



FOCUSING ON OUR FUTURE TOGETHER

A Strategic Plan for Indiana State University 2021-2025





Introduction

Welcome to “Focusing On Our Future Together,” a new strategic plan for Indiana State University for 2021 through 2025.

The landscape of higher education has been undergoing rapid change in the past few years driven initially by declines in its traditional market of high school graduates which will plummet beginning in 2025 and accelerated by the COVID-19 pandemic which radically altered the on-campus student experience for the past year and required quick implementation of online technologies for most coursework last spring in order to protect the health and safety of the students, faculty, and staff.

It is clear that to thrive in the future, institutions will have to pivot some of their operations to remain competitive and sustainable and to best serve their students. Indiana State is no exception.

Given this environment, this plan is intentionally shorter than most of Indiana State’s recent strategic plans. The overarching goal over the next four years is to focus on those priorities that will best position Indiana State University for the future. Therefore, this plan’s goals address issues related to advancing equity and inclusive excellence; expanding access to higher education and increasing degree attainment; deepening student learning and preparing graduates for engaged citizenship and meaningful careers; ensuring the institution’s sustainability; and enhancing the University’s reputation and pride.

This plan charts the institution’s priorities for the next four years. The academic year-long process engaged more than 1,000 participants through goal committee meetings, sessions with the university’s governance units and other internal and external leadership groups, one-on-one and small group open sessions, and a series of campus-wide surveys. The final plan will be presented to the Indiana State University Board of Trustees on May 7, 2021 for endorsement. Implementation will begin immediately, and the plan will be continuously monitored and adjusted to ensure progress throughout the four-year period.

Indiana State University is proud of its history of more than 150 years of transforming lives through education. *The Focusing on Our Future Together* strategic plan will guide us in meeting the opportunities ahead in order to further advance this mission through a distinctive, high-quality education that prepares graduates to contribute to economic vitality and civic and cultural development of their communities and the global society.

I would like to thank Dr. Brad Balch, dean emeritus and professor in ISU’s Bayh College of Education, for driving this planning process with the able assistance of Teresa Exline, Chief of Staff, and the cabinet members who are serving as co-chairs of the five goals. I am so appreciative of the time and thoughtful input that so many of our faculty, staff, students, alumni, and other stakeholders put into this process.

The work, however, is just beginning. I look forward to seeing this plan come to life as we put our strategies into place. I would also like to express my deep appreciation to the Lilly Endowment for their support through the “Charting the Future for Indiana’s Colleges and Universities” grant program which will significantly support our goal of improving access to higher education and increasing degree attainment, especially among under-served populations.

This is an exciting time for Indiana State, and I am looking forward to continuing to advance our great university.

Dr. Deborah J. Curtis, President



2020-2021 Strategic Planning Steering Committee

Deborah J. Curtis, President

Brad Balch, Dean Emeritus/Professor of Education (Strategic Planning Consultant)

Teresa Exline, Chief of Staff (Steering Committee Chair)

Andrea Angel, Vice President for University Advancement and CEO of the ISU Foundation (Goal 4 Co-Chair)

Bridget Butwin, General Counsel (Goal 1 Co-Chair)

Liz Brown, Chair and Professor, Mathematics and Computer Science (Faculty Senate Chair)

Sherard Clinkscales, Director of Intercollegiate Athletics (Goal 5 Co-Chair)

Margaret Dalrymple, Director of Enrollment Analytics, Enrollment Management

Greg Goode, Executive Director of Government Relations and University Communication (Goal 5 Co-Chair)

Sumalayo Jackson, Assistant to the President for Human Relations (Goal 3 Co-Chair)

Rana Johnson, Associate Vice President for Inclusive Excellence and Strategic Initiatives (Goal 1 Co-Chair)

Todd LaComba, Development Director, (Chair, Staff Council)

Mike Licari, Provost and Vice President for Academic Affairs (Goal 2 Co-Chair through February 2021)

Caroline Mallory, Dean, College of Health and Human Services

Diann McKee, Senior Vice President for Finance and Administration (Goal 4 Co-Chair)

