

The Pathway to Success

ENHANCE COMMUNITY ENGAGEMENT

IMPLEMENTATION CHAIR:

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GOAL THREE: Foster the engagement of students, faculty and staff in the life of our communities and in pursuits improving their economic and social well-being.

OBJECTIVES:

1. Increase student participation in outreach activities each year, until, by fall 2014, 100 percent of ISU students have at least one community engagement experience before graduation.
2. Increase number of leadership positions faculty and staff have in community, social and economic development groups.
3. Increase amount of direct and indirect financial support provided by the University to community, social, cultural and economic development groups.
4. Increase number of businesses served by ISU (e.g., SBDC, Innovation Alliance).
5. Increase number of jobs created by the businesses in the incubator to 300 by 2014.

Baseline data and targets for 2014 for community engagement objectives:

	FALL 2008	FALL 2014	CHANGE
Percent of seniors who participated in community service/volunteer work	74% ^a	100%	+26%
Number of leadership positions held by faculty and staff in community, social and economic development groups	TBD*	TBD*	TBD*
Financial support provided by ISU to community, social, cultural and economic development groups	TBD*	TBD*	TBD*
Number of businesses served by ISU (e.g., SBDC, Innovation Alliance)	TBD*	TBD*	TBD*
Number of jobs created by incubated businesses	11	300	+289

^aNational Survey of Student Engagement (NSSE) Spring 2007 report

*Number will be established at the end of the first year when the data are reviewed and reconciled.

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INITIATIVES

There are three initiatives for achieving the objectives and, collectively, realizing Goal Three:

1. Create a coordinated community engagement program
2. Expand distance education offerings to meet the needs of students and to support economic development
3. Enhance the visibility of ISU in Indianapolis

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CREATE A COORDINATED COMMUNITY ENGAGEMENT PROGRAM

IMPLEMENTATION CHAIR: Nancy Rogers

Basic Elements and Brief Descriptions

1. **Create an organizational structure** – A separate administrative unit should be established within the Division of Academic Affairs that incorporates the primary functions that are involved with transforming ISU into an organization that is fully engaged in its community and provides an education that is enriched by experiential learning. This unit will be directed by the Associate Vice President for Community Engagement and Experiential Learning and include the following units: Center for Public Service and Community Engagement, Center for Business Support and Economic Innovation, Career Center, Learning Centers, Correction Education Program, Continuing Education, and Distance Education. In addition, the AVP and staff will work with a consortium of University centers and departments to coordinate University-wide community engagement efforts.

2. **Economic Development** – Improving the economic well-being of Indiana, in particular west-central Indiana, is an important priority of ISU’s community engagement efforts. The following initiatives support economic development through incubation and support of new and existing businesses and providing opportunities for degree completion, continuing education, and professional development
 - a. **Business Incubation** - The Center for Business Support and Economic Innovation (CBSEI) serves as the university’s business incubation and engagement department. Through numerous strategic partnerships with university, business and civic organizations, CBSEI is a catalyst for innovation, job creation, profitability and economic diversity.

As a member of the Terre Haute Innovation Alliance – in partnership with Rose-Hulman Institute of Technology, the City of Terre Haute and the Terre Haute Economic Development Corporation – CBSEI’s mission includes engaging ISU students and faculty in experiential learning opportunities, generating business growth and supporting an innovation & entrepreneurial environment.

CBSEI will also play an integral role in the Rural Health Innovation Collaborative (RHIC) in Terre Haute. This broad partnership between ISU, Union Hospital and its Richard G. Lugar Center for Rural Health, Indiana University School of Medicine at Terre Haute, Ivy Tech Community College, the Terre Haute Economic Development Corporation and the City of Terre Haute is designed to address job growth in the field of life sciences, neighborhood revitalization and economic development. Goals of the collaborative include; physical infrastructure development, business expansion and attraction, incubation of emerging life science businesses and the increase of rural health care services, training and research.

