INDIANA UNIVERSITY SOUTHEAST
SELF-STUDY REPORT 2009

INDIANA UNIVERSITY
SOUTHEAST

SELF-STUDY REPORT

FOR

CONTINUED ACCREDITATION
SITE VISIT, MARCH 2010

PRESENTED TO THE
HIGHER LEARNING COMMISSION
OF THE NORTH CENTRAL ASSOCIATION

INDIANA UNIVERSITY
SOUTHEAST

* Please note: All hyperlinks have been removed from this document.

EXECUTIVE SUMMARY

Executive Summary

Indiana University Southeast is pleased to submit this report of its self-study for continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. The University has used the two-year self-study process as an opportunity to reflect upon its culture, to inventory its many accomplishments as well as its challenges, and to suggest action steps directed toward future improvements. The self-study process has been linked directly to the development of the campus's next five-year strategic plan, which has allowed the campus a significant opportunity for evaluation of its progress as well as preparation for its future.

The last decade has been a period of growth and change at IU Southeast. A mission-driven, comprehensive, multiyear strategic planning process has created formal, information-based decision-making structures that enable the University to respond more effectively to a rapidly shifting set of challenges and opportunities. Evidence of student learning has emerged as a key element in reviewing and revising practices at the campus level as well as within many of the academic programs. A systematic approach to enrollment management has resulted in significant gains both in overall numbers and in representational diversity. A greater focus on forging community connections has moved the campus closer to its goal of becoming an educational and cultural resource serving all of Southern Indiana – and has resulted in record-breaking philanthropic support. Building projects – including a new Library and Conference Center – have transformed the University's physical landscape.

Of course, a university is always evolving, and even in the midst of an uncertain economic environment, IU Southeast remains focused on student learning and committed to continued growth and change.

Outlined below are additional examples of evidence that demonstrate the excellent practices currently in place at IU Southeast as well as the campus's challenges, many discovered during the self-study development.

EXAMPLES OF EXCELLENCE

• The campus mission, vision, and core values were developed through collaborative processes that included key constituencies.

• The campus's diversity plan has resulted in significant increases in diversity since 1999, more than doubling the number of African American and Hispanic students on campus and substantially increasing the diversity of our faculty.

• Since 2005 strategic planning has become the foundation for planning and budgeting at IU Southeast. Planning and decision-making are based on a comprehensive, mission-driven strategic plan that is developed with broad-based input from the campus and community. As noted above, the plan is currently being updated and revised for the next five years.

• Over the last 10 years, the campus has grown, developing new academic programs (Informatics, Journalism, Criminal Justice, an honors program, and a concentration in human resources) as well as new buildings (the residence halls, the Library, renovations of the Life Sciences Building and the University Center, and the proposed Education and Purdue Technology Building).

• IU Southeast is experiencing all-time highs in student enrollment thanks to a strategic enrollment management plan. In fall 2009 the campus set more than 11 different enrollment records.

• Goals for student learning have been defined at the campus level and each academic program has developed an assessment plan with student learning goals clearly stated and measurable outcomes clearly defined for that program.

• Assessment of student learning is conducted at the program, general education, classroom, student affairs, and institutional levels. Assessment results play an important role in planning for curricular and pedagogical improvements.

• IU Southeast faculty have articulated and adopted a coherent set of general education requirements that apply to all bachelor's degrees, as well as a set of learning goals and outcomes for general education.

• IU Southeast has significantly increased its emphasis on and support for student research and creative activities, including research fellowships, participation in scholarly conferences, and publications of student research.

• Over the past 10 years, every office on campus has engaged in a variety of evaluative processes to ensure institutional effectiveness. Evaluation tools have included regular student, alumni, and community surveys; CAS assessments in Student Affairs; and Balanced Scorecard in Administrative Affairs and parts of IT.

• The University has invested substantially in information technology, including academic and administrative computing, student computing, and media and web services. The campus has virtually complete wireless coverage, the telecommunications infrastructure is maintained using a life-cycle replacement program, and instructional technology is available in all classrooms.

• IU Southeast has received $7 million in gifts and pledges from individuals and regional organizations since 2003.

• IU Southeast has an economic impact on its service region. The significance of spending by the University, students, and visitors as well as the "ripple effects" of these expenditures within the community total $52.4 million a year. In addition to IU Southeast's employment of 466 faculty and staff, university spending accounts for an additional 270 jobs in the region.

• IU Southeast students contribute more than 10,000 hours a year to the community through service and applied learning experiences.

ADDRESSING CHALLENGES NOW AND IN THE FUTURE

• IU Southeast will develop plans designed to ensure a stable fiscal environment in the light of reduced state appropriations.

• In an environment of growing enrollments, reduced state appropriations, and shifting higher education policies in the state, IU Southeast continues to review its admissions standards and practices.

• IU Southeast will review priorities for hiring more full-time faculty and will address the issue of compensation for professional and clerical staff, within the constraints imposed by current and long-term budgetary exigencies.

• IU Southeast will create a long-range plan for the development of academic programs, including both strengthening of current programs and the development of new programs.

• IU Southeast will build on past efforts in assessment of student learning to assure that assessment results are consistently reviewed by all appropriate parties and to document the impact of programmatic changes on student learning.

• IU Southeast will create a long-term comprehensive, integrated development plan to strengthen its efforts in philanthropic fundraising.

• IU Southeast will address alumni relations as an essential element of the new strategic plan.