Andy Morgan, Interim Vice President for Student Affairs (Goal 2 Co-Chair through May 2021)

Christopher Olsen, Interim Provost and Vice President for Academic Affairs (Goal 2 Co-Chair beginning March 2021)

Susan Powers, Associate Vice President for Academic Affairs, Chair of HLC Accreditation Process

Nancy Rogers, Vice President for University Engagement

Michele Soliz, Vice President for Student Affairs (Goal 2 Co-Chair beginning June 2021)

Virgil Sheets, Chair, Department of Psychology

Antonio Tamayo, SGA President



Revision of Foundational Statements

Prior to the work on developing the University's new strategic plan, Indiana State conducted a review and revision of the institution's mission, vision and core values during the 2019-2020 academic year. The Board of Trustees approved these revised foundational statements at its May 8, 2020 meeting:

Core Values

Indiana State is committed to these core values:

Learning: We prepare the next generation of leaders and citizens by providing personalized and transformative experiences that lead to success in the classroom and beyond.

Discovery: We nurture intellectual curiosity and growth through the creation of new knowledge and the joy of enhanced human understanding.

Engagement: We collaborate with our local and global communities to create long-term relationships, connectedness with integrity, and a shared sense of pride.

Inclusiveness: We take action to honor the diversity of individuals, ideas and expressions, ensuring they are genuinely recognized, valued, and lived.

Indiana State University Vision Statement

We will be the university of choice for students seeking a distinctive, high-quality education highlighted by challenging experiences that prepare our graduates to contribute to the economic vitality and civic and cultural development of their communities and the global society.

Indiana State University Mission Statement

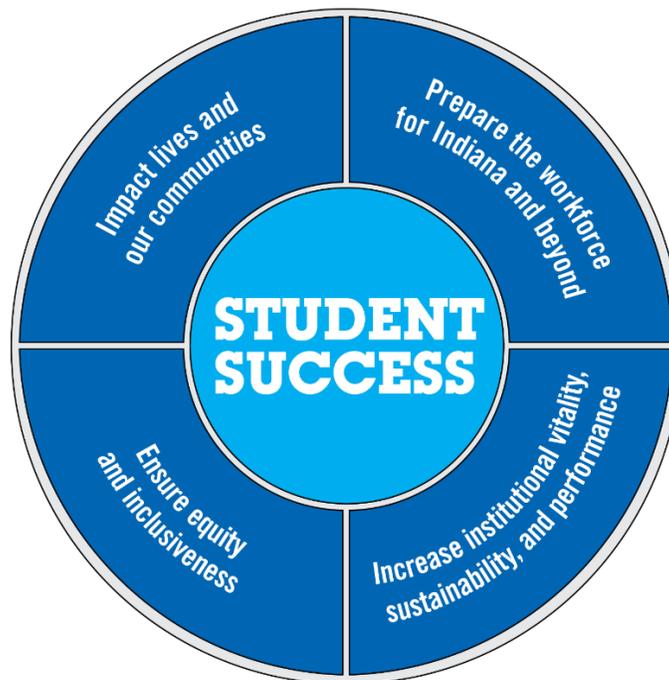
We transform the lives of students through a high-quality education infused with experiential learning, community engagement and career-readiness. Our students succeed within a culture of inclusion and support that provides the skills and knowledge to impact Indiana and beyond.



Development of the Plan

Following the approval of the revised Foundational Statements, work on the new strategic plan began. To kick off the university-wide planning process, the Indiana State University Board of Trustees set the following priorities for the new strategic plan during a special meeting on September 16, 2020.

Strategic Plan Priorities



Utilizing these priorities, the following goals were established through a campus-wide process.

