in 2011; many of our students now come to us right out of high school, but we also continue to serve many transfers and returning students. Our campus is competitively attractive, with good food services, more sports than any other regional campus of IU, and an active student life. Thanks to our leadership in online education, our enrollment is strong, although it requires constant attention and work to ensure this.

As we look at the national picture, we continue to see an emphasis on accountability. The Obama administration is on the road to a rating system for colleges and universities, and at this stage, it appears that two important areas of focus will be graduation rates and student loan default rates. There is also discussion about tracking and holding institutions accountable for their graduates' employment after graduation. Indiana has already moved into performance funding, with a focus on on-time graduation, increasing the number of graduates and serving Pell-eligible students.

Indiana University, as it approaches its 200th anniversary, remains committed to high quality academics and staying in a strong fiscal position as the university works to increase the educational attainment of the citizens of Indiana. President McRobbie has been vocal in his support of the importance of the regional campuses in meeting this mission. The regional campuses educate about 30% of the Indiana University students and play critical roles in their local communities.

Please see Appendix 1 for background data discussion that highlights key trends regarding campus enrollment, retention and graduation numbers and student demographics.

The Context for the Strategic Plan

IU East initiated a process to update the strategic plan for the campus in November, 2013. A campus survey yielded initial ideas around vision, identity, and values. Subsequently, the Chancellor named a Strategic Planning Committee, and the committee has continued to develop

these ideas and further identify strategic priorities and initiatives. A second round of feedback, conducted with the various faculty and staff groups as well as the IU East Advisory Board yielded additional ideas. These ideas are summarized below. Based on these core elements, strategic priorities have been established. These priorities serve as the anchor around which future operations and directions will be evaluated. Each priority is accompanied by a set of expected outcomes, strategic initiatives and key goals designed to advance and measure progress toward these priorities. The initiatives and the goals will evolve over the plan's five year time period. These priorities are not isolated and are designed to complement each other.

There are three themes, however, that cut across all of the priorities. Our overarching goal is to increase educational attainment in the region. Second, the campus has a commitment to diversity and inclusiveness in all our endeavors. Third, we are committed to adaptive leadership and innovation; our plan itself speaks to this and may serve as a model for this.

Vision, Identity and Values

Identity: Indiana University East, a campus of Indiana University with a regional teaching mission, delivers bachelor's and master's degrees to students at its main campus in Richmond, at satellite sites in eastern Indiana and western Ohio, and at a distance through online education. These multiple modes of delivery allow us to serve a variety of student populations, including recent high school graduates, transfer students who started at a community college or other institution, and students who once started and are now returning to complete their degrees. The faculty and staff of IU East give first priority to student learning and the success of students in realizing their educational and career aspirations. They also recognize their role in the advancement of human knowledge and its application to the cultural and economic well-being of the communities and region the campus serves.

Vision: Indiana University East will be recognized as a national model for regional public colleges and universities in providing high quality, innovative, accessible and affordable undergraduate and graduate education. Students will come to IU East to get their degrees, prepare for good jobs and embark on satisfying careers. We will be known for the innovative way we ensure their success—namely, unforgettably engaging learning environments and life-changing interactions with faculty, staff and fellow students, whether in-person or at a distance. We will accomplish this through strategic and thoughtful use of our available resources.

Values: Indiana University East, through its faculty and staff, espouse many values regarded as essential to a civil and equitable society, including the value of high quality education to the life-long well-being of our communities and their citizens. Key values for driving campus strategic initiatives include:

- Student success (ensuring degree attainment, job preparation and placement, career satisfaction)
- Innovation in teaching and learning (experimenting with new ways of delivering education and supporting students that address resource constraints)

- Diversity (creating a welcoming and inclusive environment for people and their ideas/ways of thinking in all their variety)
- Community service (applying knowledge and talent to advance the cultural and economic well-being of the communities throughout our region)
- Professional development (promoting career advancement and continuing education for faculty, staff, students and community members)

Mission

(Approved by IU East Faculty Senate, November 3, 2009. Approved by Trustees of Indiana University, February 19, 2010.)

Indiana University East, a regional campus of Indiana University, offers residents of eastern Indiana, western Ohio and beyond a broad range of bachelor's degrees and selected master's degrees and certificates through its traditional main campus in Richmond, off-campus sites, and online program options.

Indiana University East challenges students to grow intellectually and personally in a supportive and scholarly environment where faculty teaching skills and participation in the creation and dissemination of new knowledge and artistic work enhance learning opportunities for all.

Indiana University East values a diversity of backgrounds, experiences, and intellectual perspectives among its faculty, staff, and students and in its contributions to the cultural and economic development of the communities it serves.

