

BLUEPRINT 2.0

THE BICENTENNIAL STRATEGIC PLAN FOR THE REGIONAL CAMPUSES OF INDIANA UNIVERSITY



FULFILLING *the* PROMISE



THE BICENTENNIAL STRATEGIC PLAN FOR THE REGIONAL CAMPUSES OF INDIANA UNIVERSITY

Blueprint 2.0: *The Bicentennial Strategic Plan for the Regional Campuses of Indiana University* is the culmination of a concerted endeavor by the entire IU Regional Campus community to identify and develop objectives for advancing the campuses' collaboration and the *Bicentennial Strategic Plan for Indiana University*.

The quest for discovery of commonalities and the development of action plans involved every Regional Campus, and it has been one of the most important large-scale planning exercises carried out at Indiana University.

Great public universities serve as doors of opportunity for thousands of the best students from all backgrounds and all income levels. The Regional Campuses must be first-choice institutions for Hoosier students who seek baccalaureate degrees or selected master's degrees in a setting that is close to home and provides both flexibility and the resources of a major public university.

The Regional Campuses are thus on the front line in advancing three of IU's Bicentennial Priorities: A Commitment to Student Success, A Community of Scholars, and Building a Prosperous and Innovative Indiana. These priorities are at the very heart of the Regional Campus mission.

As with the original *Blueprint for Student Attainment* of 2011, *Blueprint 2.0* represents a comprehensive plan that includes both individual campus goals and shared objectives. This process of strategic renewal will enable Indiana University to meet the educational challenges of the next century by graduating soundly educated, highly motivated, and well prepared individuals who will contribute to the growth, prosperity, and well-being of their regions, Indiana, the nation, and the world.

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Read the full *Blueprint 2.0: The Bicentennial Strategic Plan for the Regional Campuses of Indiana University* at strategicplan.regional.iu.edu.

INTRODUCTION

The Regional Campuses of Indiana University have two identities that are inseparable and mutually reinforcing, yet strong and distinct. The Regional Campuses are an integral part of Indiana University; they award Indiana University degrees, they uphold the standards of IU, and they enroll approximately one-third of IU students. Their primary educational mission places them on the front lines of IU's commitment to the State of Indiana for education and development, and they are in the forefront of the state's commitment to increase the number of Hoosiers holding baccalaureate and postgraduate degrees.

At the same time, the Regional Campuses have distinctive identities that are part of the unique areas in which they are located and which they serve. These identities are also based on decades-old campus communities and cultures. The campuses will only be truly successful in their mission by embracing and maintaining these distinctive identities and connections. They offer welcoming and supportive educational communities for students and faculty, which respond to regional educational needs and constitute part of the fabric of particular regions. The great majority of Regional Campus graduates remain in the regions where they attended IU, and the campuses' communities take tremendous and justified pride in their campuses. The Regional Campuses *are* Indiana University in their communities and regions.

Looking to the future, the Regional Campuses of Indiana University must embrace and enhance *both* the collective and individual identities. Strategic planning and subsequent implementation must assure that the two identities are indeed mutually reinforcing. Consequently, the shared mission, Bicentennial vision, and strategies of the Regional Campuses of Indiana University incorporate and complement, but do not replace, the individual missions of each regional campus. Thus, Part I of this document sets out shared strategies, and Part II collects the strategic plans of each individual campus. Both advance the shared and individual identities of the campuses.

This new shared strategic plan, *Blueprint 2.0*, builds on the *Blueprint for Student Attainment*, which the IU Regional Campuses adopted in 2011. *Blueprint 2.0* reflects the major changes envisioned in the original *Blueprint*, which the campuses have been actively engaged in implementing since its completion. *Blueprint 2.0* describes the strategies that the regional campuses will pursue and the actions they will take—

collectively and individually—during the time period leading up to IU's Bicentennial Year, in order to achieve their mission and vision.