CONCLUSION

Over the last decade, IU Southeast has grown and matured as an institution. By implementing a comprehensive strategic planning process and placing a strong emphasis on evidence-based institutional accountability, the University has ensured that its activities and resources are aligned in pursuit of its core mission: student learning. This report records a decade of progress, outlines pathways for future growth, and demonstrates that IU Southeast meets all the criteria for continued accreditation as a member of the Higher Learning Commission of the North Central Association.
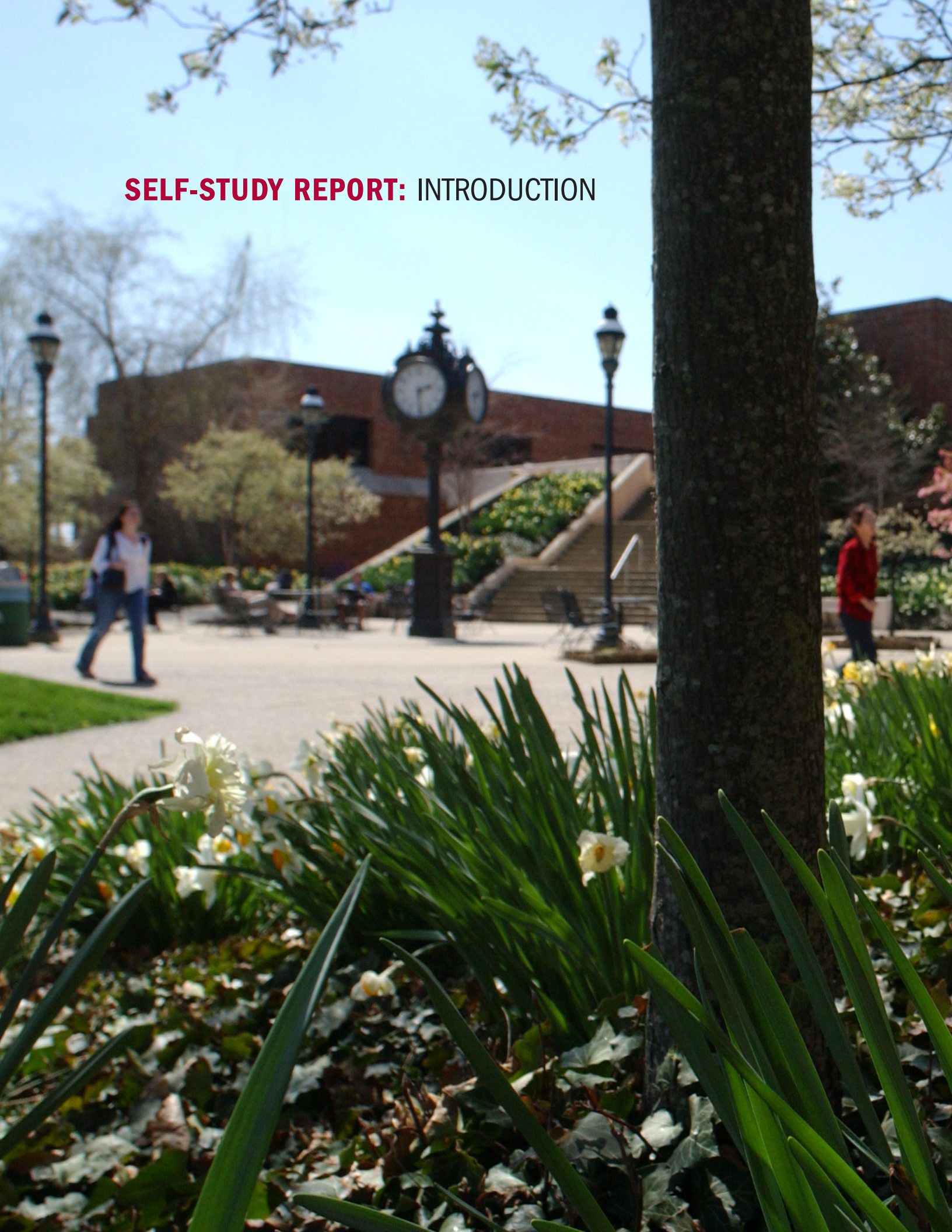
Introduction

HISTORY

On Oct. 15, 2008, as faculty, staff, students, and community leaders looked on, Indiana University President Michael McRobbie and Indiana University Southeast Chancellor Sandra Patterson-Randles accepted the ceremonial keys to five recently completed residential lodges. It was a watershed moment for IU Southeast: although the new lodges housed only 400 students – less than a tenth of IU Southeast's total headcount that fall – they signaled that IU Southeast had moved beyond its status as a purely commuter campus. For the first time, students who so desired could experience the immersion into campus life that many consider the quintessential college experience.

The lodges may represent the most significant single development since the campus relocated from Jeffersonville to New Albany in 1973, but they are just the latest manifestation of IU Southeast's mission: providing excellent opportunities for students from Southern Indiana and Greater Louisville Metropolitan Area who choose to pursue higher education in their own community.

That mission began in 1941 with the founding of the Falls City Extension Center of Indiana University. Classes commenced at Jeffersonville High School that September with 291 students. Only four of those students were full-time, and several were from Louisville. In 1945 the campus relocated to a building in nearby Warder Park, and in December its name was changed to the Southeastern Extension. By 1949 enrollment stood at 1,200, and by 1955 overcrowded conditions triggered an expansion project that included new classrooms, laboratories, and administrative offices. Over the next decade, the Southeastern Extension expanded to include five additional buildings. During its first quarter-century, the campus primarily provided foundation course work for students who then transferred to IU Bloomington or other universities to complete their degrees.

In 1966 the Southeastern Campus received approval for its first degree program, an associate degree in nursing. Two years later, the campus became IU Southeast and conferred its first degree. IU Southeast received approval for a bachelor of science degree in elementary education in 1968 and awarded its first bachelor's degree in May 1969, the same year that it attained initial accreditation by the North Central Association of Colleges and Schools.

By 1972, IU Southeast offered 17 degree programs, including three associate, 12 bachelor's, and two master's of science degrees. The additional students attracted by the new degree programs created a need for new space, and in 1971 construction began on the present campus in New Albany. Since the dedication of the new campus in 1973, IU Southeast has evolved into a public comprehensive institution that serves not only Southern Indiana, but also the Greater Louisville Metropolitan Area.

INSTITUTIONAL OVERVIEW

IU Southeast is a regionally focused institution with a service area defined by Indiana University and the Indiana Commission for Higher Education, the state's higher education coordinating body. The service area consists of nine counties as shown on the map below. In addition, the campus enrolls students from four counties in Kentucky under a tuition reciprocity agreement between the states of Indiana and Kentucky that has been in effect since 1998. Figure I-1 also shows the Kentucky reciprocity counties.

Figure I-1
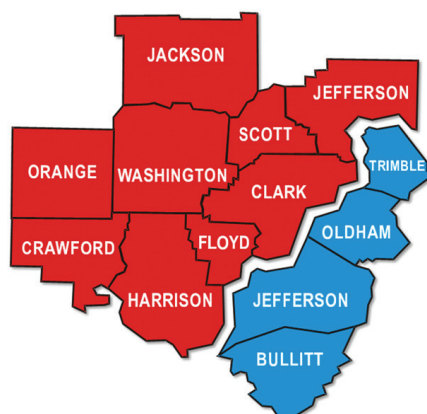
Source: IU Southeast Office of the Chancellor

IU Southeast currently offers associate degrees in Business, Computer Science, General Studies, and Journalism, as well as a general Associate of Arts degree. Bachelor's degrees are offered in Business, Clinical Laboratory Science, Communication Studies, Computer Science, Criminology and Criminal Justice, Elementary Education, English, Fine Arts, French, General Studies, German, Individualized Major, Informatics, Music, Nursing, Philosophy, Spanish, Biology, Chemistry, Chemistry and Biology, Mathematics, Economics, History, International Studies, Journalism, Political Science, Psychology, Secondary Education, Sociology, and Special Education. Many of these bachelor's degree programs offer concentrations and tracks that provide additional options for students to pursue their educational goals. Finally, IU Southeast offers master's degrees in Business Administration, Elementary Education, Liberal Studies, School Counseling, Secondary Education, and Strategic Finance.

