

BLUEPRINT FOR STUDENT ATTAINMENT



INDIANA UNIVERSITY
REGIONAL CAMPUSES

Degree Completion Lifelong Preparation

EXCELLENCE

- Faculty scholarship and creative activity
- Student-focused educational environment
- Meeting state and regional needs through educational programs
- National initiatives and best practices

ENGAGEMENT

- Flexible learning environments
- Pedagogies of engagement
- Student support for success
- Engagement through strategic partnerships

COLLABORATION

- Academic partnerships
- Facilitation
- Internal and external partnerships
- Faculty development

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Transmittal Letter to the President

Dear President McRobbie:

In March 2010, you created (or, more accurately, re-created) a vice presidential office responsible for the regional campuses of Indiana University, in order to recognize the importance of the regional campuses within IU and their vital role in preparing Indiana's future. The creation of the new office, now the Office of the Executive Vice President for University Regional Affairs, Planning, and Policy (OEVPURAPP), also recognizes that collaborative action by the regional campuses has great potential benefits for the campuses, the university, and the state. Consequently, you charged OEVPURAPP "to develop and implement a distinct collective mission for IU's regional campuses, which highlights their critical role within the university and the state's higher education system." In response to your charge, my office first developed a *Shared Vision for Indiana University's Regional Campuses* in collaboration with the IU regional campus chancellors and input from campus faculty. In July 2010, we initiated the comprehensive strategic planning process that would be needed to realize the objectives of the *Shared Vision*.

I now have the honor to present, on behalf of the Leadership Committee and nearly one hundred participants in the development process, the *Blueprint for Student Attainment* for your review and requested approval. It comprises three principal parts—Collaboration, Engagement, and Excellence—which together build toward the *Blueprint's* and campuses' principal goal of greatly improved student success in earning high-quality baccalaureate and master's degrees. The *Blueprint* includes near- and long-term strategies for reaching this objective, as well as a set of metrics for gauging our progress. It advances many of the *IU Principles of Excellence*, in particular, the commitment to comprehensive academic excellence, responsible stewardship of university resources, and engagement with state and regional needs.

The *Blueprint* process actively involved many members of the regional campus community. They worked with energy and diligence, and they reached significant conclusions in a remarkably short period of time. Teams of faculty members (nominated by campus faculty governance organizations) and administrators (nominated by chancellors) from every regional campus tackled six different aspects of the *Shared Vision*:

- An excellent, distinctive education experience,
- Support for student success,
- Access and innovation in instruction and curriculum,
- Pathways and transitions to and from regional campuses,
- Affordability and efficiency,
- Meeting state and regional needs.

The Steering Committee, composed of the faculty and administrator co-chairs of each team, compiled the teams' reports (appended to the document before you) into specific strategies, which they organized into the Collaboration, Engagement, and Excellence groups. The strategies and overall approach were in turn adopted, with some changes, by

the Leadership Committee comprised of the regional campus chancellors, the associate vice president for academic planning, and me.

No description of the *Blueprint* process would be complete without the work of the Expenditure Review Committee (ERC). Chaired by Chancellor Nasser Paydar and chartered at the same time that OEVPURAPP was created, the ERC was comprised of the Affordability and Efficiency team, together with several key consultants. The ERC has already presented you its own report; that report is also incorporated into, and will be implemented together with, the *Blueprint*.

My colleagues and I take particular pride in the fact that the *Blueprint* process resulted in an unprecedented level of collaboration among the regional campuses and between faculty and administration. The teams worked extremely well together, with distinctions of faculty or administrator and of campus largely evaporating in the deliberations. Much of the credit for this must go to the co-chairs of each team. Moreover, as I visited with members of the teams throughout the year, without fail they expressed a strong desire to ensure that continuing opportunities exist to work in concert with their colleagues on other campuses. The team members are also determined that something *happens* as a result of their efforts. I take this as a challenge—a very healthy challenge—that, if you accept the report, we implement the *Blueprint* strategies diligently and expeditiously.

In closing, it is a pleasure to acknowledge the dedicated and thoughtful work that made the *Blueprint* possible. Designing and developing a plan of this scope in less than a year is a tremendous accomplishment for the team members, all of whom continued to carry on their regular responsibilities as faculty and administrators. Each individual team member, each member and consultant of the ERC, each OEVPURAPP staff member, the assistant vice presidents for regional affairs, the Steering Committee, and the Leadership Committee all deserve our gratitude, and I want to take this opportunity to offer them my personal thanks. And, over her objections, I must single out the work of Judy Palmer, who took the lead in organizing the entire effort and did so with determination and grace. Above all, it is the most sincere hope of all of us that the *Blueprint for Student Attainment* will result in stronger regional campuses and, most importantly, will contribute to our students' success in reaching their educational goals.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "John S. Applegate". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

John S. Applegate
Executive Vice President for University Regional Affairs,
Planning, and Policy

Transmittal Letter from the Steering Committee

To: *Blueprint for Student Attainment* Leadership Team

The *Blueprint for Student Attainment (BSA)* is enthusiastically submitted by the BSA Steering Committee, on behalf of the six Priority Action Teams, for your consideration and recommendation to President Michael A. McRobbie.

In accepting your charge to develop a plan to achieve the shared goals of the IU regional campuses, 72 faculty and administrators from all six regional campuses came together in a powerful example of effective shared governance. Over the course of just a few months, these individuals worked collaboratively to discuss challenges, successes, and best practices related to retaining and graduating students on their campuses. Based on their spirited and collegial discussions, the teams designed strategies and action steps for improving student attainment, and established metrics for measuring progress toward the goals set forth in this document. This collective effort has drawn upon the expertise of faculty and administrators from all levels. The recommendations contained herein are truly the result of a “bottom-up process”—they come from faculty and administrators who are closest to the work of the regional campuses.

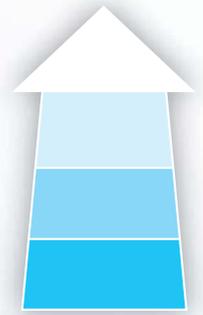
Team members collectively invested thousands of hours and generously shared their knowledge and experience, reviewing current literature related to best practices, soliciting input from campus colleagues, and identifying the needs and interests of the campuses. Although we recognize that every regional campus is engaged in committed efforts to help students achieve their educational goals, we also believe we are capable of achieving more. The time has come for a collaborative approach to the challenge of increasing student attainment. The teams have found the multicampus discussions to be richly rewarding and are eager to find ways to maintain cross-campus collaborations. Just as a blueprint provides guidance and a framework for constructing a building, this *Blueprint* provides the guidance for the regional campuses to work together to build a comprehensive framework for supporting and serving our students.

We recognize that some *Blueprint* strategies and actions will require investment by IU and the regional campuses. We believe such investment is warranted, and team members are optimistic that this *Blueprint* will result in Indiana University’s regional campuses becoming national leaders in student success and degree attainment. We particularly want to stress the need for reliable and timely data that track the implementation and success of the strategic initiatives.

On behalf of the Priority Action Teams, we the Steering Committee appreciate the opportunity to participate in this important work and look forward to moving ahead quickly with the implementation phase of the *Blueprint for Student Attainment*.

Respectfully submitted,

Blueprint for Student Attainment Steering Committee



INTRODUCTION

BLUEPRINT FOR STUDENT ATTAINMENT



Introduction

Indiana has long been interested in increasing its citizens' access to college. As our state and the nation recognize the need for more college graduates to remain economically competitive, Indiana is placing a strong emphasis on student attainment and graduation. Despite the implementation of accountability mandates and other efforts to increase the number of graduates, graduation rates remain relatively low. According to *Reaching Higher* (Indiana Commission for Higher Education, 2008), about one-third of full-time students at Indiana's colleges and universities graduate with a baccalaureate degree within four years and about 50 percent in six years. Given these challenges, state government has called upon Indiana's colleges and universities to prioritize college completion and establish policies and practices to increase student attainment. The state's goal is to produce 10,000 additional bachelor's degrees each year through 2025 (ICHE, 2008).

Indiana University's regional campuses are an essential element in the system of higher education in the state of Indiana and are key partners with the state in achieving this goal. Because the regional campuses provide many Hoosiers a high-quality education they might not otherwise be able to access, the state's goal of increasing educational attainment in Indiana cannot be met without strong and vigorous regional campuses. Therefore, the regional campuses engaged in a planning process, the *Blueprint for Student Attainment (BSA)*, to establish strategic objectives and action plans for improving higher education performance at the regional campuses.

Building on Strengths

Indiana University President Michael A. McRobbie has set forth 10 *Principles of Excellence* that guide the university, including the 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 baccalaureate degrees and selected master's degrees for a wide range of Indiana citizens. Regional campuses educate one-third of IU students. 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, are unable to leave home to attend a residential campus. Many students have family responsibilities. Furthermore, 80 percent of regional campus graduates work and live in Indiana. Regional campuses provide rigorously trained nurses, teachers, and other professionals needed in Hoosier communities. Faculty and staff are dedicated to supporting the success of the diverse students who attend these campuses. The *Blueprint for Student Attainment* seeks to build upon these strengths in addressing the opportunities and challenges of the future in order to achieve the shared vision of the IU regional campuses.

Shared Vision and Mission

“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.” (Excerpt from *Shared Vision Statement*, see Appendix A)

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: (1) excellent, distinctive educational experience; (2) student success; (3) access and innovation in instruction and curriculum; (4) pathways and transitions to and from regional campuses; (5) affordability and efficiency; and (6) meeting regional and state needs. Based on recommendations from faculty governance leaders and chancellors from the six regional campuses, six faculty-administrator Priority Action Teams were established to develop strategies, identify specific actions, and adopt appropriate metrics to advance the shared goals.

The *BSA*’s Affordability and Efficiency Team members also served as the Expenditure Review Committee (ERC), chaired by Chancellor Nasser Paydar. The ERC was charged with exploring ways to increase efficiency on regional campuses, including partnering together and sharing services, consolidating duplicative services in back-office operations, and identifying underperforming or redundant activities. Therefore, the *BSA* incorporates some recommendations from the ERC; parenthetical notes in the text refer to specific recommendations in the ERC report. The entire ERC report is included as Appendix C in this document.

BSA Charge and Process

The Priority Action Teams were encouraged to be innovative and propose bold ideas for regional campuses to respond to the changing, complex environment in ways that would promote significant growth in degree completion and attainment. Each team held several meetings to develop strategic initiatives and action steps in their specific areas for advancing degree completion and attainment. In January, the teams’ interim reports were made available to the university community and to external audiences through the *BSA* website. Each campus circulated the findings and solicited input from its faculty, staff, and students. The teams used this feedback when they developed their final reports. Once the final reports were completed, the Steering Committee, composed of the co-chairs of the six Priority Action Teams, developed the comprehensive plan presented in this document. They submitted it to the Leadership Committee comprised of the regional campus chancellors, Executive Vice President John Applegate, and Associate Vice President Barbara Bichelmeyer, for review and ultimate recommendation to President Michael A. McRobbie.

The original charge to the Priority Action Teams identified specific items upon which the teams might focus as they began their work. They were not limited to these, however, and each team spent considerable time studying the issues and best practices. As a result, the teams' final reports often include far more research, data, and detail than is reflected in the list of goals and actions below. In some cases, teams developed overlapping *BSA* strategies and actions that are cross-referenced in parenthetical notes in the text. The teams identified actions after considered and informed discussions and encourage readers of this document to read the final reports, which can be found in Appendix B, and provide a greater understanding of how the action items were developed.

Blueprint for Student Attainment (BSA) Members

Excellent, Distinctive Education

Co-chairs: Charles Gallmeier (Northwest) and Sue Sciame-Giesecke (Kokomo).

Faculty Members:

Shirley Aamidor	Kokomo
Kathryn Ernstberger	Southeast
Charles Gallmeier	Northwest
Edwina Helton	East
Douglas McMillen	South Bend
Geralyn M. Miller	Fort Wayne

Administrators:

Gil Atnip	Southeast
David Malik	Northwest
John McIntosh	South Bend
Bill McKinney	Fort Wayne
Joanne Passet	East
Sue Sciame-Giesecke	Kokomo

Student Success

Co-chairs: Donna Bowles (Southeast) and Mark Franke (Fort Wayne)

Faculty Members:

Donna Bowles	Southeast
Mary Ann Fischer	Northwest
Hayley Froyland	South Bend
Sarah E. Heath	Kokomo
Laverne Nishihara	East
Yvonne M. Zubovic	Fort Wayne

Administrators:

Mary Blakefield	East
Mark Franke	Fort Wayne
Ruth Garvey-Nix	Southeast
Diane Hodges	Northwest
Jeff Jones	South Bend
Stacey Thomas	Kokomo

Access and Innovation

Co-chairs: Raul Mosley (Kokomo) and Cynthia O'Dell (Northwest)

Faculty Members:

M. Ange Cooksey	East
Melanie Hughes	Southeast
Michael LaPointe	Northwest
Mark F. Masters	Fort Wayne
Raul Mosley	Kokomo
P. N. Saksena	South Bend

Administrators:

Pat Ames	South Bend
Carl Drummond	Fort Wayne
Cynthia O'Dell	Northwest
Kathy Parkison	Kokomo

Larry Richards	East
Tanalee Wasson	Southeast

Pathways and Transitions

Co-chairs: Michael Horvath (South Bend) and Hitesh Kathuria (East)

Faculty Members:

Minda Douglas	Kokomo
Hitesh Kathuria	East
Stela Pudar-Hozo	Northwest
David Vollrath	South Bend
Michael Wolf	Fort Wayne
Michele Zimmerman	Southeast

Administrators:

Linda Delunas	Northwest
Michael Horvath	South Bend
Mary Ann Morse	East
Kathy O'Connell	Fort Wayne
Anne Skuce	Southeast
Jack Tharp	Kokomo

Affordability and Efficiency

Co-chairs: Louise Collins (South Bend) and Marianne Milich (Northwest)

Faculty Members:

Don Coffin	Northwest
Louise Collins	South Bend
Janet C. Papiernik	Fort Wayne
Cathy Shea	Southeast
John Stager	East
Linda Wallace	Kokomo

Administrators:

Dan Dooley	East
Karen Gallatin	Kokomo
Marianne Milich	Northwest
Bill O'Donnell	South Bend
Steve Sarratore	Fort Wayne
Dana Wavle	Southeast

Meeting Regional and State Needs

Co-chairs: Stan Davis (Fort Wayne) and David Frantz (East)

Faculty Members:

Karen B. Clark	South Bend
Stan Davis	Fort Wayne
Dorothy Ige	Northwest
Neil Sabine	East
Fran Squires	Southeast
Bridget Whitmore	Kokomo

Administrators:

Jihad Albayyari	Fort Wayne
Rob Ducoffe	South Bend
David Frantz	East
Fred Hakes	Kokomo
Joseph Pellicciotti	Northwest
Jerry Wayne	Southeast

Steering Committee Members

Donna Bowles	Southeast
Louise Collins	South Bend
Stan Davis	Fort Wayne
Mark Franke	Fort Wayne
David Frantz	East
Charles Gallmeier	Northwest
Michael Horvath	South Bend
Hitesh Kathuria	East
Marianne Milich	Northwest
Raul Mosley	Kokomo
Cynthia O'Dell	Northwest
Sue Sciame-Giesecke	Kokomo
Judith Palmer, Chair	VPPAGR/EVPURAPP

Leadership Committee Members

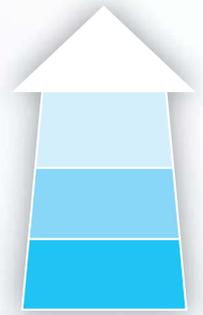
Michael Harris	Kokomo
William Lowe	Northwest
Sandra Patterson-Randles	Southeast
Nasser Paydar	East
Una Mae Reck	South Bend
Barbara Bichelmeyer	EVPURAPP
John Applegate, Chair	EVPURAPP

Staff for Teams and Committees

Sharon Calhoon	EVPURAPP
T. J. Rivard	EVPURAPP
Rebecca Torstrick	EVPURAPP
Marcia Justus	EVPURAPP
Claudius Rodgers	UAP
Lisa Wallace White	UAP
Jeff Weber	UAP

Special Support and Contributions

Victor Borden	EVPURAPP
James Kennedy	EVPURAPP
Steve Keucher	EVPURAPP



BLUEPRINT PRIORITIES, STRATEGIES, AND ACTIONS

**BLUEPRINT
FOR STUDENT
ATTAINMENT**



Blueprint Priorities, Strategies, and Actions

The *Blueprint for Student Attainment* is the response of IU's regional campuses to state and national calls for decisive action to improve student success. Our response is framed around three interconnected priorities: **Collaboration, Engagement, and Excellence**. Built on a foundation of *collaboration* across campuses, the plan calls for strategic *engagement* activities that have been shown to improve student success and that will bring our students, our campuses, and our communities to *excellence*.

PRIORITY ONE: COLLABORATION

For regional campuses to further their pursuit of excellence, as described in *The Principles of Excellence*, they must perceive themselves in a new light—functioning in a more collaborative structure while maintaining their individual identities. Effective collaboration will promote even higher levels of engagement and student success than the individual regional campuses have already achieved. Therefore, this plan calls for enhanced collaboration in areas such as facilitation; academic structure; internal and external partnerships; and faculty scholarship, teaching, and service. This may require the establishment of facilitated processes dedicated to the needs of the regional campuses (ERC.II.14). The intent of these action items is to allow each of the regional campuses to create strong coalitions with one another in the best interest of the students in the state and to maintain a level of autonomy necessary to meet the needs of the regions they serve.

Strategic Initiative 1.1: Academic Partnerships. Sharing information concerning the academic mission will allow regional campuses throughout the state to embrace and initiate best practices in data collection, development of collaborative learning opportunities, and facilitating engagement.

Actions: To enhance discussion and data collection to promote best practices.

1.1.1: Study course scheduling (ERC.III.16).¹

A. Develop intelligent systems for advance monitoring of mismatches between supply and demand of key course offerings, by subject, time, and medium of delivery.

B. Consider pros and cons of changing times of day, days of week, or overall semester/calendar structure to help students to graduate on time and to optimize the use of facilities.

1.1.2: Collect data from the campuses on active and collaborative learning opportunities to establish a best practices clearinghouse on these pedagogies.

¹ This report incorporates specific recommendations from the ERC report (see Appendix C).

1.1.3: Study alternatives to the current fee structures such as a flat-rate tuition plan for full-time students, creating a common fee structure across campuses for full-time students and/or creating financial incentives for completion of 30 credit hours or on-time graduation to encourage degree completion (ERC.III.20, 21).

1.1.4: Continue analysis of factors that contribute to regional campus students' inability to complete degree requirements on time and develop a plan to address those factors.

Actions: To enhance collaborative program opportunities.

1.1.5: Coordinate the offering of integrated and/or hybrid courses so students can enroll for part of their course work at regional campuses and part at IU Bloomington or IUPUI, especially in disciplines where degrees are not available on regional campuses.

1.1.6: Develop a formal IU structure for communicating about and coordinating online and hybrid degree programs. Form a task force to study the expansion of quality distance learning/online course offerings. Encourage collaboration and coordination among regional campuses to enhance access for students (ERC.II.9).

1.1.7: Catalog degree, certificate, and other academic programs offered at each regional campus. Share this information with internal and external stakeholders to demonstrate the breadth and depth of programs campuses currently offer to serve their regions and the state. This cataloging will also be useful in identifying areas where common programs among the regional campuses are offered and where possibilities for collaboration exist (ERC.II.11).

1.1.8: Coordinate discussions of degree programs with some student interest and need, distinguishing those that are not practical for one campus to offer, due to low enrollment on any one campus or lack of campus resources, but which may be successfully shared among campuses. These efforts may include current programs that can be enriched by sharing upper-level elective courses and programs in emerging fields that hold promise for the regions served by the campuses (ERC.II.11 and ERC.III.18).

1.1.9: Facilitate and coordinate conversations among preprofessional academic advisors and professional school admission staff members to assist students who wish to apply for IU professional programs.

Actions: To facilitate enhanced student engagement opportunities.

1.1.10: Collaborate to facilitate and coordinate students' access to service learning opportunities, internships, and faculty research involving undergraduates that are available beyond the student's home campus.

1.1.11: Collaborate to facilitate and coordinate the communication of overseas study opportunities not available on the students' home campus or not feasible with enrollments from a single campus alone.

1.1.12: Collaborate to facilitate and coordinate opportunities for undergraduate students to present the results of their work in research relevant to community needs, such as an annual regional campus business plan competition for the profit and nonprofit sectors.

Strategic Initiative 1.2: Facilitation. Developing faculty and academic collaboration, building an infrastructure to support regional collaboration, and establishing systems to promote regional planning and policy will promote greater engagement and student success.

Actions: To develop faculty and academic collaboration.

1.2.1: Convene periodic meetings of faculty/staff who oversee active learning initiatives at the individual campuses.

1.2.2: Support collaboration across campuses through annual meetings of directors and coordinators of first- and second-year seminar faculty.

1.2.3: Hold regional campus forums to discuss intellectual property, exploring what intellectual property is, how to protect it, and how to commercialize it.

1.2.4: Convene periodic statewide meetings of faculty by discipline or programs.

Actions: To develop and build infrastructure to enhance regional collaboration.

1.2.5: Inventory existing university-wide meetings, and identify gaps in relation to key *Blueprint* goals and resources needed to support proposed additional meetings (e.g., personnel time, video conference facilities, clerical/administrative support). Create assessment processes to decide when committees are no longer useful or cost effective.

1.2.6: Work with the Office of the Executive Vice President for University Regional Affairs, Planning, and Policy and regional institutional research personnel to coordinate data development that supports the *Blueprint* plan as an ongoing, data-driven conversation among regional campuses; to share information about best practices, successful campus initiatives, and emerging challenges and opportunities (ERC.II.14).

1.2.7: Support active and applied learning through a common website that includes inventories of undergraduate majors and minors, undergraduate research, internship, practicum, service learning, and overseas study opportunities from all campuses.

1.2.8: Develop systematic methodologies campuses can use to assess regional and state needs and identify opportunities for new or expanded educational programs. These might include methods for environmental scanning, conducting surveys, and focus groups with community constituents. Of particular interest would be methods that allow face-to-face interactions that provide opportunities to listen systematically and carefully to stakeholders.

1.2.9: Ensure the teleconferencing infrastructure across the regional campuses is readily accessible and utilize it to facilitate collaborative efforts (ERC.II.15).

1.2.10: Create an infrastructure for quarterly forums for regional campuses to communicate with each other about current efforts and results in engagement, using forums such as IU Northwest’s Council for Regional Engagement and Economic Development (CREED).

Actions: To establish systems that promote collaborative regional planning and policy.

1.2.11: Work collaboratively to develop a common model of tuition/fee charges and financial aid.

1.2.12: Develop a regional faculty council to focus on collaborative efforts of regional campuses. Campus faculty governance organizations would continue to represent campus faculty, and the University Faculty Council would continue to represent all IU faculty members (ERC.II.14).

Strategic Initiative 1.3: Internal and External Partnerships. Establishing and enhancing internal and external partnerships will aid in creating seamless transitions for students who move from one campus to another.

Actions: To enhance Ivy Tech Partnerships.

1.3.1: Coordinate and facilitate conversations among Indiana University and Ivy Tech Community College faculty to assess the needs of students and align the expectations of the various institutions (ERC.II.10).

1.3.2: Encourage Ivy Tech to partner with IU in adopting the Liberal Education for America’s Promise (LEAP) essential learning outcomes to create a 2+2 system for students who complete LEAP learning outcomes at Ivy Tech. Ivy Tech students who have successfully finished an Associate of Arts (A.A.) or Associate of Science (A.S.) degree would then be able to enroll at Indiana University as juniors (ERC.II.10). (See also *BSA* Action 3.4.2².)

1.3.3: Collaborate in an effort to share resources and data with Ivy Tech faculty that would promote a seamless academic transfer.

1.3.4: Extend cooperation with Ivy Tech to reduce variability of transfer agreements for the first 60 credit hours. Consider piloting Lumina Degree Qualifications Portfolio for this purpose. (ERC.II.10).

1.3.5: Allow Ivy Tech students the use of IU facilities at IU student cost (ERC.II.10).

Actions: To enhance partnerships with other educational institutions.

² In some cases, teams developed overlapping *BSA* strategies and actions that are cross-referenced in parenthetical notes in the text (see also Appendix B, *BSA* Team Reports).

1.3.6: Review admission standards for transfer students, using a template agreed upon by the Academic Leadership Council (ALC), with a goal of creating consistency across regional campuses.

1.3.7: Present articulations for courses and degrees to the ALC for approval, oversight, coordination, and systematic implementation across the regional campuses.

1.3.8: Coordinate and facilitate conversations among IU faculty and faculty at secondary and postsecondary institutions to assess student needs and align the expectations of various institutions for student academic performance (ERC.II.10).

1.3.9: Coordinate and facilitate meetings of all IU transfer specialists on a regular basis to discuss issues involving transfer and to ensure consistency of transfer policies and practices. (See also *BSA* Action 2.1.2.)

1.3.10: Create procedures to notify regional campuses when students from their regions are not admitted to IU Bloomington, so those qualified students can be contacted by the regional campus nearest them.

Strategic Initiative 1.4: Faculty Development. Strong support for collaboration, including sharing and/or combining resources, will encourage and enhance the key elements of teaching, scholarship, and service in faculty careers.

Actions: To support faculty collaboration in research, teaching, and service.

1.4.1: Coordinate and facilitate collaborative scholarship with faculty from various campuses and identify faculty resources, available on some campuses but not others (e.g., specialized libraries, equipment) (ERC.II.8.).

1.4.2: Coordinate and facilitate pedagogical development, including such options as temporary faculty exchanges and periodic meetings of teaching and learning center personnel to compare and share best practices.

Actions: To develop incentives and support structures that facilitate faculty collaboration in scholarship.

1.4.3: Develop reward and support structures that encourage faculty scholarship (including applied research and consulting) in areas relevant to local and regional needs.

1.4.4: Create funding and support structures that facilitate faculty travel and other expenses associated with the initiation and sustainability of faculty collaboration in research and curricular activities.

1.4.5: Assist campuses with faculty evaluation processes and the establishment of funding sources to further promote collaboration at the university and campus levels.

PRIORITY TWO: ENGAGEMENT

National research has demonstrated that engaging students in the life of the university has positive effects on student persistence and completion. At regional campuses, it is important to engage students in the life of their communities and to create regional laboratories, such that learning and knowledge permeate communities at all levels. Regional campuses have a central role in maintaining and enhancing the economic, social, and cultural lives of our communities and regions. This priority—engagement with students, faculty and staff, alumni, and communities—is a critical element of creating excellence at the university. As President McRobbie notes in *The Principles of Excellence*, IU will provide an excellent education to its students through a series of strategies: focusing on academic success and completion, ensuring access and affordability, adopting innovative teaching methods, and enhancing and expanding the quality of student life.

Strategic Initiative 2.1: Flexible Learning Environments. Creating multiple, flexible pathways through degree programs will allow students to choose options that best suit their needs.

Actions:

2.1.1: Identify academically sound pathways for high school students to begin earning college credit through dual credit programs and develop the needed programs at the regional campuses, either by building on the Advance College Project (ACP) or by creating new program options.

2.1.2: Appoint “Transfer Specialists” on each campus who will serve as ombudspersons for all potential transfer students both on campus and at off-campus recruiting events. Transfer specialists would serve as advocates for students seeking to transfer in or out of the institution, as resources for faculty and other administrators seeking information about transfer courses or options, and as liaisons to transfer specialists at other institutions. (See also *BSA Action 1.3.8.*)

2.1.3: Develop degree-completion programs for adults, including former IU students, who have stopped out of college by creating programs in formats that best fit their needs, such as accelerated or online options.