Blueprint 2.0 also advances the *Bicentennial Strategic Plan for Indiana University*. The Regional Campuses intend to be leaders in advancing three of IU's Bicentennial Priorities: A Commitment to Student Success, A Community of Scholars, and Building a Prosperous and Innovative Indiana. These priorities are central to the Regional Campus mission, and the campuses individually and collectively already embrace and act on these priorities. Indeed, the *Blueprint's* shared strategies for completion (2), accessible and affordable education (3), and connecting with careers (4) directly address the student success Bicentennial Priority; and the *Blueprint* engagement strategy includes elements of the Bicentennial Priorities for education, health, economic development, and a culture of building and making. The Regional Campuses can also actively contribute to the remainder of the Bicentennial Priorities, and many of the Action Items under each element of the *Bicentennial Strategic Plan* involve the Regional Campuses. Connections with the *Bicentennial Strategic Plan* are indicated in red throughout the text of *Blueprint 2.0*.

Following a process seeking broad input, *Blueprint 2.0* was adopted by the Regional Campus Cabinet on February 18, 2015. The IU Board of Trustees delegated to the President the approval of campus strategic plans as consistent with the *Bicentennial Strategic Plan for Indiana University*. The President approved *Blueprint 2.0* on February 26, 2015.

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SHARED MISSION AND VISION FOR THE BICENTENNIAL

The starting point for *Blueprint 2.0* is the 2011 *Blueprint for Student Attainment*, which was one of the first priorities of the re-established university vice presidential office responsible for Regional Campuses, now the Office of the Executive Vice President for University Academic Affairs (OEVPUAA). The original *Blueprint* was built on a previously adopted Shared Vision and Mission statement, and over 100 faculty and staff members participated in the development of priorities, strategies, and actions. The *Blueprint* was enthusiastically received by the Trustees of Indiana University, by the Indiana Commission for Higher Education, and by elected leaders of the State of Indiana. Internally, three new groups were formed to facilitate the communication and collaboration called for by the *Blueprint*: the Regional Campus chancellors became the Regional Campus Cabinet; the Regional Faculty Caucus consists of the presidents of the Regional Campus faculty governance bodies; and the Regional Campus vice chancellors for academic affairs, combined with senior OEVPUAA academic staff, form the Center for Regional Campus Excellence.

To create the *Blueprint 2.0* plan, OEVPUAA's University Academic and Regional Affairs (UARA) staff began the process of updating the original *Blueprint* by identifying initiatives which that document had called for, but which had not yet been started, as well as new and ongoing initiatives, in order to create a draft spreadsheet organized by focus areas. The various *Blueprint* Advisory Committees, consisting of campus representatives, reviewed the draft spreadsheet and made recommendations for modifications or additions. UARA staff converted the spreadsheet into a more formal strategic plan format, leading ultimately to a first draft. The draft was widely circulated throughout the Regional Campuses, including the chancellors, executive vice chancellors, faculty presidents, deans, and faculty, staff, and students. Successive drafts were posted to the IU Regional Commons website (regional.iu.edu) for all to comment. Following revision and incorporation of the *Bicentennial Strategic Plan for Indiana University* priorities and actions, the draft was recirculated and posted on the IU Regional Commons site for comment, prior to adoption by the Regional Campus Cabinet.

SHARED MISSION

The year after the founding of Indiana University in 1820, Thomas Jefferson wrote of the “value of science [that is, of knowledge] to a republican people, the security it gives to liberty by enlightening the minds of its citizens, the protection it affords against foreign power, the virtue it inculcates, [and] the just emulation of the distinction it confers on nations foremost in it.” He could have been writing today. A well-educated population remains the only firm foundation for the security, prosperity, and well-being of states and nations, especially in challenging times, and the quality and reach of public higher education in the United States remains the envy of the world. The Indiana University Regional Campuses are an essential element of higher education in the state of Indiana, providing both the quality and reach necessary to build a well-educated population. The Regional Campuses of Indiana University pursue Jefferson’s foundational vision for public higher education in Indiana through a shared mission:

The Regional Campuses of Indiana University, individually and collectively, advance the overall mission of Indiana University by providing an excellent, accessible, and individually tailored education to Hoosier students throughout the state, who have a wide range of preparation and life circumstances; and by participating actively in the economic, social, and cultural life and development of their communities and regions. The Regional Campuses emphasize students’ success in their studies and preparation for success in their subsequent careers. The Regional Campuses are essential to the goal of the State of Indiana to increase substantially the attainment of baccalaureate and selected postbaccalaureate degrees in the state.