In addition to these degree programs, IU Southeast partners with Purdue University's College of Technology to offer Purdue bachelor of science degrees in the following

disciplines to residents of the IU Southeast service region: Computer Graphics Technology, Electrical Engineering Technology, Industrial Technology, Mechanical Engineering Technology, and Organizational Leadership and Supervision. Purdue students at New Albany complete the same coursework as students attending Purdue's main campus in West Lafayette. All technical courses in New Albany are delivered by Purdue faculty, while IU Southeast provides Purdue students with their coursework in subjects such as math, English, and science. Purdue's New Albany students use IU Southeast's library, bookstore, recreation facilities, and other campus amenities and are eligible for IU Southeast's student housing. Purdue's technology courses are currently delivered at the College of Technology's classrooms and laboratories in the Purdue Technology Center of Southeast Indiana, which is located about one mile from the IU Southeast campus. Some Purdue classrooms, laboratories, and faculty/staff offices will return to IU Southeast upon completion of the Education and Purdue Technology Building, which is in the early planning stages.

Fall 2009 enrollment at IU Southeast was 6,840, with an FTE (Full-time Equivalent) enrollment of 4,688, both of which represent enrollment records in the institution's history. The 10-year period since the last HLC review has seen enrollment fluctuate by about 10 percent, reaching a previous high of 6,716 in 2002 and dropping to a low of 6,164 in 2005. The bulk of the enrollment growth since 2005 has occurred in the past two years, with the opening of student housing in 2008 and with the continued economic recession in 2009 which has boosted college enrollments throughout Indiana. The other major factor that has affected enrollment growth is the reciprocity agreement with Kentucky. Since 2005, enrollment of reciprocity students has increased from 1,555 to 2,052, which represents almost 74 percent of the enrollment growth during that time. Historically, undergraduate enrollment represents about 85 percent of total enrollment; for fall 2009, it is nearly 87 percent of the total. The growth in the past two years has been almost solely due to growth in undergraduate enrollment, which has gone from 5,434 in 2007 to 5,943 in 2009.

Table I-2

Total fall semester enrollment by year

Year	Total
1999	6,115
2000	6,427
2001	6,557
2002	6,716
2003	6,408
2004	6,238
2005	6,164
2006	6,183
2007	6,241
2008	6,482
2009	6,840

Source: Indiana University Fact Book

The makeup of the student population has changed somewhat since 1999. One major change is that the representation of minority groups has more than doubled, from 4.6 percent in 1999 to 9.8 percent in 2009. The undergraduate student population has shifted toward a larger proportion of full-time students. In 1999, only 52 percent of undergraduate students were enrolled full-time; by 2009, 68 percent of undergraduates were full-time students. (The great majority of graduate students – 96 percent in 2009 – continue to be part-time students who take classes in the evening.) The undergraduates are also somewhat younger as a group; the percentage who are age 24 or younger has increased from 56 percent in 1999 to 65 percent in 2009. Finally, transfer students make up an increasing share of undergraduates, growing from 23 percent in 1999 to 33 percent in 2009.

Degrees awarded by IU Southeast have trended steadily higher since the last accreditation review, reflecting both increases in enrollment and a 50 percent increase in the six-year bachelor's graduation rate. The table below shows degrees awarded in selected years during this period. Total degrees awarded have increased by more than 35 percent since 1999-2000, with both bachelor's and master's degrees showing large increases. The decline in associate degrees represents a shift in the State of Indiana toward offering associate degrees at the newly developed community college, which is discussed later in this report.

Table I-2

Degrees Awarded by Year

Year	Associate	Bachelor's	Master's
1999-2000	116	444	159
2004-05	116	614	264
2008-09	102	649	223

Sources: Indiana University Fact Book, IU Southeast Reference Book, Indiana University Degree Completions Report

CONTEXT

The nine-county Indiana region served by IU Southeast had a population of about 374,000 in 2008. The population of the region grew by 10 percent between 1990 and 2000, slightly higher than the growth rate for the state as a whole. (By comparison, the population of the four reciprocity counties in Ky. is about 675,000.) Nearly 60 percent of the region's Indiana population lives in Clark, Floyd, and Harrison counties – the three counties that adjoin Louisville, Ky.

The economy of the University's Indiana service region is closely linked to that of Louisville, Ky., and indeed, most of the region is considered to be part of the Louisville Metropolitan Statistical Area. The campus's Indiana service area has a lower per capita income than the state as a whole ($31,278 vs. $33,215) and only Floyd County's per capita income exceeds the state average. The major sources of employment in the region are manufacturing (16.5 percent), government (13.3 percent), and retail trade (12.2 percent).

The most recent census data (2000) indicated that educational attainment levels in the region, as measured by the percent of the population over 25 with at least a

bachelor's degree, remain below the state average of 19.4 percent. Only Floyd County, at 20.4 percent, exceeds the state average. However, the data also shows that the percent of the population with at least a bachelor's degree increased in every county in the region from 1990 to 2000. This increase undoubtedly reflects the impact of IU Southeast, since approximately 80 percent of its graduates remain within the service region after graduation.

Educational aspirations are also somewhat lower in the region than in the state. In 2007, 83.2 percent of Indiana high school graduates intended to pursue postsecondary education, with 60.9 percent intending to attend a four-year institution. In the campus service region, 77.8 percent of the graduates that year were headed to postsecondary study, with 55.8 percent intending to attend a four-year institution.

INSTITUTIONAL RESPONSE TO CONCERNS RAISED IN THE 1999-2000 TEAM REPORT

The report of the NCA team that evaluated IU Southeast in 1999-2000 raised several concerns that required further action. A focused visit in 2002, and an institutional progress report in 2005 documented IU Southeast's response to concerns about general education and the assessment of student learning. This section identifies and provides an updated overview of IU Southeast's responses to those concerns, as well as to concerns about planning, diversity, and the use of part-time faculty. More details regarding these issues can be found in the body of the self-study as noted.

Concern: The process for planning across the institution is not clearly integrated and systematic. While a long-range planning process has evolved significantly since 1989, this team is concerned that the process is not fully integrated and is not tied to a systematic assessment program.