2.1.4: Explore alternatives to traditional scheduling practices (such as January terms, flexible summer terms, three-day-a-week scheduling, accelerated courses, and online and/or hybrid courses) so that classes are more available to working adults and students who wish to complete their degrees more quickly. Any standardized university calendar should support these options. (See also *BSA Action 1.1.3* and *Appendix B ERC Report, ERC.III.16.*)

Strategic Initiative 2.2: Pedagogies of Engagement. Research has demonstrated that active learning pedagogies and high-impact practices increase rates of student retention and levels of deep learning, producing greater success for all students.

Actions:

2.2.1: Expand proven, research-based pedagogies that emphasize active and collaborative learning opportunities.

2.2.2: Require applied and active learning experiences (such as service or experiential learning, undergraduate research, internships, and capstone courses) that advance students' learning within their chosen fields of study and engage them with faculty and other students.

2.2.3: Increase offerings of first- and second-year seminars that engage students in the life of the university and sustain that engagement.

2.2.4: Adopt an annual theme that links together common text, courses, and extracurricular activities (such as speakers, programs, discussions, and movies) for an academic year. Consider adopting one annual theme across all regional campuses. (See also Appendix B ERC Report, ERC.II.15.)

2.2.5: Connect students' education to their communities through required courses and activities that promote civic engagement and community service through applied research or other collaboration with local businesses and organizations to address specific community needs.

2.2.6: Provide opportunities for students to take advantage of unique job shadowing and research opportunities not available on their home campuses. (See also *BSA* Action 1.1.10.)

2.2.7: Develop programs that require students to become more engaged over time in out-of-classroom academic and social activities through participation in campus clubs, attending campus events, or contact with professional associations relevant to their majors. Document a student's engagement by means of a "co-curricular transcript."

Strategic Initiative 2.3: Student Support for Success. To ensure that students achieve their degree and career objectives, it is essential we provide them with purposeful pathways and proper support, beginning with their transition from high school to college and continuing throughout their college careers.

Actions:

- 2.3.1: Develop and enhance existing programs that provide mentoring for students making the transition into higher education by pairing them with faculty, staff, more senior students, or alumni.
- 2.3.2: Develop a holistic advising approach that is proactive, developmental, and intrusive, that promotes seamless advising from entry through degree completion, and that is characterized by ongoing contact and communication with students.
- 2.3.3: Integrate career development and counseling into advising, orientation, and programs for undecided students to assist them in declaring a major.
- 2.3.4: Implement an academic and career roadmap to timely graduation for use by students and advisors.
- 2.3.5: Implement a comprehensive early warning system for intervention early in the term.
- 2.3.6: Offer targeted student support services, such as supplemental instruction or tutoring, that extend throughout the entire undergraduate experience and facilitate degree completion through increased student engagement.
- 2.3.7: Encourage students to remain on campus by increasing available study spaces, spaces for computer and technology work, attractive and comfortable spaces where students can gather informally, and student housing where appropriate.
- 2.3.8: Develop a financial literacy curriculum that can be offered through multiple venues such as general education, financial aid and advising offices, or a planner on the campus website.
- 2.3.9: To ensure that students can overcome financial barriers to degree completion, maintain appropriate communication among students, financial aid offices, and academic offices about satisfactory academic progress, debt management, FAFSA (Free Application for Federal Student Aid) completion, and scholarship opportunities.
- 2.3.10: Increase student employment both on- and off-campus in a strategic career-focused manner to help students overcome financial barriers to degree completion and to expand their awareness of available career opportunities. (See also *BSA* Action 2.4.2.)

Strategic Initiative 2.4: Engagement through Strategic Partnerships. Encouraging partnerships with alumni and community organizations ensures that students benefit from the applied learning opportunities, mentoring, and engaged citizenship such partnerships support. This allows the campuses to fulfill their missions to contribute to the well-being of their communities.

Actions:

2.4.1 Actively support faculty and student scholarly engagement with state and regional needs by providing administrative support structures for these activities on each campus. (See also *BSA* Action 1.4.3.)

2.4.2 Engage regional campus alumni by connecting them to students for mentoring relationships and soliciting their input into regional needs and ways regional campuses might assist with those needs.

2.4.3 Develop systematic ways of reporting to the community the breadth and depth of campus outreach efforts, especially those explicitly related to specific state and/or regional needs.

2.4.4 Build collaborative partnerships with local school districts, Purdue, Ivy Tech, and other institutions/organizations in the region to meet regional needs. (See also Appendix B ERC Report, ERC.II.10 and *BSA* Action 1.3.1.)

PRIORITY THREE: EXCELLENCE

In *The Principles of Excellence*, President McRobbie committed Indiana University to the pursuit of excellence in every aspect of the university. The regional campuses embrace this commitment, and, through the *Blueprint* process, describe how we will further promote excellence on our campuses. Through collaboration across campuses and by engaging with our students, our communities, and our state, we will build on the collective strengths and unique characteristics of each campus to create a national model for academic excellence and student success at regional campuses.

We demonstrate our commitment to excellence by supporting faculty scholarship, providing a student-focused educational environment, providing high-quality educational programs and curricula, and participating in national initiatives and best practices in areas appropriate to our regional campus mission. We envision creating a Center for Regional Campus Excellence, which will be a vehicle for collaboration and information-sharing among the regional campuses, with a special focus on teaching, learning, and student success. Such a center is likely to be most effective as a “virtual” center, similar to FACET. This structure would support campus collaboration, while at the same time remaining rooted on the campuses and accountable to the campuses.

Strategic Initiative 3.1: Faculty Scholarship and Creative Activity. Regional campus faculty excel in the scholarship of discovery, scholarship of teaching and learning, and scholarship of application/engagement. Such scholarship and creative work are critical to providing high-quality educational experiences for students.

Actions:

- 3.1.1: Expand the definition of faculty scholarship to include the scholarship of teaching and learning and scholarship of engagement and recognize it in the promotion and tenure process.
- 3.1.2: Provide mechanisms for peer review of scholarly work that is critical to the mission of the regional campuses, but that may fall outside the purview of traditionally defined scholarship of discovery (for instance, applied research pertaining to state or regional needs).
- 3.1.3: Provide additional research grants, summer fellowships, consulting stipends, and/or other sources of support for scholarship and creative activity pertaining to regional and state needs. (See also *BSA* Action 1.4.3.)
- 3.1.4: Initiate and support multicampus research projects that address important regional or statewide issues.
- 3.1.5: Develop research administrative capacity to better represent the interests of the regional campuses and assist regional campus faculty in competing for external funding.

Strategic Initiative 3.2: Student-Focused Educational Environment. Regional campuses are uniquely situated to provide high-quality educational opportunities and environments marked by individual attention to student needs. (See also Strategic Initiative 2.2: Pedagogies of Engagement.)

Actions:

3.2.1: Support increased faculty involvement in scholarship and professional development activities related to successful teaching of regional campus students.

3.2.2: Collaborate between academic affairs offices and University Information Technology Services (UITs) to enhance technology support for teaching and learning.

3.2.3: Provide faculty and academic administrators information about proven, research-based pedagogies that emphasize active and collaborative learning, and support and reward increased use of such pedagogies through faculty development and mentoring (using resources such as FACET and the regional campus teaching and learning centers).

3.2.4: Provide mechanisms for recognizing and rewarding student engagement in the region (for instance, business plan competitions or annual forums for students working on projects for nonprofits to present their work). (See also *BSA* Action 1.1.12.)

3.2.5: Increase opportunities for students to develop leadership skills through minors, co-curricular experiences, and/or leadership academies.

3.2.6: Create a Center for Regional Campus Excellence, to serve as a resource center and clearinghouse for collecting and disseminating best practices in teaching and learning, to support collaboration among the regional campuses, to conduct research on effective strategies for promoting student attainment, and to showcase regional campus successes.

Strategic Initiative 3.3: Meeting State and Regional Needs through Educational Programs. Regional campuses have a long history of meeting the educational needs of their regions. These campuses provide high quality academic programs and curricula that address regional needs and increase educational attainment in Indiana.

Actions:

3.3.1: Lead an active dialogue among teaching faculty at high schools, Ivy Tech, and IU's regional campuses to facilitate curricular alignment. (See also *BSA* Action 1.3.7.)

3.3.2: To facilitate regional campus strategic planning, promote the design, development, and coordination of systematic processes for identifying and prioritizing academic programs to serve projected state and regional needs. (See also *BSA* Action 1.2.8.)

3.3.3: Ensure sufficient institutional research capabilities to support collection and dissemination to regional campuses of information on current and projected regional and state needs.

Strategic Initiative 3.4: National Initiatives and Best Practices. Consistent with Indiana University’s *Principles of Excellence*, regional campuses will seek to participate in national initiatives that promote best practices in areas appropriate to their mission.

Actions:

3.4.1: Join the Voluntary System of Accountability (VSA) initiative “to supply clear, accessible, and comparable information on the undergraduate student experience to important constituencies.”

3.4.2: Adopt the liberal education essential learning outcomes as outlined by the American Association of Colleges and Universities (AAC&U) in their Liberal Education and America’s Promise (LEAP) initiative.

3.4.3: Use best practices, such as those from the Council for Adult and Experiential Learning (CAEL), to create effective and meaningful ways for students who have earned some college credits to obtain college credit for life experience.

3.4.4: Seek the Carnegie Foundation’s Community Engagement Classification, which provides a framework for documenting, assessing, and improving community engagement.

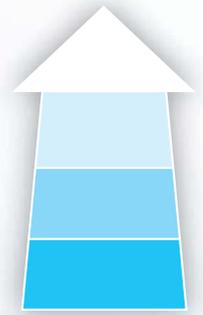
3.4.5: Use best practices for student advising, such as the standards of the National Academic Advising Association (NACADA), including ensuring adequate advising staff, providing ongoing professional development for advisors, and assessing advising effectiveness.

3.4.6: Research and implement best practices for facilitating seamless transfer from two-year to four-year institutions (e.g., regional campuses might have a designated Ivy Tech liaison or transfer specialist).

3.4.7: Adopt nationally recognized approaches to assessing student learning in general education (such as AAC&U’s VALUE rubrics) and in the major or concentration.

3.4.8: Attain specialized (disciplinary) accreditation where available, consistent with the campus mission. Programs in disciplines without specialized accreditation, but with nationally recognized curriculum standards, will meet those standards as appropriate to their scope and mission.

3.4.9: Conduct research through the Center for Regional Campus Excellence that will establish IU as a national leader in best practices for educating first generation, commuter, and/or students with significant work and family responsibilities.



METRICS AND INDICATORS OF SUCCESS

**BLUEPRINT
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Metrics and Indicators of Success

If there is a single metric that indicates improved student attainment at the regional campuses of Indiana University, it is degree completion. However, just as the value of a college education is much more than a mere credential, measures of success must include the processes involved in student attainment and quality of the student's experience. Regional campuses provide benefits not only to the students, but also to the faculty, the community, and the state. Campuses must be able to identify and address the needs of the region in which they are located and leverage the institutional resources to meet those needs.

Each Priority Action Team identified metrics for assessing the success of the strategic initiatives they proposed. These included process metrics, which are useful in charting implementation strategies, and outcome measures, which indicate overall progress. All suggested metrics are listed in the individual Priority Action Team reports, located in Appendix B.

Key metrics were identified for their utility as either indicators of progress or as benchmark comparisons. Most of these metrics pertain to more than one of the three interconnected priorities of collaboration, engagement, and excellence. As noted in Table 1, most of these metrics are readily available.

1. **Student Progress and Success Rate**
Voluntary System of Accountability (VSA) measure that tracks full-time beginners and transfers at four and six years for graduation and continued enrollment at IU and elsewhere
2. **Bachelor's Degrees Conferred**
Ten-year trend, overall and among adult learners (age 25+) and racial/ethnic minorities
3. **State Appropriation per Degree Conferred**
Annual state appropriation in constant dollars, divided by total degrees conferred
4. **Student Learning**
National Survey of Student Engagement (NSSE) self-reported learning as placeholder until VSA measure in place
5. **Transfer and Online Credits**
Includes advanced placement, dual credit, and transfer from other colleges/universities, as well as online credits through IU
6. **Net Price and Loan Indebtedness**
Net price by income level and loan indebtedness among graduates
7. **Minority Student and Faculty Representation**
All regionals combined benchmarked against state demographics
8. **Adult Enrollment Trend**
Includes students age 25+ and students <25 who are financially independent
9. **Transfer Enrollment Trend**
Ivy Tech and other colleges/universities

10. Level of Academic Challenge
NSSE benchmark
11. Quality of Institutional Support
NSSE benchmark
12. Civic Engagement/Diverse Student Experiences
NSSE scale
13. Participation in High-Impact Learning
NSSE benchmark
14. Student-Faculty Interaction and Collaboration
NSSE benchmark measure; credits earned through independent study, research, or directed readings; and faculty/student collaboration on research and service from Faculty Annual Report (FAR)
15. Civic Activities of Faculty
Engagements and collaborations with community and business/industry groups from FAR
16. Faculty Scholarly Productivity
Publications, Grants, and Creative Activity from FAR
17. State, local, and private grants and contracts
All nonfederal sources of grants and contracts
18. Percentage of Graduates Pursuing Advanced Degrees
Segmented to focus separately on academically oriented v. professionally oriented majors
19. Percentage of Graduates Living or Working within Indiana
According to addresses on record with Alumni Affairs and through Indiana Workforce Intelligence System (IWIS) as that source becomes available
20. Student Rating of Educational Experience
NSSE measure

TABLE 1: Availability of Data for Key Metrics

Metric	Data Source
1. Student Progress and Success Rate	University Institutional Research and Reporting (UIRR) and National Student Clearinghouse (NSC)
2. Bachelor's Degrees Conferred	UIRR
3. State Appropriation per Degree Conferred	UIRR
4. Student Learning	National Survey of Student Engagement (NSSE) as placeholder for Voluntary System of Accountability (VSA) measure
5. Transfer and Online Credits	UIRR
6. Net Price and Loan Indebtedness	UIRR
7. Minority Student and Faculty Representation	UIRR
8. Adult Enrollment Trend	UIRR
9. Transfer Enrollment Trend	UIRR
10. Level of Academic Challenge	NSSE
11. Quality of Institutional Support	NSSE
12. Civic Engagement/Diverse Student Experiences	NSSE
13. Participation in High-Impact Learning	NSSE
14. Student-Faculty Interaction and Collaboration	NSSE, UIRR, and Faculty Annual Report (FAR) when available
15. Civic Activities of Faculty	FAR or comparable data
16. Faculty Scholarly Productivity	FAR or comparable data
17. State, Local, and Private Grants and Contracts	Research Administration
18. Percentage of Graduates Pursuing Advanced Degrees	UIRR and NSC
19. Percentage of Graduates Living or Working within Indiana	Alumni Affairs and Indiana Workforce Information System (IWIS) when available
20. Student Rating of Educational Experience	NSSE

TABLE 2: List of Metrics by Category

Metric	Blueprint PAT	Pyramid		
1. Student Progress and Success Rate	ALL	ALL		
2. Bachelor's Degrees Conferred	ALL	ALL		
3. State Appropriation per Degree Conferred	AE	3		
4. Student Learning	EDE	1		
5. Transfer and Online Credits	AI, PT	3		
6. Net Price and Loan Indebtedness	SS, AE	2		
7. Minority Student and Faculty Representation	AI	3		
8. Adult Enrollment Trend	PT	3		
9. Transfer Enrollment Trend	PT	3		
10. Level of Academic Challenge	EDE	1		
11. Quality of Institutional Support	SS	1, 2		
12. Civic Engagement/Diverse Student Experiences	EDE, RSN	1, 2		
13. Participation in High-Impact Learning	EDE, AI	1, 2		
14. Student-Faculty Interaction and Collaboration	EDE, AI	ALL		
15. Civic Activities of Faculty	RSN	3		
16. Faculty Scholarly Productivity	EDE	1		
17. State, Local, and Private Grants and Contracts	RSN	3		
18. Percentage of Graduates Pursuing Advanced Degrees	EDE	1		
19. Percentage of Graduates Living or Working within Indiana	RSN	2		
20. Student Rating of Educational Experience	EDE	1		
<p>Key to Codes used:</p> <table> <tr> <td> <p>Priority Action Teams</p> <p>EDE: Excellent and Distinctive Education</p> <p>SS: Student Success</p> <p>AI: Access and Innovation</p> <p>PT: Pathway and Transition</p> <p>AE: Affordability and Efficiency</p> <p>RSN: Regional and State Needs</p> </td> <td> <p>Blueprint Report Categories</p> <p>1: Excellence</p> <p>2: Engagement</p> <p>3: Collaboration</p> </td> </tr> </table>			<p>Priority Action Teams</p> <p>EDE: Excellent and Distinctive Education</p> <p>SS: Student Success</p> <p>AI: Access and Innovation</p> <p>PT: Pathway and Transition</p> <p>AE: Affordability and Efficiency</p> <p>RSN: Regional and State Needs</p>	<p>Blueprint Report Categories</p> <p>1: Excellence</p> <p>2: Engagement</p> <p>3: Collaboration</p>
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TABLE 3: Master Inventory of Metrics

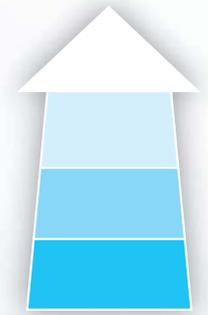
Listed below are the various metrics that have been identified by the Priority Action Teams. Please refer to the attached team reports for additional details.

Master Inventory of Identified Metrics		
Excellent and Distinctive Education	Distinctive Education	Student experience outside of the classroom
		Community impact/engagement
		Structural milestones (LEAP, first-year experience seminar)
		Alumni connections (internships, recruitment)
		Identify milestone opportunities
		Peer group comparisons on progress
	Academic Excellence	Student involvement
		Postgraduate advancement
		Faculty characteristics
	Collaboration	Education for citizenship, leadership
		Applied learning
		Outcomes assessment and program review
	Faculty Development	Faculty research
		Faculty teaching
	Showcase Regional Activities	Current programs
		Faculty research
		Campus collaborations
	Campus Collaborations	Funding support
		Technology access
		Faculty evaluation
		Statewide meetings
	Regional Center for Excellence	Collaboration support
		Applied learning opportunities
		Student-focused education
Student engagement		
AAC&U LEAP initiative		
Outcomes assessment		
Student Success	Graduation rates	
	Retention rates	
	Degrees conferred	
	Cohort reporting on special initiatives (Pell, 21st Century Scholars)	
Access and Innovation	Minority participation	
	Adult enrollment trends	
	Enriching educational experiences	

Master Inventory of Identified Metrics

Access and Innovation continued	Remedial education elimination at regional campuses Distance education	
Pathways and Transitions	Level 1 (high-level admin and external)	VSA (Voluntary System of Accountability) Persistence Measure
		Transfer enrollment trends
		Number of transfers who complete the first year
		Track the success of transfers from one year to the next
		First year academic performance: Examples include:
		<ul style="list-style-type: none"> • Percentage of students with a 2.00 GPA or above after the first year
		<ul style="list-style-type: none"> • Average number of credits completed or the percentage of attempted credits completed
		Transfer from one IU campus to another
		Articulation of transfer credits to degree requirements
		Entry qualifications for new transfers
	Level 2 (internal and implementation)	National Survey of Student Engagement (NSSE)
		Transfer enrollment trends
		Number of transfers who complete the first year
		Track the success of transfers from one year to the next
		Entry qualifications for new transfers
		Financial aid for transfers
		Dual credit transfer
		Underrepresented student enrollment in dual credit
		Track the number of minorities enrolled and compare to number enrolled in dual credit courses
		Articulation of credits meeting general education
Track number and persistence of 21st Century Scholars		

Master Inventory of Identified Metrics		
Affordability and Efficiency	Financial aid utilization	Institutional gift aid
		Unmet student need
	Efficiency of degrees	Degree completion rate(s)
		4-year completion and credit attainment
	Financial literacy	Student financial literacy
		Academic suspensions by SAP
	Degree completion	Student credit levels at graduation
		SAP correlated against grad rates
Regional and State Needs	Number of alumni remaining in Indiana	
	Degree completions in high-need areas	
	Count of civic engagement activities (from the Faculty Annual Report)	
	Adult student degree completion	
	Dollar amount of support for faculty engagement (grants, stipends)	
	Economic impact of regional campuses	
	Obtaining Carnegie engaged institution status	

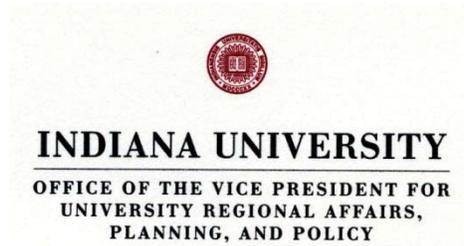


APPENDIX A: SHARED VISION STATEMENT

**BLUEPRINT
FOR STUDENT
ATTAINMENT**



Appendix A: Shared Vision Statement



August 6, 2010

THE REGIONAL CAMPUSES OF INDIANA UNIVERSITY BLUEPRINT FOR STUDENT ATTAINMENT

In order to address the opportunities and challenges facing Indiana University's regional campuses, we must take both immediate actions and make longer-range, strategic plans. Immediate priorities include improving completion rates, expanding collaborative programs, reviewing expenditures, expanding quality distance education, and coordinating general education and facilitating transfer. The present document describes the strategic planning process. The objective of the planning process is to develop strategies that will achieve the shared vision and goals of the IU regional campuses. They overlap with immediate priorities, and they will carry those priorities forward to build a strong and vital future for IU's regional campuses.

Shared Vision for the IU Regional Campuses

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 lifelong 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.

Shared Goals of the IU Regional Campuses

1. The regional campuses will provide an excellent, distinctive, and nationally competitive educational experience for prepared students. We will:
 - Offer a baccalaureate core grounded in the liberal arts, with strong general education and opportunities for undergraduate research;
 - Offer professional education relevant to regional and state needs, including selected master's degrees;
 - Provide student-focused educational environments, including individualized attention from full-time faculty members who are accomplished teachers, expert and current in their fields, and committed to student success;
 - Achieve continuous improvement through assessment of learning outcomes.
2. The regional campuses will be committed to student success. We will:
 - Increase graduation rates and the number of baccalaureate degrees awarded;

- Encourage and facilitate students' steady progress toward degree completion;
- Reduce the average time to degree completion;
- Give particular attention to the success of Twenty-first Century Scholars and Pell Grant recipients.

3. The regional campuses' educational experience will be innovative, flexible, and accessible to a wide range of qualified learners. We will:

- Offer multiple and flexible learning environments to meet the needs of different kinds of students, including expanded online and shared courses and programs;
- Encourage increased participation and success of underrepresented minority, low-income, first-generation, and other under-served students;
- Reach out to individuals who have discontinued their undergraduate education to complete their degrees.

4. The regional campuses will provide a distinctive educational experience that connects readily with the educational experiences provided by community colleges and research campuses. We will:

- Facilitate transfer and articulation of courses and programs from other institutions;
- Work with the community colleges to create a transferable general education core curriculum;
- Offer readily accessible advising to students who are considering transfer to or from our campuses.

5. The regional campuses will keep our programs as affordable as possible. We will:

- Leverage individual and common strengths to create partnerships for efficiency;
- Seek out and implement economies of scale;
- Avoid unnecessary or unproductive duplication of services;
- Assist our students with financial aid from available sources.

6. The regional campuses will be engaged in the lives and development of their regions and the state. We will:

- Develop educational programs and encourage research that is relevant to regional needs;
- Engage in problem-solving and innovation with community and regional partners to address regional needs.

Strategic Planning Process

The strategic planning process will be broad-based and inclusive. The foundation of the process will be six joint faculty-administration teams – *Priority Action Teams* – representing all of the regional campuses. The teams are charged with (1) developing **strategies**, (2) identifying specific **actions**, and (3) adopting appropriate **metrics and targets** for six priority areas based on the shared goals:

- Excellent, distinctive educational experience
- Student success
- Access and innovation in instruction and curriculum
- Pathways and transitions to and from regional campuses
- Affordability and efficiency
- Meeting regional and state needs

The leaders of each team will comprise a *Steering Committee* that assembles the recommendations of each team into a single plan. That plan will in turn be referred to a *Leadership Committee* for adoption and presentation to the President.

The presidentially mandated *Expenditure Review Committee* will be embedded within this organizational matrix, and it will make a separate report on efficiencies, economies of scale, and elimination of unnecessary duplication.

This structure, while complex, will identify strategies, actions, and metrics that are widely understood and thoroughly considered. It will also enable us to identify high-priority strategies, actions, and metrics at the university, multicampus, and individual campus levels of operation.

Priority Action Teams

Each priority area team will have 12 members, consisting of faculty and administrative representatives from each regional campus. Each campus faculty governance organization will be asked to recommend 12 to 15 individuals with suggested subject area assignments; the regional campus chancellors will be asked for recommendations for administrators (vice chancellors, deans, associate deans) for each subject area.

Executive Vice President for University Regional Affairs, Planning, and Policy John Applegate (EVPURAPP) will designate faculty and administrator co-chairs for each team. The co-chairs will establish a workplan, meeting schedules, and assignments of appropriate sub-teams to accomplish the charge in a timely manner.

Meetings of the priority action teams will be conducted to the extent practical via video/audio conferencing. The teams should operate by consensus and use formal voting only if necessary to reach closure.

Student, Staff, and Community Participation

Input from students, staff, and the community will be critical to the success of this process. The extent and nature of that input will vary among priority areas, for example, student input will be particularly important to student success, community input to engagement. Therefore, the form of that input is left to the judgment of each priority team and its co-leaders. Where two or more teams can collaborate to solicit input from students, staff, and communities, they are encouraged to do so.

Steering Committee

The Steering Committee will be composed of the co-chairs of each priority action team and chaired by Judy Palmer, Director of Legislative and Policy Analysis, OVPPAGR/OEVPURAPP. Its charge is to integrate the priority action team strategies, action steps, and metrics, with the goal of developing a single plan that advances the shared vision and goals of the regional campuses.

Leadership Committee

The Leadership Committee will consist of the regional campus chancellors and Associate Vice President Barb Bichelmeyer and be chaired by Executive Vice President Applegate. This committee will adopt the strategic plan and present it to the President for endorsement.

Expenditure Review Committee

The presidentially mandated Expenditure Review Committee will provide a separate report, consistent with the Steering Committee report that focuses on affordability and efficiency in all of the priority areas, as well as other opportunities for efficiency identified by the committee. The core membership of the committee will be the Affordability and Efficiency priority action team. In addition, a member of each priority action team will be designated as liaison to the Expenditure Review Committee to provide input about opportunities to enhance efficiencies and collaboration within the suggested strategies in that area. The Expenditure Review Committee will be chaired by Chancellor Nasser Paydar; Laurie Antolovic' will provide principal support.

Timing

The priority action teams should prepare an interim report by December 1, 2010, and submit them to the steering and leadership committees. The interim reports should include key strategies and representative actions. Priority action teams are encouraged to identify actions that they recommend for immediate implementation. The priority action teams should prepare their final report by March 1, 2011. The steering and leadership committees will complete their review and adoption of the plan expeditiously upon receiving the reports.

Support and Coordination

The Office of the Executive Vice President for University Regional Affairs, Planning, and Policy (OEVPURAPP) will staff each team to provide support as needed. OEVPURAPP will provide any major expenses and required travel, though most business will be conducted by telephone and video conferences and the use of Oncourse project tools. Incidental expenses (copying, telecomm, local support staff) should be borne by individual campuses.

As chair of the Steering Committee, Judy Palmer will serve as Project Director, with responsibility for overall coordination and direction of the *Blueprint* process.