- **Goal 1:** Advance Our Commitment to Equity and Inclusive Excellence
- **Goal 2:** Expand Pathways and Access to Higher Education and Increase Student Success/Completion
- **Goal 3:** Engage Internal and External Partners to Deepen Student Learning, Address Community Challenges, and Meet the Needs of the State of Indiana and Beyond
- **Goal 4:** Ensure Institutional Sustainability
- **Goal 5:** Enhance Institutional Reputation and Pride

At first glance, each goal seems to align naturally with one of the priorities. Upon further introspection of each goal's strategies, it becomes clear that each goal addresses multiple priorities with the majority of them having connections to all of them. These goals and strategies are deliberately interwoven to increase student success which is at the center of the university's efforts and is the ultimate driver for ensuring the University's sustainability.



Each goal has four to five strategies which are designed to advance progress toward achieving the goal. A number of Key Performance Indicators (KPIs) have also been set for each goal to measure its progress.

There are two addenda to the plan to list subsets of certain KPIs or supplemental information that is also being tracked and to provide definitions of various terms utilized in the plan.

Please note that the data presented in this document follows these guidelines unless noted otherwise:

- The baseline for enrollment data utilized is Fall 2020 Official Enrollment. Annualized enrollment data such as degree completion is based on the 2019-2020 academic year.
- The baseline for financial data (University and Foundation) is Fiscal Year 2020 (2019-2020).
- The baseline for employment data is based on the October 1, 2020 staffing report.
- Other baseline data is for Fiscal Year 2020 unless noted otherwise.
- Baselines for data that has not been previously collected will be established as noted in the tables.



Goal 1: Advance Our Commitment to Equity and Inclusive Excellence

Goal 1 focuses on ISU's commitment to advance equity and inclusive excellence. We will address systemic obstacles to student and employee success through professional development, intensive review of processes and systems that create barriers to diverse groups, and the creation of an inviting and culturally competent community. In addition to the strategies and key performance indicators listed under this goal, equity and inclusive excellence is intentionally embedded throughout the other goals. Goal 1 – and the plan as a whole – fosters a shared responsibility of Inclusive Excellence that holds the collective campus community accountable for our progress.

Co-Chairs: Rana Johnson and Katie Butwin

Committee Members: Rosetta Haynes, Faculty Senate; Todd LaComba, Staff Council; Jocelyn Fluker, SGA; Kuntal Bhattacharyya (Liaison to Goal 2 Committee); Alister McLeod (Liaison to Goal 3 Committee); Mary Howard-Hamilton (Liaison to Goal 4 Committee); Michele Barrett (Liaison to Goal 5 Committee); AJ Hobson; Ardell Sanders; Tami Weinzapfel-Smith

STRATEGIES:

1. Develop an inviting and culturally competent community that fosters individual and institutional commitments to equity and inclusion
Person responsible: Rana Johnson
2. Cultivate and sustain structures free from systemic obstacles to increase curricular and co-curricular achievement (i.e. on-time progression and degree attainment) among diverse students
Persons responsible: Chris Olsen and Andy Morgan
3. Cultivate and sustain structures free from systemic obstacles to increase hiring, retention, and promotion of diverse faculty, staff, and student employees
Persons responsible: Rana Johnson, Human Resources, and Chris Olsen
4. Infuse a commitment to equity, inclusion and social justice into each academic major through discipline-specific, career-related curricular or co-curricular experiences
Persons responsible: Chris Olsen/Division of Academic Affairs



KEY PERFORMANCE INDICATORS:

GOAL 1	BASELINE	YEAR 1 TARGET	YEAR 2 TARGET	YEAR 3 TARGET	YEAR 4 TARGET
Overall satisfaction with campus climate in regards to Diversity, Equity and Inclusion (DEI)	N/A	Survey instrument TBD in summer 2021, baseline survey to be implemented in 2021-22	TBD	Survey to be repeated	TBD
4-year graduation achievement gap white/minority students	25 percentage points	22 percentage points	19 percentage points	15 percentage points	12 percentage points
% of minority employees	12%	14%	16%	18%	20%
% of employees who annually engage in DEI professional development	40%	55%	70%	85%	100%
# of academic majors incorporating DEI into discipline-specific, career-related curricular or co-curricular experiences	N/A	Baseline data to be collected in 2021-22	TBD	TBD	TBD

The fall 2020 cohort is most affected by COVID-19 pandemic, which will be reflected throughout their matriculation through the university.