Response: The institution engaged in a planning process, beginning in 2003, that culminated in the development of a long-range, comprehensive strategic plan for the first time in its history. The planning process included a thorough SWOT (Strengths Weaknesses Threats Opportunities) analysis and environmental scan, and external stakeholders as well as the campus community provided input. The strategic plan has been used successfully to guide planning by units within the institution, annual institutional and unit goal setting, and annual budget allocations. The plan is currently being reviewed and updated in order to guide the institution during the next five years. Details about the planning process can be found in the discussion of Core Component 2a.

Concern: General education is not designed and understood as a coherent requirement, consistent with the institution's mission and organized to ensure breadth of knowledge and intellectual inquiry. The IU Southeast General Education program is currently focused on (a) the competency courses in writing, math, and computer literacy, and (b) the breadth courses indicated for students according to their intended major field of study which vary by field. There is no apparent relationship to the institution's mission or recognition of the centrality of general education. There is no process for assessing the effectiveness of general education or student achievement on general education outcomes.

Response: In 2005 the institution adopted a general education program that applies to all undergraduate degrees. The program was revised in 2007 based on faculty and student feedback. Requirements include courses in written and oral communication, ethical reasoning, critical thinking, diversity, information literacy, information technology, as well as central issues, ideas, and methods of inquiry in the arts and humanities, natural sciences, and social sciences. A faculty committee is responsible for reviewing and approving courses to meet these requirements. The committee also has devised a program to assess student learning in general education on a three-year cycle and has completed the first cycle of assessment. Further details about the general education program can be found in the discussion of Core Component 4b. Details about assessment of general education can be found in the discussion of Core Components 3a and 4b.

Concern: The evidence does not demonstrate improvement in the diversity across students, staff, and faculty. While a plan and organizational support structures have been added since 1989, the diversity of the student body and IU Southeast workforce continues to be a concern.

Response: As noted above, minority representation among students has increased from 4.6 percent in the fall of 1999 to 9.8 percent in the fall of 2009. Among faculty, the increase has been from 10 percent in 1999 to 14.9 percent in 2009. Female representation among students has remained high: 60.8 percent in 2009 vs. 62.3 percent in 1999. Female representation on the full-time faculty has increased over this period from 42 percent to 49 percent in 2009. In addition to addressing issues of representational diversity, the campus has initiated extensive efforts to ensure that diverse experiences are incorporated into the curriculum as well as into co-curricular activities and events. For further details, see the discussion of Core Components 1b and 3c.

Concern: There is no campus-wide systematic process for assessing student academic achievement and institutional effectiveness. While the institution received feedback from NCA that there were serious problems with their proposed assessment plan in 1995 those issues have not been addressed. There is no evidence of a systematic program for assessment of achievement and effectiveness coordinated and monitored across the institution. The use of results from programmatic assessment is inconsistent. This concern is serious enough to warrant a focused visit to assure the effective implementation of an assessment process.

Response: The focused-visit team in 2002 noted the "considerable" progress the campus had made in addressing this concern. A faculty committee is in place to provide guidance and oversight for unit assessment efforts. The Office of Institutional Research and Assessment provides staff support for faculty assessment projects. There is a base budget for assessment that has remained in place even when the campus experienced a budget shortfall in 2003. Since the focused visit and subsequent progress report (2005), the campus has continued to make progress toward a "culture of evidence." Many programs, especially in the professional schools, have clear evidence of student learning at the program level. Taken in conjunction with academic program reviews, assessment results are being used across the campus to make programmatic changes designed to improve student learning. The Office of Academic Affairs provides grants for the continued development of assessment programs as well as for projects to improve student

learning, and the Academic Assessment Committee participates in reviewing requests for these grants. The discussions of Core Components 3a and 3c provide more details about assessment of student learning at IU Southeast.

Concern: IU Southeast cannot achieve its aspiration to be the best regional university in the nation if it continues to over-rely on part-time faculty. Part-time faculty are teaching almost 50 percent of the credit hours that are delivered at IU Southeast. Part-time faculty are most prevalent in general education and in some specific programs. Full-time faculty effectiveness is undermined in some areas where time must be spent supervising and overseeing part-time faculty. While significant gains have been made in the numbers of full-time faculty with the commitment to 21 new positions, the increases have not had a substantial effect because of enrollment increases.

Response: Progress has been made in addressing this issue. Additional full-time faculty have been hired, including lecturers who were specifically hired to replace part-time faculty. However, recent enrollment increases and demands for more sections of general education courses have reversed some of the gains that had been made. Relevant data is shown in the table below. A more complete discussion of this issue can be found in Core Component 2b.

Table I-3

Percent of courses and credit hours taught by full-time faculty

	1999-2000	2004-05	2008-09
Course sections	48.5	57.9	54.6
Student credit hours	48.5	58.6	55.1

Source: Indiana University Instructional Effort Reports

HIGHLIGHTS SINCE THE 1999-2000 ACCREDITATION REVIEW

During the decade since its last reaccreditation visit, IU Southeast has invested heavily in strategic improvements designed to further its goal of providing quality higher education to students and citizens of its service region. In addition to the changes noted above, highlights from this period include:

 • **Academic initiatives:** Addition of new bachelor's degree programs in Informatics, Criminal Justice, and Journalism; implementation of an Honors program; development of a Student Conference; introduction of a Common Experience program.

 • A state-of-the art, stand-alone Library was completed and opened in January 2005, significantly increasing space for collections and research and providing meeting and conference rooms for seminars, presentations, and group study.

 • The University Center was renovated and expanded to create a conference center and new office space for student services and activities.

 • Five residential lodges were constructed, providing 400 students with the complete campus experience.

• State-of-the art information technology and media equipment were installed in 80 percent of all classrooms, significantly enhancing the campus learning environment.

• The Office of Academic Affairs was reorganized to strengthen support for faculty and student research and creative activity.

• Opportunities for service learning and internships were expanded.

• The tuition reciprocity agreement with Kentucky was renewed and expanded to include a fourth county in Kentucky.

• The Life Sciences building was expanded to increase classroom, laboratory, and office space for the nursing, natural sciences, and psychology programs.

• The campus received the first national recognition of its academic programs in 2008, when the MBA program was rated as the 18th best part-time program in the nation and third best in the Midwest by *Business Week* magazine. In the recently released 2009 rankings, the program has risen to the ninth best part-time MBA in the nation. In addition, in 2008 the School of Business was rated fifth in the nation for "best classroom experience" by the *Princeton Review*.

CONDUCTING THE SELF-STUDY

The process that resulted in this self-study took place in two stages – gathering and analyzing information, and then writing the self-study document. The first phase began in the fall semester of 2007 with the appointment of five working groups, one for each criterion.

