



INDIANA COMMISSION *for* HIGHER EDUCATION

Policy on Regional Campus Roles and Missions

March 2024

Preamble

The Indiana Commission for Higher Education regards the Regional Campuses of Indiana University and Purdue University as valuable contributors to the state's system of higher education. The Regional Campuses differ significantly from one to another. Recognizing the unique characteristics of each Regional Campus, the principles outlined on the pages that follow are designed as overarching directions that reflect a more efficient and effective role for Regional Campuses in Indiana's system of higher education in alignment with the Commission's Reaching Higher strategies advancing student access, affordability, and quality education while increasing college completion rates and productivity.¹ This version of the document has been updated to reflect changes in Indiana's system of higher education and enhanced inter-campus collaboration opportunities, especially those allowed by technology.

For the purposes of this policy, Regional Campuses shall be defined as:

- *Indiana University-East*
- *Indiana University-Kokomo*
- *Indiana University-Northwest*
- *Indiana University-South Bend*
- *Indiana University-Southeast*
- *Purdue University-Northwest*

Between the late 1960s and late 1980s, the Regional Campuses, in addition to being regional four-year branches of Indiana University and Purdue University, effectively played the role of community colleges, offering associate's degrees and serving as the state's access institutions. In 1987, the Commission for Higher Education approved the first four Associate of Science (AS)/transfer oriented degree programs at the Indiana Vocational Technical College (now Ivy Tech Community College of Indiana). With increasing admissions standards at the Indiana University and Purdue University flagship campuses, and exploding enrollment at the community college level, Regional Campuses are playing an increasingly important role serving Hoosiers with high quality, low-cost baccalaureate degree programs and limited graduate programs, filling a vital niche in Indiana's system of higher education. Research and scholarly activities related to faculty teaching responsibilities and local and regional needs are of special significance at regional campuses.

The missions of Indiana's Regional Campuses should reflect the following defining characteristics:

¹ This includes *Reaching Higher: Strategic Directions for Indiana* (2007), *Reaching Higher: Strategic Initiatives for Higher Education in Indiana* (2008), and *Reaching Higher Achieving More: A Success Agenda for Higher Education in Indiana* (2012).

- 1) **Profile:** Indiana's six Regional Campuses serve both recent high school graduates and adults. While a portion of the Regional Campus student population enrolls on a part-time basis, full-time enrollment is growing and now represents nearly two-thirds of the student population. A majority of students attending Regional Campuses are either first-generation, low-income students or students balancing their education with work and family. Regional Campuses should offer courses through a variety of flexible delivery models and scheduling options which are designed to accommodate the unique needs of their students. The goal should be to enable as many students as possible, including those with work and family obligations, to complete a full-time course load and graduate on-time. Effective partnerships between high schools and regional campuses can improve both completion and on-time graduation by increasing the number of students who enter college with credits earned in high school through dual credit, concurrent enrollment or Advanced Placement.

- 2) **Educational Responsibility:** The primary educational responsibility of Regional Campuses is to offer baccalaureate degree programs as well as master's programs that meet state and regional needs. Under appropriate circumstances aligned to clearly demonstrated regional workforce demand, a Regional Campus may be approved to offer a professional practice doctoral program either (a) collaboratively with a doctoral-intensive research campus or (b) independently for programs in Health, Technology, or additional disciplines that prepare graduates to meet accreditation, licensure, or certification requirements for employment. Associate degree programs may be offered on an exceptional basis if a clear workforce need exists, and it has been determined that the program cannot be offered at community colleges. Regional Campuses facilitate seamless transfer to and from other institutions through the Core Transfer Library, the Indiana College Core, and the Transfer Single Articulation Pathways.

- 3) **Primary Geographic Responsibility:**
 - a. Indiana University-East – East Central Indiana/Western Ohio
 - b. Indiana University-Kokomo – Central/North Central Indiana
 - c. Indiana University-Northwest – Northwest Indiana/Greater Chicago Area
 - d. Indiana University-South Bend – North Central Indiana/Southern Michigan
 - e. Indiana University-Southeast – Southeast Indiana/Greater Louisville (KY) Area
 - f. Purdue University-Northwest – Northwest Indiana/Greater Chicago Area