Other data to be tracked in the addendum includes the percentage of diverse employees by ethnicity and gender, the percentage of new hires who are minorities, the number of professional development programs on diversity, equity and inclusiveness offered annually, the percentage of majors incorporating DEI into curricular experiences and the percentage of majors incorporating DEI into co-curricular experiences.

NOTE: The Council on Inclusive Excellence will receive bi-annual reports of goal progress.



Goal 2: Expand Pathways and Access to Higher Education and Increase Student Success/Completion

Goal 2 focuses on increased enrollment and student success. The strategies identify first-time, full-time freshmen, transfer students, and graduate students as broadly defined populations that we need to address in terms of recruitment, retention and persistence, and career readiness. The Division of Academic Affairs is primarily responsible for the advancement of this goal, including implementation of the Lilly grants (“Charting the Future”) beginning in Fall 2021, and with support from the Division of Student Affairs and the campus community.

Co-Chairs: Mike Licari (through February 2021)/Chris Olsen (as of March 2021), and Andy Morgan (through May 2021)/Michele Soliz (as of June 2021)

Committee Members: Kuntal Bhattacharyya, Faculty Senate; Anne Bowen, SGA; Sara Monday, Staff Council; AJ Hobson; Tim London; Linda Maule; Jason Trainer

STRATEGIES:

1. Organize curricula to identify meta majors and academic pathways; and simplify curriculum structure
Persons responsible: Chris Olsen/Division of Academic Affairs
2. Increase credit hour production in alignment with optimal enrollment size and mix for Indiana State
Person responsible: Jason Trainer
3. Implement case-management advising for many undergraduate students
Persons responsible: Linda Maule and Andy Morgan
4. Increase access to high-impact practices and affinity groups among historically underrepresented students to enhance career readiness and student success
Persons responsible: Michele Soliz and Linda Maule
5. Streamline access to undergraduate and graduate academic programs and processes, and increase consistency of credit evaluation in order to recruit more transfer and nontraditional students
Persons responsible: Chris Olsen/Division of Academic Affairs



KEY PERFORMANCE INDICATORS:

GOAL 2	BASELINE	YEAR ONE TARGET	YEAR TWO TARGET	YEAR THREE TARGET	YEAR FOUR² TARGET
First-year retention	68.4%	62% ¹	68%	70%	72%
Undergraduate Four-year Graduation (All)	32.6%	33%	35%	28% ¹	40%
Total Student Credit Hour Production (All)	134,289	128,000	138,000	145,000	150,000
New Fall Enrollment, FTFT Freshmen	1,761	1,800	1,900	2,000	2,050
New Fall Enrollment Transfer	612	600	725	830	850
New Fall Enrollment Graduate	515	525	625	675	750
Degree Completion (includes certificates)	2,604	2,750	2,850	2,300 ¹	3,000
Sense of Belonging Average Scale Score (All)	Student success technology implementation	Establish baseline	TBD	TBD	TBD

¹Cohort most affected by Covid-19 pandemic (Fall 2020 cohort), which will be reflected throughout their matriculation through the university.

²Represents full implementation of our “Charting the Future” Lilly grants.

Other data to be tracked in the addendum includes the achievement gap in first-year retention of Lilly Program participants as compared to all students; 30, 60 and 90 hour persistence success rates, one-year persistence rate for all graduate students, 2-year completion rate for full-time master’s students and 6-year completion rate for all doctoral students. Due to the diversity of programs, completion rates for graduate students will also be tracked at the program level.