Each working group was comprised of both faculty and staff members and at least one student representative. Members were selected from nominees submitted by the Faculty Senate leadership, deans, Student Government, and the Chancellor's Cabinet. These groups were asked to nominate people who had institutional experience relevant to the issues their group would address, as well as the ability to take an institutional perspective in their work. Task force chairs were chosen on the basis of their strong communication skills, ability to work well with other people, and proven record of accomplishing tasks in an effective and timely way.

The charge to the working groups was to gather information and input from the campus and to use that information to determine the extent to which IU Southeast meets each criterion and core component and to identify potential areas for improvement. The working groups were asked to gather input from a wide range of sources, including standing committees; schools and departments; individual faculty, staff, and students; and community organizations and members as appropriate. The work product requested from each group was a report that summarized the process used by the working group and its results and findings.

A steering committee was appointed to provide overall direction and coordination of the working groups and to oversee preparation of the self-study document and coordination of the evaluation team's visit in 2009-10. The self-study co-coordinators (the vice chancellor for academic affairs and the director of the library) served as co-chairs of the steering committee. In addition, the working group chairs (or co-chairs in some instances) served on the steering committee, as did the interim director of

the Office of Institutional Research and Assessment and the writer-editor. Finally, the two HLC peer evaluators at IU Southeast (the associate vice chancellor for academic affairs and the vice chancellor for administration and finance) were also on the steering committee.

The working groups functioned during calendar year 2008, with input from the steering committee, to produce their draft reports by the end of the year. The second phase of the self-study began in January 2009. In this phase, the co-coordinators and the writer-editor, in consultation with the steering committee, began editing the drafts produced by the working groups. During June and July 2009, drafts of the self-study chapters were shared with the chancellor's leadership group, consisting of the campus-level administrators, the deans of the academic schools, and the heads of all other campus departments for the purpose of reviewing the information and conclusions for accuracy and completeness. Drafts were shared with the campus community in September 2009 for further review and comments. This process resulted in the gathering and inclusion of additional information and perspectives for the final report and also helped to inform the campus community about the self-study process.

The self-study process has overlapped with the review and revision of the institution's current strategic plan, which began in spring 2009. The two processes have informed each other, in part because of overlap between the membership of the self-study working groups/steering committee and the strategic planning committee, but also because of deliberate efforts to share perspectives and information. For example, the preliminary conclusions of the self-study working groups were shared with the strategic planning committee, and the preliminary new objectives and initiatives of the strategic plan were shared with the self-study steering committee. Many of these strategic plan initiatives have been incorporated into the self-study as "strategic initiatives" in response to issues or concerns that have been identified in the self-study process. Thus, as was intended in the original self-study plan, there has been a close and mutually beneficial relationship between these two major activities of the institution.

SELF-STUDY STEERING COMMITTEE

Gilbert W. Atnip, Vice Chancellor for Academic Affairs, co-chair

C. Martin Rosen, Director of the Library, co-chair

Guy O. Wall, Professor of Education (Working Group One)

James Kanning, Director of Career Services (Working Group One)

Jennifer Johnson Wolf, Director of University Communications (Working Group Two)

Paul H. Pittman, Professor of Business (Working Group Two)

Anne E. Allen, Professor of Fine Arts (Working Group Three)

Deborah G. Finkel, Professor of Psychology (Working Group Four)

Linda A. Christiansen, Associate Professor of Business (Working Group Five)

Larry J. Miles, Interim Director of Institutional Research and Assessment

Carl E. Kramer, Director of the Institute for Local and Oral History (Writer/editor)

Sheying Chen, Associate Vice Chancellor for Academic Affairs (HLC peer evaluator)

Stephen J. Taksar, Vice Chancellor for Administration and Finance (HLC peer evaluator)

Working Group One: Mission and Integrity

Guy O. Wall, Professor of Education, co-chair

James Kanning, Director of Career Services, co-chair

Gloria J. Murray, Dean of Education

K. Chris Cox, Assistant Professor of Business

Angela M. Salas, Associate Professor of English, Director of the Honors Program

Linda C. Gugin, Professor of Political Science

Ann Lee, Director of Human Resources

Joseph Taflinger, Student

Working Group Two: Preparing for the Future

Jennifer Johnson Wolf, Director of University Communications, co-chair

Paul H. Pittman, Professor of Business, co-chair

Gary L. Pinkston, Associate Professor of Education

Joseph L. Wert, Associate Professor of Political Science, Faculty Senate President

Janardhanan Alse, Professor of Business

Gabrielle M. Carr, Associate Librarian

Brittany Hubbard, Director of Financial Aid

Michael Kerstiens, Director of Accounting Services/replaced by Stephen Taksar, Vice Chancellor for Administration and Finance, April 08

Richard Sinnock Jr., Student

Working Group Three: Student Learning and Effective Teaching

Anne E. Allen, Professor of Fine Arts, chair

James L. Kauffman, Professor of Communication Studies

Jacquelyn C. Reid, Associate Professor of Nursing

Jonathan E. Bingham, Senior Lecturer in Business

Michelle R. Zimmerman, Senior Lecturer in Biology

Kim Clemens/replaced by Kim Pelle, Director of the Adult Student Center, April 08