SHARED VISION

By 2019–2020, Indiana University’s bicentennial academic year, the Regional Campuses of Indiana University, working collaboratively, will be:

- Recognized as first-choice institutions for prepared Indiana students who are seeking high-quality baccalaureate and selected postbaccalaureate IU degrees in a personalized, learner-oriented setting;

- Recognized individually and collectively as an integral part of Indiana University’s mission to promote the civic, economic, social, and cultural achievements and advancement of the State of Indiana, its communities, and its people;
- Known for providing students an excellent education that prepares them for both a living and a life; that is, for satisfying and productive careers, as well as active engagement as citizens in their communities, regions, and the state;
- Known as champions of a culture of completion, through the design and deployment of educational resources, practices, and systems that enable students to graduate in numbers and at rates that consistently outperform peer institutions with similar characteristics;
- Recognized for offering a fully engaging educational experience distinguished by learning-centered instruction from highly qualified instructors, by personal attention, by a firm grounding in the liberal arts, and by explicit connections to career opportunities;
- Known for a faculty of teacher-scholars who infuse research into the student experience, creating engaging, inquiry-driven learning communities that promote student attainment;
- Recognized as accessible to Hoosier students whose preparation, present circumstances, or life plans call for a flexible and cost-effective higher education experience;
- Recognized as leading partners in enhancing the development and well-being of their communities, regions, and the state through civic, economic, and cultural development.

THE COLLABORATIVE IMPERATIVE

The Regional Campuses of Indiana University will work together in all areas in which collaboration contributes to greater effectiveness and efficiency, as we pursue our shared and individual missions to accomplish our shared and individual campus aspirations.

Pervasive inter- and intra-campus collaboration allows students to succeed in obtaining degrees of life-long value by increasing access to more disciplinary knowledge, more

faculty expertise, and more options for advising and additional support tools, and by improving transfer opportunities. For faculty, pervasive inter- and intra-campus collaboration facilitates partnerships in research, teaching, and professional development, as well as greater access to teaching and research support. And pervasive inter- and intra-campus collaboration allows the campuses together to ensure consistent high-quality education and services, improved operational efficiency, a more robust presence in the state, reduced student debt burden, more comprehensive local and regional engagement, and more support for development to promote stronger, more attractive campuses.

The overarching purpose of collaboration is to leverage scale while maintaining the distinctiveness and local responsiveness of each campus. The collective scale of the Regional Campuses, and IU as a whole, permits access to resources, experience, and expertise; facilitates productive interactions between students, faculty, and program staff; creates visibility and influence; and provides opportunities for efficiencies and economies of scale while avoiding unnecessary duplication. Collaboration properly covers a spectrum of forms and intensity.

Action Items

A. Create and support organizational structures that encourage and simplify numerous forms of collaboration.

- Maintain and support existing organizational structures that guide and facilitate collaboration among the campuses, such as the Regional Campus Cabinet, the Regional Faculty Caucus, the Center for Regional Campus Excellence, and regular meetings of staff in correlative functional areas.
- Grow affinity groups of faculty, administrators, staff, and students, especially statewide meetings of faculty by discipline to address curriculum, pedagogy (particularly in connection with the IU Faculty Colloquium on Excellence in Teaching [FACET]), and research, through regular in-person or virtual meetings.
- Encourage collaboration between regional and core campuses, in both academic and administrative areas.

Advances Bicentennial Priority One, Action Items 4 (enrichment and efficiency in education); Priority Two, Action Item 2 (faculty networks).

B. Implement and, with experience, refine the following principles of collaboration so they best serve the shared mission and activities of the regional campuses.