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- b. Adult Degree Completion** – Increasing the percentage of adults with a college degree is a statewide and institutional priority. Statewide, close to 20% of adults 25 years of age and older have completed some college, but did not earn a college degree. In Vigo County, nearly 12,500 adults over the age of 25 (18.8% of that population) have earned college credit without completing a degree. One solution to this challenge, is the creation of an adult degree completion program targeted at students 25 years of age and older. Such a program would offer a bachelor’s degree in General Studies with credit offered for life experience. Students would choose from a small number of emphasis areas within the program. The program would be offered through a distance format.
- c. Continuing Education** – Non-credit and credit continuing education should become a greater priority of ISU and a particular focus of the new proposed administrative structure. The Office of Continuing Education should engage in a needs analysis of adult learners in the region, followed by an updating of courses/programs in order to better meet current needs. Both of these efforts should be coordinated with ISU’s academic programs and relevant community partners. In addition, the Office of Continuing Education should pursue funding to sustain the Osher Lifelong Learning Institute (OLLI). Increasing membership in OLLI and enrollment of OLLI members in non-credit and credit courses also is a priority.
- 3. Increase percentage of courses with a civic commitment and/or service-learning component** – Increasing the percentage of students completing courses with a civic commitment and/or service learning component can be achieved by better identifying and recognizing existing courses with a service-learning component and supporting the developing of additional courses. The Center for Public Service and Community Engagement developed a service-learning course designation in 2006. CPSCE staff should work with each academic college to fully implement the designation and ensure that every service-learning course is identified. In addition, CPSCE should work with the Office of General Education, Center for Instruction, Research, and Technology, and the Academic Colleges to provide professional development and modest financial support to encourage the development of such courses across the curriculum and ensure opportunities for service-learning in every major.
- 4. Connect ISU to the Riverfront** - The Riverfront Science and Technology Center is a proposed immersive learning and research center being developed in conjunction with the community’s Riverscape initiative. The proposed center will be located adjacent to the Wabash River and Wabashiki Wetland Reservation, a 6900 acre wetlands area currently being restored by the Vigo County Park and Recreation Department and Indiana Department of Natural Resources. Possible components of the Riverfront Science and Technology Center include:
- Trails
 - Overlook

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- Classrooms/Auditorium
- Laboratory
- Exhibits
- Programming for the community/K-12 schools
- Nature-based art exhibits and lessons
- Library and research room
- River excursions
- Visitor center

The center will provide a space for experiential learning and field research opportunities, for faculty and students in the natural sciences, technology, education, community recreation, and potentially other programs. A primary focus of the center will be educational outreach to the community, including K-12 education and community-based educational programs offered by the Terre Haute Children's Museum and other non-profit organizations.

- 5. Incorporate Alumni into Community Engagement Activities** – Increasing focus of the role of ISU alumni in community engagement activities will improve engagement opportunities for students and alumni engagement with the institution. The Center for Public Service and Community Engagement, Career Center, Office of Alumni Affairs, and Academic Colleges should work together to more vigorously support outreach to alumni. Potential activities include increasing the number of alumni serving as internship host supervisors, increasing alumni participation on advisory boards, improving alumni participation in OLLI and other continuing education activities, and incorporating alumni participation in community service activities.
- 6. Develop a staff policy that encourages community engagement** – ISU could mobilize its human resources to improve community well-being through a policy that encourages and supports community involvement by allowing employees to dedicate a small portion of work time to volunteering. Staff may be allowed to choose their volunteer activities or select from University-support activities. The volunteer policy should be developed by Human Resources and supported by the Center for Public Service and Community Engagement.
- 7. Link campus to downtown Terre Haute** - Indiana State University should continue to strengthen their relationship with downtown. Although much of the collaboration will be in the form of cooperative planning for physical space, a number of programmatic activities also are recommended. These include: supporting downtown businesses through incentives for students and employees (i.e. off-campus dining program); continuing to provide support for downtown festivals and special events; working with partner organizations to update the strategy for Arts Corridor; working with downtown hotels, to increase conferences and special events; providing mini-grants to faculty and students to organize downtown-focused service-learning projects; and providing a series of opportunities for members of the campus community to volunteer downtown.

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Timeline

Year 1

1. Develop an organizational structure for community engagement and experiential learning that includes the primary offices and centers involved in supporting ISU's community engagement efforts. Appoint an administrative leader for this unit.
2. Academic departments and colleges review and revise tenure and promotion policies to address institutional priorities.
3. Identify strategic goals and priorities for Center for Business Support and Economic Innovation for the next five years. Complete a feasibility study for a stand alone incubator.
4. Develop a proposal for an Adult Degree Completion.
5. Office of Continuing Education will complete a needs analysis and identify program priorities for the next five years.
6. Registrar's Office and CPSCE will work with Academic Deans to inventory current courses with service-learning/community engagement component.
7. Complete proposal for Riverfront Science and Technology Center. Identify strategies for external funding.
8. Develop volunteer/community service policy for EAP and support staff employees.
9. Initiate Arts Corridor planning.
10. Develop mini-grant program with downtown focus.
11. Develop plan for enhancing conferencing services.
12. Expand OLLI to membership of 500.