- 4) **Governance:** The six Regional Campuses are governed by two institutions. Five are Regional Campuses of Indiana University, and one is a Regional Campus of Purdue University. The Boards of Trustees of Indiana University and Purdue University, in collaboration with central university administration located at those institutions' Main Campuses, determine the utilization of resources at the Regional Campuses. **Chancellors appointed by institutional Presidents and Trustees manage the Campuses.** The central university administrations of Indiana University and Purdue University are encouraged to develop accountability measures for the Regional Campuses in coordination with the Regional Campus administration and that are aligned to the Commission's strategic plan. These measures should include graduation rates, time to graduation, efficiency measures, tuition and fees as a percentage of revenue, and other such outcome indices of academic and institutional performance. Regional Campuses should be held responsible and accountable for their achievement

- 5) **Admissions Policy:** Qualifying documents are required (high school record, rank, GPA, etc.) but a large majority of students are admitted. Selective admissions criteria may be used for certain academic programs. Beginning in 2011, recent high school graduates are required to have a Core 40 high school diploma for admission to a Regional Campus.
- 6) **Developmental/Remedial Education:** Regional Campuses are encouraged to address student-preparedness issues through tutoring, mentoring and other programs to help students overcome skill deficiencies while placed in credit-bearing courses. A Regional Campus may partner with the community colleges to offer remediation concurrent with student enrollment in credit-bearing courses at the Regional Campus. Regional Campuses should not offer classroom-based, stand-alone remediation, which is the responsibility of the community colleges.
- 7) **Student Residences:** To promote affordability and reduce campus costs, Regional Campuses should limit on-campus residence to 10% of enrollment unless on-campus housing can be provided at a lower cost than off-campus housing without adding financial liability to the institution or the State.
- 8) **Finance:** The Indiana General Assembly provides direct appropriations to each Regional Campus based on recommendations from the Commission that are developed in consultation with the Main Campuses. One component of the appropriation is the State's performance funding formula, which offers Regional Campuses more direct control over their appropriations since success in the performance metrics leads directly to a larger appropriation in the formula's output. Regional Campuses should actively pursue policies that improve metric outcomes to earn a larger appropriation.

Expectations of Regional Campuses within Indiana's System of Higher Education:

- **Degree Completion:** Regional Campuses should significantly improve completion rates to ensure that students' investments and the State's investment are worthwhile and result in high quality academic credentials. A key strategy for Regional Campuses should be to offer varying delivery models and schedules that help adult, at-risk and working students overcome scheduling and preparedness challenges and promote opportunities for these student populations to attend college full-time and earn their degrees on-time or at an accelerated pace.
- **Affordability:** Institutions and their Regional Campuses should place affordability at the forefront of decisions around resource allocation.
- **Synergy with Indiana's Community Colleges:** The success of Regional Campuses will depend on collaborative work with the community colleges. Successful collaborations will have the following characteristics:
 - Community colleges are delivering all stand-alone remediation, though collaboration with a Regional Campus could be used to deliver remediation concurrent with credit-bearing courses taken at the Regional Campus.
 - Regional Campuses have eliminated all associate degrees that are duplicative with associate degrees offered by the community college in that region.
 - Regional Campuses have transfer scholarships in place and available for community college students and/or graduates, and seamless transfer opportunities through the Statewide General Education Core and Single Articulation Pathways, as well as passport programs and referral opportunities. The Regional Campus and community colleges

should develop and provide common messaging regarding transfer policies with a level of detail that enables students to accurately predict which courses will transfer and in what way.

- Community colleges and Regional Campuses should better differentiate institutional missions, integrate services, improve completion, and increase the effectiveness and efficiency of the campuses.
- **Synergy with Main Campuses and Other Regional Campuses:** Due to limited resources and the need for improved efficiency, it is necessary that Regional Campuses and their respective Main Campuses work in close collaboration, particularly in the delivery of academic programs and campus administration.
 - Regional Campuses must work closely together to deliver education to the greatest number of students in the most efficient way, which may include sharing of faculty, facilities, and administration.
 - Regional Campuses should embrace a comprehensive and collaborative strategy for utilizing online and blended courses to provide more degree opportunities for students.
 - Synergies between the Main Campus and other Regional Campuses would ensure the availability and capacity of required courses to enable students to graduate on-time.
- **Meeting the Needs of the Economy:** Regional Campuses should continue to put local economies and workforce needs at the forefront of their success agenda.
 - Regional Campuses should expand efforts to partner with local employers to provide college-to-work pathways.
 - Regional Campuses should accelerate options that award college credit to students for prior learning and demonstrated work experience.