Larry J. Miles, Interim Director of Institutional Research and Assessment

Tanlee Wasson, Director of Institutional Research and Assessment, August 09

Richard Young, Student

Working Group Four: Acquisition, Discovery, and Application of Knowledge

Deborah G. Finkel, Professor of Psychology, chair

Randy E. Hunt, Professor of Biology

Christian E. Bjornson, Professor of Business

Debra K. Clem, Professor of Fine Arts

Faye M. Camahalan, Assistant Professor of Education

Gregory Roberts, Academic Advisor in Arts and Letters

Chris Driscoll, Student

Working Group Five: Engagement and Service

Linda A. Christiansen, Associate Professor of Business, chair

Rebecca L. Carlton, Senior Lecturer in Communication

Uric B. Dufrene, Professor and Sanders Chair in Business
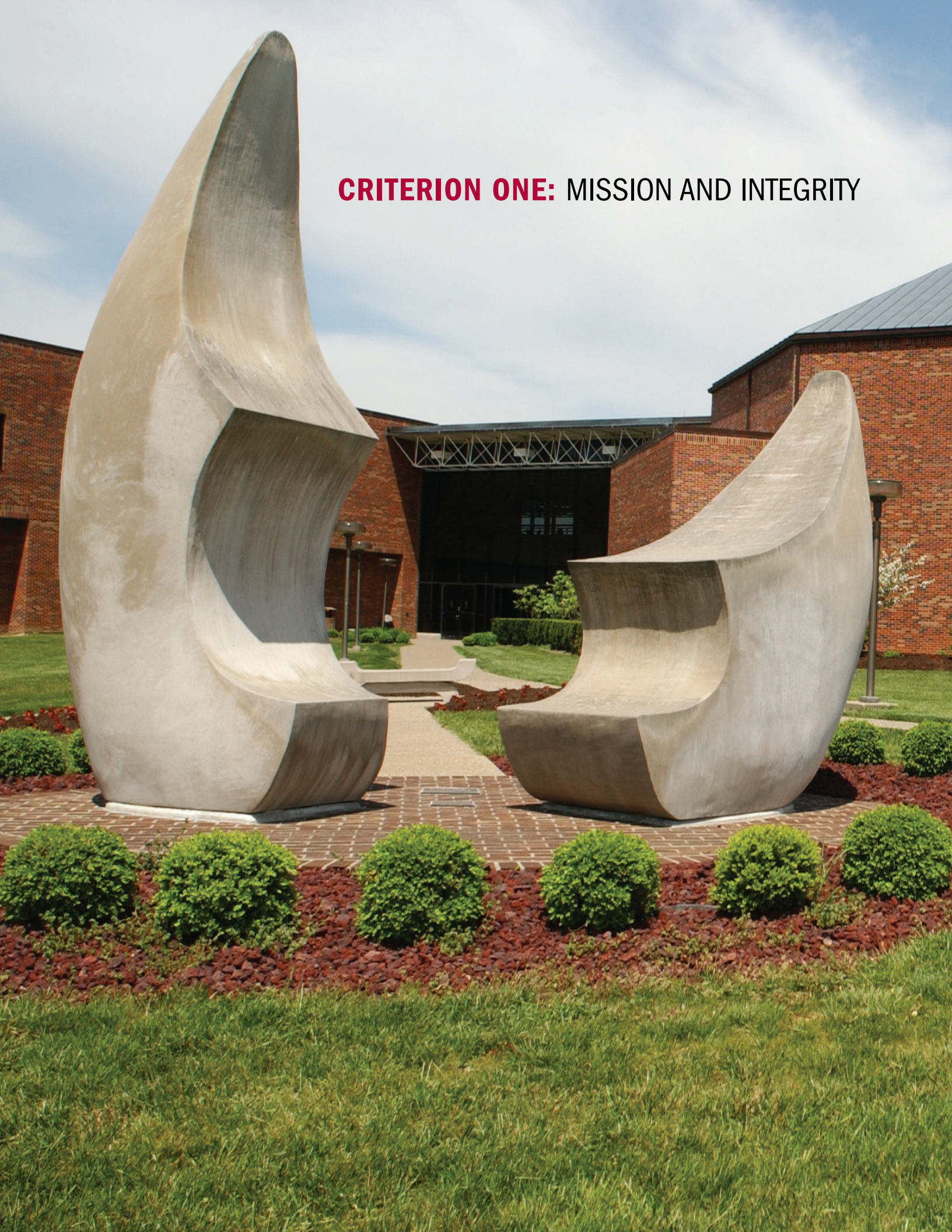
John H. Newman, Professor of Sociology

Carolyn A. Babione, Associate Professor of Education

June Huggins/replaced by Lynn Prinz, Assistant Director of Career Services, April 08

Kyle Ridout, Manager of Paul W. Ogle Cultural and Community Center

Jon Sifers, Student

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

INTRODUCTION

IU Southeast operates according to a well-aligned set of mission documents that have been approved by the Indiana University Board of Trustees, the IU Southeast Board of Advisors, the IU Southeast Faculty Senate, and other components of campus governance. The operational advances that have been accomplished in recent years are the results of the multi-faceted planning processes that produced these documents, the processes and policies through which the University involves its major stakeholders, and the University's commitment to operate with integrity in accord with its core values and in compliance with federal and state laws and Trustees' policies. This chapter shows how IU Southeast's mission documents – the Mission Statement, the Vision Statement, the Core Values, and the Strategic Plan – define and shape the operations and priorities of IU Southeast within the larger context of Indiana University's mission and the policies of the State of Indiana.

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments

MISSION DOCUMENTS

As one of eight campuses of Indiana University, IU Southeast is driven by its commitment to the high educational standards of teaching, learning, research, and creative activity that reflect its Indiana University identity. Thus its full array of mission documents, including the Mission Statement, the Vision Statement, the Core Values, and the Strategic Plan, were developed to align with the mission of Indiana University. Both the Indiana University and IU Southeast mission statements emphasize the University's academic mission, its partnerships with various publics, and its commitment to addressing community and societal problems.

Although IU Southeast's fundamental mission has remained relatively constant over the decades, in recent years it has come more sharply into focus as a result of the Indiana University Mission Differentiation Project, which began in 2004. This project was initiated by Indiana University President Adam Herbert in order to clarify the missions of each of the Indiana University campuses as well as to identify their strengths and opportunities for future development. The project was motivated by the changing environment for higher education in Indiana, including the recognition

1a

by state policymakers that the state had an undereducated population, and the transformation, by state policy, of the Indiana Vocational Technical College (Ivy Tech) into a statewide community college.

One of the primary outcomes of this project was the development of an overall mission statement for Indiana University as well as specific mission statements for each campus. At IU Southeast, the revised mission statement was developed and validated through extensive discussions that involved both internal and external stakeholders. The new mission statement was ultimately approved by the campus faculty governance organization and the IU Board of Trustees in 2005. (See the MDP Report)

Mission Statements

Indiana University is a major multi-campus public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical, and technological education. Indiana University's mission is to provide broad access to undergraduate, graduate, and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development and to offer leadership in creative solutions for 21st-century problems. Indiana University strives to achieve full diversity and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom.

IU Southeast is the regional campus of Indiana University that serves Southern Indiana and the Greater Louisville Metropolitan Area. As a public comprehensive university, its mission is to provide high-quality educational programs and services that promote student learning and prepare students for productive citizenship in a diverse society, and to contribute to the intellectual, cultural, and economic development of the region. Its academic programs include a comprehensive array of bachelor's degrees, a limited number of associate degrees, and a selected set of master's programs. The campus is committed to offering educational programs and services which promote and support diversity in all its aspects. The faculty engage in research and creative activities which strengthen teaching and learning through inquiry into both the content and the pedagogy of the disciplines and create opportunities for students to engage in applied learning. Finally, members of the campus community are committed to using their professional and personal expertise to address the intellectual, cultural, and economic development needs of the campus's service region.