- Collaboration adds value though leveraging scale to create opportunities and gain efficiencies.
- Campuses participate on equitable terms.
- Participation by all campuses is not always required, though opt-outs cannot decide the terms of collaboration by participants.
- The potential value of collaboration is always weighed together with the unique regional campus missions.
- Policies and practices that create unnecessary barriers to collaboration will be identified and remedied.
- Collaboration should ultimately expand net revenue and avoid unintended redistribution of revenue among campuses.
- The form and intensity of collaboration covers a spectrum of activities that includes sharing best practices, coordination, establishing uniform policy and procedures, sharing activities, harmonizing processes, and formal or ad hoc affinity groups.
- Ultimately, intercampus collaboration is engrained in the culture of the IU Regional Campuses, is pervasive, and is always considered as an option for accomplishing campus missions.

Advances Bicentennial Priority One, Action Item 4 (enrichment and efficiency).

C. Establish and promote the Regional Campuses of Indiana University as a national model of intercampus and interinstitutional collaboration.

The financial model for higher education in the United States is under a great deal of stress, and it is likely to undergo many changes in the coming years. There are many predictions but

little firm knowledge of future patterns. Pervasive collaboration provides a resilient model for the challenging present by leveraging resources to create opportunities, embracing flexibility and individual initiative, and harvesting efficiencies. To accomplish this, we will:

- Work with accreditors to enable pervasive collaboration in academic programs.
- Seize opportunities to promote the IU model of regional campus collaboration with national university organizations, governments, and foundations.

Measures of Progress and Success

Number and description of joint programs offered

- New programs in development
- Number of students enrolled, number of degrees conferred

List of intercampus disciplinary commons and description of their activities

List and descriptions of collaborative grant applications and awards

SHARED STRATEGIES FOR REGIONAL CAMPUS EXCELLENCE

The following shared strategies reflect the commitment by the Regional Campuses to support students in pursuing a living and a life. Excellent instruction, commitment to student success, career connections, and regional engagement all support an educational experience that transforms the lives of Regional Campus students, their families, and their communities.

- 1. Excellent, distinctive education and student experience. The Regional Campuses will provide an excellent educational experience that fulfills the educational and career needs and aspirations of a wide diversity of students.***

The Regional Campuses provide challenging and supportive learner-focused educational environments which include individualized attention from full-time faculty members who are accomplished teachers, expert and active in their respective fields, and committed to student success. While most of this activity occurs on individual campuses, the Regional Campuses can collaborate to share ideas, experience, successes and failures, and professional development, which will improve practice at all campuses.

Action Items

1A. Support innovation and excellence in teaching and learning through developing and sharing best practices.

- Expand use of the Association of American Colleges & Universities (AAC&U) high-impact educational practices (<http://www.aacu.org/leap/hip.cfm>).
- Achieve continuous improvement through assessment of learning outcomes.
- Encourage active participation in the work of the IU Faculty Colloquium on Excellence in Teaching (FACET).
- Incorporate applied learning and cocurricular education into students' educational experiences.

Advances Bicentennial Priority One, Action Items 4 (enrichment and efficiency in education), 6 (overall quality); Stewardship, Action 2 (streamlined approval of programs).

1B. Offer a baccalaureate core grounded in the liberal arts, with strong general education and opportunities for undergraduate research.

- Use AAC&U Liberal Education and America's Promise (LEAP) learning outcomes to inform curricular decisions and assess learning.
- Ensure that all students have opportunities to learn from and work with full-time faculty members who are accomplished teachers who are expert, current, and active in their fields.
- Promote research involving students to develop lifelong skills in inquiry-based learning, such as depth of knowledge, persistence, and creativity.
- Support students in developing global awareness and competence.
- Clearly articulate and promote the distinctiveness of an IU education.

Advances Bicentennial Priority One, Action Items 4 (enrichment and efficiency), 6 (overall quality); Priority Five, Action Items 1 (use of Global Gateways), 4 (study abroad opportunities).

1C. Promote and support faculty excellence in teaching and scholarship.