Year 2

1. Continue to develop community engagement organizational structure.
2. Provost will hold academic summit for academic units to present tenure and promotion policy revisions.
3. Seek approval of adult degree completion program. Begin to market program.
4. Recruit and screen RHIC-related businesses to CBSEI incubator.
5. Implement revised continuing education programming.
6. Continue to seek external funding for Riverfront Center. Begin Riverfront related programming in relevant academic departments.
7. CPSCE will continue work with academic units to provide faculty development and support for developing service-learning courses.
8. Implement staff volunteer policy.
9. Implement downtown-focused service-learning projects.
10. Implement strategies to increase conferences and special events.
11. Increase OLLI course offerings and continue member recruitment.

Year 3 and beyond

1. Implement revised tenure and promotion policies.

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2. Enroll first cohort of students in adult completion program.
3. Continue incubation of RHIC-related businesses.
4. Develop physical home for Riverfront Center
5. Continue implementation of downtown-focused service-learning projects.
6. Continue implementation of strategies to increase conferences and special events.
7. Increase OLLI course offerings and continue member recruitment.

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EXPAND DISTANCE EDUCATION OFFERINGS TO MEET THE NEEDS OF STUDENTS AND TO SUPPORT ECONOMIC DEVELOPMENT

IMPLEMENTATION CHAIR: Marcia Miller

Introduction and Background

Terms like distance education, extended education, extended learning have been applied to the delivery of instruction where the instructor and the student are physically separated. Distance Education is defined as “a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both.” The distance associated with “distance education” is often bridged through the use of technology such as audio tapes, videoconferencing, satellite broadcasts and online technology, as well as more traditional delivery methods.

Indiana State University’s Role in Distance Education

For Indiana State University, distance education (DE) is one of the many areas that must be examined in the wake of the changing environment in which we find ourselves and with regard to the appropriate place that DE fits within our strategic direction. Because of the centrality and mainstreaming of distance education in today’s higher education, this examination is less about whether or not ISU should be engaged in the delivery of instruction and more about defining an appropriate strategically aligned role and place for distance education in the University.

ISU had been offering distance courses via pencil and paper correspondence courses for years before technology allowed the offering of distance programs via live television in 1989. The explosion of the Internet in the mid-1990’s coupled with the 1997 birth of the DegreeLink program (with its 10 bachelor-completion degrees) defined a period of rapid growth of distance education at ISU. Despite growth that has occurred over time, distance education at Indiana State, until now, has not played a prominent role in the strategic direction of the institutions. Despite documented successes, distance education, as presently constituted, has lacked sufficient focus to support major growth or to allow a clarity of vision needed to define a long term direction. While distance education has historically been somewhat de-emphasized, the world in which we live and learn has changed. Today, most individuals would agree that there is a need for ISU to expand its presence in distance education.

Context for Distance Education

To that end, it is appropriate to suggest a set of conditions that should be considered as ISU looks at the development and future direction for distance education. Moreover, ISU must build on existing understandings of, and strengths in, distance education that are consistent with the stated strategic direction of the institution to develop strategies that provide continued but targeted growth. To that end, the following statements are particularly relevant:

- The University’s mission has shifted from one of access to one focused on student success
- The University’s future encompasses both traditional face-to-face education as well as the delivery of instruction to students unable to take advantage of a campus based education
- Research by Pew, Sloan, and others indicates that student success and quality educational experiences can be realized through both traditional and distance learning strategies

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- Distance education delivery is shifting from synchronous models (2-way video) to asynchronous models using courseware such as Blackboard
- Programs of regional and national prominence are important to the University's strategic direction
- Rich educational experience can be achieved with distance delivery through the use of new technologies that support pedagogies that utilize active learning strategies to effectively engage students in the learning process
- The role of distance education vis-à-vis Indiana State today is much different than that which defined the environment in the late 1990's — the time of expansion of learning centers and PEPP/DegreeLink.