Implementation

The Leadership Committee will present the strategic plan to the President for endorsement. The OEVPURAPP will then work with the regional campus chancellors to begin implementation of the action items as soon as possible.

Charges and Metrics for the Priority Action Teams

The following matrix illustrates how the membership of the priority action teams will be built from faculty and administration representatives from each campus for each priority area:

	EXCELLENT, DISTINCTIVE EDUCATION		STUDENT SUCCESS	ACCESS & INNOVATION IN INSTRUCTION	PATHWAYS & TRANSITIONS	AFFORDABILITY & EFFICIENCY	MEETING REGIONAL & STATE NEEDS
	[faculty]	[admin]					
East							
Kokomo							
Northwest							
IPFW							
Southeast							
South Bend							
Expend. Review Rep. Assoc. VP							

Each Priority Action Team should address at least the following opportunities and issues; they are encouraged to address others within their priority areas:

1. EXCELLENT, DISTINCTIVE EDUCATIONAL EXPERIENCE. The regional campuses will provide an excellent, distinctive, and nationally competitive educational experience for prepared students.

- Education for citizenship, leadership, and the careers of the present and future;
- Active learning: linking professional education and community engagement through service learning, undergraduate research opportunities;
- Providing student-focused educational environments with individual attention to students' needs;
- Actively engaging students in learning and their educations;
- Engaging with the AAC&U Liberal Education and America's Promise (LEAP) initiative;
- Continuous improvement through learning outcomes assessment and program review.

2. STUDENT SUCCESS. The regional campuses will be committed to student success.

- Completion rates and the number of baccalaureate degrees awarded;
- Steady progress toward completion;
- Time to degree;
- Completion and persistence throughout the full- and part-time student body;
- Academic support and remediation;
- Overcoming financial, work, and other barriers to completion.

3. ACCESS AND INNOVATION IN INSTRUCTION AND CURRICULUM. The education provided by the regional campuses will be innovative, flexible, and accessible to a wide range of qualified learners.

- Multiple and flexible learning environments;
- Outreach to underrepresented groups;
- Outreach to adults and individuals who have discontinued their undergraduate education;
- Online and hybrid instructional programs, and platforms for online instruction;
- Accelerated, flexible, and completer programs;
- Shared degree programs.

4. PATHWAYS AND TRANSITIONS. The regional campuses will provide educational experiences that connect readily with the educational experiences provided by community colleges and research campuses.

- Encourage transfer from other institutions, especially community colleges, and support students who transfer to IU's regional campuses;
- Advising for students considering transfer to or from regional campuses;
- High-school-to-college programs, including transition and concurrent enrollment;
- Degree articulation agreements and a transferrable general education core curriculum;
- Synergies with and transfer to research campuses.

5. AFFORDABILITY AND EFFICIENCY. The regional campuses will keep our programs as affordable as possible.

- Shared services and partnership opportunities;
- Consolidation of duplicative services, especially in back-office operations;
- Student financial aid counseling;
- Develop areas of academic specialization.

6. MEETING REGIONAL AND STATE NEEDS. The regional campuses will be engaged in the lives and development of their regions and the state.

- Educational programs that address regional and state needs;
- Research applicable to regional and state needs;
- Outreach and service activities;
- Problem-solving and innovation to address regional needs.

Recommended Metrics

Measurement is crucial for assessing and incenting progress in each priority area. Several metrics and dashboards have already been proposed or are in use. Therefore, rather than “reinventing the wheel,” OEVPURAPP and the Office of University Institutional Research and Reporting (UIRR) will take initial responsibility for developing appropriate metrics (and baseline data) for each priority area. They will work with each priority action team to assure that the adopted metrics are valid, meaningful, understandable, and aligned to the extent possible with the dashboard metrics adopted by the Indiana Commission for Higher Education for its *Reaching Higher* strategic plan. In particular, the priority action team should assist in recommending aggressive but attainable targets and timetables for each measure. The situation of part-time students should receive special attention in developing appropriate measures.

The recommended metrics follow. These reflect the shared goals of the regional campuses, as well as the corresponding Strategic Directions in *Reaching Higher*. Optional campus-specific metrics are also suggested. (For example, the system level indicator for distinctive education employs some general NSSE items in a perceived quality of education scale, whereas campuses might focus on items that relate more specifically to the initiatives and programs that reflect the specific strategies being pursued to create a distinctive education.) A graphical presentation of the metrics, together with suggested goals and timetables, is also attached. These should be treated as the starting points for each priority action team.

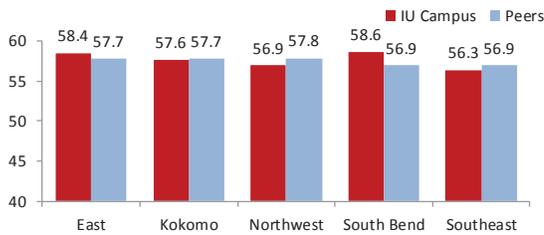
For each priority area, there will be a set of outcome indicators that track overall progress. Individual campuses may supplement these indicators with metrics that relate more directly to local strategies to achieve progress. For example, the shared outcome indicator for distinctive education includes the NSSE item “overall rating of educational experience,” whereas campuses might focus on items that relate more specifically to the initiatives and programs that reflect the specific strategies being pursued to create a distinctive education.

IU Goal <i>(ICHE Reaching Higher Goal)</i>	Shared Outcome Indicators	Prospective Campus Contribution Indicators
<i>Excellent, Distinctive Education</i>	<ul style="list-style-type: none"> Student’s perceived quality of the learning experience (NSSE benchmarks: Level of academic challenge and overall rating of entire educational experience) Student honors/awards/achievements (in development) Student learning gains (NSSE self-perceptions as placeholder for authentic assessment) 	<ul style="list-style-type: none"> Rates of participation in campus-specific “distinctive” programs NSSE benchmarks relevant to campus-specific learning initiatives (e.g., civic engagement, experiential learning, etc)
<i>Student Success</i> (Student Success)	<ul style="list-style-type: none"> Persistence to the second year (FT beginner and transfers) Overall and minorities graduation rate benchmarked against peer institutions Time to degree Degrees conferred Post graduation employment/further education 	<ul style="list-style-type: none"> Persistence and progress to campus-chosen milestones (e.g., into declared major; through years 2, 3, 4; improvement in grade-point average of low performers; senior bottleneck issues, etc.) Licensing and placement rates for students in profession-related disciplines
<i>Access & Innovation in Instruction</i> (Access)	<ul style="list-style-type: none"> Minority participation benchmarked to region Adult enrollment Remedial education Enriching educational experience (NSSE benchmark) Distance education: Enrollment and completion 	<ul style="list-style-type: none"> Development, participation, and student success related to campus-specific innovative learning initiatives Identification and recruitment of targeted populations (e.g., Ivy Tech transfers, adult learners, special talent students)
<i>Pathways & Transitions</i> (Preparation; Student Success)	<ul style="list-style-type: none"> Perceptions of campus support (NSSE benchmark) First-year academic performance Transfer enrollment trend Transfer out to Indiana flagship universities Articulation of transfer credits to degree requirements 	<ul style="list-style-type: none"> Replacement of remediation with other forms of student assistance and evaluation of impact on students Ivy Tech transfer student success in transition (grades/persistence) Transfer credits accepted toward degree requirements
<i>Affordability and Efficiency</i> (Affordability)	<ul style="list-style-type: none"> Net price overall and by income level Excess credits not applicable to degree Appropriated state dollar and total operating budget per degree conferred 	<ul style="list-style-type: none"> Financial aid allocations to meet student need Percentage of students completing FAFSA Cost/overhead containment measures Credit hours
<i>Meeting Regional and State Needs</i> (Contribution to Indiana Economy)	<ul style="list-style-type: none"> Degrees conferred in regional need-related fields Alumni remaining in region Economic Impact Indicators: Student/faculty/staff volunteerism and employment/purchasing impact 	<ul style="list-style-type: none"> K-12 initiatives – arrangements and participation levels Participation in civic engagement programs Use of campus facilities for community events Community participation in campus events, committees, advisory groups

Excellent Distinctive Education

Level of Academic Challenge

NSSE Benchmark, seniors respondents



Goal: Exceed peer average at all campuses by 201x

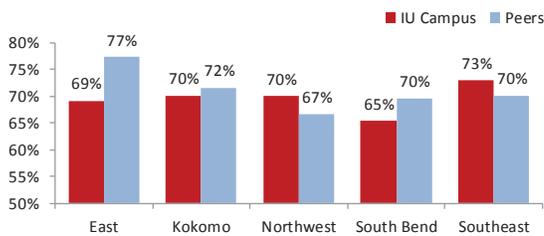
Status: Two IU regional campuses exceed their peer averages, one is at about peer average level and two are slightly below

Measure: The Level of Academic Challenge Scale includes items related to time spent preparing for class; general academic expectations; assignment workload and papers written; and the extent to which higher order thinking skills (e.g., analysis, synthesis, judgment, and application of theory to practical problems) were experienced by students.

*Reponding institutions in the Carnegie Classification category, Master's Colleges & Universities (larger programs)

Overall Rating of Entire Educational Experience

NSSE (Seniors): Percent responding "good" or "excellent"



Goal: Exceed peer average at all campuses by 201x

Status: Currently only two IU regional campuses exceed their peer averages

Measure: Students are offered response choices, "Excellent," "Good," "Fair," or "Poor" to the question, "How would you evaluate your entire educational experience at this institution?"

Student honors, awards, and achievements

MEASURE IN DEVELOPMENT

Self-Reported Learning Gains on General Education Outcomes

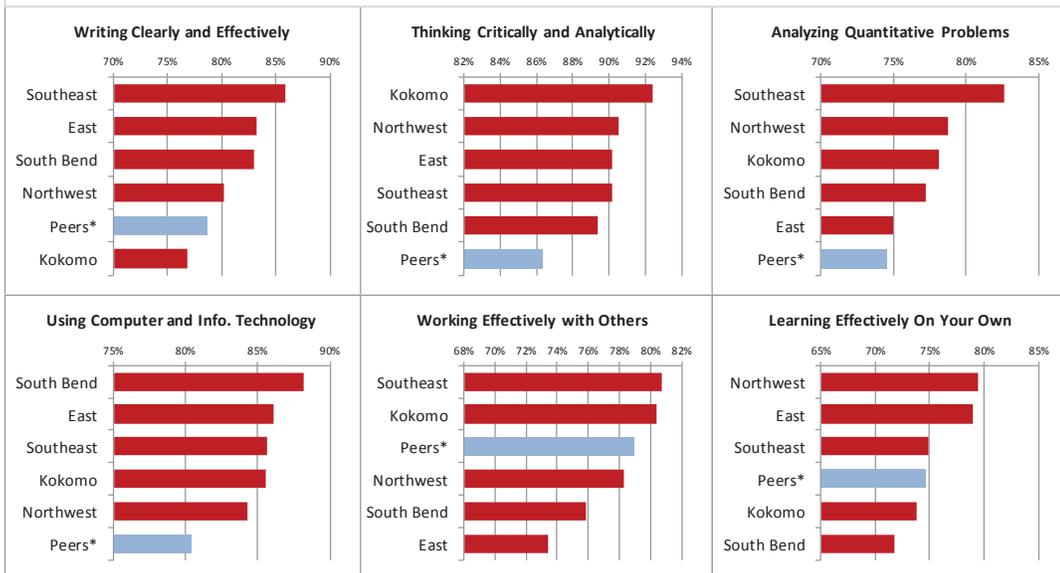
(To be replaced with a more authentic form of learning outcomes assessment)

NSSE Learning Gain Items (Seniors): Percent responding "quite a bit" or "very much" (top 2 choices of 4-point scale)

Goal: At or above peer average (already achieved)

Status: The majority of IU regional campuses perform at or above peer average for most items. Some improvement is needed on the skills related to working effectively with others, as well as self-directed learning

Measure: Percent responding "quite a bit" or "very much" (top 2 choices of 4-point scale) to the question, "To what extent has your experiences at this institution contributed to your knowledge, skills, and personal development in the following areas?"



Student Success

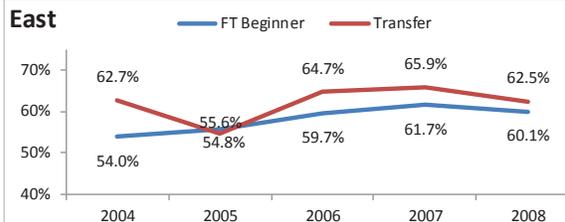
Trend in One-Year Retention of New Full-Time Beginners and All New Transfer Students

Goal: Reach and sustain at least a 70% retention rate at all campuses by 201x

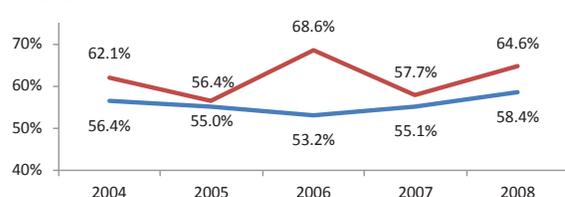
Status: Campuses are showing signs of improvement

Measure: The percentage of entering cohorts of first-time, full-time beginners, and new transfers (any course load), who register for classes for the fall semester of the next year.

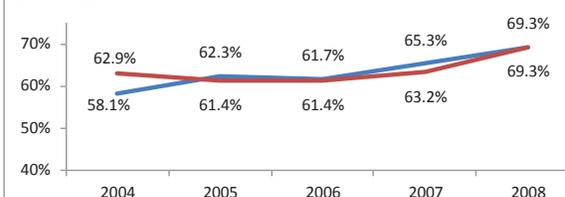
East



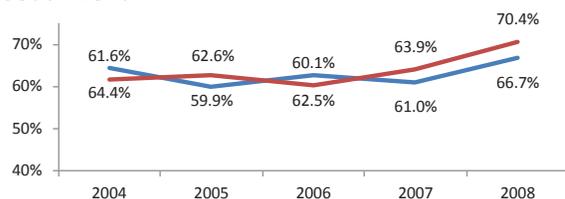
Kokomo



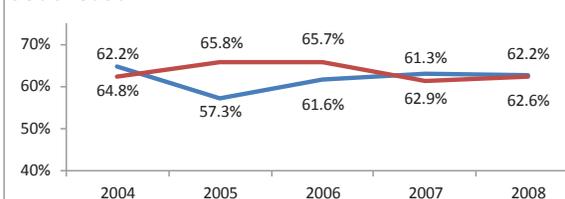
Northwest



South Bend



Southeast



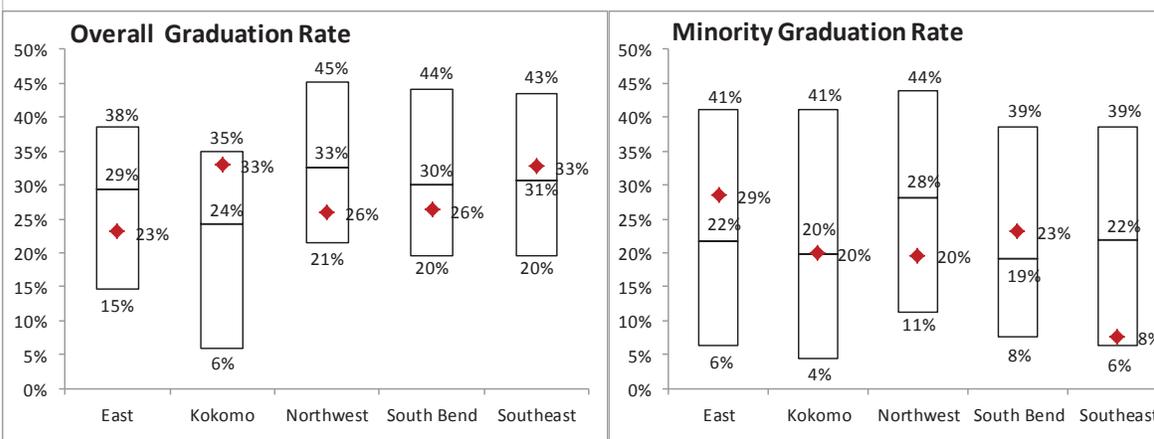
Overall and Minority 6-Year Graduation Rate of Full-Time Beginners

Fall 2002 entering Cohort (for national comparisons)

Goal: At or above peer average by 201x

Status: Only two IU regional campuses currently exceed their peer group averages in overall graduation rate and a different two exceed the peer averages in minority graduation rate.

Measure: Represents the traditional measure based on the graduation status after 6 years of students who begin their academic careers at each institutions as full-time, first-time-in-college students. The top and bottom lines of the boxes represent the highest and lowest peer rate, respectively, the line in the middle represents the peer group median rate.



Time to degree

Goal: Increase percentage of graduates who complete in "on-time" (four-years or less) to one-third of graduating class and decrease percent of those taking more than 6 years to less than one-third of class.

Status: Time to degree has fluctuated but is not yet declining. One-fifth or fewer of students who graduate do so within four years and typically two-fifths take more than 6 years.

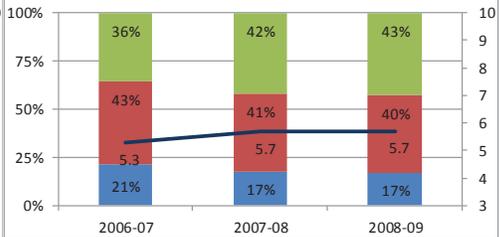
Measure: Time between date of first entry and date of completion for bachelor's degree recipients among those who started at an IU campus as first-time undergraduates.



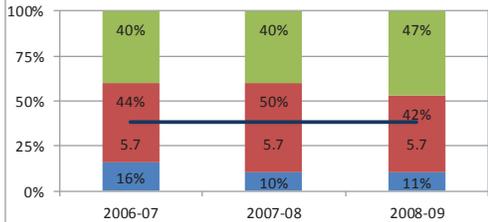
Kokomo



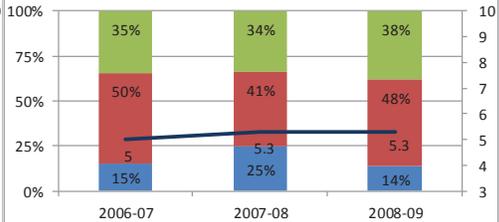
Northwest



South Bend



Southeast



Post graduation employment and further education

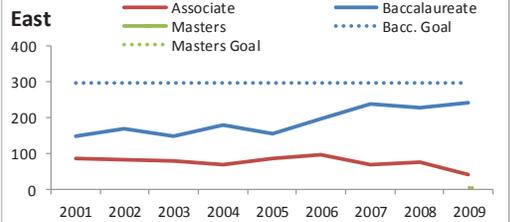
MEASURE IN DEVELOPMENT

Trend in Degrees Conferred

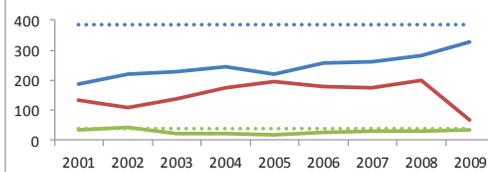
Goal: Increase baccalaureate and master's degree production by at least 50% from the baseline year of 2005-06 by the year 2011

Status: Campuses are generally making progress toward the respective goals.

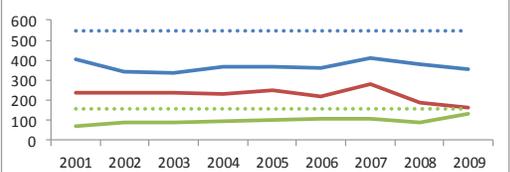
Measure: Number of degrees conferred in the academic year ending with the labeled value (e.g., 2009 is 2008-09)



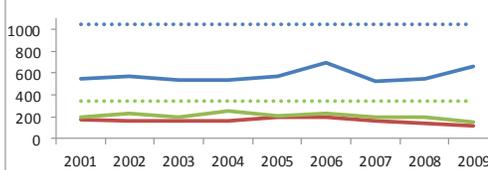
Kokomo



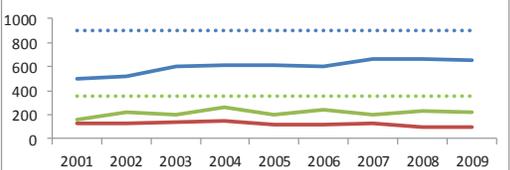
Northwest



South Bend



Southeast



Access & Innovation in Instruction

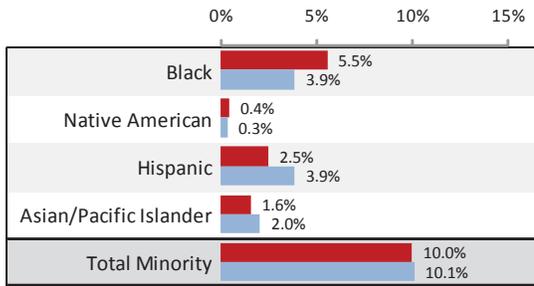
Minority participation benchmarked to service region

Goal: Enroll minority students at least proportional to their representation in the service region

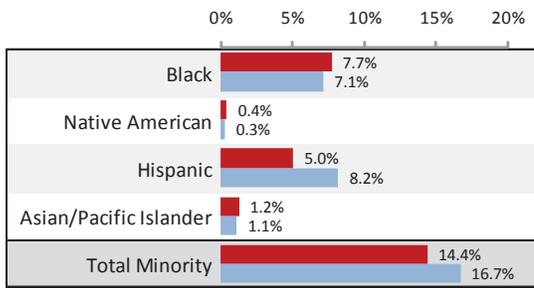
Status: The campuses have generally attained this level of representation with some need to improve participation among Hispanic Hoosiers

Measure: Fall enrollment representation on campuses relative to most current population demographics

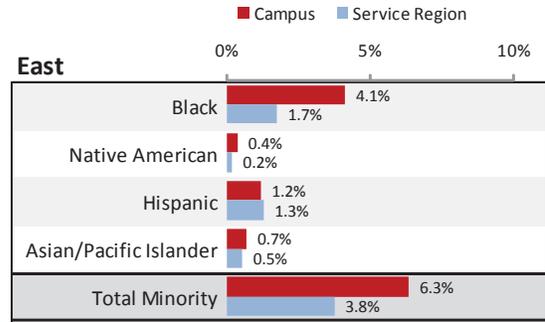
Kokomo



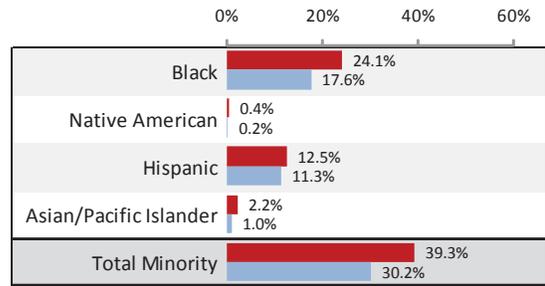
South Bend



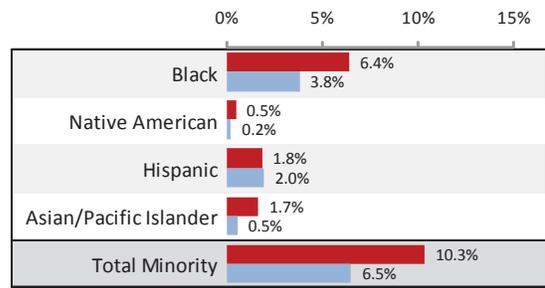
East



Northwest



Southeast

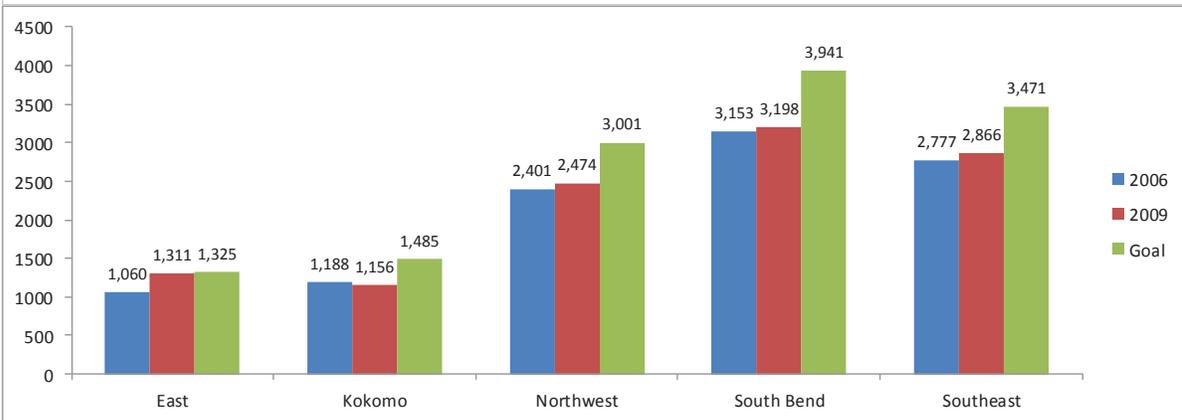


Adult Enrollment Trend

Goal: Increase adult enrollment to 25% higher than Fall 2006 levels by 201x

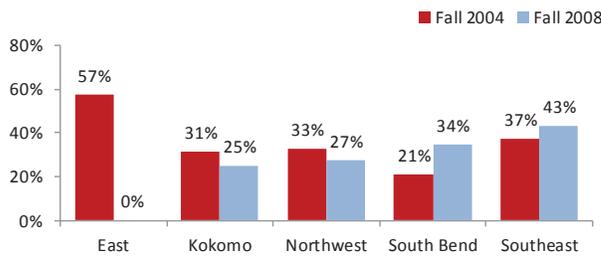
Status: One campus (East) has almost achieved that goal. The others have had modest increases

Measure: The number of students age 25 or older, enrolled in classes as of the census date of the respective fall semester.



Remedial Education

Percent of beginners taking remedial classes



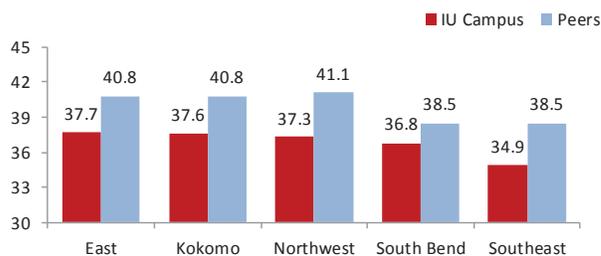
Goal: Eliminate remedial education for traditional beginner students (maintain only as needed for returning adults requiring re-familiarization)

Status: One campus has done so, two others have reduced the level, but for two the level has risen

Measure: Percent of taking remedial coursework, that is, developmental courses in math or English that do not count towards any degree requirements.

Enriching Educational Experience

NSSE Benchmark, seniors respondents



Goal: Achieve peer average at all campuses by 201x

Status: All campuses are currently behind their peer average

Measure: A scale that assesses learning opportunities outside the classroom through items related to interactions and the institutional environment for engaging in out of class interactions, as well as participation in experiential learning opportunities, such as internship, field experiences, community service, foreign language study, study abroad, independent study, capstone classes and learning communities.

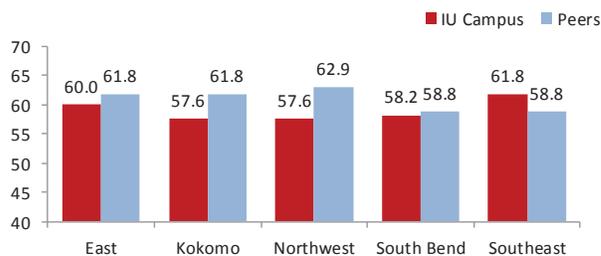
Distance Education Courses: Enrollment and Completion Trend

MEASURE IN DEVELOPMENT

Pathways & Transitions

Perceptions of Campus Support

NSSE Benchmark, seniors respondents



Goal: Meet or exceed peer average at all campuses by 201x

Status: One campus exceeds the peer average and one is close.