Goal 3: Engage Internal and External Partners to Deepen Student Learning, Address Community Challenges, and Meet the Needs of the State of Indiana and Beyond

The fundamental mission of our university is to drive student persistence and retention through a variety of innovative strategies aligned with best practices in student engagement and academic performance. Goal 3 will focus on strengthening and increasing students' opportunities for social/community engagement, professional development, experiential learning and career readiness. We will work strategically and effectively with our internal and external partners to stimulate partnerships and promote student engagement. Faculty involvement in community-based learning will further strengthen relationships within our community and ultimately enhance student opportunities for experiential learning. We anticipate the following strategies and key performance indicators will be the catalyst for achieving and measuring Goal 3.

Co-Chairs: Nancy Rogers and Sumalayo Jackson

Committee Members: Jennifer Latimer, Faculty Senate; Katie Lugar, Staff Council; Kelly Barber, SGA; Alex Allen; Rex Kendall; Alister McLeod; Heather Miklozek; Tiffany Reed; Corry Smith

STRATEGIES:

1. Provide experiential learning opportunities and career-readiness education that prepares ISU graduates for engaged citizenship and meaningful careers that meet the needs of the State of Indiana and beyond
Persons responsible: Chris Olsen, Nancy Rogers
2. Prepare students, faculty and staff to provide relevant, responsive and culturally competent service in their professions and the communities we serve
Persons responsible: Nancy Rogers, Tradara McLaurine, Heather Miklozek, Tiffany Reed, Elonda Ervin
3. Support and reward faculty involvement in and documentation of community-based teaching and learning, engagement of undergraduate students in research and experiential learning, the scholarship of engagement and of teaching and learning
Persons responsible: Nancy Rogers, Heather Miklozek, Molly Hare, Deans



4. Provide robust and inclusive opportunities for alumni to promote the academic success and career readiness of ISU Students
Persons responsible: Rex Kendall, Tradara McLaurine, Alex Allen, Sumalayo Jackson
5. Integrate sustainability, social justice, diversity, equity and inclusion as fundamental values of the University's engagement with the community
Persons Responsible: Nancy Rogers, Heather Miklozek, Garrett Hurley, Tiffany Reed, Elonda Ervin, Sumalayo Jackson



KEY PERFORMANCE INDICATORS:

GOAL 3	BASELINE	YEAR ONE TARGET	YEAR TWO TARGET	YEAR THREE TARGET	YEAR FOUR TARGET
% of graduates with positive outcome on First-Destination Survey	99%	88% ¹	90%	92%	95%
% of undergraduate and graduate students with community-based learning course or intensive co-curricular service experience	47% ²	50%	55%	60%	65%
% of undergraduate and graduate courses with experiential learning designation	TBD	28%	30%	33%	35%
# of Community Partners with High-Level Engagement	Baseline data provided by 6/30/2021	TBD	TBD	TBD	TBD

¹Class of 2020 cohort’s outcomes were greatly impacted by the COVID-19 pandemic.

²Baseline data represents an average of the three years leading up to the pandemic. Numbers were reduced by nearly 50% in the 19-20 and 20-21 academic years. Targets reflect expectations that it will take a few years post-pandemic to return to previous levels of engagement.

NOTE: Goal Three also has a qualitative key performance indicator which involves documenting examples of programs that broaden the diversity of alumni/friends who engage with students in formal and informal mentoring, networking, career fairs, and other career-readiness activities This information will be provided in a narrative annual report by June 30 of each year. *(Shared KPI with Goal 5)*

Additional data to be tracked in the addendum includes a breakdown of the percentage of graduates with a positive outcome on the First-Destination Survey by college as well as the percentage who are employed, the percentage in the military or full-time community service work and the percentage going to graduate school. The average starting salary for all graduates will also be tracked in the addendum along with the percentage of students who have taken a community-based learning course and the percentage who have participated in an intensive co-curricular service experience.



Goal 4: Ensure Institutional Sustainability

Goal 4 focuses on the financial stability of Indiana State University. Included in the goal are targets we will use to address both the prudent financial management of University resources and the growth of philanthropic support to the University. The Division of Finance and Administration is primarily responsible for KPI targets regarding a preferred target range of the annual composite financial index and an optimum net operating revenue ratio for the University. The Division of University Advancement has outlined KPI targets regarding private philanthropy through the strategic plan showing year over year increases in donor support of priority initiatives. This goal also recognizes the important role Strategic Enrollment Management plays in the sustainability of the University which is represented in metrics found within Goal 2.