Strategic Priorities for 2014-2019:

1. An Environment in which Diverse Students Complete Degrees and Realize Aspirations with Minimal Financial Burden
2. High Quality, Multi-modal Teaching and Learning
3. Degree Programs Focused on Career Advancement, Civic Engagement and Global Stewardship
4. An Active Partner in the Economic, Educational and Cultural Development of the Community and Region
5. A Campus Culture of Intellectual Pursuit, Experimentation and Inclusiveness

The Details:
Expected Outcomes, Strategic Initiatives, Key Metrics, Crosswalk with IU Principles of Excellence and IU Bicentennial Strategic Plan and an “Innovation Focus”

Note: We will develop an “annual work plan” at the beginning of each year of the Strategic Plan—to lay out the priority actions for that particular year.

Strategic Priority 1: An Environment in which Diverse Students Complete Degrees and Realize Aspirations with Minimal Financial Burden

Expected Outcome: *More students completing their degrees in a timely manner with less student debt and reduced loan default*

Crosswalk with IU Bicentennial Strategic Plan: Bicentennial Priority One: A Commitment to Student Success. Including focus on incenting and supporting students in graduating on time; providing comprehensive programming and advising for students re: financial aid and debt management; pervasive academic and career advising; also; enhance on-campus experience and co-curricular opportunities to attract the best students for every campus through . . . student fitness and wellness centers.

Crosswalk with IU Principles of Excellence: Principle 1: An Excellent Education: academic success and completion; high quality student life; access and affordability for Hoosiers

To be measured by:

- Retention rates (increase)
- Student Persistence (increase those completing 30 hours, 60 hours)
- Enrollment (increase; including transfers)
- Degrees Awarded (increase)
- Graduation Rates (increase; note that this is a lagging indicator)
- Student Debt (decrease)
- Student Loan Default Rate (decrease)
- Campus Physical Progress (complete Quad Renovation, Student Events Center)
- Improvements in Academic Advising (as measured by NSSE Question 13b: “Indicate the quality of your interactions with the following people at your institution: Academic Advisors”)
- growth in number of student-athletes

What we’ll do to get there:

- Implement best practices in the marketing, recruitment and advising of online students
- Develop a pre-semester orientation, first semester training modules and smooth transition processes, with clear points of coordination, for new transfer students
- Pilot innovative course scheduling options, e.g., seven-week online courses, weekend on-campus cohort programs, and three-year bachelor’s degree options
- Migrate professional advising processes for all students toward a proactive model, fully utilizing FLAGS, Degree Maps and other tools

- Write and implement a Campus Student Retention Plan based on initiatives identified during the Spring 2014 Retention Retreat
- Enhance and combine processes for student financial services as appropriate
- Fully integrate financial education and responsibility into new student orientations, first year seminars, SAP processes and other student events and activities
- Engage a student loan management service to track and mitigate student loan default
- pursue online graduate program options
- Continue to build a campus that is physically consistent with a 4-year and graduate institution, including spaces where students interact and connect with the campus and each other (Student Events Center, Quad renovation, athletic facilities, etc.)
- Grow the number of student-athletes through recruiting incentives, and potentially the addition of new NAIA sports (as facilities allow)

An Innovative Goal and Question: How do we best organize our services to focus on student success, increasing the probability that they become and remain students and graduate in a timely manner?

Strategic Priority 2: High Quality, Multi-modal Teaching and Learning

Expected Outcome: *Teaching that addresses adaptively the learning needs of our diverse student populations, creating an engaging and high quality learning environment for all*

Crosswalk with IU Bicentennial Strategic Plan: Bicentennial Priority One: A Commitment to Student Success--Action Item 6: improve the overall quality, learning outcomes, and standing in reputable rankings of their schools and degree programs, including strengthening processes for regular academic review of their units.

Crosswalk with IU Principles of Excellence: Principle 1: An Excellent Education: The best academic programs; innovative teaching

To be measured by:

- documented changes made to improve academic programs and general education based on data from assessment of student learning, especially from student portfolios and capstone course experiences (increase % of programs)
- relevant NSSE scores such as 11f (Culminating senior experience)
- number of classes that use the collaborative feature of classrooms renovated with a focus on active, innovative teaching & learning (increase)
- percent of Honors Program inductees who complete (increase)
- number of faculty certified by Quality Matters; CTL staff fully trained in QM

What we'll do to get there:

- Acquire AACSB accreditation for Business Administration programs (candidacy in 2014-15)
- Implement five-year external program reviews for all degree programs that do not have specialized accreditation
- Integrate best practices for assessment of student learning in the senior capstone courses of all degree programs; schedule program faculty to review results once a semester to identify potential program and general education improvements; schedule an annual assessment day for all degree programs to report on assessment plans and results
- Design and build innovative classrooms for high student engagement and high quality teaching and learning practices (e.g., collaborative classrooms)
- Create a best-practices certificate program for faculty who teach gateway courses aimed at accommodating a wide range of student learning styles and improving their success in those courses
- Modify Honors Program to increase percent of students who start and complete, and add an option for online students
- Continue to be a collaborator and leader in IU Online by developing a model for the large-scale delivery of high quality classes using part-time faculty and course assistants
- Implement a program of professional development for part-time faculty
- fully implement Quality Matters training for appropriate CTL staff and faculty

An Innovative Goal and Question: How do we support/encourage appropriate innovation, and, specifically, how will we advance the use of teaching and learning technology in the future?

Strategic Priority 3: Degree Programs Focused on Career Advancement, Civic Engagement and Global Stewardship

Expected Outcome: *Educational programs that provide students with academic field expertise and career enhancement opportunities, as well as opportunities for regional and global engagement*

Crosswalk with IU Bicentennial Strategic Plan: Bicentennial Priority Two: A Community of Scholars—Excellence in Research—Stimulate the Arts and Humanities, and build on IU’s superb professional education programs. Also, Bicentennial Priority Three: Catalyzing Research—IU will continue to support the arts and humanities; and, provide opportunities for all students, including undergraduates, to engage with faculty in research and creative activities. Also, Bicentennial Priority Five: A Global University, action item 4: IU will increase the availability of a wide range of intellectually and culturally engaging study abroad opportunities for IU students, and increase the number of students who participate in such programs. Also, Bicentennial Priority Seven: Building a Prosperous and Innovative Indiana: enhancing targeted career skills, expanding experiential and service learning, and creating networks of universities and potential employers.

Crosswalk with IU Principles of Excellence: Principle 1: An Excellent Education: The best academic programs. Principle 4: The International Dimension of Excellence. Principle 5: Excellence in the Health Sciences and Health Care

To be measured by:

- number of established community partnerships, w/ MOUs in place (tracked by Center for Service Learning) (increase)
- number of students engaging in Service Learning projects (tracked by CSL) (increase)
- number of hours students devote to SL (tracked by CSL) (increase)
- number of people served by our SL projects (tracked by CSL) (increase)
- placement rates of students in full-time jobs or graduate schools within six months of graduation (increase)
- level of alumni/ae satisfaction with their IU East education five years after graduation (increase)
- student participation in the new Leads Program
- relevant NSSE questions:
 - Q12 “About how many of your courses at this institution have included a community-based project (service learning)?”
 - Q3a “During the current school year, about how often have you done the following? Talked about career plans with a faculty member”
 - Q17e “How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? Acquiring job or work-related knowledge and skills”
 - Q11a “Which of the following have you done or do you plan to do before you graduate? Participate in an internship, co-op, field experience, student teaching, or clinical placement”
 - Q15a “About how many hours do you spend in a typical 7-day week doing the following? Doing community service or volunteer work.”

Q11e “Which of the following have you done or do you plan to do before you graduate?
Work with a faculty member on a research project.”

Q11d “Which of the following have you done or do you plan to do before you graduate?
Participate in a study abroad program.”

What we’ll do to get there:

- Implement a survey for alumni/ae to gather data on jobs, graduate school completions, incomes and levels of educational satisfaction
- Evaluate the addition of new degree programs, or new approaches to current degree programs, as they might contribute to regional and national priorities, particularly those related to entrepreneurship, global stewardship, health care and the arts
- Expand career services and resources for students from admission through graduation, integrating career planning into first year experiences, campus life events and activities, and senior capstone courses
- Implement and promote the Leads Program to increase the number of completers at all levels
- Migrate degree programs, and the curricula of degree programs, toward an interdisciplinary focus where appropriate and possible; create new interdisciplinary majors, concentrations, minors and certificates (examples: liberal arts and management, leadership studies, the arts and business, health informatics and communication, social entrepreneurship)
- Integrate opportunities to develop global perspectives into courses and programs for all students, both on-site and online, including international travel opportunities where feasible
- Provide funding and develop an infrastructure to support increased student participation in high impact practices: service-learning, internships, faculty-student research, presentations of faculty-mentored papers/creative works at state/regional/national conferences/exhibitions, international travel and special diversity experiences

An Innovative Goal and Question: What leadership competencies, knowledge areas and personal skills will best prepare our students for a constantly shifting local and global environment?