Measure: A scale based on students' perceptions regarding the institutions commitment to their success through the availability of support services and the cultivation of positive social relations among different groups (other students, faculty members and administrative personnel and offices).

First-year academic performance, course completion and credit accumulation

Goal: Improve credit accumulation and average graduates among first year students by <amount in timeframe>

Status: First year performance did not change between 2005-06 and 2009-10. Students are successfully completing only two-thirds of the credit hours in which they enroll and more than a third are averaging below a 2.00 GPA

Measures: Number of credits attempted, number and percent completed, average first year GPA and % obtaining a GPA above 2.00

	2005-06					2009-10				
	Credits Attempted	Credits Completed	% Completed	Average GPA	% GPA >=2.00	Credits Attempted	Credits Completed	% Completed	Average GPA	% GPA >=2.00
East	23.1	17.1	71%	2.33	66%	25.3	19.3	72%	2.21	63%
Kokomo	23.3	16.7	68%	2.15	60%	23.4	17.0	68%	2.13	60%
Northwest	22.6	16.4	67%	2.16	63%	22.3	16.2	68%	2.07	58%
South Bend	23.1	17.1	70%	2.08	59%	22.0	16.3	69%	2.06	58%
Southeast	23.8	18.0	72%	2.27	66%	23.2	17.8	73%	2.16	61%

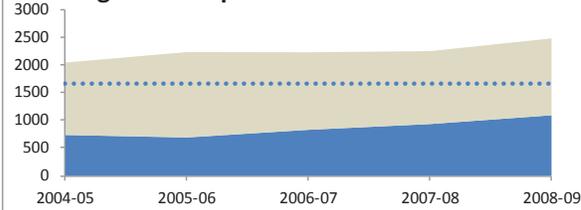
Transfer Enrollment Trend

Goal: Increase number of IU students who have transferred credits from Ivy Tech Community College to double the number enrolled in academic year 2006-07 by 201x (

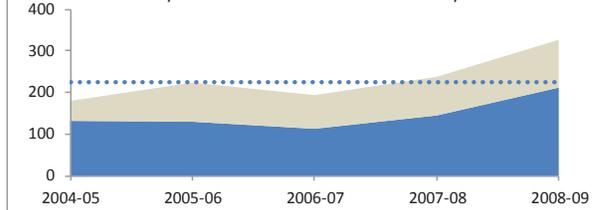
Status: The regional campuses are generally making steady progress with one campus nearly reaching the goal

Measure: The number of enrolled undergraduates having transfer hours from an Ivy Tech Community College campus or from any

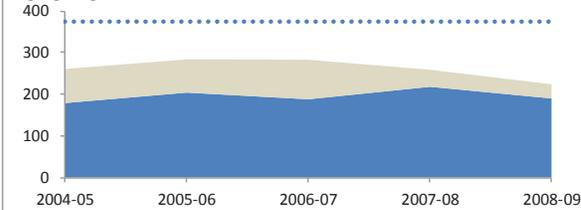
Total Regional Campuses



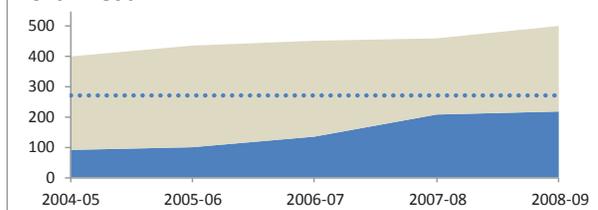
East



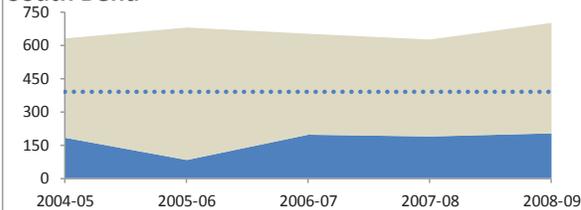
Kokomo



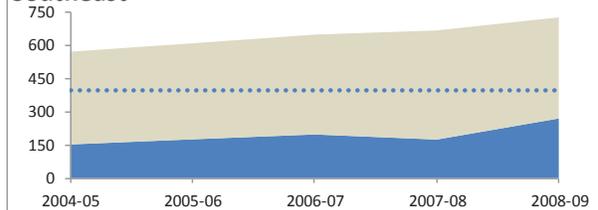
Northwest



South Bend



Southeast



Transfer out to Indiana Flagship Four-Year Institutions

MEASURE IN DEVELOPMENT

Articulation of Transfer Credits to Degree Requirements

MEASURE IN DEVELOPMENT

Affordability and Efficiency

Net Price Overall and by Income Level

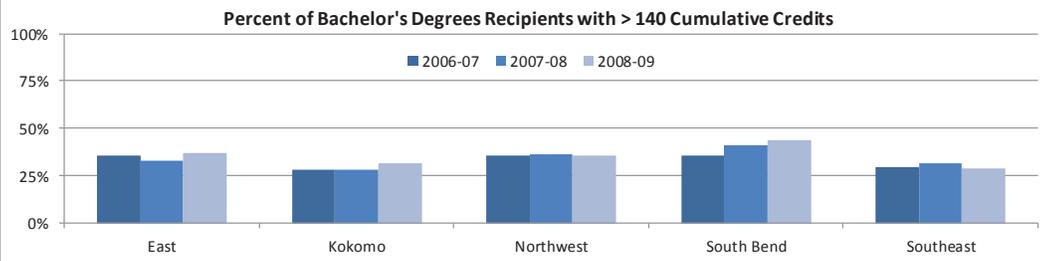
	East	Kokomo	Northwest	South Bend	Southeast
Goal: Reduce the net price in the lowest three income categories, to no more than 20% of the midpoint income range (3,000, 7,800 and 12,300, respectively); contain costs in the other categories indexed to inflation					
Status: Most campuses are OK in the second lowest two categories but all need work within the lowest income category					
Measure: The federal net price statistic required under the Higher Education Opportunity Act					
Overall					
Total Costs	\$ 14,341	\$ 14,026	\$ 16,231	\$ 14,316	\$ 15,250
Average Grant Aid	5,807	5,345	5,019	5,804	5,866
Net Costs	\$ 8,534	\$ 8,681	\$ 11,212	\$ 8,512	\$ 9,384
Prior Two Years					
2007-08	9,406	7,639	9,312	7,747	8,443
2006-07	7,748	7,702	9,284	8,183	8,735
2008-09 by Income Level					
\$0 - 30,000	6,769	6,025	8,911	6,572	7,092
\$30,001 - 48,000	8,348	6,755	10,702	7,972	3,382
\$48,001 - 75,000	11,054	10,286	12,620	10,630	10,724
\$75,001 - 110,000	12,837	12,391	13,940	12,909	13,879
\$110,001 and more	13,175	11,567	13,854	12,705	13,814

Excess Credits Not Applicable to Degree

Goal: Reduce the percentage of students obtaining bachelor's degrees with more than 140 cumulative credits to 20% by 201x

Status: Percentages have been increasing slightly, primarily due to increases in transfer hours that do not count towards degrees

Measure: The percentage of bachelor's degree recipients in an academic year who have more than 140 credits through both IU courses completed and transfer credit.

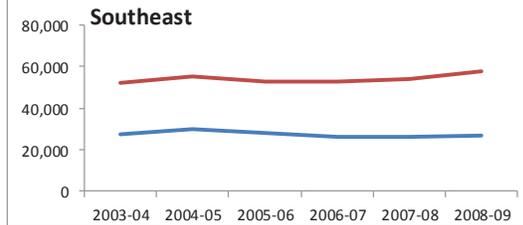
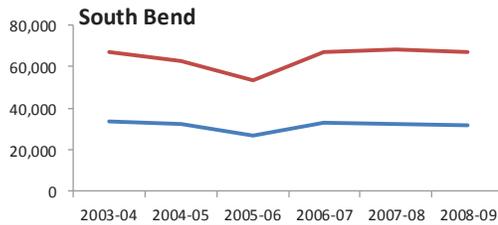
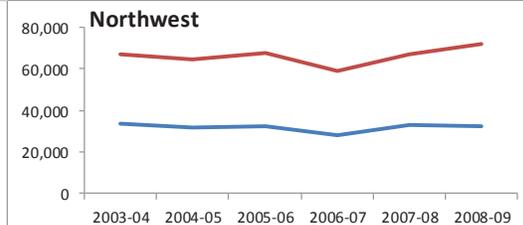
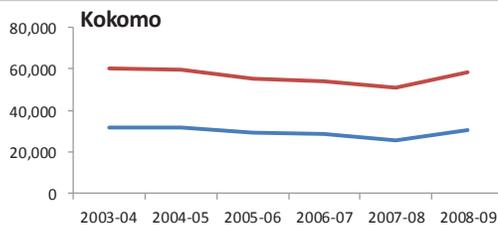
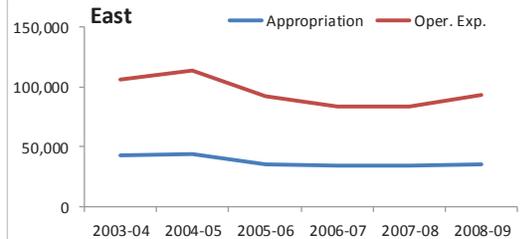


Appropriated State Dollar and Total Operating Budget per Degree Conferred

Goal: Maintain or improve (decrease amount) current level

Status: There have been some ups and downs but generally the levels for both indicators, and especially state appropriation per degree conferred, have been relatively flat

Measure: State appropriation and operating expenditures (minus auxiliaries) are adjusted to current dollars (using the average annual consumer price index) and then divided by the total number of degrees conferred.



Meeting Regional and State Needs

Degrees in Regional Need-Related Fields

MEASURE IN DEVELOPMENT

Alumni Remaining in Region

MEASURE IN DEVELOPMENT

IU Economic Impact Indicators

Goal: Increase impact of regional campuses in their communities, especially through the direct contributions of students, faculty, and staff through service learning and volunteerism

Status: The data are from a baseline study conducted in 2008.

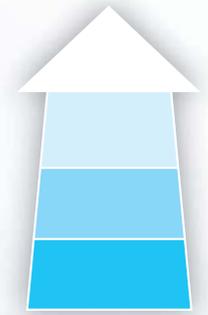
Measure: Economic impact analyses conducted by the Indiana Business Research Center. Further details are available at: <http://www.ibrc.indiana.edu/studies/IUimpact/>

Estimated benefits of student and staff civic contributions (2006-07)
(thousands of dollars)

	East	Kokomo	Northwest	Bend	South	Southeast	Total
Service Learning	\$ 74.6	\$ 27.2	\$ 41.6	\$ 41.1	\$ 80.8	\$ 265.3	
Volunteerism	204.3	96.1	83.2	480.5	600.8	1464.9	
Total	\$ 278.9	\$ 123.3	\$ 124.8	\$ 521.6	\$ 681.6	\$ 1730.2	

Estimated employment and economic footprint
(millions of dollars)

Staff Compensation	\$ 15.1	\$ 16.1	\$ 31.3	\$ 45.0	\$ 33.8	\$ 141.3
Purchases/Contracts	7.4	6.3	23.4	21.1	18.3	76.5
Visitor Expend.	0.1	0.1	0.1	0.1	0.3	0.7
Total	\$ 22.6	\$ 22.5	\$ 54.8	\$ 66.2	\$ 52.4	\$ 218.5



APPENDIX B: BSA TEAM REPORTS

**BLUEPRINT
FOR STUDENT
ATTAINMENT**



Appendix B: *BSA* Team Reports

Access and Innovation

KEY

ST= Short Term

HP=High Priority

Introduction

Three general themes inform the recommendations we have made for increasing access and innovation among IU regional campuses. First, we propose further development and offering of online and hybrid platforms for both individual courses and entire programs. Second, we propose developing programs to increase instructional access to the wide range of students in our system. These first two propositions will only be made possible by developing and funding new organizational structures that are empowered and equipped to facilitate collaboration across the system.

This final report is the collective efforts of the Access and Innovations *BSA* Priority Action Team. Across the fall and spring semesters, this group met multiple times, completed multiple homework assignments, and had very far-reaching and thought-provoking discussions. These combined efforts have ultimately led to the document you have before you, which we believe represents, key strategies for moving forward in collaborative ways to enhance student attainment at the IU regional campuses.

Raul Mosley and Cynthia O'Dell, Co-Chairs

Pat Ames, Mary Cooksey, Carl Drummond, Melanie Hughes, Michael LaPointe, Mark Masters, Kathy Parkison, Larry Richards, P. N. Saksena, Tanlee Wasson, Members

1) Develop online and hybrid education capacities and offerings

Strategy 1A: Develop a formal IU structure for communicating about and coordinating online and hybrid degree programs.

- Create an online catalog and schedule of classes showing all online courses available at all regional campuses each semester. At present, students don't know what online courses are offered. **HP**
- Create an online student support and faculty support infrastructure at each campus, sharing resources across all campuses whenever feasible.
- Create a process that makes it easier for students to transfer online courses from one IU campus to another. **HP**

Strategy 1B: Make more complete programs available online.

- Examples might include: full general studies degree (currently being prepared), a general studies completion (for transfer students with an A.A. or A.S.), an executive M.B.A., a standard M.B.A., and whatever nursing degrees are suitable for online delivery. Some technical programs (software engineering and software development, for example) are also candidates for online delivery.

2) Develop coherent programs and strategies to meet the needs of varying student subgroups including adult learners, transfer students, underprepared students, and underrepresented students

Strategy 2A: Design programs with incentives for our diverse student population to stay on track without using remedial courses.

Strategy 2B: Develop accelerated completer programs for adults who wish to complete a degree program in less than four years.

- Develop a proposal for an Assessment of Prior Learning (APL) program similar to what's already being offered in some of the California community colleges or reactivate the "Success by Degrees" program offered at IU South Bend in the 1990s; additional input from Continuing Studies at IU can also be sought; reduced cost for credits provided through APL. **HP**
- Develop online/hybrid completer program for students who have finished significant portions of their degree (B.A./B.S. in progress or A.A./A.S. already earned) and who are in good standing. **HP**

Strategy 2C: Offer classes and full degree programs at times/on days more convenient for working adults.

- Create a "Weekend University" (Fridays and Saturday). **ST HP**
- Program a sufficient number of major courses and general education courses early in the morning, late afternoon, evening, and on weekends so that working adults can earn a degree by attending other than during the day. **ST HP**
- Provide needed support services, accessible online, possibly rotating the responsibility between regional campuses. **ST**
- Well defined paths for students through the curriculum to decrease time to degree. **ST HP**

Strategy 2D: Identify students who have previously attended an IU campus but stopped short of degree completion and re-engage with them.

- Contact stop-outs (perhaps using an independent firm) and find out why they left and what would encourage them to return. **ST**
- Do a better job of providing information regarding timing of offered courses so that students don't have to wait multiple semesters for a required course. **ST HP**

Strategy 2E: Evaluate current academic programs for the potential to develop accelerated formats.

- Consider number of majors, admissions criteria for the accelerated programs, and the benefits an accelerated format would have for both the institution and student. **HP**

Strategy 2F: Increase use of alternative scheduling/pedagogy.

- More weekend courses (meet Saturday and/or Sunday only) especially for fields such as the business school, social work, and education. **ST HP**
- Partial semester classes – alternatives to standard semester blocks. **ST HP**
- More use of off-campus sites (satellites, high schools, etc.) in a more planful way so that students could accumulate important general education credits there before moving to the main campus. **ST HP**

- Enhance cooperation with Ivy Tech (eg. shared advisors for each campus, attention by departments to courses that prepare students for majors at the IU regionals, etc. – some of this is already going on at various campuses – perhaps make this more uniform and help all campuses understand what practices work to enhance smooth transition to IU regionals and success completing bachelor’s degrees).

3) Implement new structures to facilitate collaboration across campuses while at the same time making regional distinctiveness more broadly available by networking the campuses at multiple levels

Strategy 3A: Regional Campuses Should Collaborate to Enhance Experiential Learning

- Collaborate with other regionals to launch/continue supporting learning experiences like: IU undergraduate/graduate research and creative activity conferences, IU Regional Science Bowl, IU Regional Athletic Tournament, study abroad programs tailored for commuter students, field schools, internships, practica. **ST**

Strategy 3B: Regional Campuses Should Collaborate to Enhance Pedagogy.

- Share pedagogical knowledge – experts in collaborative learning, experiential learning, large classroom pedagogy, etc. known across campuses and share expertise (perhaps catalogued and arranged through the Teaching and Learning Centers on each campus or through FACET).
- Bring departmental faculty members from the different campuses together on a regular basis to share information and foster collaboration, possibly leading to shared curricula, degree programs, or interdisciplinary offerings.

Strategy 3C: Create an administrative office to coordinate the logistics of regional collaboration

- Develop a shared academic calendar across the regionals to facilitate all levels of collaboration.

Metrics

External Metrics

1) Minority Participation benchmarked to service area

Goal: Enroll minority students at least proportional to their representation in the service region.

Measure: Fall enrollment representation on campuses relative to most current population demographics.

2) Adult Enrollment Trend

Goal: Increase adult enrollment to 20% higher than fall 2006 levels by 2016.

Measure: The number of students age 25 or older, enrolled in classes as of the census date of the respective fall semester.

Suggested addition to this metric: number of former stopouts enrolled in classes as of the census date of the respective fall semester; alternately, increase in credit hours taken by students age 25 or older could be tracked rather than student numbers.

3) Enriching Educational Experience

Goal: Achieve peer average at all campuses by 2016. Note: Peer Institutions may need to be reevaluated for this metric.

Measure: A scale that assesses learning opportunities outside the classroom from NSSE.

4) Remedial Education

Goal: Eliminate remedial education for traditional beginner students (maintain only as needed for returning adults requiring re-familiarization and students needing only remediation in one area as opposed to multiple areas).

Measure: Percent of students taking remedial course work that is developmental—courses in math or English that do not count toward any degree requirements.

5) Distance Education

Goal: Increase whichever one is ultimately chosen by 20% by 2016.

Possible Measures:

A) Number of credit hours generated by online courses by campus per semester.

B) Number of online courses per campus per semester.

C) Number of cross-enrollments in online offerings between campuses.

Internal Metrics – progress on strategies/action steps selected could be on a three-year-timeline so that changes created by engaging with those strategies can be reflected in the external metrics by the five-year-timeline proposed above.

APPENDIX: ADDITIONAL STRATEGIES and ACTION STEPS

Strategy: Encourage Student Success in College-Level Mathematics and Writing

- Create a system-wide taskforce to develop an IU-wide approach to this topic.
- Work with K-12 to clarify college-level expectations for math and writing.
- Work with K-12 to enhance math and writing skills of entering college students.
- Adopt the LEAP initiative on our campuses.
- Work with community colleges in Indiana on skills needed to be successful at the baccalaureate level.

Strategy: Targeted Recruitment of Hispanic Students

- Identify local organizations that support Hispanic population and participate (e.g., Hispanic Connection in Southern Indiana; local churches with large Hispanic organizations).
- Form a local organization, if none exists. For example, the University of Kansas formed the Latino Vision Council to shape recruitment efforts.
- Employ bilingual admissions counselors and advisors (shared across campuses as possible).
- Identify financial aid opportunities, including support for undocumented students (*Journal of College Admission*, Winter 2010, 21-25).
- Explore creating minors, majors, certificates with a focus on Hispanic culture.
- Develop bilingual materials (English and Spanish) for the parents for marketing, academic, and student services purposes to the maximum extent possible.
- Designate an individual on campus to work with underrepresented groups to enhance their success in higher education.

Strategy: Evaluate Underrepresented Student Success (Graduation and Retention Rates) and use data to create positive change

- Further collect and analyze data and trends for all regional campuses (provided in initial *Blueprint* data as Overall and Minority six-Year Graduation Rate of Full-Time Beginners).
 - Knowing which campuses are successfully retaining and graduating students broken down by targeted underrepresented groups, in addition to enrollment data, may help regionals decide which student services are potentially most successful for student success.
- Identify most effective student services support programs.
 - Assessment data should be available, generated to justify continued budgetary support.
- Create a regional campus symposium of student services for sharing best practices and outcomes.
- Identify and implement shared programs, where a regional approach would be beneficial (shared speakers, conferences, etc.).

Strategy: Streamline/simplify processes for students to transfer from Ivy Tech to IU or between IU campuses

- Develop articulation agreements to facilitate smoother transfers particularly with respect to general education and courses in the majors.

Strategy: Provide academic and financial assistance to nontraditional students

- Determine ways in which academic assistance can be provided to adult learners and returning students, potentially at nontraditional times of the day in an online and shared environment across campuses.
- Evaluate “It Shows” [Penn State program] as a model for reaching out to adult learners (<http://www.outreach.psu.edu/adult-learners/>).
- Locate or create scholarships, grants, loans, or other sources of financial aid for which non-full-time students can qualify (most currently available financial aid is available to full-time students only).
 - Contact IU Foundation regarding aid available to part-time students.

Strategy: Build a cross-regional infrastructure to support online and hybrid course and program delivery

- Constitute a cross-regional task force of faculty and academic professionals to: (1) identify and evaluate needs and issues associated with creating and maintaining online and hybrid courses, and (2) make recommendations for collaborative approaches for implementing best practices and program support structures. (e.g., instructional design specialists, development tools, faculty training, and summer camps, etc.)
- Constitute a cross-regional task force of student affairs and enrollment professionals to: (1) identify and evaluate needs and issues associated with creating and maintaining student support systems for online and hybrid programs, and (2) make recommendations for collaborative approaches for implementing best practices and student support structures. (e.g., admissions, financial aid, registration, advising, testing, help desks, student orientation/training, etc.)
- Create an IU-wide library (and toolbox) of course development and enhancement materials, with knowledgeable staff directly accessible to cross-disciplinary teams of course developers. (e.g., web resources, YouTube library, etc.) – resulting in coordination and sharing of the development of online courses across campuses.
- Lead regional campuses in developing online courses featuring the faculty’s specialty regarding dominant industries in their area. For example, IUSE could offer programs focusing on logistics, and IUK could offer programs relating to automotive manufacturing. By offering these programs online, students can learn from experts throughout the IU system.

Strategy: Launch a study to explore the advantages and disadvantages of shared degree programs across the IU regionals

- Appoint a task force for this purpose.
- The task force would explore the following:
 - The potential savings that could result from shared degree programs.
 - The impact on human resources including programs that might close and faculty/staff who would lose their jobs.
 - How shared degree programs will benefit students.
- The task force should also draft a plan that explains how shared degree programs could work across the IU regionals. Issues to be addressed include:
 - How could faculty be shared via collaborative scheduling so that they could teach at more than one campus?
 - Does the IU system have the technology and facilities allowing students at multiple campuses to take the same course?
 - How can online courses be used to increase enrollment on specific campuses?
 - What criteria should be used to determine which degree programs should be shared?
 - Which degree programs should be shared?
- Ultimately, the task force will make a recommendation on whether the financial advantages of sharing degree programs outweigh the loss of jobs and departments on some campuses.

Strategy: Create new programs and restructure existing programs to maximize expertise available on the regional campuses

- Develop a system for campus communication about common interests in new program development. Change new program proposal process to include a requirement for exploration of collaboration with another regional campus.
- Create a structured system for sharing courses between regional campuses that includes instructions for sharing expenses and income (i.e., 50/50 split, proportional enrollment, course sharing to alternate income and expense).
- Appoint a coordinator and a team to manage shared degree programs.

Strategy: Create a region-wide campaign to demonstrate the university's long-term commitment to transforming our campuses

- The IU Office of the Executive Vice President should develop a task force to construct a region-wide campaign to promote a culture of innovation.
 - Identify and eliminate needless barriers to developing a culture of innovation
 - Identify ways to help increase the mindset for innovation.
 - Host a significant speaker to kick off the campaign – perhaps Jon Kao, author of *Innovation Nation* – host centrally and stream live to the other campuses for those who can't be present.
- Develop Annual Awards for innovation to be presented at campus convocations (for administrators, faculty, and staff).

- Celebrate innovations and innovators across the campuses.
- Publicize nationally successful innovation that is groundbreaking for higher education.

Strategy: Revise faculty governance (and IU) processes to allow almost immediate implementation of innovations that require a substantial organizational or academic change effort in order to adapt to the rapidly changing environment of higher education

- Develop a Regional Faculty Council – in terms of structure it could focus on collaborative efforts of campuses; Campus Faculty Orgs/Senates continue to represent campuses and UFC continues to represent all IU faculty.

Affordability and Efficiency

Final Report: Blueprint Affordability and Efficiency Priority Action Team

1. Introduction

The Affordability and Efficiency Priority Action Team (hereafter, “A&E team”) was charged to focus on the shared goal that regional campuses keep an IU-quality education as affordable as possible. (Regional Campuses of Indiana University Blueprint for Student Attainment, p. 8) In the *Blueprint* document, the A&E team was charged to identify strategies, actions, and metrics germane to four points:

- Shared services and partnership opportunities
- Consolidation of duplicative services, especially in back-office operations
- Student financial aid counseling
- Develop areas of academic specialization

Several of these points are addressed in the Expenditure Review Committee (hereafter, the “ERC”) Final Report, submitted 1/11/2011, by Chancellor Nasser Paydar, who chaired the committee. In particular, the ERC report explores ways to increase efficiency on regional campuses by sharing services and partnering together, by consolidating duplicative services, especially in back-office operations, and by identifying underperforming or redundant activities, in accordance with the committee’s charge from President Michael McRobbie. The A&E team simultaneously served as the ERC. The ERC Report recommends further investigation of several key areas that promise to improve efficiency of operations on regional campuses, without compromising quality. In addition to the ERC Report, the IU-wide Cost Benchmarking Project, led by Kathleen McNeely, should also offer insights into improving efficiency of back-office operations on the regional campuses. Hence, this report focuses on factors affecting the affordability to students of an IU-quality education on the regional campuses of IU.

The A&E team began with several brainstorming sessions, both as a committee and in various venues on our several campuses, discussing what factors affect the affordability of higher education to our students. We construed affordability broadly, in an effort to think “outside the box” as we were charged, and compiled suggestions about how to improve affordability so understood. In subsequent video conferences, we sorted through, refined, and organized our ideas. Appendix A presents an eight-page compilation of suggestions from students, staff, and faculty on our campuses, some of which may be of use to the Steering Committee in writing the final *Blueprint* report, or to other readers. Appendix B presents a short list of suggestions that attracted support within the team, but which did not make the final cut.

2. Strategies and Prioritized Action Steps

The A&E team recommends three strategies and prioritized action steps to advance those strategies.

Strategy: Identify and address factors affecting students’ ability to afford higher education, including student indebtedness, financial aid, and fee structures.

Action steps:

1. Conduct a review of university and campus financial aid policies and guidelines, including processes related to awarding, packaging and refunding, and administration of

scholarships. Among other issues, ensure appropriate communication between academic and financial aid offices on satisfactory academic progress and debt management, and ensure scholarships are awarded in a timely manner to address recruitment and retention goals.

2. Form a committee to study alternatives to the current fee structures to encourage degree completion.
3. Study pros and cons of regional campuses controlling their own tuition charges in exchange for declining state appropriations.
4. Set up a task force to review financial literacy curricula for college and college-bound students, with aim of developing a general education course on financial implications of higher education. Curriculum might cover: the cost and value of a college education, debt management, available sources of funding (financial aid, scholarships, work-study, internships, on-campus employment), and the financial aid process. Design an assessment tool and seek grant support for project.
5. Develop a scholarship fundraising campaign. This could be coupled with a plan to partner with businesses to underwrite employee tuition costs and explore how to expand business sponsorships across state lines.