Co-Chairs: Andrea Angel and Diann McKee

Committee Members: Bob Guell, Faculty Senate; Nancy Hall, Staff Council; Gabrielle Yowell, SGA; Mary Howard-Hamilton; Angie Lansing; Jason Trainer

STRATEGIES:

1. Maintain the financial stability of Indiana State University through responsible fiscal management, strategic enrollment management, increased utilization of campus facilities, optimal resource allocation, and continued advocacy for support at the State level
Persons responsible: Diann McKee, Andrea Angel, Jason Trainer, Greg Goode
2. Increase the Indiana State University Endowment through donor-centric fundraising and prudent financial management of donor-funded gifts
Persons responsible: Andrea Angel and Division of University Advancement, Diann McKee
3. Grow the number of donor-funded merit and need-based scholarships and programmatic funds in support of student success initiatives, student retention support, and the recruitment of new students
Persons responsible: Andrea Angel and Division of University Advancement
4. Further a culture of philanthropy among our university stakeholders focused on institutional priorities and the impact of giving to support those priorities
Persons responsible: Andrea Angel and Division of University Advancement



KEY PERFORMANCE INDICATORS:

GOAL 4	BASELINE	YEAR ONE TARGET	YEAR TWO TARGET	YEAR THREE TARGET	YEAR FOUR TARGET
Annual Financial Composite Index	4.30	5 to 7	5 to 7	5 to 7	5 to 7
Net Operating Revenue Ratio	7.3%	4.0%	4.0%	4.0%	4.0%
Scholarship/Program Dollars from ISU Foundation to ISU	\$3,565,031	\$3,814,582	\$4,081,603	\$4,367,316	\$4,673,028
Total fundraising	\$10,583,836	\$16,793,755	\$17,799,317	\$18,866,770	\$20,000,018
% of Donors who are alumni and/or employees	74%	76%	78%	80%	82%
Total Student Credit Hour Production	SEE GOAL 2 KPIS				
Persistence Rate	SEE GOAL 2 ADDENDUM				

Additional data to be tracked in the addendum includes the breakdown of total fundraising to indicate the amount of cash gifts and pledges, planned gifts, and gifts-in-kind. The percentage of donors who are alumni, the percentage of donors who are employees, and the number of students engaged in the student philanthropy organization.



Goal 5: Enhance Institutional Reputation and Pride

Through Goal 5, we focus on increased institutional reputation, influence, and pride. The strategies identify myriad ways where ISU builds excitement among internal and external audiences. Areas of marketing, communication, advancement and athletics are primarily responsible for the advancement of this goal.

Co-Chairs: Greg Goode and Sherard Clinkscales

Committee Members: Rusty Gonser, Faculty Senate; Carly Schmitt, Faculty Senate; Pam Chamberlain, Staff Council; Katie Lugar, Staff Council; Rian Nealon, SGA; Karen Torres, SGA; Michele Barrett; John Conant; Rex Kendall; Carrie Lutz; Julie Manson; Clint Weddle

STRATEGIES:

1. Promote Indiana State University's value proposition and brand awareness through storytelling to internal and external audiences
Persons responsible: Greg Goode and Carrie Lutz
2. Enhance and increase awareness of the academic reputation of Indiana State University
Persons responsible: Chris Olsen/Academic Affairs and Mark Alesia
3. Create, maintain, and increase engagement opportunities for a diverse array of university alumni and friends in an effort to enhance institutional reputation and pride
Person responsible: Rex Kendall
4. Leverage Indiana State University Athletics to increase the connectedness between external/internal audiences and the university
Person responsible: Sherard Clinkscales



KEY PERFORMANCE INDICATORS:

GOAL 5	BASELINE	YEAR ONE TARGET	YEAR TWO TARGET	YEAR THREE TARGET	YEAR FOUR TARGET
University's Overall Perception Score on Brand Awareness Study	58%	NA (survey conducted every other year)	62%	NA	65%
Media placements on core messages in key markets	150	158 (+5%)	166 (+5%)	174 (+5%)	183 (+5%)
Engagement of key stakeholders (followers) through social media	172,133	175,575 (+2%)	179,085 (+2%)	192,667 (+2%)	186,320 (+2%)
# engaged alumni (Alumni Association members)	2,931	3,105 (+6%)	3356 (+8%)	3658 (+9%)	3987 (+9%)
Faculty scholarly activity	1214 (1461)*	TBD	TBD	TBD	TBD
Attendance at ISU community engagement events open to the community	25,105 (2018-19 season, pre-covid)	25,607	26118	26640	27172
Total average attendance at ISU ticketed sports	9,303	9,768 (+5%)	10,256 (+5%)	10,768 (+5%)	11,306 (+5%)

*The count in parentheses shows the count of publication contributors at the summary level, in contrast to the count of unique publications for the summary level.

NOTE: Goal Five also has a qualitative key performance indicator which involves documenting examples of programs that broaden the diversity of alumni/friends who engage with students in formal and informal mentoring, networking, career fairs, and other career-readiness activities This information will be provided in a narrative annual report by June 30 of each year. *(Shared KPI with Goal 3)*

Additional data to be tracked in the addendum includes the breakdown of average attendance by ticketed sports.



ADDENDUM A: Key Performance Indicators Subcategories and Supplemental Information

GOAL 1	BASELINE
ISU Workforce by Race:	
White	87%
Black	5%
Asian	3%
Hispanic	2%
Two or more races	2%
American Indian or Alaska Natives	Less than 1%
ISU Workforce by Gender ¹	55.4% Women/44.4% Men
% of new hires who are minorities	13%
# Professional development programs offered	Baseline to be determined
% of majors incorporating DEI into curricular experiences	Baseline to be determined
% of majors incorporating DEI into co-curricular experiences	Baseline to be determined

¹Reflects only individuals identifying as women or men

GOAL 2	BASELINE
First-year retention rate achievement gap for Lilly program participants versus all students	Baseline to be determined in Fall 2022
30 student credit hour persistence success rate	46.8% ¹
60 student credit hour persistence success rate	34.7% ¹
90 student credit hour persistence success rate	35.3% ¹
1-year persistence rate for all graduate students	82.3%
2-year completion rate for full-time master's students	66.1%
6-year completion rate for all doctoral students	50.0%

¹Based on FY19, most recent verified data

Note: Due to the diversity of programs, completion rates for graduate students will be tracked at the program level.



GOAL 3	BASELINE
First-Destination Survey Respondents:	
% employed	85.5%
% military or full- time community service	.89%
% who are continuing their education	11.65%
% positive outcomes – Arts and Sciences	98.76%
% positive outcomes -- Business	99.7%
% positive outcomes -- Education	100%
% positive outcomes – Health/Human Services	98.78%
% positive outcomes – Technology	98.61%
Average starting salary (All)	\$57,593
% students with community-based learning course	32% (2018-19 year, pre-Covid)
% students with intensive co-curricular service experience	2.5% (2018-19 year, pre-Covid)

GOAL 4	BASELINE
Cash gifts and pledges	\$7,751,173
Planned gifts	\$605,001
Gifts in Kind	\$2,227,662
% of donors who are alumni	62%
% of faculty and staff who are donors	37%
# of students engaged in student philanthropy organization	31

GOAL 5	BASELINE
Average attendance by ticketed sports:	2019 Seasons (Pre-Covid)
Men’s Basketball	3,018
Women’s Basketball	1,397
Football	4,323
Baseball	565
Total attendance at Community Engagement events open to the public by type of event:	2018-19 Seasons (Pre-Covid)
Osher Lifelong Learning Institution (OLLI)	4,872
University Speaker Series	5,500
Performing Arts Series	7,233
School of Music – Tilson/University Hall events	6,400
Community School of the Arts	1,100



ADDENDUM B – Definition of Terms

Affinity Groups: A collection of individuals who share similar interests and goals.