- Develop programs for sharing research resources and equipment among Regional Campuses and with the Bloomington and IUPUI campuses.
- Take full advantage of Office of the Vice President for Research (OVPR) programs for supporting faculty research and collaboration.
- Develop intercampus disciplinary networks, including programs to coordinate and facilitate collaborative scholarship across campuses.
- Adopt state-of-the-art methods for developing evidence of excellence in teaching and to support tenure, promotion, and teaching award decisions.

Advances Bicentennial Priority One, Action Item 6 (overall quality); Priority Two, Action Items 1 (community of scholars), 3 (professional development); Priority Three, Action Items 1 (participation in grand challenges), 2 (New Frontiers program), 5 (seed funding).

1D. Develop and enhance joint academic programming.

- Make courses that rely on the special expertise of particular faculty members or departments available, to the extent possible, to all Regional Campus students.
- Develop and implement a suite of quality joint online degree programs.
- Develop and implement a suite of jointly offered, face-to-face programs using synchronous technologies to bring unique campus specializations to students across the state.
- Collaborate with regional medical education centers (where appropriate) to provide opportunities for all students to pursue degrees or courses that advance their academic interests and careers.
- Collaborate with the Purdue College of Technology (where appropriate) to increase the availability of applied science, engineering, and technology programs.

Advances Bicentennial Priority One, Action Items 4 (enrichment and efficiency in education), 5 (new programs), 6 (outcomes and rankings); Priority Six, Action Item 3 (collaboration among schools to improve health); Priority Eight, Action 3 (technology and applied sciences).

Measures of Progress and Success

National Survey of Student Engagement

- *How would you evaluate your entire educational experience at this institution?*
- *If you could start over again, would you go to the same institution you are now attending?*
- NSSE Effective Teaching Practices Indicator

2. Completion and student success. The Regional Campuses of Indiana University will demonstrate a culture of student attainment and timely completion, providing support for success in the classroom and after graduation. They will tackle the difficult work of increasing numbers of graduates and improving the graduation rates for students with a wide variety of backgrounds and educational and life experiences.

Action Items

2A. Pervasive student academic advising programs. Combine the smaller regional campus setting with strong academic support systems to tailor student experiences to individual needs and aspirations.

- Provide advisors with state-of-the-art theory and practice and assessment systems to be used for every student who needs them.
- Implement a comprehensive wrap-around advising system—including degree mapping, student involvement, and early warning—for initial counseling, transition to IU, early intervention, and continuing support for both on-campus and online students.
- Encourage and facilitate students' steady progress toward degree completion through Indiana Commission for Higher Education's 15 to Finish, IU's Finish in Four, effective use of summer school, and other programs.

Advances Bicentennial Priority One, Action Item 3 (practices and policies for completion and student success; advising).

2B. Conduct research in completion and student success based on IU experience and data.

- Promote campuses' ability to serve as test beds for research that fosters data-driven decision making about best practices.
- Employ best practices from other institutions.

Advances Bicentennial Priority One, Action Item 3 (practices and policies for completion and student success; advising).

2C. Facilitate transfer and articulation of college courses and programs from other institutions, including credit acquired in high school or through reliable assessment.

- Offer readily accessible advising to students who are considering transfer to or from our campuses, including shared advisors or advisors located on community college campuses.
- Create and provide effective financial aid and readiness advising for potential transfer students who bring highly varied or incomplete portfolios of pre-IU credit.
- Develop joint academic programming (such as courses, undergraduate research, or cocurricular activities) with community colleges, in order to ease students' transition to a baccalaureate institution.
- Foster interinstitutional agreements on the sharing of facilities.
- Lead university and legislative initiatives and programs that support transfer of credit from other institutions:
 - Articulate consistent standards of transfers for IU campuses to ensure maintenance of quality.
 - Define admissions standards for transfer credit across IU Regional Campuses.
 - Create effective policies for Competency-Based Education and Prior Learning Assessment.
 - Work with community colleges to create a transferable general education core curriculum.