Strategy: Conduct an on-going analysis of factors that contribute to students' inability to complete degree requirements on time at regional campuses and address those factors.

Action steps:

1. Conduct a study of course scheduling. Develop intelligent system for advance monitoring of mismatches between supply and demand of key course offerings, by subject, time, and medium of delivery. Consider pros and cons of changing times of day, days of week, or overall semester/calendar structure to help students to graduate on time and to optimize the use of facilities.
2. Form a task force to study the expansion of quality distance learning/online course offerings. Encourage collaboration and coordination among regional campuses to enhance access for students.
3. Form a task force to identify academically sound pathways for high school students to begin earning college credit before graduation.

Strategy: Continue an ongoing, data-driven conversation among regional campuses to share information about best practices, successful campus initiatives, and emerging challenges and opportunities—without proliferating offices or meetings needlessly.

Action steps:

1. Inventory existing meetings among counterparts across regional campuses. Identify any obvious gaps in relation to key *Blueprint* goals and resources needed to support proposed additional meetings (e.g., personnel time, video conference facilities, clerical/administrative support). Each proposed new collaboration should have a built-in assessment point to decide when it is no longer useful, or cost (resource)-effective.
2. Work with Executive Vice President Applegate's office and regional Institutional Research personnel to coordinate data development to support *Blueprint* plan.

3. Metrics

The A&E Team recognizes the importance of metrics to the *Blueprint* project. It is important for regional campuses both to be accountable and to be seen to be accountable by internal and external stakeholder groups, and appropriate metrics can contribute to accountability. Metrics are also important for intentional organizational operation: as regional campuses continue to identify, implement, and fine-tune best practices, relevant measures are needed to assess the effectiveness of action steps undertaken, in relation to the strategic goals defined in the original *Blueprint* document.

Several measures currently play an important role in the national and regional debate over the affordability of higher education. These include the Federal Net Price of Attendance figure (which public institutions are required to report under the Higher Education Opportunity Act), the four-year degree completion rate, and, of particular interest at the state level, appropriated state dollar and total operating budget per degree conferred. Public attention is also beginning to focus on levels of student indebtedness, especially among students who never complete a degree. As educators, tax-payers, and parents, A&E team members are also concerned about students who fail to graduate, or who graduate with excessive debt from regional campuses, and about the overall cost of public higher education to Hoosiers. Most of our team members work on the regional campuses, and we are keenly aware of the cost – and value – of an IU education to the students we serve. At the same time, we note that some popular measures of institutional performance simply do not fit our student body. For example, many students on regional campuses attend school part-time while working full-time. It is unreasonable to treat the non-completion of a degree by such students within four years as a measure of individual or institutional failure. Similarly, a significant number of our students are the first in their families to attend college and thus may require a variety of support services, from financial aid counseling to intensive academic advising, to help realize their academic potential. Provision of such services is thus integral to the mission of the regional campuses, but adds to the cost of each degree. Finally, it is very clear that there is no such thing as a typical student on the regional campuses: we have transfer students, returning students, commuter students, first-generation students, as well as some students who study full time, live on campus, and complete promptly in four years. Metrics that treat our students as if they all fit the latter category simply miss most of what we do.

Since the regional campuses are measured by certain externally defined metrics, we must be aware of these measures. However, to chart our course internally, we need metrics that better reflect what we know of our student body and regional contexts. After much discussion, our team proposes the following four metrics in relation to the affordability and efficiency strategies and action steps we defined above.

1. Financial Aid Utilization

- Measure how much total institutional gift aid is provided per student by regional campuses. Break down total by sources: from institutional funds, including and excluding Foundation (donor) monies; and from institutional general funds. Break down recipients by students who did and did not complete a FAFSA.

Metric tracks one direct way the regional campuses invest funds to make education affordable to students.

- Measure unmet need. In looking at the net price calculator, what is the impact of unmet financial need on retention?

Metric tracks whether regional campuses are effectively encouraging students to take advantage of available financial aid.

2. Efficiency of Degrees

- Measure rate of degree completion, using window longer than four years, perhaps six or eight years, if there are national benchmarks using either.

Metric tracks what proportion of students from a cohort are completing degrees within six- or eight-year period (supplements four-year completion rate that does not fit part-time students).

- Track cohort of students over a four-year period: measure what proportion of cohort have either completed degree or are still taking at least the same number of credit hours at end of four years as at beginning.

Metric tracks what proportion of students are persisting in steady progress toward degree completion.

Both measures re-frame debate about four-year completion rates in ways that make more sense for regional campuses' full- and part-time student body.

3. Financial Literacy

- Measure number of students in Financial Literacy (hereafter, the “FL”) programs and also student loan default rates, broken down by transfer and non-transfer student status. Numbers enrolled in FL programs measures regional campuses' proactive efforts to address student indebtedness. Student loan default rates provide one measure of indebtedness. Metrics may help us track the rate at which students acquire debt while enrolled on a regional campus, and how effective our FL programs are in reducing that rate.

- Measure number of academic suspensions correlated against satisfactory academic progress (hereafter, SAP). SAP is a component of eligibility for continued federal student loans. Metric tracks student academic progress to ensure that academic and financial aid offices work together to assist students toward meaningful academic progress and successful degree completion. Students often incur substantial loan debt without successfully completing degree requirements.

4. Degree completion

- Measure number of students graduating with more than X credit hours, where X is a function of the required number of credit hours in each student's program.

Metric tracks concern that some students are taking an excessive number of credit hours before graduating. What counts as “excessive” must be defined in relation to the total required credit hours for each program. Metric may help measure impact of initiatives such as assertive advising. Data for transfer students should be analyzed separately, as different factors may be at work.

- Measure number of students who do not meet SAP correlated against graduation. Metric tracks whether current campus SAP policies for students are indeed promoting students' eventual graduation.

APPENDIX A

Affordability to Students: Compilation of Suggestions

Student ability to pay

State and Federal Financial Aid, Scholarships and Grants

- Work with local partners (high school counselors, public libraries, state employment agencies, campus Economic Education Centers, Indiana Council for Economic Education...) on some of the following, as they affect potential students:
 - Encouraging college goals and saving for college.
 - Raising awareness of application deadlines for state and federal aid.
 - Raising awareness of work-study, scholarships, and grants.
- Getting more HS students to fill out FAFSA (create and integrate a “pre-FAFSA” into ISTEP process in fall?) and offer incentives (offer \$100 credit on tuition bill just for filling out FAFSA?).
- Post information on campus websites about “Paying for College.” Link to sign up for hands-on workshop on regional campuses. Link to IN.gov information. Collaborate on creating pre-FAFSA with avatar “helper” online. Or use video and podcasts. Or develop a financial literacy video game.
- Develop and share resources to help students who are trying to emancipate from their parents in relation to FAFSA.
- Consider how we package financial aid to ensure aid is not disproportionately weighted to the most needy who have numerous sources of aid. Use scholarship dollars for recruitment and retention of students.
- Implement an ERMS (enrollment and revenue management system) such as the one offered by Noel Levitz.
- Develop and implement a pre-bill system to give students and their families more time to understand and prepare for the financial obligations.
- Better equip students with information about their financial aid eligibility (i.e., when they will have exhausted it). Notify students of remaining eligibility, debt management alerts.
- Identify moments in internal processes where we can build in “nudges” to move students into better financial aid decisions, once eligibility determined.
- Identify best practices to ensure communication between offices dealing with students on financial aid contracts and students on academic probation.
- Review the financial aid refund process and policy (standard, centralize, look at dates and timing, split disbursements or move back the disbursement dates, have one refund date for all students rather than a rolling process).
- Standardize academic probation; online SAP appeals.
- Continue the incentive grant program (\$200 grant if GPA is 3.00 or better with 12 or more credit hours).
- Identify barriers to businesses underwriting employee tuition costs. Work with Chambers of Commerce and state to explore how to expand business sponsorships. Offer businesses across state lines the difference as scholarship to student between the in-and-out-of state tuition rate as incentive to pay tuition for their employee.

Student income: internships, on-campus work, work-study, other

- Identify and implement best practices to identify and employ work-study-eligible students on campus. Can campuses match work-study funding to extend eligibility?
- Could the regional campuses, as a block, use leverage to apply for more work-study funds from the Feds?
- Maximize opportunities for student employment by offering more students jobs on campus – even if not work-study.
- Develop a “Preferred Student Employer” program on each campus, to recognize and publicize employers with policies that promote student success among their employees.
- Could alumni associations collaborate to provide wider range of internships to students from other regionals? (Maybe this is a thought about post-graduation placement and employment).

Personal finances management training

- Consider how to promote financial literacy among students, especially debt management. e.g., partner with IUCU to offer free financial literacy resources. IUCU has podcasts etc., as do banks.
- Consider whether financial literacy should be incorporated into the academic mission e.g., create credit-bearing gen ed course on personal finance especially in relation to paying for higher ed, and, possibly, offer as dual-credit course for high school students).
- Partner with supervised M.B.A. students as interns to provide personal financial counseling services to students.
- How about a financial counselor (financial literacy/debt management) who works for all the regional campuses on programs? Could send out alerts to batches of students on eligibility status, etc.
- As educators, work to promote campus culture among students of frugality (perhaps with link to “green” themes).

Academic costs to students

Tuition

- Early admission (admit students before they have graduated from high school – running start). Opportunity for high school students to do dual credit courses.
- Explore discounting, to reduce student net cost (at IU Bloomington, discounting is supported largely from out-of-state student fees).
- Study impact of modifying tuition fee structures to encourage degree completion. For example:
 - Flat fee pricing for full-time (12-17cr hr) and part-time students.
 - Guaranteed fee rate for 4 years.
 - Reduced tuition as students approach graduation.
 - Partial tuition rebate on last 30 credit hours upon degree completion.
 - Charge reduced fee if student repeat a class to replace F/W grade.
- Offer IU and the state government a “bold” proposal that gives regional campuses control over tuition charged in exchange for declining appropriations.
- Offer free, credit-bearing summer programs for high school students and college prep classes.
- Set universal tuition rates for the regional campuses.

Other campus fees

- Review non-tuition fees charged to students:
 - Lower the minimum payments on owed fees.
 - Charge only for activities a student engages in.
 - Eliminate drop-class charges or application fees.
 - Create admin. fee to combine fees (transcripts, drop/add, application fee, etc.).
 - Reduce tech fee.

Cost of books and academic supplies (textbooks, computers, internet access...)

- Examine how to reduce textbook costs to students (e.g., rental schemes; E-textbooks; fund to purchase textbooks and place in library reserves).
- Allow textbooks purchased at Barnes & Noble to be charged to available financial aid.
- Use revenues from the bookstore contracts to assist students in paying for textbooks.
- Consider how to maximize availability of used textbooks. Possibilities:
 - Set limits on instructors' ability to change textbooks often.
 - Require all instructors to use the same books.
 - Set a university-wide deadline for textbook adoptions.
- Set a mandatory adoption cycle (retain same editions of text for minimum period).
- If a class uses more than one textbook, additional textbooks for the same class should be discounted.
- Encourage academic units to discuss and identify reasonable total textbook costs per course as a way to alert the few regional faculty who aren't already attentive to these issues.
- Consider how to reduce (home) computer-related costs to students. Possibilities:
 - Negotiate discount Internet access for IU students at home.
 - Offer cheap computer repair service.

Other education-associated costs to students:

Cost of transportation to campus, parking

- Reduce or eliminate parking fees.
- Encourage car-pooling. How can the university facilitate car-pooling without running into liability/privacy issues. . .? Offer incentives: Reserve parking slots in the first weeks of classes for those who car pool.
- Work with city to increase public transportation options – free or reduced rates for students; analyze student/faculty/staff addresses and propose new bus routes.
- Make a deal with a gasoline company so students get a discount—use the Microsoft deal as the model.

Child-care

- Consider feasibility of providing students with (more/ different/ cheaper/ more flexible) daycare (on campus? Partner with local providers?).
- Explore pros and cons of campus dorm for single parents.

Healthcare (including mental health, counseling)

- Address loss of insurance to attend school (loss of job, move to part time status).

- Manage student stress through training for underclassmen. Provide stress relieving activities.
- Partner with local pharmacies to reduce drug costs.
- Negotiate basic health insurance plan available to IU students.

Housing

- Reduce housing fees to encourage on-campus living, which would reduce expenses related to driving and living off-campus.
- Build more dorms on SE campus.

Factors affecting time to completion

Excess credit hours

- Undertake analysis: Why do students end up with excess credit hours? (Requirements? Change of major? Difficulty of transfer resulting in undistributed credits? Need to stay full time for financial aid? Underprepared students? Poor advising? Failure to take advisor's advice?)
- Can we do more in developing credit (for previous experience, training) by exams?

Teaching/Instruction Practices

- Offer a “dead week” prior to finals to allow time for study.
- Provide more learning support online. (e.g., writing tuition, other forms of support beyond online courses) not just asynchronous support.
- Per ICHE guidelines, examine teaching loads for tenured and tenure track faculty positions. Implement a minimum level of credit hours for all full-time faculty positions on the regional campuses (e.g., 12 credit hours per semester).

Scheduling

- Develop appropriate academic maps that will ensure degree completion (and available course offerings) in four years.
- Form a task force to review ICHE's guidelines and make recommendations regarding how to expand online course offerings efficiently and economically. Issues include: Develop central oversight and control to prevent unnecessary duplication.
- Look at the revenue-generation model to address loss of campus revenue when students take required classes from a regional campus outside the defined service region.
- Study the effect of hybrid classes on classroom utilization.
- Identify and adopt best practices in quality online education (especially retention and completion).
- Encourage IU students to also use online from other institutions or community college programs to facilitate program completion.
- Consider evidence that problems in course scheduling play a key role in delaying student graduation.
- Consider pros and cons of changing course scheduling by:
 - Days of week (add more Friday, Saturday a.m. classes)
 - Times of day (add more and later evening classes)

Annual calendar (e.g., offer shorter but more summer sessions; courses spread over two semesters or summer + a semester; treat summer as third semester; divide up fall and spring semesters into two sessions).

- Should we require students to take summer classes (at least part time), as in FL? Speed time to graduation and makes better use of facilities.
- Develop better ways of figuring out how to optimize scheduling (i.e., do best job of balancing convenience to individual students vs. ensuring classes fill).
- Find ways for groups of students to group together and request a course be offered at a certain time.

Suggestions for cutting costs, raising revenue

- Keep campus computers in play longer than two to three years, upgrading them as necessary.
- Control campus energy costs. Use environmentally friendly products, e.g., energy-efficient lighting.
- Find additional revenue sources that do not involve fees levied on students, using those revenue sources to support students (through financial aid or in other ways).
- Rent space (esp. on Fridays) to non-university organizations for meetings, conferences, etc. e.g., local Ivy Tech on Fridays.
- Implement Responsibility Centered Management on all regional campuses.
- Develop a fundraising campaign for the regionals – IUF.
- Reduce paper output and migrate to paperless (electronic) notification.
- Do more to educate public (and legislators) about cost/value of degree from a regional campus of IU. Data suggest regionals are already relatively affordable.
- Cut all athletic programs except intramurals. Coaches are expensive.
- Get state of Indiana to negotiate with publishers of online journals for library access for all state funded schools in Indiana. Use power of block to leverage pricing.

Other Issues

- We work hard to promote the idea of “one University.” If all the regional campuses were combined, we would represent a sizeable segment, along with Bloomington and Indianapolis. Should we be operating and functioning more like “one regional campus?”
- Separate the research administration functionality that resides at IU Bloomington to become independent. We cannot submit proposals for external funding separately from IU Bloomington. IU Bloomington and the regional campuses are lumped together. Limited submissions take us off the table for a possible submission.
- Treat *Blueprint* project as a multi-site, longitudinal experiment. Refine proposals on basis of existing data, form testable hypothesis about impact on relevant metrics, then implement on a couple of regional campuses and measure impact. Collaborate across the regional campuses institutional research offices to collate and share results of ongoing “*Blueprint*” project. Seek external funding to support project.

APPENDIX B

These items were on the A & E's "long short-list" of ideas before the final cut. Not all received uniform support – but they attracted a lot of discussion and interest among team members.

- Set up a task force to identify synergies between cost-saving measure and “green” initiatives.
- Appoint a regional campus financial literacy/debt management coordinator, to collaborate with offices of financial aid, bursar, student recruitment and orientation, and academic functions (such as proposed Gen Ed curriculum, academic probation systems, etc.).
- Identify sources of revenue that do not involve fees levied on students. For example, create an independent regional research center so the regional campuses are not competing with Bloomington or IUPUI for research funding.
- Set up a task force to research national models of how to help students meet needs for affordable child care, a distinctive and urgent need for students on regional campuses.

APPENDIX C – (See Expenditure Review Committee Final Report, pp. 101-121)

Excellent, Distinctive Education

Define and Promote Excellent Distinctive Education on the Regional Campuses

Overview

The Excellent Distinctive Educational Experience Priority Action Team began its work by defining the distinctive educational experience delivered on the regional campuses of Indiana University and by outlining the role of a regional campus faculty member. In light of the Indiana Commission for Higher Education’s report, “Policy on Regional Campus Roles and Missions,” the team members believe it is important to shape the discourse about the role of the faculty and to increase awareness and understanding about the unique educational opportunities students experience on a regional campus that are not found in any other institutions in the state of Indiana.

Furthermore, the team strove to find a vehicle that would sustain the Blueprint Strategic Planning process and allow the regional campuses through their collaborations to build a national model for academic excellence and student success. Establishing a Center for Regional Campus Excellence provides a vehicle for bringing the regional campuses together to build on their collective strengths and the unique characteristics of each campus.

Defining the Regional Campus Distinctive Educational Experience

The regional campuses provide a distinctive educational experience that draws on their unique regional/community focus, their small campus, their teaching-centered environment, their commitment to student success, and their linkages to the strengths of Indiana University as well as to one another. They provide the best of a “private school” experience at a public school price—Indiana University.

The Princeton Review defines the “best of a private school experience” when they outline the criteria for colleges and universities selected to be on their ‘regional best’ list. Institutions are chosen primarily for their excellent academic programs and student reports about their campus experience. Recently, those institutions classified as “The Best in the Midwest” received student reports that included statements about their professors who “care about people and are available out of class,” “take the time to get to know you individually and genuinely want you to succeed,” and offer classes that are “academically challenging, but also manageable.”

Recognizing the Synergy of Education with Scholarship and Creative Activity

Indiana’s Regional Campuses serve a diverse population of learners from recent high school graduates to adults, both full-time and part-time, pursuing both undergraduate and graduate degrees. The regional campuses provide high quality academic credentials, collaborate with the two-year sector, and the major research campuses, and meet the needs of local economies. Regional campus faculty must be excellent teachers and scholars as they address the needs of diverse student populations and the needs of their regional communities. Through scholarly and creative activity, faculty members remain current in their fields and model lifelong learning for their students.

Research engagement is an essential component of experiential learning. Faculty must develop opportunities to engage students through explorations and study related to research of all kinds. While a large component of research is discovery research, students can collaborate not only in this traditional research but also in research associated with pedagogy and other forms ably described by Ernest Boyer in *Scholarship Re-Considered*. If we are to graduate students with the high quality academic credentials expected of an Indiana University degree, then faculty must have dedicated time and resources to engage in the scholarship of discovery/creativity, the scholarship of teaching, and the scholarship of engagement. The scholarship of discovery/creativity provides an avenue for the faculty to demonstrate their currency in disciplinary knowledge, the scholarship of teaching provides opportunities for them to explore research questions related to new pedagogies and curriculum that will serve their diverse student populations, and the scholarship of engagement involves applying faculty professional competence to the needs of the regions they serve. While long recognized as essential in graduate study, today it is also important in the undergraduate curriculum as well. Faculty pursuit of research can be further enhanced by publication of work especially in collaboration with students, by solicitations of external funding, and developing opportunities for student presentations of their research work with faculty at professional meetings and other occasions.

Building on the Collective Strengths and Unique Characteristics of the Regional Campuses

The center also can offer a vehicle for bringing the regional campuses together to build on their collective strengths and the unique characteristics of each campus. These partnerships provide the citizens of Indiana who seek a regional academic experience, either because of preference or need, access to a world-class educational network. Such a center has the potential to expand access to programs, faculty members, and unique educational experiences.

Finally, the center will provide a home for the Blueprint Strategic Planning Process. It will enable the work to continue in a collaborative manner for years to come.

Establishing a Center for Regional Campus Excellence

Through the development of a Center for Regional Campus Excellence, the regional campuses of Indiana University will become the national model for educating commuter students, who are often first generation college students with family and work responsibilities. Building on the success of FACET and the Mack Fellows, regional campus faculty can be empowered to work together to discover best practice strategies that will lead to increased degree completion. After graduation these students will provide the leadership that grows the economy of their region where they will continue to live, work, and play.

Action Plan

Defining the Regional Campus Distinctive Educational Experience

Building on the *Blueprint* Document, the shared goals of a distinctive regional campus educational experience will include:

A. Education for regional citizenship, leadership, and the careers of the present and future

- Students will connect their education to their communities through required courses and activities that promote civic engagement and community service.
- Campuses will increase the opportunities for students to develop leadership skills through a minor or co-curricular experiences through vehicles such as a Leadership Academy and will develop a mechanism for documenting those experiences (the “co-curricular transcript”).
- Campuses will collaborate to offer academic programs that individual campuses do not have the resources to offer. These efforts will focus on programs in fields that have been identified as high priority for the state; current programs that can be enriched by sharing upper-level elective courses; programs that are likely to have low enrollment on any one campus; and new, “cutting-edge” programs that address emerging fields that hold promise for the regions served by the campuses.

B. Active learning: linking professional education and community engagement through service learning, undergraduate research opportunities

- Regional campus degree programs will incorporate required applied and active learning experiences for students that advance their learning within their chosen fields of study and also engage them with faculty and other students. Such experiences may include service learning, undergraduate research, and internships.
- Campuses will support faculty research, creative work, and professional engagement that are appropriate to their missions, as these activities are critical to providing corresponding student learning opportunities.
- Campuses will collaborate to support active and applied learning through a website that includes inventories of undergraduate majors and minors, undergraduate research, internship, practicum, service learning, and overseas study opportunities from all campuses.
- Campuses will also collaborate by convening periodic meetings of faculty/staff who oversee active learning initiatives at the individual campuses.
- Campuses should expand proven, research-based pedagogies that emphasize active and collaborative learning opportunities.

C. Providing student-focused educational environments with individual attention to student needs

- Campuses will make use of flexible learning environments that are responsive to the needs of commuting students while still providing a rigorous educational experience. Examples include January terms, flexible summer terms, short courses within regular semesters, and online/hybrid courses.

- Campuses will provide structured degree plans to promote three, four, and five-year degree completion and will adopt intrusive advising and communication practices to help students stay on track to degree completion.
- Campuses will develop or enhance existing programs that provide mentoring to support students as they make the transition to higher education. Effective mentoring can be achieved by pairing students with faculty, staff, more senior student peers, or alumni.
- Campuses will support and enhance faculty teaching performance through increased faculty involvement in scholarship and professional development activities related to successful teaching of regional campus students.
- The campuses will collaborate to create a Center for Regional Campus Excellence, which will focus on teaching, learning, and student success at regional, comprehensive institutions. The center will draw on the expertise and activities of the campus teaching-learning centers, FACET, and the Mack Fellows, as well as on national initiatives such as LEAP and AASCU's "Red Balloon" project.
- Campuses will work with IU's world-renowned UITS organization to enhance technology support for teaching and learning.

D. Engaging students in learning and their educations

- Increase role of first- and second-year seminars that engage students from the beginning of their university careers and sustain that engagement into the critical second year.
- Support annual meetings, such as Directors and Coordinators of F&SYS faculty, to enhance collaboration across the campuses.
- Restructure/enhance advising practices to promote seamless advising from entry through degree completion, with ongoing contact and communication with students.
- Each campus will adopt an annual theme that serves to link together a common reading and a series of campus speakers, programs, discussions, and movies throughout the academic year.
- Encourage students to spend time on campuses when they are not in class, e.g., increase available study spaces, spaces for computer and technology work in convenient locations, and student clubs and organizations related to academic programs, as well as service and socializing.
- Develop "passport" programs that require students over time to become more engaged in out-of-classroom academic and social activities by belonging to campus clubs, attending campus events, attending professional meetings, listening to guest speakers, ... When attending such events, a student gets a stamp on a "passport" to document their participation.

E. Engaging with the AAC&U Liberal Education and America’s Promise (LEAP) initiative

- Campuses will collaborate on the continued development and alignment of their general education programs with the framework provided by LEAP (Liberal Education and America’s Promise). LEAP is a national initiative of the American Association of Colleges and Universities (AAC&U) that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. Through LEAP, hundreds of campuses and several state systems are making far-reaching educational changes to help all their students—whatever their chosen field of study—achieve a set of essential learning outcomes fostered through liberal education. AAC&U partners with campuses, state systems, and K-12 educational leaders as they make these essential learning outcomes a framework for educational excellence, assessment of learning, and new alignments between school and college.

F. Continuous improvement through learning outcomes assessment and program review

- All campuses will participate in the Voluntary System of Accountability initiative.
- Whenever feasible, campuses will adopt nationally recognized approaches to assessing student learning in general education (e.g., the rubrics related to the LEAP outcomes) and the major (e.g., the ETS Major Field Achievement tests).
- The campuses will collaborate on assessment of student learning and program review under the auspices of the Center for Regional Campus Excellence (see above).
- All regional campus programs will attain specialized accreditation where it is available. In disciplines that do not have an accrediting body but do have nationally recognized curriculum standards, the campus programs will meet those standards as appropriate to their scope and mission.

Recognizing the Synergy of Education with Scholarship and Creative Activity

In order to further develop expanded levels of scholarship for faculty and students, we propose the following steps:

- Define improved assessment of faculty scholarship, including those described by Boyer, et al., as part of the promotion and tenure system.
- Create funding sources to support undergraduate initiatives on regional campuses that address traditional research together with those impacting the community.
- Initiate a multicampus research and scholarship program for the regional campuses that might rotate throughout the state.
- Communicate research and creative activity successes to the Center for Regional Campus Excellence for dissemination.
- Develop a research administration arm separate from IU Bloomington that will improve multi-campus support for research. Such an effort can support the dual objectives of empowering regional campus scholars while alleviating issues related to competition for outside resources within a single administrative structure.

Building on the Collective Strengths and Unique Characteristics of the Regional Campuses (Collaboration)

The regional campuses together hold the potential to become a prominent educational force in the state of Indiana through regional campus partnerships. Regional campus collaborations can provide the citizens the collective energies of Indiana University. Future partnerships and collaborations provide the citizens of Indiana who seek a regional academic experience, either because of preference or need, access to a world-class educational network. There are opportunities to expand access to programs, faculty members, and unique educational experiences.

Collaboration and partnerships supplement the shared goals outlined in the *Blueprint* as follows:

- A. Education for citizenship, leadership, and the careers of the present and future**
(providing programs to students they would otherwise not be able to obtain from their home campus alone; providing access to classes to enhance timely degree completion and convenience)
- Campuses will be encouraged to offer undergraduate or graduate academic programs that have some definable level of student interest and need but that are likely to have low enrollment on any one campus, or that two or more campuses do not have the resources to offer on their own (the joint anthropology degree of IUN and IUSB is an example).
 - Campuses will collaborate to develop new, “cutting-edge” programs such as interdisciplinary undergraduate or graduate programs.
 - Current programs will be enriched by the sharing upper-level elective courses or allowing the creation of new tracks based on data about student needs and interests. This sharing of courses will also provide more flexibility and options for students to complete degree requirements and to increase persistence to graduation.
 - Campuses will identify areas of high priority in the state and develop programs in those areas through collaboration among the campuses, and that are then made available at campuses throughout the state.
- B. Applied learning: linking professional education and community engagement through service learning, undergraduate research opportunities**
- Campuses will facilitate students’ access to service learning opportunities, internships, and faculty research involving undergraduates that are available on a campus other than the student’s home campus.
 - Campuses will promote and encourage the availability of and engagement in overseas study opportunities not available on the students’ home campus or not feasible with enrollments from a single campus alone.
- C. Continuous improvement through learning outcomes assessment and program review**
- Campuses will ensure that outcome assessments and program reviews are included in association with collaborative efforts in student learning, teaching, programs and degrees, and research.