Strategic Priority 4: An Active Partner in the Economic, Educational and Cultural Development of the Community and the Region

Expected Outcome: *A leader and intentional partner in economic and cultural development for the region; more purposeful and truly collaborative partnerships within our communities*

Crosswalk with IU Bicentennial Strategic Plan: Bicentennial Priority Six: Health Sciences Research and Education to improve the state and nation's health. Action Item 7: every IU campus has important and productive relationships with many community and government partners in health care . . . IU will work closely with these and new partners . . .

Also, Excellence in Engagement and Economic Development—fostering a culture of innovation in Indiana; Engagement in the civic, cultural, social and economic lives of their regions is a central mission of the regional campuses.

Bicentennial Priority Seven: Building a Prosperous and Innovative Indiana: Action Item 2: IU will work to foster a pervasive entrepreneurial culture at IU; Action Items 4 & 5: engage with community partners and organizations across all sectors; regional campuses will actively engage their communities and regions to develop and deliver education degrees, cooperative initiatives, and research that address regional needs and opportunities.

Crosswalk with IU Principles of Excellence: Principle 3: Excellence in Research: stimulate the arts and humanities; professional education and research. Principle 6: Excellence in Engagement and Economic Development; strong communities

To be measured by:

- number of community partnerships (outside of service learning)
- number of faculty and staff involved in community service
- level of external funding (grants and gifts) received for community-based projects (increase)
- enrollment at off-campus centers (increase)

What we'll do to get there:

- Support applications for external funding for community-based projects
- Provide up-to-date economic trend information for the community through the IU East Center for Economic and Business Research
- Use the resources of IU's Office of Engagement to build a strong partnership with the Wayne County Economic Development Corporation
- Build on the success of the non-credit programs offered through the Center for Leadership Development to expand extended learning opportunities for the community and region
- Map the impact of community partnerships—for example, P-12 schools, Reid Hospital and Health Care Services, Richmond Art Museum—to identify areas for strengthening
- Leverage the private development of student apartments adjacent to IU East to enhance Richmond north-side businesses
- Leverage the success of Room 912 to promote additional arts partnerships
- Develop new approaches to academic offerings in Connersville and New Castle

An Innovative Goal and Question: How might the intellectual resources of the university be best recognized and utilized to advance the overall quality of life in our region?

An Innovative Goal and Question: Is it desirable to develop a suite of non-credit, extended education programs that serve the community and enhance revenue?

Strategic Priority 5: A Campus Culture of Intellectual Pursuit, Experimentation and Inclusiveness

Expected Outcome: *A culture of interaction that supports innovation, creativity and adaptation throughout the organization*

Crosswalk with IU Bicentennial Strategic Plan: Bicentennial Priority Two: A Community of Scholars. Action Item 1: faculty professional development; Action Item 3: Focus on instructional development and effective use of new technologies in face-to-face and online environments. Also, under “Excellence in Research”—increase external funding and other support for research and scholarship in all areas of inquiry.

Crosswalk with IU Principles of Excellence: Principle 1: An Excellent Education; Innovative Teaching; Principle 2: An Excellent Faculty; Principle 3: Excellence in Research

To be measured by:

- number and status of state and national awards recognizing the high quality and innovative approach to higher education at IU East (increase)
- number and status of national and international presentations and publications by faculty, staff and/or students on the approach to educational quality and innovation at IU East and in their areas of expertise (increase)
- level of external funding (grants and gifts) to support innovation and experimentation in approaches to high quality/low cost education (increase)
- Diversity of the full-time faculty and staff employees (including racial, ethnic, gender, sexual orientation, disability status, etc.) (increase)
- number of faculty and staff completing various training opportunities focused on diversity (e.g., Safe Zone training)

What we’ll do to get there:

- attract, retain, support and develop diverse faculty, staff and students
- promote and support faculty research and creative activity, including external/internal funding opportunities
- Apply for the Baldrige Award for Quality in Higher Education, and other awards as appropriate
- Do the Chronicle “Best Places to Work Survey” as a benchmark and then a measure
- Provide professional development opportunities/training for faculty and staff in leadership practices and behaviors that support innovation
- Support and recognize faculty and staff publications related to online teaching and programming and other innovations in the IU East approach to higher education
- Implement an annual half-day workshop for all faculty and staff on supportive interactions (service), team-building and inclusiveness

An Innovative Goal and Question: What, if it could be and was done, would have a transformative effect on the campus for the better and would position us as even more of a destination campus for students and great place to work for employees than it already is?

An Innovative Goal and Question: How do we support/spark innovation, and how will we best leverage technology in that endeavor?

Appendix 1: Background discussion highlighting key data regarding campus enrollment, retention and graduation numbers, and student demographics. Available online on our Strategic Planning Website (Chancellor's Office): <http://www.iue.edu/chancellor/Strategic.php>