- Develop with Ivy Tech Community College (ITCC) policies and practices that promote transfer.
- Articulate expectations regarding learning outcomes for transfer students.
- Develop with ITCC a comprehensive assessment program of student success.
- Provide seamless academic transfer between ITCC and IU based on shared learning outcomes.
- Offer with ITCC a set of 2+2 programs, including those that may not be required by state mandate.
- Develop with ITCC policies and practices for transfer specialists.
- Provide smooth credit transfer across IU campuses and from outside IU to support success of transfer students.
- Identify coursework outside of the Course Transfer Library that is particularly problematic among regionals, and develop an efficient and effective Course Conflict Resolution Process.

Advances Bicentennial Priority One, Action Item 3 (practices and policies for completion and student success; advising).

2D. Make IU Regional Campuses welcoming and engaging places for students to gather and remain, to encourage formal and informal motivation and support for academic progress and completion.

- Offer access to excellent instructional and personal technology and educational resources in libraries, classrooms, and other locations.
- Provide convenient and appropriate spaces and times for meetings with faculty, advisors, students, and others for academic, cocurricular, and extracurricular purposes.
- Create a vibrant campus life that includes engaging academic, cocurricular, and extracurricular events and activities.
- Provide a variety of attractive gathering places for formal and informal interactions among students, faculty, and staff.

Advances Bicentennial Priority One, Action Item 3 (practices and policies for completion and student success; advising); Priority Two, Action Item 1 (community of scholars).

Measures of Progress and Success

Degrees conferred

- Total
- First-generation
- Students of color
- Age 23 at entry
- Veterans
- Pell-eligible
- Transfer students

Four- and six-year student success and progress rates, including

- 4- and 6-year graduation rates (at IU) for new students
- 4- and 6-year graduation rates (at IU) for transfer students
- 4- and 6-year graduation rates (from other institutions) for new and transfer students
- Percentage of students still enrolled, at IU and elsewhere, after 4 and 6 years

Fall-to-fall retention rate for first-time, full-time beginners

3. Accessible and affordable to prepared students. Through their locations, educational programs, student support, cost, ease of transfer, and flexible modes of instruction, the Regional Campuses make an IU education available to a greater number and diversity of Hoosiers than would otherwise be possible.

Action Items

3A. Offer multiple and flexible learning environments to meet the needs of different kinds of students, including expanded online and shared courses and programs.

- Offer degree completion programs that attract, retain, and graduate former IU students who have stopped out.
- Offer courses and programs in formats that reach a wider geographical range of students.
- Offer courses and programs in formats that accommodate schedules and life circumstances of students.

- Increase range of programs and courses available to students across the regional campuses through collaboration and sharing.
- Develop year-round programs of study that enable timely or early degree completion.
- Provide seamless availability of online classes to students among Regional Campuses and across all IU campuses.
- Offer a suite of distance education degree programs at the undergraduate and graduate levels.

Advances Bicentennial Priority One, Action Items 2 (diverse student body), 4 (online education).

3B. Recruit and support diverse, nontraditional, and at-risk students. Encourage increased participation and success of underrepresented minority, low-income, first-generation, and other underserved students.

- Develop and deploy best practices for supporting first-generation students from orientation to graduation.
- Seek new ways to serve the academic and support needs of active-duty service members and the growing number of returning veterans of military service.
- Create a combined Regional Campus residential summer bridge experience for 21st Century Scholars in order to increase retention and success rates.
- Give particular attention to the subsequent success of 21st Century Scholars and Pell Grant recipients.
- Develop appropriate tracking and support programming for high-risk students.
- Engage at-risk students in the life of the campus through work, curricular, advising, cocurricular, and extracurricular activities.
- Adopt best practices for creating a culture supportive of diversity and inclusion.
- Provide thorough and individually tailored advice to incoming students (new or transfer) concerning the academic demands and financial costs of attaining a degree.

Advances Bicentennial Priority One, Action Items 2 (diverse student body), 3 (practices and policies for completion and student success; advising).

3C. Keep Regional Campus programs as affordable as possible.