D. Faculty Development Opportunities

- Campuses will facilitate faculty research activity, either collaboratively with faculty from other campuses or by taking advantage of resources available on one campus but not another (e.g., specialized libraries, equipment, etc.).
- Campuses will promote faculty teaching development, including such options as limited faculty exchanges, and periodic meetings of teaching/learning center personnel to compare and share best practices. Such faculty exchanges might provide good vehicles to assist in the development and initiation of new collaborative programs.

E. Access to and Showcasing of regional campus activities, uniqueness, and collective and collaborative efforts—utilizing the resources of the proposed Center for Regional Campus Excellence

- A website will be developed and maintained that promotes the concept of the regional campuses collectively as the “third campus” of IU. This website would serve as a single location to catalog and collect the individual and collaborative resources that are available at all the regional campuses, including:
 - An inventory of current programs across the regional campuses
 - An inventory of faculty research interests across the campuses and scholarly products
 - An inventory of current collaborations among campuses in teaching, research, curriculum, programs, and degrees
- Areas for possible program collaborations will be identified, including:
 - Development of a list of programs in which the campuses are interested, utilizing input from and information collected by the academic officers of the regional campuses

F. Facilitate collaborations across campuses

- Funding and support structures to facilitate faculty travel and other expenses associated with the initiation and sustainability of collaborative curricular as well as research activities will be made available.
- Technology will be readily accessible for teleconferencing across the regional campuses.
- Campuses will work to ensure that the university and the campuses value collaborations, through such avenues as the faculty evaluation processes as well as the availability of funding.
- Campuses will convene periodic statewide meetings by discipline or programs.

Establishing a Center for Regional Campus Excellence

Through the development of a Center for Regional Campus Excellence, the regional campuses of Indiana University will become the national model for educating commuter students, many of whom are first generation college students, with family and work responsibilities. This center will serve as a conduit that connects the various components actively involved in the educational experience of the regional campuses. It would link students and faculty to the types of resources necessary to produce an environment conducive to the coupling of research efforts, teaching endeavors, and service-oriented learning. Toward this end, the creation of this center will greatly enhance the ability of the regional campuses to deliver the type of educational excellence

envisioned. This center would assist in advancing faculty expertise, engaging undergraduate students in learning opportunities, and increasing awareness of the educational experience through marketing efforts. The center, as an integral part of the infrastructural foundation of the educational experience, will supplant the shared goals outlined in the *Blueprint* as follows.

A. Education for regional citizenship, leadership, and the careers of the present and future

- The center will support collaborations designed to connect students, faculty, and the regional campuses to the communities in which they are located.
- The center will encourage and coordinate collaboration in the development of degree programs that individual campuses do not have enough faculty or resources to support.
- The center will facilitate collaborative research among regional campus faculty as well as intercampus faculty exchanges for the purpose of scholarly collaboration.
- The center will advocate for system processes and identify and address those policies, systems, and administrative support structures that facilitate collaboration on regional campuses.

B. Applied learning: linking professional education and community engagement through service learning, undergraduate research opportunities

- The center will assist in coordinating service learning, undergraduate research, internships, and international study programs on the regional campuses, enabling the campuses to offer students a richer array of opportunities.
- The center will sponsor workshops on best practices in teaching, utilizing a variety of formats including in-person and web-based.
- The center will convene meetings of faculty to further develop regional campus collaboration in the above areas (for instance, all regional campus faculty who offer overseas study opportunities) to exchange information and ideas.
- The center will serve as a clearinghouse for regional campus collaboration, research, and best practices in teaching.

C. Providing student focused educational environments with individual attention to students' needs

- The center will disseminate information to the regional campuses about best practices in providing flexible learning environments that are responsive to the needs of commuting students while still providing a rigorous educational experience.
- The center will encourage and support faculty involvement in scholarship and professional development activities related to successful teaching of regional campus students.

D. Actively engaging students in learning and their educations

- The center will document existing first-year seminar (FYS) programs on campuses and support the development of such programs on campuses that do not yet have one.
- The center will initiate discussion and planning for second-year seminars (SYS).

- The center will facilitate annual meetings of Director and Coordinator of F&SYS faculty to enhance collaboration across the campuses.
- The center will examine advising systems on campuses to identify and disseminate best practices.
- The center will coordinate the selection of an annual theme that serves to link together a common reading and a series of campus speakers, programs, discussions, and movies throughout the academic year.
- The center will initiate discussion and planning for “passport” programs that require students over time to become more engaged in out-of-classroom academic and social activities.

E. Engaging with the AAC&U Liberal Education and America’s Promise (LEAP) Initiative

- The center will seek to utilize national-level resources and networks through collaboration with AAC&U.

F. Continuous improvement through learning outcomes assessment and program review

- The center will encourage collaboration among campuses on effective ways to assess student learning and program review.
- The center will assist with providing a template for presenting results as part of the Voluntary System of Accountability reporting.
- The center will help identify and inform campuses and schools about nationally recognized approaches to assessing student learning in general education (e.g., the rubrics related to the LEAP outcomes) and the major (e.g., the ETS Major Field Achievement tests).

Metrics

Metrics on Distinctive Education

- A. Student experience outside of the classroom
- What can the regional campuses provide?
 - Measured in number of students taking advantage of the opportunities
- B. Community impact/engagement
- What opportunities do the regional campuses present to the community at large
 - Social, cultural, service ...
 - NSSE benchmarks
- C. Structural milestones
- First-year seminar implementation
 - LEAP adoption and implementation
- D. More connections with alums
- Internships and jobs networking
 - Ambassadors for the regional campuses

E. Identify milestone opportunities

F. Peer group comparisons versus progress

Potential source for metrics: NSSE Benchmarks of Effective Educational Practice (five areas)

- Level of Academic Challenge
- Active and Collaborative Learning
- Student Interactions with Faculty Members
- Enriching Educational Experiences
- Supportive Campus Environment

Measures of Academic Excellence

A. Student involvement:

- Independent study courses completed
- Research courses completed
- Publications (co-authored with faculty)
- Presentations (solo or co-authored with faculty)
- Creative works by students (art shows, juried shows, performances, etc.)
- Service activities to advance or apply student's field of study
- "High Impact" activities as captured through NSSE

Potential source for metrics: Faculty Annual Report (FAR); NSSE

B. Tracking student academic Post-graduate Advancement (through National Student Clearinghouse):

- Progression to post-graduate programs
- Matriculation in professional school

Potential source for metrics: National Student Clearinghouse

C. Faculty Characteristics

- Training of faculty or terminal degree status (fraction with terminal degree) and percent obtaining terminal degree from either Carnegie Research University or, more specifically, AAU institution
- Peer-reviewed publications/presentations in prior year (interval to be determined)
 - What fraction of faculty have published or presented scholarship or displayed evidence of creative activity within a pre-determined period?
 - Extent of international contributions?
 - Nature of publications (journal articles, books, technical reports, etc., if available)

Potential source for metrics: Faculty Annual Report (FAR)

Measures of Collaboration

- A. Education for citizenship, leadership, and the careers of the present and future
- Campuses will be encouraged to offer undergraduate or graduate academic programs that have some definable level of student interest and need but that are likely to have low enrollment on any one campus, or that two or more campuses do not have the resources to offer on their own (the joint anthropology degree of IUN and IUSB is an example).
 - Campuses will collaborate to develop new, “cutting-edge” programs such as interdisciplinary undergraduate or graduate programs.
 - Current programs will be enriched by sharing upper-level elective courses or allowing the creation of new tracks based on data about student needs and interests. This sharing of courses will also provide more flexibility and options for students to complete degree requirements and to increase persistence to graduation.
 - Campuses will identify areas of high priority in the state and develop programs in those areas through collaboration among the campuses, and that are then made available at campuses throughout the state.

Potential source for metrics: count of programs developed, a list of those programs, and the number of students participating in and completing the program.

- B. Applied learning: linking professional education and community engagement through service learning, undergraduate research opportunities
- Campuses will facilitate students’ access to service learning opportunities, internships, and faculty research involving undergraduates that are available on a campus other than the student’s home campus.
 - Campuses will promote and encourage the availability of and engagement in overseas study opportunities not available on the students’ home campus or not feasible with enrollments from a single campus alone.

Potential source for metrics: number of students participating in each type of program (and their campus of origin); number of student authorships of publications and presentations; number of overseas study programs developed and student and faculty participating in those (and their campus of origin).

- C. Continuous improvement through learning outcomes assessment and program review
- Campuses will ensure that outcome assessments and program reviews are included in association with collaborative efforts in student learning, teaching, programs and degrees, and research.

Potential source for metrics: Program reviews conducted on each campus with indication of use of information to make program improvements, e.g., major recommendations implemented for each review.

D. Faculty Development Opportunities

- Campuses will facilitate faculty research activity, either collaboratively with faculty from other campuses or by taking advantage of resources available on one campus but not another (e.g., specialized libraries, equipment, etc.).
- Campuses will promote faculty teaching development, including such options as limited faculty exchanges, and periodic meetings of teaching/learning center personnel to compare and share best practices. Such faculty exchanges might provide good vehicles to assist in the development and initiation of new collaborative programs.

Potential source for metrics: counts of outputs, such as publications or faculty development programs, as well as number of faculty participating (and their campus of origin).

E. Access to and showcasing of regional campus activities, uniqueness, and collective and collaborative efforts—utilizing the resources of the proposed Center for Regional Campus Excellence

- A website will be developed and maintained that promotes the concept of the regional campuses collectively as the “third campus” of IU. This website would serve as a single location to catalog and collect the individual and collaborative resources that are available at all the regional campuses, including:
 - An inventory of current programs across the regional campuses
 - An inventory of faculty research interests across the campuses and scholarly products
 - An inventory of current collaborations among campuses in teaching, research, curriculum, programs and degrees
- Areas for possible program collaborations will be identified, including: development of a list of programs in which the campuses are interested, utilizing input from and information collected by the academic officers of the regional campuses.

Potential source for metrics: website exists and is being maintained and kept up to date.

F. Facilitate collaborations across campuses

- Funding and support structures to facilitate faculty travel and other expenses associated with the initiation and sustainability of collaborative curricular as well as research activities will be made available.
- Technology will be readily accessible for teleconferencing across the regional campuses.
- Campuses will work to ensure that the university and the campuses value collaborations, through such avenues as the faculty evaluation processes as well as the availability of funding.
- Campuses will convene periodic statewide meetings by discipline or programs.

Potential source for metrics: funds devoted to collaborations, number of collaborative efforts, number of statewide disciplinary meetings, and number of faculty participating (and their campus of origin), as well as list of tangible outcomes. Note these data might be collected and managed through the center (see below).

Establishing a Center for Regional Campus Excellence

- G. Education for regional citizenship, leadership, and the careers of the present and future.
- The center will support collaborations designed to connect students, faculty, and the regional campuses to the communities in which they are located.
 - The center will encourage and coordinate collaboration in the development of degree programs that individual campuses do not have enough faculty or resources to support.
 - The center will facilitate collaborative research among regional campus faculty as well as inter-campus faculty exchanges for the purpose of scholarly collaboration.
- H. Applied learning: linking professional education and community engagement through service learning, undergraduate research opportunities
- The center will assist in coordinating service learning, undergraduate research, internships, and international study programs on the regional campuses, enabling the campuses to offer students a richer array of opportunities.
 - The center will sponsor workshops on best practices in teaching utilizing a variety of formats including in-person and web-based.
 - The center will convene meetings of faculty to further develop regional campus collaboration in the above areas (for instance, all regional campus faculty who offer overseas study opportunities) to exchange information and ideas.
 - The center will serve as a clearinghouse for regional campus collaboration, research, and best practices in teaching.
- I. Providing student focused educational environments with individual attention to students' needs
- The center will disseminate information to the regional campuses about best practices in providing flexible learning environments that are responsive to the needs of commuting students while still providing a rigorous educational experience.
 - The center will ensure that all campuses provide structured degree plans to promote three-, four-, and five-year degree completion.
 - The center will encourage and support faculty involvement in scholarship and professional development activities related to successful teaching of regional campus students.
- J. Actively engaging students in learning and their educations
- The center will document existing first-year seminar (FYS) programs on campuses and support the development of such programs on campuses that do not yet have one.
 - The center will initiate discussion and planning for second-year seminars (SYS).
 - The center will facilitate annual meetings of Director and Coordinator of F&SYS faculty to enhance collaboration across the campuses.
 - The center will examine advising systems on campuses to identify and disseminate best practices.

- The center will coordinate the selection of an annual theme that serves to link together a common reading and a series of campus speakers, programs, discussions, and movies throughout the academic year.
 - The center will initiate discussion and planning for “passport” programs that require students over time to become more engaged in out-of-classroom academic and social activities.
- K. Engaging with the AAC&U Liberal Education and America’s Promise (LEAP) Initiative
- The center will assist with the development of a systemic approach to ICHE regional campus expectations, while simultaneously protecting individual campus identity and autonomy;
 - The center will seek to utilize national-level resources and networks through collaboration with AAC&U
- L. Continuous improvement through learning outcomes assessment and program review
- The center will encourage collaboration among campuses on effective ways to assess student learning and program review.
 - The center will assist with providing a template for presenting results as part of the Voluntary System of Accountability reporting.
 - The center will help identify and inform campuses and schools about nationally recognized approaches to assessing student learning in general education (e.g., the rubrics related to the LEAP outcomes) and the major (e.g., the ETS Major Field Achievement tests).
 - Potential source for metrics: the existence of the center; the amount and type of funding it receives; achievement of the goals that are established for it, which includes many of the initiatives discussed throughout this report.

It is suggested that the overall mission of the center should be to move all of the NSSE benchmarks across the regional campuses in a positive direction.

Note the emphasis in point F above on metrics related to student learning, which suggests a definite role for the center, not only in facilitating programs and initiatives but also in assessment and measurement.

APPENDIX 1: NSSE Questions: Benchmarks of Effective Educational Practice

Level of Academic Challenge

- Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more
- Number of written papers or reports of fewer than 20 pages
- Course work emphasizes: Analyzing the basic elements of an idea, experience, or theory
- Course work emphasizes: Synthesizing and organizing ideas, information, or experiences
- Course work emphasizes: Making judgments about the value of information, arguments, or methods
- Course work emphasizes: Applying theories or concepts to practical problems or in new situations
- Worked harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amounts of time studying and on academic work

Active and Collaborative Learning

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your reading or classes with others outside of class (students, family members, co-workers, etc.)

Student Interactions with Faculty Members

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your reading or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt feedback from faculty on your academic performance
- Worked with a faculty member on a research project

Enriching Educational Experiences

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language course work
- Study abroad

- Independent study or self-designed major
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
- Had serious conversations with students with religious beliefs, political opinions, or personal values very different from yours
- Had serious conversations with students of a different race or ethnicity than your own
- Used an electronic medium (e-mail, list-serve, chat group, etc.) to discuss or complete an assignment
- Campus environment emphasizes: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Supportive Campus Environment

- Campus environment emphasizes: Providing the support you need to help you succeed academically
- Campus environment emphasizes: Helping you cope with your nonacademic responsibilities (work, family, etc.)
- Campus environment emphasizes: Providing the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

Meeting Regional and State Needs

Report from the Meeting Regional and State Needs BSA Priority Action Team

Goal 6: Meeting Regional and State Needs

Academic Programs to Meet State and Regional Needs

Meeting regional and state needs is a shared goal central to the missions of the Indiana University regional campuses. Using input from community constituents, each regional campus strives to identify and provide educational degrees and programs to fulfill this shared goal. These efforts will encourage high levels of engagement between the regional campuses and their communities through teaching, research, problem-solving, and service.

The Blueprint for Student Attainment states, “The regional campuses will be partners in enhancing the development and well-being of their communities, regions, and the state.” To that end, every regional campus is currently providing a number of educational programs and opportunities for the citizens of its region. However, these degrees and programs may not be catalogued or publicized. In addition, though each campus strives to respond to the needs of its region and the state, there is no systematic process for identifying these needs or for coordinating programs between campuses.

Strategy 6.1: Develop educational programs that address regional and state needs.

Action Item 6.1.1: In the near term, catalog degree, certificate, and other programs offered at each regional campus. Share this information with internal and external stakeholders to demonstrate the breadth and depth of programs campuses currently offer to serve their regions and the state. This cataloging will also be useful in identifying areas where common programs among the regional campuses are offered and where there may exist possibilities for collaboration.

Action Item 6.1.2: Assess the impact of four-year, graduate, and other certificate and degree programs via metrics that include number of alumni remaining in the state, degree or program completion measures, and others as appropriate.

Strategy 6.2: Design, develop, and coordinate systematic processes that all campuses can use to identify and prioritize academic programs in under-served fields.

Action Item 6.2.1: In the near term, develop systematic methodologies that campuses could use to assess regional and state needs and identify opportunities for new or expanded educational programs. These might include methods for environmental scanning, conducting surveys, and focus groups with community constituents. Of particular interest would be methods that allow face-to-face interactions that provide opportunities to listen systematically and carefully to stakeholders.

Action Item 6.2.2: In the near term, ensure sufficient institutional research capabilities at or available to the regional campuses to support collection and dissemination of information on regional and state needs.

Strategy 6.3: Identify individuals with some college credit and assist them in returning to school to complete their degree.

Action Item 6.3.1: In the near term, working with the Office of Engagement in underserved areas or with the administrative staff on each campus, identify potential students with some

college credit to assist them in coming to an IU campus to complete their degree. Scholarship/financial aid assistance and effective advising will be key to this effort. Action Item 6.3.2: Identify potential students in the region who have an associate degree and wish to complete a bachelor's degree, or individuals with a bachelor's degree who are interested in changing careers, and offer assistance in getting appropriate additional education.

Faculty Scholarship Relevant to Regional and State Needs

The regional campuses have the shared goal of encouraging research that addresses regional needs. Such research, which focuses on ill-defined, real-world problems, usually fits into the category of applied research. Applied research is often viewed less favorably in promotion and tenure review processes, merit pay decisions, and even funding opportunities. Creating a culture that views and supports applied research positively is essential.

Strategy 6.4: Develop reward and support structures that encourage faculty scholarship (including applied research, consulting) in areas relevant to local and regional needs.

Action Item 6.4.1: Provide additional research grants, summer fellowships, consulting stipends, or other sources of support for scholarship pertaining to regional and state needs.

Action Item 6.4.2: Identify ways to positively reward faculty for engaging in scholarship related to regional and state needs. Develop policies for reappointment, tenure, promotion, and merit pay that encourage regional engagement. Develop a broader definition of research to include applied research in the region and state. Such research may be of very high quality, but is not publishable in a national journal. For example, IU regional campuses might develop a peer-review process for research related to regional needs.

Action Item 6.4.3: Hold regional campus forums to discuss intellectual property—the nature of IP, how to protect it, and how to commercialize it.

Strategy 6.5: Assure that regional campus administrative structures actively support faculty scholarly engagement with regional and state needs.

Action Item 6.5.1: Identify a key person on each campus, with strong ties to the faculty, whose responsibilities include regional engagement. This individual would assist the campus in creating a culture more favorable to faculty engagement with the region.

Action Item 6.5.2: Each campus to work toward becoming a Carnegie Engaged Institution.

Student, Alumni, and Community Engagement

Critical to furthering the regional campus agenda is engaging others in the effort and building momentum and support for initiatives in our respective communities. The natural collaborators in this process are the extended families of each of the regional campuses, our alumni, who mostly remain in the regions and have vested interests that can be cultivated to advance both their universities and communities. Building engagement will be advanced by recognizing engagement activities both through publicity and support of high-value initiatives in each region.

Strategy 6.6: Engage alumni to foster greater campus and regional community connections.

Action Item 6.6.1: Connect alumni with current students to develop mentoring relationships.

Action Item 6.6.2: Periodically survey alumni to determine their views of the unique needs of the region and how the regional campuses might assist with those needs.

Action Item 6.6.3: Identify and share best practices for engaging alumni from across the regional campuses with all regional campuses.

Action Item 6.6.4: Track the involvement of and retention of the alumni in the region and the state.

Strategy 6.7: Develop mechanisms for recognizing and publicizing outreach efforts and results.

Action Item 6.7.1: In collaboration with campus communications and marketing professionals, develop systematic ways of reporting to the community the breadth and depth of regional campuses' outreach efforts and relate them explicitly to specific regional or state needs. For instance, campuses could publicize the engagement activities of students in the professional schools, and relate these to specific needs in the region.

Strategy 6.8: Engage students in activities relevant to meeting regional and state needs.

Action Item 6.8.1: Develop activities, such as an annual regional-campus business plan competition, that encourage students to develop projects which address specific regional and state needs.

Action Item 6.8.2: Engage students in applied research relevant to community needs. For instance, students might assist a not-for-profit organization in surveying its clientele or in undertaking a program evaluation. Hold an annual forum (similar to other undergraduate research forums) that allows students to present the results of their work.

Regional Campus Collaboration on Engagement

Each regional campus has numerous examples of innovative ways to address regional and state needs. These “best practices” should be shared to provide ideas that have the potential to benefit other campuses. A structure needs to be created to facilitate this sharing.

Strategy 6.9: Create quarterly forums for regional campuses to communicate with each other about current efforts and results in engagement.

Action Item 6.9.1: In the near term, utilize existing CREED (Council on Regional Engagement and Economic Development) meetings to serve as the forum for this communication.

Action Item 6.9.2: In the longer term, develop wider forums for regional campuses to share “best practices” regarding community engagement beyond economic development.

Action Item 6.9.3: In the longer term, request the IBRC (Indiana Business and Research Center) to work with the regional campuses to develop a consistent set of reports to track the economic impact of the campuses.

Strategy 6.10: Where possible, collaborate with Purdue and/or Ivy Tech to meet regional needs.

Action Item 6.10.1: Identify existing partnerships between regional campuses and Purdue and/or Ivy Tech, as well as partnerships between the research campuses and those institutions (e.g., the life sciences initiative).

Action Item 6.10.2: Build a culture of collaboration such that partnerships that are mutually beneficial can be nurtured. For example, consider holding joint professional development

sessions for faculty or professional staff, or regular meetings among other like-minded groups.

Action Item 6.10.3: Identify and develop relationships with key individuals at Ivy Tech and/or Purdue who have regional engagement as part of their responsibility.

Suggested Metrics:

- Number of alumni remaining in Indiana
- Degree completions in high-need areas
- Count of civic engagement activities (from the Faculty Annual Report)
- Adult student degree completion
- Dollar amount of support for faculty engagement (grants, stipends)
- Economic impact of regional campuses (in future—related to 6.9.3)
- Obtaining Carnegie Engaged Institution status

Pathways and Transitions

Report from the *Indiana University Blueprint for Student Attainment*
Pathways and Transitions Priority Action Team
Submitted March 3, 2011

The Regional Campuses of Indiana University Blueprint for Student Attainment declares a shared mission of the IU regional campuses to be that the “regional campuses will provide a distinctive educational experience that connects readily with the educational experiences provided by community colleges and research campuses. We will facilitate transfer and articulation of courses and programs from other institutions, work with the community colleges to create a transferable general education core curriculum, and offer readily accessible advising to students who are considering transfer to or from our campuses.” The Pathways and Transitions priority action team addressed six goals related to this mission. For each goal, strategic objectives and corresponding initiatives (action items) are proposed. Following these, metrics are presented on two levels. The report ends with a listing of the team members.

GOALS, STRATEGIC OBJECTIVES, and INITIATIVES

GOAL #1: Encourage transfer from other institutions, especially community colleges, and support students who transfer to IU’s regional campuses.

Strategic Objective 1.1: Articulation: Beyond the Core Transfer Library (CTL) and a handful of system-wide program articulation agreements, there are few if any guidelines that govern course or degree articulation between IU regional campuses and the Ivy Tech Community College (ITCC) system. The numbers of course articulations vary greatly by campus. For example, the CTL contains 85 courses, while IU Southeast lists 267 courses as statewide transfer [Note: IUS has added all courses in program articulation to a master list]. In theory, if a regional campus articulates a course not on the CTL, that same course has transferability to other IU campuses, and thus by default should go on everyone’s list. To date, there is no university system-wide communication or intentional collaboration in the arena of articulation. Additionally, there is no university system mechanism for guiding or monitoring this important academic function.

Initiatives:

1.1.1: Articulations (courses and degrees) shall be routinely presented to the Academic Officers Council (AOC) for approval, oversight, coordination, and systematic implementation across the regional campuses. The AOC shall thus take ownership of articulation and apply the same principles used in vetting new IU courses and degrees.

1.1.2: The Office of the Executive Vice President for University Regional Affairs, Planning, and Policy (OEVPRAPP) shall oversee development of a comprehensive inventory of all courses and associate degrees accepted by the regional campuses. An online repository

similar to the Master Course Inventory could be developed, with ready access via a shared website. Additions would come from the AOC.

1.1.3: Each campus will substantially implement the University Faculty Council (UFC) policy, entitled Undergraduate Master Course Inventory Policy, which may be accessed at: <http://www.indiana.edu/~ufc/docs/policies/MasterCourseInventory.pdf>. The goal of this plan is to outline a process whereby the web-based list can be converted to a useful and updated tool that will ensure that identically numbered/titled courses on multiple IU universities are comparable enough that their full intercampus transferability for all degree requirements poses no problems to students and instructors.

1.1.4: Extend the cooperation with ITCC to initiate a process of identifying repetitive articulation agreements and roll them into a single regional agreement (could also invite IUPUI and IU Bloomington to join). Pathways might be a natural home for this one.

Strategic Objective 1.2: Standards & Quality: For several years the university has been on a path of raising admission standards for recent high school graduates, with a focus on preparatory curriculum. There has been no comparable attention to the transfer student, where a minimum 2.00 GPA for admission has been the standard for decades. Many academic units are struggling with the disparate levels of preparation among transfer students. The increased emphasis on improving graduation rates calls for measures of ability to succeed (at application and admittance) for transfer students to be evaluated against evolving mandates for quality.

Initiatives:

1.2.1: Appropriate faculty committees shall review transfer admission standards, using a template agreed upon by the AOC, with a goal of consistent standards across regional campuses. For example, IU Bloomington requires a transfer who was non-qualified as a high school beginner to have completed 26 credit hours from the transfer institution; types of courses completed are not unimportant. A similar standard at the regional campuses may enhance transfer readiness.

1.2.2: IU faculty shall share their resources with Ivy Tech faculty and students, for example, faculty teaching similar courses should share their syllabus, examination papers, test bank questions, daily class assignments, lab resources. This will indirectly ensure that quality is maintained at Ivy Tech and develops a mindset that IU is the next step after Ivy Tech for students who want a B.A. or B.S. degree.

1.2.3: IU faculty shall record select examples of classes (example, via polycom or make podcasts) and make a link available to Ivy Tech students. This way Ivy Tech students can see what exactly is taught at IU versus Ivy Tech in courses in which they are currently enrolled.