Finally, it's worth noting that distance education plays a major role in the education for the citizens of Indiana. Distance Education is an important tool for meeting the state's priority need of improving degree completion rates in Indiana, particularly in regard to adult learners. In 2008, the Indiana Commission for Higher Education issued the report, *Reaching Higher with College Completion: Moving from Access to Success*. Among the recommendations cited in that report were designating pathways to graduate for working adults and identifying strategies working adults will pursue to meet their graduation goals. The report also called on colleges and universities to work collaboratively to assist students who had met the majority of their credit hour requirements, but had "stopped out" prior to graduating. Distance Education, and particularly on-line adult degree completion programs, allows adults who have earned some college credits a flexible alternative to completing their degrees.

Connection to Strategic Priorities

This initiative relates most directly to:

- Enhance Community Engagement
- Increase Enrollment and Student Success
- Expand and Diversify Revenues

Basic Elements and Brief Description

1. Review and shift the focus of distance education at ISU from the delivery of "general" un-targeted bachelor degree completion programs to a focus on select niche areas that offer growth potential and that provide opportunity for the development of distinctive distance delivered programs. This can be achieved by focusing on niche areas in both the graduate and undergraduate areas.
2. This approach tends to favor the development and delivery of graduate programs using distance education strategies. Not only is it realistic to believe that Indiana State can develop and competitively deliver graduate programs of distinction (for example our present PhD programs in Educational Leadership and Technology Management and the MS in Nursing), the likelihood of student success is enhanced as such programs serve students that have already achieved academic success at the lower levels.
3. At the undergraduate level, distance education should be targeted at clear "niche" areas where high degrees of student success can be achieved and demonstrated, where there is strong demonstrated need, where student motivation is strong, and

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where Indiana State is capable of delivering an educational high quality that would be recognized as coming from a program of regional or national distinction (a good example is the Nursing LPN to BSN program).

4. Distance graduate students present a much different profile than undergraduate students in that they 1) tend to have fairly well defined educational goals, 2) tend to have reasonably developed academic (learning/study) skills that allow them to be independent learners, and 3) tend to have stronger motivation that leads to successful completion. Graduate distance education also represents a strong market that is less state or regionally based (undergraduate distance programs will generally attract students from Indiana or surrounding states).
5. A significant market exists in the area of distance education – a premise that is borne out by the successes of several distance delivered graduate programs at ISU (for example the Educational Leadership and Technology Management programs). The Task Force on Distance Graduate Education, in its policy statement “Distance Graduate Education: Opportunities and Challenges for the 21st Century” noted that:

“Campus-based graduate programs are still attracting “traditional” full-time students who have just graduated from baccalaureate programs. For over a decade, however, the real growth in graduate education has been coming from so-called “non-traditional” students who are most likely to be female, part-time (with numerous work and family responsibilities) and older. These demographics apply to the predominant segment of market for graduate distance education.”

The report validated the statements contained in an earlier work Off Campus Graduate Education that highlighted the dramatic increased need for post-baccalaureate education for job maintenance and promotion, enhancement of professional opportunities, and intellectual and cultural enrichment. The Task Force further noted and recognized the significant increases in “the cohort of time- and place-bound potential graduate students.”

6. Aligning the ISU distance education strategy within “niche” areas or disciplines and concentrating more heavily on graduate programs vs. undergraduate programs (except as otherwise outlined above) would focus our distance education efforts in areas where we are most likely to achieve high levels of student success. At the same time the adoption of a “niche” market strategy (heavily skewed to the graduate side) should provide a strong avenue for the University to achieve controlled and targeted distance education growth. By following a strategy that is more targeted the University will be able to better direct limited distance education resources to maximize quality, efficiency, and enrollment.

Steps and Timeline

Year One

1. Create and fill a dedicated management position, reporting to the Associate Vice President for Experiential Learning and Engagement, that will have direct

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responsibility for the growth and development of distance and extended learning (possible title: Dean of Distance and Extended Education).

2. Engage in a broad-based dialog across the academic units to identify the optimal role and nature of distance education at ISU and appropriate models. As a part of this, determine the most appropriate name for distance education, in light of how the University aspires to deliver instruction, i.e., online only, hybrid, remotely, a combination of these. Options include Distance Education, Extended Learning, as well as others.
3. Conduct a formal review and analysis of the present distance and extended learning organizational structure and make changes as appropriate.
4. Develop a comprehensive set of policies and procedures that can be used to guide and grow distance and extended education.
5. Engage in a market study to determine distance education needs of the state and region; the results of that study will then be used to define potential "niche" areas for programmatic development.
6. Develop incentive structures to encourage the creation of new distance delivered programs as identified in #4 above.
7. Develop appropriate student support structures that will enhance and improve the distance and extended learning experience.