- Leverage individual and common strengths to create Regional Campus partnerships for efficiency, seek out and implement economies of scale, and avoid unnecessary or unproductive duplication of services or effort.
- Employ more students on campus in work-study jobs, to both provide needed financial resources and promote student success.
- Have in place across all campuses a seamless and affordable system of sharing of library resources.
- Provide thorough and individually tailored advice to incoming students (new or transfer) concerning the academic demands and financial costs of attaining a degree.
- Assist students to access appropriate amounts of financial aid from available sources.
- Identify and provide support to help students overcome financial barriers to student success.
- Serve as a national model through our comprehensive efforts for effective financial literacy programs.
- Participate fully in enterprise-wide initiatives to support academic programs and to reduce administrative costs.
- Aggressively market the Regional Campuses as offering high-value IU degrees that provide a strong return on investment to students who successfully complete them.

Advances Bicentennial Priority One, Action Item 1 (affordability).

Measures of Progress and Success

Transfer enrollment

- Total
- Ivy Tech transfer students

Average loan indebtedness for graduates who borrowed

Percentage of graduates who borrowed

Loan default rate

4. Connecting with careers. From their first contacts with IU, Regional Campus students will understand how their studies prepare them for careers, and they will be supported in discovering and pursuing career aspirations and opportunities throughout their education at IU.

Action Items

4A. Skill and knowledge development

- Make explicit connections in degrees, majors, and courses between instructional experience and valuable career skills, including development of high-level skills described in the AAC&U LEAP initiative.
- Develop pathway courses, “meta-majors,” and cocurricular and extracurricular opportunities to explore careers.

Advances Bicentennial Priority One, Action Item 3 (practices and policies for completion and student success; career advising); Priority Seven, Action Items 1 (application and transfer of knowledge), 2 (entrepreneurial culture), 5 (needed education and degrees).

4B. Career advising

- Begin career awareness with orientation, with a goal of supporting active exploration of interests and possibilities.
- Develop online career modules that can help support students in their selection of majors; fully deploy Symplicity software to support career exploration.
- Implement Career EDGE, an integrated career development and counseling process.
- Provide a summer junior year “bridge out” program with internships and networking with alumni and local businesses for students who will be seeking jobs, and a parallel program for students planning to continue to graduate school that focuses on developing research proposals and networking within the academy.
- Collaborate across campuses to share job shadowing and career research resources not available on home campuses.

Advances Bicentennial Priority One, Action 3 (practices and policies for completion and student success; career advising).

4C. Leverage campus connections with the community and region to provide career advice and opportunities for students.

- Include students wherever possible in community and regional engagement activities.
- Create programs that connect students with IU and campus alumni for mentoring and networking.
- Through an “I Hire IU” campaign, aggressively market the message that employers prefer to hire students who have the knowledge and skills encompassed by an IU degree.

Advances Bicentennial Priority One, Action Item 3 (practices and policies for completion and student success; career advising); Priority Seven, Action Items 4 (relevant expertise), 5 (engage communities and regions).

Measures of Progress and Success

Alumni success (forthcoming survey items): Percentage responding “Excellent Preparation” or “Good Preparation” to the following items:

- How well did your IU (campus name) education prepare you for your current or most recent career?
- How well did your IU (campus name) education prepare you for finding a job in your field soon after you graduated?
- How well did your IU (campus name) education prepare you for furthering your education or starting graduate school?

5. Engagement and regional development. The Regional Campuses will be engaged in the lives of their communities, regions, and the state, and support development as part of their core mission.

Action Items

5A. Partner with regional governments, schools, health care organizations, businesses, and others to address critical state and regional needs.

- Each campus will prepare and at the next opportunity apply for Community Engagement Classification as determined by the Carnegie Foundation for the Advancement of Teaching.
- Collaborate with and support K–12 education to end the need for remediation at the collegiate level.
- Collaborate with local and state public health authorities in Indiana and the Schools of Public Health on the core campuses to improve health indicators in Indiana.