Annual Financial Composite Index: The CFI is a metric that measures all financial resources of the institution, including related foundations. It is comprised of four key financial ratios that are weighted to develop a composite index. These ratios compare the institution's operating commitments and its outstanding long-term obligations against its expendable wealth. It also measures the ability of the institution on a short-term basis to live within its means and the ability of the institution to generate overall return against all net resources. This measure is reported annually to the Higher Learning Commission and the Board of Trustees. The index should stay within a range of 5 to 7 which allows sufficient resources for the future and investment in initiatives to advance the University.

Case-Management Advising: This method of advising students uses proactive, holistic, and developmental advising. The case-management approach moves away from transactional advising for the sole purpose of registration to holistic advising where the advisor addresses financial literacy, student success habits, and general well-being.

Community Partners with High-Level Engagement: Organizations that have a sustained, multi-faceted partnership with ISU. Factors used to rate the partnership include: length of partnership with the University and depth of engagement with ISU through internships, volunteerism, service-learning, collaborative research, collaborative training/continuing education, etc. This is measured annually through a survey distributed by the Center for Community Engagement.

Credit Hour Production: Total number of student credit hours generated during a set period of time. Shows actual student credit hours enrolled in and can be a more accurate determination of overall tuition revenue than headcount enrollment.

Diversity: Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) (AACU).

Equity: The creation of opportunities for historically underserved populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion (AACU).

FTFT Freshmen: First-time, full-time freshmen who are degree-seeking.

First Destination Survey: The First-Destination Survey is conducted by the National Association of Colleges and Employers. It captures data on the outcomes associated with a college education on a national scale within six months of graduation. Outcomes include employment, graduate school, and military or full-time community service. An average starting salary for those employed full-time is also included for the cohort.

Graduation Achievement Gap: The % point difference between four-year graduation rates of one group of students versus another group.



High-Impact Practices: High-impact practices (HIPs) are curricular and co-curricular experiences, which promote “deep” learning, critical thinking, and problem-solving skills. Examples include study abroad, undergraduate research, internships, problem-based inquiry, etc.

Inclusion: The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions (AACU).

Intensive Co-Curricular Service Experience: Includes the Sycamore Community work program, Federal Work Study community service, Service Learning Scholars program, Alternative Break participation, Alpha Phi Omega membership or American Democracy Project membership and related programs.

Meta Majors: Clusters of majors within career areas designed to provide students with more flexibility in changing programs while staying on a path to on-time graduation.

Net Operating Revenue Ratio: Measures operating surplus based on revenue and expense. Should not be excessive, ideally within 4 percent.

Perception Score: On a brand awareness survey, the perception score measures the overall feeling the respondents have about what the university represents. The Key Performance Indicator specifically relates to the % of respondents who had previously heard of Indiana State who indicated a very positive or positive overall impression as related to affordability and providing a well-rounded education.

Positive Outcome on First Destination Survey: Includes employment, full-time military/community service and graduate school.

Scholarly Activity: This Key Performance Indicator measures scholarly activity by Indiana State’s faculty including presentations, contracts, grants, performances, exhibits, papers, articles, books, chapters, and other intellectual contributions.

Sense of Belonging: The feeling, belief, and expectation that one fits in a group and the feeling of acceptance by the group.

Social Justice: An analysis of how power, privilege, and oppression impact our experience of our social identities. “Full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable” and all members of a space, community, or institution, or society are “physically and psychologically safe and secure.” (Adams et al. 2016) Teaching for Diversity and Social Justice. New York: Routledge.

Social Media Engagement: The metric being used for “Engagement of key stakeholders through social media” is follower count. Using this metric allows us to track the growth of our social media footprint over time. The Key Performance Indicator represents the cumulative number of followers on Indiana State University’s official active accounts on Facebook, Instagram, Pinterest, Twitter, YouTube, LinkedIn, and TikTok.