The Mission Differentiation Project's final report highlighted IU Southeast's emphasis on serving the intellectual, cultural, and economic needs of the entire Southern Indiana and Greater Louisville Metropolitan Region and made special reference to the reciprocity agreement between Indiana and Kentucky that allows students in specified Kentucky counties to attend IU Southeast and students in specified Indiana counties to attend the University of Louisville at prevailing in-state tuition rates. The report summarized the campus's key attributes as follows:

"A successful pioneer of reciprocity agreements, this campus is perhaps furthest along in defining its niche markets, which is primarily due to the availability of the Louisville higher education sector to its Southern Indiana student population. The campus has a strong and stable enrollment pattern, a quality faculty, a desire to grow at the undergraduate and graduate (master's) levels, and a focus on applied learning by adding student housing. It seems less concerned about the impact of the community college (Ivy Tech Community College) on its enrollment than do most other regional campuses." (Page 15, Mission Differentiation Project Report 2005, MDP Report)

In laying out its mission, IU Southeast expressed a clear and public commitment to:

 • Serve a defined geographic region. The campus's Indiana service region, defined by the Indiana Commission on Higher Education and the IU Board of Trustees, comprises nine counties. In addition, under a tuition reciprocity agreement between the states of Indiana and Kentucky, the campus serves students who live in four counties in Kentucky.

 • Provide high-quality educational programs and services that promote student learning and prepare students for productive citizenship in a diverse society.

 • Support a comprehensive array of bachelor's degrees, a limited number of associate degrees, and a selected set of master's programs. In the context of recent policy direction in the state of Indiana, the commitment to offer associate degree programs is undergoing change.

 • Offer educational programs and services that promote and support diversity in all its aspects.

 • Support a faculty that engages in research and creative activities which strengthen teaching and learning through inquiry into both the content and the pedagogy of the disciplines and create opportunities for students to engage in applied learning.

 • Contribute to the intellectual, cultural, and economic development of the service region.

Vision Statement

The first IU Southeast vision statement was created by Chancellor F. C. Richardson as part of a campus planning process that was completed shortly before his term of office ended in 2002: "IU Southeast will become an outstanding regional university by achieving excellence in all its programs and activities, and by providing a broad range of high quality professional services to the communities in its service region."

As part of a campus-wide strategic planning project that began in 2003, the campus completed a lengthy process of enunciating its institutional vision, mission, values, and plans. The planning committee discussed and concurred with the following proposed vision statement: "IU Southeast aspires to be, and to be recognized as, a top-tier regional university." The process of updating the strategic plan is currently underway, and the campus vision statement will again undergo review and revision as warranted.

Core Values

The current core values were developed and adopted in 2007 as a result of the work of a task force of faculty and staff appointed by the chancellor to discover and articulate the basic values that unite and energize the IU Southeast community. Over several months the task force conducted brainstorming sessions, online discussions, and campus "town meetings" where multiple stakeholders weighed in on the question of the institution's core values. Staff members, faculty members, and administrators who were involved in these discussions generated a large number of ideas that were eventually distilled into these four Core Values:

   • **Nurturing Environment:** We foster a caring campus community that honors diversity, innovation, loyalty, teamwork, mutual respect, and fair play. We work together to create a culture of inclusion and dignity for all.

   • **Holistic Learning:** We provide a rich educational environment of academic excellence that extends beyond the classroom and supports students in reaching their full potential. We seek ways to improve upon the quality and service we provide to students.

   • **Integrity:** We are uncompromising in our commitment to doing the right thing and being direct in our dealings. We are good stewards of our resources and take that responsibility seriously, are conscientious in our decision-making, and practice ethical behavior in all we do.

   • **Connectedness:** We engage with and support the many communities to which we belong and from which we draw our strength and potential. We go to extraordinary lengths to serve our communities efficiently and knowledgeably.

In an effort to make sure that all constituencies, including new and continuing students, staff members, faculty members, and administrators, understand what the institution values, IU Southeast's Mission, Vision, and Core Values have been disseminated to the community as posters and wallet cards, through e-mail and discussions on campus, and have been included in the New Student Induction Ceremony. Numerous administrative and academic units display framed Core Values posters in their offices.

The four Core Values complement the campus mission statement, the campus vision, and the strategic plan. They were designed to serve as vehicles to enliven campus discussions and to inform daily decision-making processes.

Strategic Plan

The 1999-2000 NCA team report remarked that IU Southeast had made significant progress in its long-range planning process since 1989 but expressed concern that the "process is not fully integrated and fully tied to a systematic assessment program." That report, along with growing pressure on inadequate facilities and infrastructure and a sharp, unanticipated enrollment decline in the fall of 2003, provided the impetus for the formulation of a comprehensive strategic plan. That effort culminated two years later with publication of "Strategic Commitments for Growth to Distinction," a strategic plan intended to guide the growth and development of the campus from 2005 to 2009. (IU Southeast Strategic Plan)

The planning process and the strategic goals and objectives that resulted will be addressed in more detail in the following chapter – and, indeed, throughout this self-study. Here, it is sufficient to note that the plan specified seven broad goals, which flow from and support the commitments inherent in the mission statement: educational excellence, effective enrollment management, enhanced diversity, strengthened resources, better image, stronger community relations, and ongoing strategic planning. Each goal was further developed into objectives and supporting initiatives. The plan has been central to the campus's actions in support of its mission, vision, and values for the past five years. By 2009 the campus had accomplished or made significant progress toward achieving 95 percent of the objectives and initiatives set forth in the plan. In the spring of 2009, the campus initiated the process of developing a new five-year strategic plan that will be deployed in 2010.

Goals for Student Learning

In its *Bulletin*, IU Southeast clearly articulates the "Purpose and Philosophy of Undergraduate Education at IU Southeast": "The purpose of an IU Southeast undergraduate education is to prepare students to act as thoughtful, informed, and productive citizens and lifelong learners in the context of a complex and rapidly changing society."

Likewise, the *Bulletin* lays out the framework for IU Southeast's educational strategies in the "Common Goals of an IU Southeast Undergraduate Education," a document that explicitly identifies the learning goals that are primarily addressed in general education and those goals that are primarily addressed in the major.

In addition, each undergraduate and graduate academic program has a set of clearly stated, program-specific goals that are published in the *Bulletin* and that serve as the basis for assessment of student learning within the programs.

State Policy Context for Mission

As a public institution, IU Southeast operates within the context of state-level policy directions and decisions regarding higher education within the state of Indiana. In the past 10 years, two policy directions have had, and continue to have, a significant influence on the campus's mission, especially with respect to the constituents it serves and the programs it offers.