Advances Bicentennial Priority Four, Action Item 1 (reimagining education); Priority Six, Action Items 3 (health education), 7 (community relationships); Priority Seven, Action Items 1, 2, 4 (community partners), 5 (engage communities and regions); Priority Eight, Action Item 3 (technology and applied science).

5B. Offer certificate, undergraduate, and graduate academic programs that support local and regional development needs and adult learners.

- Offer cocurricular and extracurricular opportunities that serve regional needs.
- Use data-driven market or needs analyses to determine local, regional, and state needs when proposing new academic programs.
- Develop specially tailored programs as needed.
- Investigate use of competency-based models.

Advances Bicentennial Priority One, Action Item 5 (new educational programs); Priority Four, Action Items 1, 3 (re-imagining education); Priority Six, Action Items 4 (interprofessional health degrees), 7 (community relationships); Priority Seven, Action Items 4, 5 (engage communities and regions); Priority Eight, Action Item 3 (technology and applied science).

5C. Support, in addition to disciplinary research, faculty research based on or directed to regional needs and circumstances.

- Establish community-based, applied research laboratories at each campus for interdisciplinary study of regional needs.
- Connect students' education to the local community through academically grounded service commitments, requiring experiential coursework and activities directed to local businesses and organizations.

Advances Bicentennial Priority Seven, Action Items 1 (transfer of knowledge), 4 (relevant expertise), 5 (engage communities and regions); Priority Eight, Action Item 3 (technology and applied science).

5D. Create local and regional partnerships for infrastructure, educational opportunities, cocurricular activities, and regional development.

- Engage in problem-solving and innovation with community and regional partners to address regional needs.
- Lead and participate actively in community and regional development and planning organizations.

Advances Bicentennial Priority Four, Action Items 1, 3 (re-imagining education); Priority Six, Action Items 4 (interprofessional health degrees), 7 (community relationships); Priority Seven, Action Items 4 (relevant expertise), 5 (engage communities and regions).

Measures of Progress and Success

Community Engagement Classification

- Actions taken to prepare for or maintain the Carnegie Community Engagement Classification

Service learning

- Number of students engaged in service learning projects
- Number of service learning projects

CAMPUS STRATEGIC PLANS

Through collaborating across campuses and engaging with our students, our communities, and our state, the Regional Campuses of Indiana University are building on their collective strengths and the unique characteristics of each campus to create a national model for collaboration to achieve academic excellence and student success.

Blueprint 2.0 focuses on the strategic goals of the Regional Campuses collectively, complementing individual campus strategic plans. It is intended to act as a multiplier of the existing efforts of each campus, to take advantage of shared strengths, and to help identify synergies and efficiencies in regional campus operations. You can read the full strategic plans for each of Indiana University's Regional Campuses by visiting these sites:

IU East
strategicplan.iue.edu

IU Kokomo
strategicplan.iuk.edu

IU Northwest
strategicplan.iun.edu

IU South Bend
strategicplan.iusb.edu

IU Southeast
strategicplan.ius.edu

Blueprint 2.0 can be found online at
strategicplan.regional.iu.edu.

The Bicentennial Strategic Plan for Indiana University is a living, breathing entity rooted in the Principles of Excellence and enriched and broadened by individual campus plans. While the Regional Campuses embrace and enhance their individual identities, shared aspirations and collaboration allow them to transcend their unique campus cultures as the university community moves in unison toward its third century.

Blueprint 2.0: The Bicentennial Strategic Plan for the Regional Campuses of Indiana University identifies common goals and strategies for implementing Bicentennial Action Items, incorporating and complementing the individual missions of each campus while setting out collective objectives for enhancing university-wide excellence.

As Indiana University approaches its bicentennial year in 2019–2020, we are steadfast in our pursuit of excellence in every aspect of the university. Ongoing collaboration by all of IU's campuses will ensure even higher levels of engagement, student success, and economic development in the future.

Read the full *Bicentennial Strategic Plan for Indiana University* at strategicplan.iu.edu.



FULFILLING *the* PROMISE