Strategic Objective 1.3: Recruitment and Advising: IU regional campuses have developed “particularized” relationships with Ivy Tech in their service area, often encompassing multiple sites. Correspondingly, the bond of mutuality between IU regional campuses and their respective Ivy Tech counterparts varies, in part because different IU offices handle different aspects of the Ivy Tech collaboration. There are good models of how to facilitate transfer at all of the regional campuses. One example is IUPUI’s Passport Office.

Initiatives:

1.3.1: Chief enrollment officers shall collectively review best transfer practices, especially with Ivy Tech, and adopt a common core of activities to facilitate transfer. For example, an admissions staff representative could be designated as the Ivy Tech liaison, who in turn maintains a regular presence (preferably office hours) at the primary Ivy Tech campus with broad job duties, including advising.

1.3.2: All IU universities shall strive to build in these incentives for their regional Ivy Tech students with financial incentives (e.g., transfer scholarship; first course free for transfer students; reduced fees; free books; cash back or they continue to pay Ivy Tech tuition rate) attached to those admissions. Students will be expected to maintain a to be determined minimum overall grade point average (GPA) in order to maintain their reduced fee structure in their second semesters. This incentive should last for one year only and students must graduate by a set date. This will encourage the high achievers from Ivy Tech to choose IU over other universities in the state.

1.3.3: Ivy Tech students should be allowed to use IU facilities at IU student prices (e.g., gym, swimming pool, labs, food cafeteria, etc.). They should be eligible for discounts like IU students (in book store, food courts, etc.). This will bring them into IU facilities and they can experience firsthand how it is to be part of IU system.

GOAL #2: Advising for students considering transfer to or from regional campuses.

Strategic Objective 2.1: Transfer Advising: Among the best practices followed by all regional IU universities is that advising of transfer students is handled by the office of student records/registrar/admissions and that academic advising is handled by school faculty who act as temporary and/or permanent advisors.

Initiatives: Each regional campus shall appoint a dedicated Transfer Specialist (TS). The transfer specialist should be a “one-stop-shop” for all potential transfer students who can get answers to all their questions. The transfer specialist should take IU to the prospective students rather than wait for them to walk in and then answer questions. All IU transfer specialists will meet regularly (once every month or once every semester—as need be) to ensure that all specialists are up to date with changes within and outside of IU. The transfer specialist shall:

2.1.1: be an IU employee (not Ivy Tech) dealing specifically with transfer students.

2.1.2: have access to the student records at all IU campuses and community colleges (especially Ivy Tech) that send their students to IU regional campuses.

2.1.3: be an expert at understanding the various degree requirements across disciplines.

2.1.4: participate in all administrative meetings related to student transfer and financial aid at the parent college (like Ivy Tech).

2.1.5: hold dedicated office hours biweekly at the parent college campus in order to help students.

2.1.6: have dedicated office staff and technology support – especially mobile technology so that potential transfer students can get information on the spot (e.g., IU Northwest).

2.1.7: manage the transfer website – used for advertisement and information source (e.g., IU East). This website must be live at both ends – IU regional campus and the parent

college website. A short-cut link must be provided on the home page (e.g., Transfer 2 IU).

2.1.8: conduct regular surveys to ensure that transfer students have blended into the student body at the regional campus (e.g., IU Kokomo).

2.1.9: develop online, fool-proof check sheets (e.g., IU Southeast check sheet) so that online advising can be done for students who prefer to meet online. This will also help students to see how their credits get transferred at their convenience.

2.1.10: conduct transfer fairs (e.g., IU South Bend) at other community colleges and institutes that offer two-year degrees.

2.1.11: develop transfer programs/events targeted to specific student bodies, such as the military (e.g., IPFW).

2.1.12: identify and report any discrepancy in the articulation to the Chief Academic Officer/Vice Chancellor for Academic Affairs.

GOAL #3: High-school-to-college programs, including transition and concurrent enrollment.

There is a deficit of data (or the ability to mine it) related to tracking high school students enrolled in dual credit options. There is difficulty obtaining comparable data on who the students are, the option in which they are enrolled, how well they do in the dual credit course, whether or where they enroll in college, and the success of those enrolled. The data that we have suggest the numbers of high school students are significant and increasing, and that there are large differences among regional campuses.

Strategic Objective 3.1: Dual-credit Program Outcomes and Services: Regional campuses should consider the “return on investment” they make in providing reduced tuition course work available to high school students. Obviously, improving the proportion of Indiana high school graduates who graduate from college is, in and of itself, an important role to be played by the regional campuses; however, understanding the costs versus benefits of investing in the necessary accreditation, manpower, etc., will help with decision making related to formalizing and growing dual credit programs.

Initiatives:

3.1.1: The regional campuses shall review student outcomes in dual credit programs and make decisions about offering additional services in light of the likely returns on such investments. For instance, if it can be shown that the regional campus providing dual credit courses actually captures (or can potentially capture) a large percentage of the students who enroll in them, it might be worth offering additional services such as “cohort experiences” for on-campus students, on-campus experiences for students taking courses in the high school, advising, mentoring, etc.

3.1.2: IU regional campuses shall offer their own version of dual credit programs, perhaps under a different name. This will enable each university to tailor its program to the specific needs and labor requirements of the region it serves. By expanding the Advanced College Project (ACP) currently being administered out of IU Bloomington and offered at IU South Bend, for example, regional campuses will be able to (1) reach more high schools in their

regions and (2) offer courses (example – online courses at 100 levels) that are currently not being allowed under the ACP program. High school students can take these courses at reduced fees, the credit can be transferred to a degree program when they join IU, and IU's student enrollment goes up. Each campus can determine other courses specific to the region in addition to ACP courses. All university campuses will seek accreditation for these expanded programs hosted by their campus.

3.1.3: High school students taking dual credit programs administered by IU should be allowed to use IU facilities at IU student prices (e.g., gym, swimming pool, labs, food cafeteria). They should be eligible for discounts provided for other IU students (e.g., book store, food courts). This will bring these students into IU facilities where they can gain firsthand experience about how it is like to be a part of IU system.

3.1.4: Valedictorians could be given a complete fee waiver, free books, one semester of international study, plus other perks.

3.1.5: An active dialogue must be pursued between high school faculty members, Ivy Tech faculty members, and IU faculty members with regard to how the Indiana Commission for Higher Education (ICHE) mandate to engage in K-16 curriculum alignment is being met.

Strategic Objective 3.2: Underrepresented Students: According to the ICHE (cited in Dressler, 2009), minorities represent 23 percent of high school students, yet only 9 percent of high school students taking college courses during high school. This is an especially vexing problem at IU Northwest, for example, where students in the public school system are struggling. For example, in 2009, Lew Wallace High School (Gary) had a high school graduation rate of 51.1 percent and the proportion of students who passed both the English/Language Arts and Math ISTEP + was less than 10 percent (state average approximately 65 percent). As of fall 2010, there were six students from Lew Wallace High School enrolled in ACP course work.

Initiative:

3.2.1: The regional campuses shall develop scholarship programs that waive/subsidize fees and textbook costs in order to encourage traditionally under- represented students to participate in any high school to college program (including ACP).

Strategic Objective 3.3: Basic Conditions and Best Practices: Although total standardization of dual credit programs is neither possible nor desirable, it may be useful to develop some basic standardization of tuition, teacher qualifications, maximum allowable dual credits, and productivity credit for university faculty involved in these courses. The ICHE *Policy on Dual Credit Opportunities* in Indiana (<http://www.in.gov/che/files/1002DecC.pdf>) describes *basic conditions* that serve as quality standards. Best practice programs, such as the IU Northwest math A007 and B007 sequence, should be shared and copied.

Initiatives:

3.3.1: The regional campuses shall develop basic conditions and share best practices related to dual credit programs.

3.3.2: The regional campuses shall expand the number of courses being offered from their dual credit programs based on the needs and demands of the region they serve.

3.3.3: All universities offering dual credit courses shall develop a list of common learning objectives for the courses they are offering.

Strategic Objective 3.4: Pre-college Assessment and Investment: Pre-college assessment is another area where it may or may not make sense to have some standardization. Formal follow-up tracking of students referred to the community college system for remedial course work needs to be done. This is another place where it would be useful to know the extent of the investment that should be made in students before they are eligible for university admission.

Initiatives:

3.4.1: The regional campuses shall review student outcomes associated with remedial course work and make decisions about offering additional services in light of the likely returns on such investments.

3.4.2: It is recommended that joint conversations occur between faculty from the IU system and Ivy Tech system (and other institutes, systems, and high schools) to assess the needs of students enrolled in developmental classes at Ivy Tech. The purpose of this discussion would be to align the expectations of the various institutions.

GOAL #4: Degree articulation agreements and a transferrable general education core curriculum.

Strategic Objective 4.1: Every Indiana University baccalaureate degree program includes common course and disciplinary requirements that integrate certain general developmental goals with the special resources of the campus. These common requirements articulate the ideals that Indiana University faculty hold for the general education of undergraduate students, and ensure that all students are afforded the opportunity to explore a breadth of academic opportunities. In order to have a freely and completely transferable general education core curriculum, the committee recommends the following possibilities for further consideration.

Initiatives:

4.1.1: IU shall adopt LEAP (Liberal Education and America's Promise) learning objectives for general education so that transfer students fulfill learning objectives that are readily transferrable within the structure of their course work (<http://www.aacu.org/leap/>). LEAP is an initiative of the Association of American Colleges and Universities. The premise is that students who meet outcomes on one campus will be credited on all campuses with having met those outcomes. They will not have to demonstrate proficiency more than once. This system will allow flexibility for the campuses, preservation of the distinct nature of each institution, and facilitation of transfer.

4.1.2: Transfer students will not have to take more general education credit hours than native students, but it seems reasonable that they could be required to take the same number as native students. General education should not be a list of courses, but a list of elements about what constitutes the contemporary version of the educated person. If a campus has a distinctive, differentiated mission, then it seems reasonable to require that up to 9 credit hours of additional general education course work that specifically addresses that mission could be required. Differentiation might be like what occurs in Missouri, e.g., Truman State is the public ivy, Missouri State is the public policy institution, Missouri Southern is the international institution, Northwest is the technology institution, and so forth.

4.1.3: Encourage Ivy Tech to partner with IU in adopting LEAP learning objectives. If they do, then Ivy Tech students who have successfully finished an Associate of Art (A.A.) or

Associate of Science (A.S.) degree can enroll directly in IU as a junior and meet the general education requirements (2 + 2 agreement).

4.1.4: If a student transfers at least, say, 57 credit hours, but does not have an associate's degree, the receiving institution can accept the credit hours as fulfilling the general education requirements (if Ivy Tech adopts the LEAP learning objectives), but can also reserve the right to require the student to take up to 9 credit hours for fulfillment of campus specific requirements.

GOAL #5: Synergies with and transfer to research campuses.

Strategic Objective 5.1: Campus Mobility: While none of the regional campuses reported that they encouraged current students to move to a flagship/research campus, certainly some students do so each year. Students who aspire to earn a degree that is not offered at one of the regional campuses may have little choice but to move to another university. According to the *2009-2010 Indiana University Fact Book*, a total of 1,280 Indiana University students moved from one campus to another last year. The majority of the students (828) enrolled at either IU Bloomington or IUPUI, but 452 chose to transfer to one of the regional campuses.

Initiatives:

5.1.1: Each regional campus shall continue to support students in making decisions that best suit their academic needs.

5.1.2: Campuses should offer integrated and/or hybrid courses so that students can take part of their course work at regional campuses and part at the core campus.

Strategic Objective 5.2: Preprofessional Program Students: A number of students on all of the regional campuses intend to pursue a degree or an advanced degree that will require them to transfer. For example, many of the allied health degrees offered on the IUPUI campus are not offered at the regional campuses, and students must transfer to complete their degrees. Most regional campuses are able to work with the preprofessional students to ensure that they are enrolled in the necessary courses to meet their goals. For example, the School of Natural Sciences maintains a full-time academic advisor who meets with the pre-professional allied health students to ensure that students are taking the appropriate prerequisites for their respective programs. Students who intend to attend a school outside of the IU system for their professional degree are encouraged to contact the school of their choice for appropriate academic advising.

Initiatives:

5.2.1: Preprofessional academic advisors and professional school admission staffs shall strengthen their working relationships to benefit students who wish to apply for a professional program within the IU system.

5.2.2: Regional campus faculty shall have a representation (for information purposes only) in the administrative meetings of professional graduate schools that are directly related to admissions and retention. At the least, the minutes of the meetings should be shared with the regional campus liaisons. This will ensure that all regional campuses are aware of any administrative changes within the graduate schools at the research campuses.

Strategic Objective 5.3: Preprofessional students often choose the regional campuses to complete their prerequisites because of location and the quality of education provided by the

regional campuses. Thus, the acceptance rates into professional programs by regional campus students are often exemplary. The current system rewards and provides financial support to campuses that increase retention and graduation rates. However, the preprofessional students are documented as “drop-outs,” and the regional campuses are penalized for providing the initial one to three years of academic preparation. Yet, these students have every intention of graduating and often do receive a degree from the campus that hosts the degree (i.e., IUPUI and IU Bloomington).

Initiatives:

- 5.3.1: All preprofessional schools should have some seats reserved for students from regional campuses. This will ensure student representation from regional campuses in graduate programs at research campuses.
- 5.3.2: It is recommended that consideration be given to restructuring the funding formula for regional campuses. Greater weight could be assigned to credit hour production. This will alleviate the problem of preprofessional students being counted as drop-out students.
- 5.3.3: A closer monitoring of the transfer students from the regional campuses to research campuses should be done.
- 5.3.4: Arrangements (e.g., financial, boarding, lodging) should be made by research campuses to provide job shadowing opportunities for students from regional campuses during summer sessions. Students from regional campuses who wish to do research at IU Bloomington or IUPUI will also be provided similar facilities so that they can conduct research, especially during summer sessions.

Strategic Objective 5.4: Bloomington-denied Students: A significant number of Indiana students are denied admission to IU Bloomington, although many of these students meet the admission criteria set forth by the regional campuses. For several years, IU Bloomington has shared its list of denied students with the regional campuses. After sorting by zip code and removing those students who have already applied to regional campuses, there are still many students who may be interested in pursuing an IU degree at a regional campus.

Initiatives:

- 5.4.1: Each regional campus, in the manner that best suits its recruitment efforts, shall receive and review lists of students denied admission to IU Bloomington and IUPUI. These lists will be provided to the regional campuses, perhaps once in the late fall, and again in the spring.
- 5.4.2: IU Bloomington will include in its letters to rejected students that qualify for selection to a regional campus a paragraph indicating that they may be accepted into a degree program at a regional campus and that their classes for the proposed degree program will be held at _____ regional campus. This enables students to receive positive outcomes, even though it means that they have to attend a regional campus (probably closer to their home). The admissions officer at Bloomington will have a thorough knowledge of the admissions criteria at the regional campuses. Hence, students rejected at IU Bloomington will hear from both the regional campus as well as from Bloomington informing them of their acceptance at one of the regional campuses.
- 5.4.3: Regional campuses will actively follow up with the students rejected by IU Bloomington.

GOAL #6: Recruit and encourage the return to college those who have dropped out after having earned some college credit.

In an article appearing in the October 22, 2010, issue of the *Chronicle of Higher Education* on academic credit, the benefits of accepting Prior Learning Assessments were made clear:

"A head start toward a degree is no small motivator. The Kentucky Council on Postsecondary Education recently found that adults with some college rated credit for prior learning, by test or assessment of a portfolio of work, the *top reason* (emphasis added) they would be interested in pursuing a degree. And according to a national study by the adult-learning council, students who received credit for prior learning had higher graduation rates than other students, and completed their degrees faster." (Lipka, p. A17)

Strategic Objective 6.1: As the state of Indiana attempts to increase the number of baccalaureate degrees by ten thousand per year, finding incentives for students to return to college will become an IU system priority.

Initiative:

6.1.1: Using best practices, such as those found at the Council for Adult and Experiential Learning (CAEL) (<http://www.cael.org/>), create effective and meaningful ways for students with some college to use life experience as a means for being awarded credit toward their degree programs. As safeguards against abuse, students who apply for life experience credit should either (1) sit for and pass the final or a comprehensive exam for every course requested for life credit or (2) submit a portfolio that addresses each of the objectives for the course with appropriate documentation that the students have met each objective. A fee should also be charged to cover the cost of the evaluation of the exam or portfolio.

METRICS

Metrics for evaluating goals, strategic objectives, and initiatives are proposed on two levels. Level One is directed at the IU organizational overseers and includes metrics that are going to be most meaningful to external constituencies. Level Two is directed at the IU implementers and includes metrics that will be most meaningful to faculty, staff, and administrators who are going to implement the recommended initiatives.

Level One Metrics:

- 1.1: VSA (Voluntary System of Accountability) Persistence Measure
- 1.2: Transfer Enrollment Trends
 - 1.2.1: Number of transfers who complete the first year
 - 1.2.2: Track the success of transfers from one year to the next
- 1.3: First Year Academic Performance: Examples include:
 - 1.3.1: Percentage of students with a 2.00 GPA or above after the first year
 - 1.3.2: Average number of credits completed or the percentage of attempted credits completed
- 1.4: Transfer from one IU campus to another
 - 1.4.1: Questions: Are students simply moving around, or are they completing their degrees at a second, third, fourth, etc. institution? Are they transferring elsewhere and competing?
- 1.5: Articulation of transfer credits to degree requirements
 - 1.5.1: Question: How many credits apply?
 - 1.5.2: Question: How many were accepted as specific IU course?
- 1.6: Entry Qualifications for new transfers

Level Two Metrics:

- 2.1: National Survey of Student Engagement (NSSE)
- 2.2: Transfer Enrollment Trends
 - 2.2.1: Number of transfers who complete the first year
 - 2.2.2: Track the success of transfers from one year to the next
- 2.3: Entry Qualifications for new transfers
- 2.4: Financial Aid for Transfers
- 2.5: Dual Credit Transfer
 - 2.5.1: How do dual credit transfer students fare? Good internal measure to create conversation with those offering AP or dual credit.
- 2.6: Underrepresented student enrollment in dual credit
 - 2.6.1: Track the number of minorities enrolled and compare to number enrolled in dual credit
- 2.7: Articulation of Credits meeting General Education
- 2.8: 21st Century Scholars
 - 2.8.1: Track number and persistence of 21st Century Scholars

PATHWAYS AND TRANSITIONS TEAM MEMBERS

Linda Delunas	Indiana University Northwest
Minda Douglas	Indiana University Kokomo
Michael Horvath (Co-Chair)	Indiana University South Bend
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With Special Thanks to: T. J. Rivard, Indiana University East

Student Success

FINAL REPORT FROM THE STUDENT SUCCESS BSA PRIORITY ACTION TEAM

INTRODUCTION

The regional campuses will be committed to student success through a focus on facilitating steady and timely progress toward degree completion, providing appropriate academic support and remediation to students along that pathway, and assisting students in overcoming financial, work, and other barriers to completion.

Students at IU's regional campuses lead far more complicated lives than do most traditional undergraduate students studying at residential colleges. Our students juggle multiple roles and responsibilities, and they cannot always give priority to their life as a student in this process. We take these students and help them to accomplish their goal of earning a college degree. With some variations, our student bodies contain more:

- Older students and returning adults.
- Part-time students.
- Academically underprepared students.
- First generation students.
- Minority students.
- Working students.
- Married students and students with dependents.
- Low-income students who must borrow to pay out-of-pocket educational expenses.
- Transfer students, especially from community colleges.

Because of this mix of “non-traditional” students in our overall profile, IU's regional campuses must address academic success with methods and services that focus on this general student body profile, many of whom may be “at-risk” for college completion. While not all our students fall into one of these classifications, the recommendations we put forth are deemed useful and appropriate for the majority of students on our campuses.

GOALS, STRATEGIES, AND ACTION STEPS

Goal 1. Facilitate declaration of major by the end of the first year of course work.

Strategy 1.1: Link new student orientation, academic advising, and career development in a holistic approach that is proactive, developmental, and intrusive.

Action items (short term)

- Provide programs with career counseling integration to assist undecided students to declare a major.

Metric: Measure the percentage of students who have declared a major by the completion of 24 credit hours.

- Implement an academic and career roadmap to timely graduation for use by students and advisors.

Metric: To be determined upon implementation of the roadmap.

- Integrate career development into advising and orientation.

Metric: Each campus will track specific programs as appropriate.

- Mandate advising for all first year students.

Metric: Measure the percentage of students who have consulted with their advisors during their freshman year.

Action items (long term)

- Provide ongoing professional development for advisors, ensure adequate advising staff that meets national norms for advisor-to-student ratio, and assess advising effectiveness.

Metric: Measure the advisor-to-student ratio by school and/or campus against the national standard.

GOAL 2. Increase graduation rates through facilitating student engagement.

Strategy 2.1: Offer targeted student support services for the entire undergraduate experience that facilitate degree completion through increased student engagement.

Action items (short term)

- Increase use of supplemental instruction.

Metric: Measure the number of students enrolled in at least one course with supplemental instruction.

- Implement an early warning system for intervention early in the term.

Metric: To be determined after implementation of new early warning system.

Action items (long term)

- Increase the amount and affordability of tutoring through use of upper-level students and alumni.
- Increase collaborative learning opportunities in the classroom and learning communities on campus.
- Increase number of experiential learning opportunities in all majors.

GOAL 3. Overcome financial and external barriers to degree completion.

Strategy 3.1: Provide financial education and incentives for students in need.

Action items (short term)

- Promote financial literacy through financial aid and advising offices.

- Increase on-campus student employment.

Metric: Measure the number of students employed on campus and the average number of hours worked per semester.

- Assist students in finding off-campus employment linked to career goals.
- Promote FAFSA completion.

Metric: Measure the percentage of students who complete FAFSA.

- Consider flat-rate tuition for full-time students.

Metric: Measure the percentage of full-time students per year. Measure the percentage of full-time students taking 12, 13, 14, etc. credit hours per year.

Action items (long term)

- Develop a financial planner for students to calculate the cost and benefit of a degree.
- Integrate personal finance education with the curriculum for first-year students.
- Provide financial incentive for completion of 30 credit hours and on-time graduation.

OVERALL STRATEGIC METRICS

- Graduation rate—VSA model for four- and six-year graduation rates; average time to degree
- Retention rate—VSA model for progression
- Degrees conferred—rate based on enrollment with two year lag; baccalaureate only
- Special cohort reporting for Pell and 21st Century recipients as a proxy for low-income students

APPENDIX: ADDITIONAL STRATEGIES AND ACTION STEPS

ACADEMIC ADVISING RECOMMENDATION: Link new student orientation, academic advising, and career development, i.e., take a holistic approach, which is proactive, developmental and intrusive. To ensure effective implementation of this recommendation, each regional campus needs to review their staffing structure and make necessary adjustments to accommodate the tasks and align with national best practices regarding staff to student ratios.

Strategies/Action Steps:

1. Utilize a “total intake” model for all initial advising appointments (declared majors and undecided students). Upper-division students and those with a declared major would be transferred to advisors (faculty or professional) in their respective academic schools, who can also provide guidance related to career paths that would be supplemented by Career Services.

2. Establish an Exploratory program or center for undecided students, who persist at slower rates and are retained at a much lower percentage than students who have a declared major. The program would include a strong, intentional interface between academic advisors and career service professionals. Provide undecided students with required curricular planning and comprehensive major selection assistance from Career Services staff. Advisors would require periodic meetings, manage information gathered through Early Warning program sources, and ensure students are progressing through their plan. The intentional interface between the two departments with required contacts at milestone points would enhance, and make obvious for the student, the bridge between selecting an academic major and career planning.

CAREER DEVELOPMENT RECOMMENDATION: Strong, required career development for all students, especially targeting those in majors that are not profession-specific (liberal arts or general studies).

Strategies/Action Steps:

1. Require career development appointments as part of first-year seminars and for transfer students who come in with more than 26 credit hours of work (i.e., beyond the first-year seminar stage). Career development could be part of the orientation process for transfer students with more than 26 credit hours, to make orientation more meaningful for them and to link them, from the beginning, with the career development process.
2. Require a Career Development Plan for students, mapping their tasks and requirements for freshman through senior year. Define expectations for students' engagement with their plan and require touch points/appointments at periodic milestones (at least once a year). Career development must be coordinated with academic advising since course work and degree completion are linked with career goals.
3. Encourage or require each academic discipline to work with Career Development staff to establish meaningful applied learning opportunities (e.g., internships, research with a faculty member, supplemental instruction, or community service linked to the major). Greater effort is needed to intentionally link academic work with applied learning opportunities for students in other disciplines. Engaging the alumni base in creating internship opportunities is very successful.

STUDENT PROGRESSION AND REMEDIATION RECOMMENDATION: Offer targeted student support services for the entire undergraduate experience that facilitate degree completion through increased student engagement.

Strategies/Action Steps:

1. Implement additional training for the student leaders of Supplemental Instruction regarding best practices for tutoring. Faculty members teaching courses with an SI session should be required to meet regularly (every two to four weeks) with the SI leader to coordinate the instruction, thus providing students with a more unified approach to the content of the course. Maintain a database for evidence of outcomes related to this type of remediation. Consider using online Supplemental Instruction resources (e.g., *Innovative*

Educators Online Training) as a means for intellectual engagement, improved performance, and course completion.

2. Introduce and encourage the use of “flexible paced courses” to aid students requiring additional time to meet learning objectives.
3. Honors program students providing tutoring as a service-learning endeavor is a viable option in addition to upper-level education majors. Retired secondary teachers and professors can be recruited to share their knowledge and skills.
4. Early in the traditional semester (before midpoint), any student who is identified as “at risk” via early warning reports, will be contacted by the instructor, academic advisor, or Office of Student Success. This goal may require development of additional learning assessments in courses. For instance, having no graded assignments until mid-term (or later) does not allow for evaluation of student performance in a timely manner.
5. Employ a course-specific action plan for the use of a student in academic jeopardy. The student will take responsibility to identify areas for improvement, which may include, attendance, study habits, time management, stress reduction, or other changes. The faculty will review this plan and add suggestions as deemed appropriate (referral to the Student Success Center, Writing Center, Campus Counseling, attending Supplemental Instruction, using additional resources, etc.) Linking the feedback system with the existing gradebook features used by faculty would likely result in higher compliance.
6. Track the outcome of this initiative for a time period of several semesters at a minimum, to allow for evaluation and/or revision.

RECOMMENDATION: Provide Financial Education and Incentives for At-Risk Students

Strategies/Action Steps:

1. Provide means to assist students in better understanding and managing their finances. Integrate financial education into the curriculum at all possible points (orientations, freshman seminars, introductory math, business, economics courses, etc. Provide appealing low-cost or no-cost, fun incentives such as virtual badges to encourage students to attend workshops, visit with financial aid counselors, etc. For support, see “Financial Literacy, a Key to Success for Low-Income Students,” The Chronicle of Higher Education, May 14, 2010, p. A26.
2. Resurrect the GradPact to act as a contract between the student and university, guaranteeing availability of courses needed to graduate on time.

RECOMMENDATION: Provide Intensive Academic Support for At-Risk Students

Strategies/Action Steps:

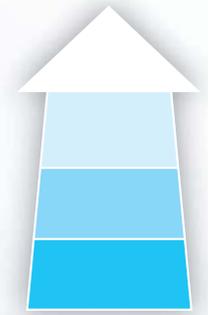
1. Establish a required pre-college experience prior to the start of the fall semester in which students can interact with other new freshmen, strengthen their academic skills in writing, reading college textbooks, and/or math, and learn the location of offices that meet a

variety of needs, from academic support to psychological counseling to financial assistance, etc. This “summer camp” should include fun activities, ice breakers, food, team-building activities, financial education, and a scavenger hunt to help students locate offices.