Year Two

8. Expand distance education courses in Foundation Studies to support both new program offerings and degree completion programs.
9. Identify and develop at least 1 adult degree completion program that would have regional and/or national appeal.
10. Examine and implement strategies to leverage distance learning opportunities related to K-12 education.
11. Explore and implement distance program completion degrees that leverage and augment distance education programs offered at the community college level.

Year Three and Beyond

12. Expand graduate programmatic distance education offerings into additional "niche" areas of opportunity.
13. Work with traditionally delivered programs to explore options related to blended or "reduced seat-time" models.

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Additional Information and Potential Models

~~ To Be Determined ~~

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ENHANCE ISU'S VISIBILITY IN INDIANAPOLIS

IMPLEMENTATION CHAIR: Nancy Merritt

Introduction and Background

Indiana State University's presence in Indianapolis is well established through the variety of programs, centers and services it offers there. However, there is an advantage to the University to bring a number of operational units – now located in different places – under one roof:

- Reduced operations costs
- Increased visibility for ISU as a whole and for the programs and services in Indianapolis
- Enhanced collaboration between ISU programs in Indianapolis
- Greater synergy among the ISU programs occurring in Indianapolis and sense of pride for the staff in each by viewing what they do as larger than just their unit
- Increased awareness of the presence of ISU to alumni, donors, and "power brokers" who live or work in Indianapolis, resulting in greater political and financial support
- Simplified access to ISU in Indianapolis for its students and the community

Further, ISU's School of Business is planning to offer an Executive MBA program in Metropolitan Indianapolis, most likely in West Indianapolis near the old airport. This prestigious academic program has the potential to be the beginnings of an educational center in Metro Indianapolis that could take many different forms: professional education with credit and non-credit course geared toward the working professional; a primarily upper-division educational center targeted to students from community college seeking degree completion.

Connection to Strategic Priorities

This initiative relates most directly to:

- Enhance Community Engagement
- Increase Enrollment and Student Success

Basic Elements and Brief Description

Consolidating Operation Units

Currently, ISU operates different sites in Indianapolis to house its current or planned activities:

- Admissions
- Networks Financial Institute
- Center for Economic Development
- ISU Governmental Relations
- ISU Foundation

Steps and Timelines: Consolidating Operational Units

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Year One

1. Consult with each operating unit to determine the advantages and disadvantages of consolidating in one building
2. Determine any obstacles, e.g., lease agreements; cost considerations; etc.
3. Identify what operations can and should be consolidated
4. Identify potential sites. (An earlier assessment indicated that adequate space might be available near the Capitol in a building formerly occupied by a bookstore.)
5. Determine the costs and available resources.
6. Gain appropriate approvals, if the project proves feasible
7. Develop an implementation plan

Year Two and Beyond

8. Initiate and carry out the implementation plan to consolidate selected operational units located in Indianapolis into one building.

Steps and Timelines: Academic Offerings

Year One

1. Wait for the College of Business to begin offering the EMBA in a location of its own choosing.

Year Two

2. Based on the EMBA's initial experience and the academic priorities of the University, determine whether or not it wishes to explore offering other programs at the site.
3. Under the leadership of the Vice President and Deans, conduct a feasibility study of what programs might be offered at the site:
 - a. Needs analysis on what programs are appropriate
 - b. Best delivery models
 - c. Quality Control
 - d. Organizational structure and administrative and student-support needs
 - e. Cost
4. Determine feasibility.
5. If deemed feasible, develop a *preliminary* implementation plan for purposes of consulting with the appropriate committees to gain approvals on the selected programs to be offered.
6. If appropriate approvals are gained, develop a detailed implementation plan.

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Year Three and Beyond

7. Initiate and carry out the implementation plan.

Additional Information and Potential Models

While an example with precise elements outlined above does not exist:

- Ball State has an Indianapolis Center (<http://cms.bsu.edu/Academics/CentersandInstitutes/IndianapolisCenter.aspx>)
- Purdue University has a College of Technology on the edge of the City (<http://www.tech.purdue.edu/indy/>)
- IU has a significant presence in Indianapolis, quite aside IUPUI: A School of Law (<http://indylaw.indiana.edu/>), Medicine (<http://medicine.iu.edu/>) and other academic programs.

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