2. Require students with a semester GPA below 2.3 to meet with an academic advisor for an intrusive intervention in order to address any personal or academic issues prior to the beginning of the next semester. Institute additional required meetings with an advisor for students already on probation.
3. Students who remain ‘undecided’ into the second semester of their first year should be required to visit with a career counselor prior to the next registration cycle. Use a type of registration hold to prevent students from registering before receiving this counseling.
4. Provide additional resources, tutoring staff, and supplemental instructors to reach a goal of getting 50 percent of students through their first college math course by the end of the first year and 100 percent of students by the end of their second year.

Strategies/Action Steps

1. Calculate the NCHEMS ratio of credentials per 100 FTE for all IU regional campuses. Calculate ratios for past five years to create a baseline to measure future improvement. (Note: IPFW will need to calculate its own ratio since not all student records are loaded into the IU database.)
2. Monitor progress by the University of Alaska Anchorage in its proposed metric of success. Develop a plan for adoption if it gains national acceptance by AASCU.



APPENDIX C: EXPENDITURE REVIEW COMMITTEE

**BLUEPRINT
FOR STUDENT
ATTAINMENT**



Appendix C: Expenditure Review Committee (ERC) Report

**Expenditure Review Committee
Report**

Spring 2011



INDIANA UNIVERSITY

Expenditure Review Committee Report

January 25, 2011

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Executive Summary

The Expenditure Review Committee (ERC) was charged by Indiana University President Michael McRobbie to explore potential improvements in efficiency and elimination of unnecessary duplication at IU regional campuses. In particular, it was asked to review these areas: (1) Consolidation of similar services that exist on multiple campuses, especially in back-office operations, (2) Opportunities for shared services and partnerships, and (3) Activities that are underperforming or have outlived their usefulness. With the creation of the IU regional campus *Blueprint for Student Attainment (BSA)* process, the ERC took on an additional role, and the *BSA* Affordability and Efficiency Priority Action Team became core members of the ERC. Some recommendations of the ERC will also appear in the *BSA* report.

Following a brainstorming exercise, with considerable discussion, and two ranking exercises, with additional discussion, the ERC identified a set of cost savings and efficiency strategies and options that may deserve further consideration. The committee decided that the process of evaluating each strategy/option needed at least two stages. During the first stage, the one reported on in this document, the strategies and options were identified and ranked with respect to their perceived potential for cost-savings or enhanced efficiency. A next stage would be to conduct detailed analyses of those strategies and options that are deemed most feasible for their potential benefits and risks.

After the ERC was formed, Indiana University announced the creation of an IU-wide Cost Benchmarking Project. This project has engaged an external firm to evaluate IU's practices with respect to back-office operations relative to best practices at peer institutions. In anticipation that the results of this project would inform possible consolidations across the regional campuses, the committee chose to spend most of its time on the other two categories of strategy. However, it did include evaluation of these back-office operations in its rating exercises. The committee acknowledges that information technology solutions exist that can facilitate consolidation of some back-office operations, as long as appropriate controls and lines of accountability are established so that necessary services to the regional campuses are not sacrificed.

Recommendations include a list of strategies and options with the potential for cost savings and efficiency. The list was ordered, within the three broad areas, by ranking the strategies/options with respect to committee members' perceptions of which have the greatest potential for realizing cost savings or other efficiencies. The next step could be for the senior leadership of IU to decide which of the strategies/options they would like to pursue further and to identify the appropriate technical people to collect data, perform financial analyses, and identify obstacles to implementation.

Introduction

The regional campuses of Indiana University and Purdue University were created to provide access to Indiana residents who wished to continue their education after receiving a high school diploma or GED, but who could not for a variety of reasons attend existing public higher education institutions. These reasons included and still include: academic/test performance, financial hardship, family obligations, work location and schedule, among need for small classes/special attention, among others.

With the creation of Ivy Tech Community College of Indiana in 2005, the missions of the regional campuses changed drastically. Prior to ITCCI, the regional campuses could essentially admit any student who had a diploma or GED, and then work with those students on remedial skill development. Students could opt for associate degrees where it made sense for them to do so. The remedial education and associate degree mission now belongs to the Community College.

By 2005, the regional campuses had added a full range of bachelor's degrees and selected master's degrees to their degree menu, recognizing that there was a need for local options for many students for these advanced degrees. With the removal of remedial course work and associate degrees, the campuses had to become selective in admissions while still remaining access institutions.

The regional campuses can play an important (perhaps the most critical) role in addressing within Indiana the national initiative to raise the percentage of the U.S. population that has earned a higher education degree. Indiana is currently 39th out of 50 states with respect to higher education degree attainment. The Lumina Foundation has set a goal of 60 percent degree attainment by the year 2025 to minimally meet the growing shortage of college-educated workers in the United States. The Indiana Commission for Higher Education has set a goal for Indiana of 10,000 additional degrees awarded per year by 2025. The regional campuses have the room to grow if adequately supported and are therefore essential to any plan for Indiana to achieve the national as well as its own goal.

The resources from the state in the form of state appropriations, traditionally expected by public institutions in order to meet their missions, are not likely to materialize in even close to the same amounts for the foreseeable future. In addition, the pressure to keep tuition rates from climbing to make up the difference will continue, perhaps even intensify. Any alternative source of resources must come from increased operational efficiencies, decreased labor costs, collaborations that take advantage of distributed strengths, restructuring of administrative functions (particularly back-office functions), or totally new approaches to the delivery of higher education. While external funding will be helpful, it will not come close to providing the resources necessary to increase the number of graduates in the amounts needed, reduce their time to graduation, and ensure the continuing quality of their degrees.

In addition to considering ways in which the regional campuses can make improvements in their current operations and collaborate better on some of those improvements, the *IU Regional Campus Blueprint for Student Attainment* committees were also charged to consider fundamental change in how we think about higher education in this country, its structure, and delivery. As those committees deliberated on such far-reaching alternatives, the Expenditure Review Committee had to consider innovative approaches to cost-cutting and efficiency that might help fund them. While the regional campuses are currently financially autonomous and maintain their own accreditations, meeting the challenge of their new role may require considering the possibility of entirely new structures across all the regional campuses, both IU and PU.

The regional campuses need to advocate for their role in student attainment in Indiana if they are to remain viable. Being united in resolve and message will provide a stronger position from which to make the case for that role. The intent of the *Blueprint for Student Attainment* initiative has been to create a foundation on which greater unity can be realized, whether through collaboration, integration or simply the sharing of information. The more that the regional campuses are on the same page, the stronger will be their mutual position. The role of the Expenditure Review Committee has been to evaluate strategies for funding that foundation and hence increasing substantially student attainment at the regional campuses with minimal new resources.

The Charge

The charge to the Regional Campus Expenditure Review Committee came from President Michael McRobbie. To ensure utilization of state appropriations and tuition as efficiently and effectively as possible, the committee was asked to explore potential improvements in efficiency and elimination of unnecessary duplication. In particular, it was asked to review these areas: (1) Consolidation of similar services that exist on multiple campuses, especially in back-office operations, (2) Opportunities for shared services and partnerships, and (3) Activities that are underperforming or have outlived their usefulness.

In developing its recommendations, the ERC was encouraged to envision, consider, and where justified recommend bold, fundamental measures and pervasive change.

The Committee

To increase the range and depth of its review, the ERC was integrated into the *Blueprint for Student Attainment (BSA)* process initiated by the Executive Vice President for University Regional Affairs, Policy, and Planning (EVPURAPP). The core membership of the ERC turned out to be the Affordability and Efficiency priority action team. In addition, a member of each other priority action team was designated as liaison to the ERC to provide input about opportunities to enhance efficiencies and collaboration within their areas of concern. Hence, while the ERC was commissioned and charged by President McRobbie, some of its recommendations will also appear in the *BSA* report. Laurie Antolovic' provided support for the ERC, working at the direction of the chair of the ERC and in coordination with OEVPURAPP.

The Expenditure Review Committee was chaired by IU East Chancellor Nasser Paydar. Other members included Laurie Antolovic', Deputy Chief Information Officer, Office of the Vice President for Information Technology; Donald Coffin, Associate Professor, School of Business and Economics, IU Northwest; Louise Collins, Associate Professor of Philosophy, IU South Bend; Dan Dooley, Vice Chancellor for Administration and Finance, IU East; Karen Gallatin, Associate Director of Financial Aid, IU Kokomo; Marianne Milich, Chief Financial Officer, IU Northwest; Bill O'Donnell, Vice Chancellor for Administrative and Fiscal Affairs, IU South Bend; Janet C. Papiernik, Associate Professor of Accounting, IPFW; Steve Sarratore, Associate

Vice Chancellor for Academic Affairs, IPFW; Cathy Shea, Professor of Education, IU Southeast; John Stager, Assistant Professor of Business and Informatics, IU East; Linda Wallace, Dean, IU Kokomo School of Nursing; Dana Wavle, Vice Chancellor for Administrative Affairs, IU Southeast. Other liaisons and consultants: Judith G. Palmer, *BSA* Project Leader; James Kennedy, Associate Vice President for Student Enrollment Services; Stephen L. Keucher, Associate Vice President and University Budget Office Director; David Malik, Executive Vice Chancellor, IU Northwest; Kathleen McNeely, Associate Vice President of Finance and Executive Director of Financial Management Service; Larry Richards, Executive Vice Chancellor, IU East; Fran Squires, Associate Professor of Education, IU Southeast; Stacey Thomas, Registrar, IU Kokomo; David Vollrath, Professor of Management, IU South Bend. Providing staff support were Lisa Wallace, Jeff Weber, and Marcia Justus.

Considerations

The IU regional campuses represent approximately a third of all IU headcount enrollments. High school students are increasingly making the regional campuses their first choice for continuing their education. This group is younger and more full-time, helping to increase the number of bachelor's degrees awarded and reducing the average time to graduation.

Approximately 80 percent of regional campus alumni stay in the region. In addition, the regional campuses contribute to their communities in many ways that more traditional campuses do not, representing a substantial and unique economic footprint that is critical to the development of their regions.

The range of preparedness of the students attending regional campuses is much broader than that of more traditional campuses. Many regional campus students are still part-time, with 55 percent first-generation students, 58 percent caring for dependents, and 35 percent working more than 20 hours per week.

Although increasing, the six-year graduation rate (full-time freshmen who graduate within six years) of regional campuses is still low by national standards, reflecting the unique commuter and demographic history of these campuses.

Currently, there are substantial differences in the demographics and resources among the regional campuses, making their individual roles quite distinct within their regions. Taking the strengths of each regional campus and spreading them out over all of them as an integrated unit could create synergies that are in the interest of overall student attainment within IU and the state. This would require treating individual campus strengths as mutual resources, rather than as competitive advantages.

It has been a premise of this committee that its recommendations, and those of all the priority action teams, should support the further collaboration with and development of Indiana's community college system. With the change of missions for the regional campuses of both IU and Purdue, the future success of higher education in Indiana depends on a strong and constructive partnership with Ivy Tech Community College.

Three Areas of Review

In accordance with the charge, the Expenditure Review Committee used three categories of strategy to organize its efforts.

1. Back-Office Operations for Possible Consolidation:

After the ERC was formed, Indiana University announced the creation of an IU-wide Cost Benchmarking Project. This project has engaged an external firm to evaluate IU's practices with respect to back-office operations relative to best practices at peer institutions. The back-office operations to be studied were student services (registrar, including support for academic advising, financial aid, bursar, and admissions), marketing, payroll, and human resources. In anticipation that the results of this project would inform possible consolidations across the regional campuses, the committee chose to spend most of its time on the other two categories of strategy. However, it did include evaluation of these back-office operations in its rating exercises, and some results are shown later in the report. Everyone acknowledges that information technology solutions exist that can facilitate consolidation of some back-office operations. The question is: Where and when do these solutions result in real savings that can be reinvested in student attainment initiatives?

2. Shared Services and Academic Partnerships:

It is recognized that sharing certain services across the regional campuses, when feasible, and developing partnerships that take advantage of the unique academic strengths of each campus, where they exist, could create synergies that could have positive results on the set of regional campuses as a whole. The challenge is in identifying which ones make sense from both an outcomes and an implementation point of view; sometimes the expense of implementation can exceed the value of improved outcomes. Four groupings of strategies emerged: (1) joint program development, (2) shared resources across all campuses, (3) partnerships with Ivy Tech Community College, and (4) restructuring of regional campuses. Sharing services, managing partnerships, and creating collaborations in general present administrative challenges, particularly when the people involved are geographically dispersed. When the services, programs, or initiatives are significant or involve substantial resources, control and accountability must lie somewhere. The last grouping, restructuring of regional campuses, was intended to address that challenge.

3. Elimination of Activities that are Underperforming or have Outlived their Usefulness:

Strategies in this category were not limited to cutting activities; they also address activities currently being conducted in a way that needs to be reconsidered. Very often, activities persist or continue to be conducted as they always have simply as a result of inertia; no one even thinks that an alternative might be possible until it is brought to their attention by something like this committee, and even then the alternatives can be questioned: why disrupt something that is running smoothly? These strategies also resulted in four groupings: (1) academic programs and calendars, (2) non-academic programs, (3) fee structures, and (4) budgeting models. It became apparent that there may be real potential in standardizing certain practices across the regional campuses that are now not standard, including curricula, calendars, tuition and fee structures, and approaches to incentive-based budgeting.

Intercollegiate athletics was also discussed in this category, but studies have shown that the benefits of athletics both to the student-athletes and the campus far exceed the costs, as long as the campus is careful about which sports it selects and which associations/conferences it

joins. At some campuses, the tuition revenue alone brought in by students who choose to attend because they want athletic options exceeds the expenses. The decision was to leave this as an individual campus issue.

Committee Processes

The Expenditure Review Committee met with the Affordability and Efficiency priority action team via videoconference five times throughout the fall 2010, and once during January 2011. Meetings were divided between the work of the Affordability and Efficiency priority action team and the ERC, with all members attending both. The Affordability and Efficiency team will be preparing a separate report focusing primarily on affordability issues as part of the *Blueprint for Student Attainment* effort.

The ERC committee processes included the following:

- A brainstorming exercise where all members were tasked to submit ideas for strategies in the three categories,
- Discussion of the strategies in order to eliminate, consolidate, or add more strategies,
- Grouping strategies to facilitate a ranking exercise,
- Individual weightings (and rankings) of the strategies with respect to their potential for improving the financial situation of individual campuses or the set of regional campuses as a whole,
- Discussion of the weightings, resulting in a revised list of strategies,
- A second ranking exercise, with follow-up discussion, and
- Preparation of a final report.

When it is desired to have recommendations that include a ranking or weighting of alternatives, some facilitation of the process is necessary. This was conducted smoothly and without complaint. We think the results reported next are as indicative as is possible of the perceptions of the committee members with respect to the potential of the various strategies for managing expenditures to enhance student attainment.

Strategies and Options – Committee Consensus

In Tables 1 through 3, we summarize strategies and options with greatest potential for savings. The committee’s average rankings of the strategies, on a scale of 0 to 10, are also listed in these tables. Higher ranking indicates more cost savings potential.

Table 1: Back-office operations for possible consolidation

<i>Strategies</i>	<i>Priority Ranking</i>
Financial Aid	6.5
Registrar, including support for Academic Advising	6.2
Bursar	6.2
Marketing	5.8
Payroll	5.7
Human Resources	5.4
Admissions	5.4

Table 2: Shared services and academic partnerships

<i>Strategies</i>	<i>Priority Ranking</i>
Investigate the possibility of sharing library resources and access across all campuses	8.5
Consider adoption of an IU-wide online education strategy that promotes delivery of degree programs by all campuses and encourages partnerships among all regional campuses	7.7
Foster creation of partnerships with Ivy Tech Community College to increase student transfer to the regional campuses, as well as facilitating other arrangements as applicable locally	7.2
Develop a process to foster creation of joint academic programs (e.g., IU East and IU Kokomo M.S.N. degrees)	6.5
Create an inventory of all major sharable equipment at all campuses	5.3
Study the advantages/disadvantages of consolidating all schools across all regional campuses	5.2
Conduct a feasibility study of splitting IU into two entities/universities – the core campuses (IU Bloomington and IUPUI) and the regional campuses with separate names and governing bodies that purchase services from the major state universities	4.8
Use experts on all campuses by delivering special lectures and talks online	4.0

Table 3: Elimination of activities that are underperforming or have outlived their usefulness

<i>Strategies</i>	<i>Priority Ranking</i>
Restructure academic year (option for flexible start and end dates for online courses, number of semesters in a year, etc.), and increase use of facilities and course offerings on Fridays and/or weekends	7.8
Create a systematic review of non-academic offices	7.4
Conduct systematic review of low enrolling (graduating) programs	7.4
Consider shifting budgets of all campuses to an internal RCM model	5.3
Allow variable (reduction in) tuition rate in special accelerated programs at the upper years (or all years, if a student stays on track) to increase retention and graduation rates; and/or offer a guaranteed tuition for four years to encourage on-time graduation	4.9
Consider flat fee model for regional campuses for 15 credit hours or more	4.1

The committee felt it important to emphasize that these rankings are based on the perceptions of the committee members, not on any data with respect to their financial impact on the campuses. Some committee members indicated a higher comfort level than others with their individual judgments. In any case, everyone recognized that a next stage would have to involve detailed cost/benefit analyses of those strategies and options. The tables above are intended to provide some guidance on which strategies and options to select for such analysis first. An exploration of potential unexpected consequences from adoption of any strategy should be a part of the analysis.

Recommendations

Among many strategies considered by the committee, the following are strategies that might improve the financial situation of the regional campuses and therefore contribute to initiatives for enhancing student attainment. The following is a summary of 21 strategies that the committee agreed upon:

1. Back-office operations for possible consolidation

Specific recommendations in the area of back-office operations for possible consolidation should be coming from the IU Cost Benchmarking Project. For now, the committee offers:

Student Services:

- 1. Financial Aid**—The Financial Aid function has become extremely complicated with federal regulations and compliance reporting requirements that take substantial human effort to address. However, the processing of financial aid and scholarships has been facilitated by information technology, and the question is: Has the potential for automation of financial aid processing been realized in a way that might allow the consolidation of back-office operations?
- 2. Registrar, including support for Academic Advising**—The Registrar function provides critical information on students that both students and academic advisors need to know. Information technology has allowed much of this record-keeping to be automated and that can facilitate consolidation of the back-office operations. Substantial automation has already occurred. The question is: How much more can be accomplished without compromising student and academic advising needs?
- 3. Bursar**—With an increasing reliance on online billing and payment options, reducing the size of the Bursar function, or consolidating it across all campuses, has become a real possibility. The question is: To what extent can the Bursar function be reduced and still maintain adequate controls and oversight?

- 4. Admissions**—The Admissions function has always required a substantial amount of data processing. Despite the introduction of online applications, the demands on admissions officers to ensure customized management of prospects, applicants, and matriculants continue to increase the requirement for human processing of potential student data. The questions are: Can some consolidation of back-office operations in Admissions be accomplished without compromising the need for customized management of this critical function? Can an integrated Constituent Management System help enable further efficiencies or improvement of admissions services? Can systems and processes be restructured to streamline the experience of applicants?

Marketing:

- 5.** Consolidation of the Marketing function might make sense if the regional campuses were treated as one integrated institution. At present, they each have their own character and strengths, and their marketing materials reflect those differences. The questions are: If the regional campuses were to be more integrated in programs, demographics, and characteristics, would consolidation of the Marketing function realize any significant cost savings? Regardless of the degree of integration of the regional campuses, could some of the Marketing function be structured as shared services?

Payroll:

- 6.** The IU payroll is already centralized, with local people providing adjustments and employee service as necessary. The question is: Can the Payroll function be consolidated across all regional campuses, with what is currently provided locally provided at a distance, without damaging employee service and confidence?

Human Resources:

- 7.** Much of the Human Resources function at IU is also centralized. However, employee records are kept locally, recruiting processes are managed locally, and the many questions that arise concerning employee matters are addressed by HR professionals locally. The question is similar to that for the Payroll function: Can some of the

personalized services provided locally be consolidated across the regional campuses without damaging employee confidence or increasing the risk of legal issues?

II. Shared services and academic partnerships

8. Investigate the possibility of sharing library resources and access across all campuses:

With the cost of hard copies of books, journals, and other library materials rising so fast, access to electronic library resources has been most welcome. However, some of the electronic resources are also expensive, often because they have to be acquired as a part of a database of many resources, even if only a few are needed by a campus and for short periods of time. This raises the possibility of sharing these electronic resources across the regional campuses if the campuses were to be treated as one institution. It will be a challenge for the university to advocate for a global position: namely, that library access across all campuses is in the interests of the whole university. It is in the interests of publishers to provide incentives for each campus to act locally, and that is an obstacle that will need to be addressed.

9. Consider adoption of an IU-wide online education strategy that promotes delivery of degree programs by all campuses and encourages partnerships among all regional campuses:

Online delivery of college-level courses and programs has become a major trend in higher education nationally. With respect to the IU regional campuses, it offers the prospect of delivering joint programs that no single campus could provide on its own. Campuses that have specialty courses or programs, and the faculty to deliver them, could make those courses available to students at any campus. While ICN (Indiana College Network) provides a current mechanism to do that for courses, the prospect of collaborating on whole degree programs could put the regional campuses as a group into a very attractive competitive position, while providing students greater flexibility in ways to take courses and accelerate their time to degree completion. A technology support infrastructure to help faculty create and deliver online courses would enable reusable and reconfigurable modules; availability of these modules could significantly enhance the efficiency and reduce the cost of producing and delivering online materials. Such an approach will require clarification and resolution of the intellectual property issues involved.

- 10. Foster creation of partnerships with Ivy Tech Community College to increase student transfer to the regional campuses, as well as facilitating other arrangements as applicable locally:** The success of Ivy Tech Community College is essential for achieving the bachelor's degree goals that the Lumina Foundation and ICHE have set for Indiana. Yet, the number of students transferring to Indiana's four-year institutions with associate degrees is still extremely small. In addition to terminating all associate degrees and remedial courses, the IU regional campuses can also assist Ivy Tech through the development of special transfer programs, Ivy Tech scholarships, and joint marketing efforts. This strategy is really oriented toward redirecting expenditures to help increase the transfer of Ivy Tech students to the regional campuses.
- 11. Develop a process to foster creation of joint academic programs (e.g., IU East and IU Kokomo M.S.N. degrees):** When one campus does not have the faculty resources to offer a complete program, yet there are students who want that program at that campus, two or more campuses might combine their resources to be able to offer a joint program at both campuses.
- 12. Create an inventory of all major sharable equipment at all campuses:** Some programs, particularly in the sciences, may require equipment (like an electron microscope, for example) that can be more expensive than an individual campus can afford themselves. However, there may be students at that campus who want the program. One option that has been implemented through partnerships between a regional campus and IU Bloomington or IUPUI is to arrange for trips to the other campus to allow students to use the equipment there.
- 13. Study the advantages/disadvantages of consolidating all schools across all regional campuses:** If strategy #14 turns out not to be feasible, perhaps a smaller version of consolidation that focuses on the academic structure of the regional campuses might be considered. If there was one set of academic schools representing the regional campuses, the ability to offer common curricula might be facilitated, and that would then facilitate the development of joint degree programs, both online and on-site.

- 14. Conduct a feasibility study of splitting IU into two entities/universities—the core campuses (IU Blomington and IUPUI) and the regional campuses with separate names and governing bodies that purchase services from the major state universities:** This strategy would be a bold and pervasive change. With the mandated change of mission of the regional campuses five years ago, perhaps it is time to review the structure of Indiana’s public four-year institutions with an eye toward creating synergies that could be directed toward the enhancement of student attainment. Current expenditures might be redirected toward such initiatives if restructuring could be accomplished in a way that would lead to greater efficiencies.
- 15. Use experts on all campuses by delivering special lectures and talks online:** The sharing of faculty across the regional campuses may be less expensive than paying for guest lecturers from other universities, given that the technology for supporting this already abounds on all campuses.

III. Elimination of activities that are underperforming or have outlived their usefulness

- 16. Restructure academic year (option for flexible start and end dates for online courses, number of semesters in a year, etc.), and increase use of facilities and course offerings on Fridays and/or weekends:** The primary focus of this strategy is to explore ways to create more flexibility for a wider variety of students to get the courses they need and complete their studies in as timely a manner as possible. It may also help accelerate student completion of degree requirements. In addition, the ability to offer joint programs across the campuses is facilitated by a common academic calendar, which currently does not exist.
- 17. Create a systematic review of non-academic offices:** This strategy is, of course, in the category of best practices, and should be conducted periodically at all campuses. The question is: Are there offices that could be substantially reduced in size and scope across all regional campuses without hindering important student services?

- 18. Conduct systematic review of low enrolling (graduating) programs:** Eliminating programs considered standard for comprehensive bachelor's degree institutions may not result in much savings, as often those programs offer service courses that are needed to support other programs or general education, and so the faculty are needed anyway. However, closing nontraditional programs that remain low-enrolled could result in significant savings. In any case, the periodic review of low-enrolling programs is a best practice and should be conducted at all campuses.
- 19. Consider shifting budgets of all campuses to an internal RCM model:** Responsibility Centered Management (RCM), when correctly implemented, has the potential benefit of providing incentives for increased enrollments, student retention, and graduation rates, thus directing expenditures toward these student attainment goals.
- 20. Allow variable (reduction in) tuition rate in special accelerated programs at the upper years (or all years, if a student stays on track) to increase retention and graduation rates; and/or offer a guaranteed tuition for four years to encourage on-time graduation:** Lowering tuition rates to provide incentives for students to remain on track and graduate on-time or early may be a way to increase overall student attainment, and the results may be worth the expense. However, there are no guarantees that students who start on these tracks will necessarily stay on them, so there is a “loss leader” aspect to this strategy.
- 21. Consider flat fee model for regional campuses for 15 credit hours or more:** When IU Bloomington went to a flat fee model, they had to increase the “per credit hour” equivalent tuition to make up the difference in what was lost when students take more than 15 credit hours. However, it does encourage full-time students to take more credits per semester and perhaps to graduate earlier than they otherwise would. Robust advising would be needed to offset the risk of weaker students overloading their schedules.

Concluding Note

The committee's consensus rankings of the strategies and options that are listed in Tables 1 through 3 represent the outcome of serious thought and discussion. For matters like the ones the committee was asked to address, there are going to be differences of opinion on what makes most sense. It is virtually impossible for any one person to be able to fully assimilate the many factors that enter into the effectiveness of these strategies. Hence, all of the proposed strategies deserve further study, both to verify that they would actually lead to savings and not impact negatively other important functions/services and to evaluate best approaches to implementation. For those strategies that involve integration or consolidation across campuses, implementation must consider issues of managerial control and accountability.

Some of the strategies are aimed more at improving the financial situation of the regional campuses than realizing cost savings per se. However, anytime the financial situation of a campus improves, it makes more resources available that could be redirected toward student attainment goals. So, the ERC interpreted its charge to include evaluation of a broad range of strategies with potential financial implications.

The strategies that suggest major change in the administrative structure of the regional campuses are so bold and pervasive that they will require significant support from both IU's senior leadership and the state to be considered further. For these types of strategies, financial advantages are not the only consideration; political considerations must also be carefully weighed. The committee did not directly address political considerations, although they may be reflected to some extent in the consensus rankings. That is, when a strategy is perceived to involve overcoming significant obstacles before it could be implemented, it may get ranked lower for potential for cost savings or efficiency.

In summary, the committee thinks that the 21 strategies and options identified deserve further consideration, and offers the rankings in Tables 1 through 3 as a way to prioritize which ones might be considered first in each of the three areas explored. The next step in the process would be for the senior leadership of IU to decide which of the strategies/options they would like to

pursue further and to identify the appropriate technical people to collect data, perform financial analyses, and identify obstacles to implementation.