The first change in policy was the adoption of the tuition reciprocity agreement between the states of Indiana and Kentucky in 1998. This agreement expanded IU Southeast's service reach to include four counties in Kentucky which have a combined population approximately twice that of the campus's Indiana service region. This change has had a significant impact on the campus, which now draws 30 percent of its enrolled students from the Kentucky reciprocity counties. The current agreement is in effect until 2013; continuation of the tuition reciprocity agreement remains a priority for IU Southeast.

The second significant change in state policy is the development of a full-fledged community college system in Indiana through the transformation of the mission of Indiana Vocational Technical College (Ivy Tech) to that of a traditional community college. This transformation is still underway and all of its implications are not yet clear. However, concurrent with the development of Ivy Tech as a community college, the Indiana Commission for Higher Education has pressed for changes in the missions

of the regional campuses of Indiana University and Purdue University, both of which had been fulfilling some of the traditional roles of community colleges. These changes include: limiting or eliminating associate degrees at regional campuses, limiting or eliminating remedial education at all four-year institutions, developing robust transfer and articulation agreements between four-year institutions and the community college, increasing admission standards at four-year institutions, and allowing limited student housing at regional campuses. (See Indiana Commission for Higher Education documents: "Agreement for the Continued Development of the Regional Campuses of Indiana University and Purdue University," "Indiana's Framework for Policy and Planning Development in Higher Education," and "Reaching Higher: Strategic Initiatives for Higher Education in Indiana")

These state policy directions have strongly influenced IU Southeast as it has shaped its strategic directions and initiatives. Some of the significant changes to which they have contributed include: adopting new admissions requirements that give priority to students who meet Indiana's Core 40 high school graduation requirements, limiting (but not eliminating) the number of remedial courses offered, agreeing along with the other Indiana University regional campuses to phase out most associate degrees within the next three to five years, developing extensive transfer and articulation agreements with Ivy Tech Community College, and developing on-campus student housing. Adapting to the emerging state environment for higher education will continue to be a major consideration as the campus renews its strategic plan for the next five years.

SUMMARY, CORE COMPONENT 1a

IU Southeast's mission documents – its mission statement, vision, core values, strategic plan, and goals for student learning – clearly express the campus's commitments to its internal and external constituents.

The following examples of evidence demonstrate that IU Southeast's mission documents are clear and articulate publicly its commitments:

* IU Southeast's Mission Statement, as approved by the Indiana University Board of Trustees, was the result of collaborative processes that involved participation by all key constituencies, and the documents emphasize the centrality of high quality educational programs that prepare students to live and work in a diverse society.

* IU Southeast's Core Values, vision, and strategic plan are also the result of collaborative processes involving key constituencies, and further define and clarify the institution's commitments, purposes, and priorities.

* IU Southeast's strategic planning process reinforces and sets out a blueprint for realizing the goals of the mission documents.

* IU Southeast's mission documents are available to the public on the campus Web site and, in many cases, in the campus *Bulletin*.

* IU Southeast's goals for student learning are defined both at the campus level and within each academic program.

1b

* IU Southeast's goals and objectives continue to be reviewed in the context of changes in the environment for higher education in the state and will be revised as needed as part of the campus's ongoing planning process.

The following strategic initiatives will further enhance the commitments that are publicly stated in IU Southeast's mission documents:

* IU Southeast will pursue continuation of the Indiana-Kentucky tuition reciprocity agreement and propose the inclusion of additional Kentucky counties in the agreement.

* IU Southeast will review the impact of changes in Indiana's Core 40 high school graduation requirements on admissions criteria, redesign of the student outreach programs, course placement processes, and developmental offerings.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

INTRODUCTION

IU Southeast's commitment to diversity is clearly expressed in its mission documents, beginning with its mission statement, which commits the University "to provide high-quality educational programs and services that promote student learning and prepare students for productive citizenship in a diverse society" and "to offering educational programs and services which promote and support diversity in all its aspects."

This commitment is further supported in the University's "Strategic Plan for 2005-2009." Goal Three in this plan states, "IU Southeast will strengthen and improve diversity in its programming, hiring, student recruitment, business practices, and outreach." (IU Southeast Stragetic Plan)

In seeking to create a diverse campus in population, programming, and environment, the Strategic Plan outlines four specific objectives: (1) A campus-wide *commitment* to diversity ideals, (2) A pluralistic University *community* at least as diverse as the region it serves, (3) *Curricula* infused with principles of diversity and equity, and (4) A campus *climate* that is both supportive and reflective of diverse peoples and ideas.

This section will primarily focus on the first two objectives. (The third and fourth objectives are addressed in greater detail in the discussion of Core Component 3c.)

COMMITMENT

IU Southeast's commitment to advancing diversity-related objectives is evident in a number of highly visible and comprehensive programs reaching across campus.

The IU Southeast Diversity Coalition was established as the coordination mechanism for campus-wide diversity programs and initiatives. The coalition includes four layers of participation: First, the chancellor and vice chancellors provide direction and strategic leadership. Second, leadership for campus diversity initiatives is provided by the

Diversity Advisory Council, a broadly representative think tank. Third, the associate vice chancellor for academic affairs, the dean of student life, and the campus affirmative action/equity officer serve as diversity co-coordinators. Finally, a number of diversity task forces promote implementation of IU Southeast strategic goals, school/division/unit diversity plans, and outreach to the community at-large. Among these task forces are the Diversity Planning Task Force, the Diversity Assessment Task Force, the Diversity E-Communication Task Force, and a Minority Student Advisory Board in Campus Life. (http://www.ius.edu/diversity/)

Furthermore, in response to state statute, the campus recently created the Diversity Committee, responsible for reviewing and recommending faculty employment policies, reviewing personnel complaints regarding diversity issues, and making recommendations for promoting diversity within the faculty and student populations. This committee includes the chancellor, the vice chancellors, the three diversity co-coordinators, the Human Resources director, and a student representative. (Diversity Coalition Committee)

An important part of the University's commitment to its diversity ideals is periodic self-assessment of its progress and challenges. To that end, a team of IU Southeast faculty and administrators has designed and implemented a Diversity Assessment Plan. The assessment instrument consists of a comprehensive battery of questions designed to assess performance in each of the areas identified in the strategic plan—commitment, curricula, climate, and community. Evidence of achievement and/or progress toward these objectives was documented via an online "portfolio," which included a summary of strengths and challenges for each of the areas. (Initial Report of Diversity Assessment Plan)

In addition to initiatives on the campus, IU Southeast participates in Indiana University's system-wide efforts to enhance diversity and minority attainment. Representatives from each of the eight IU campuses have participated in the development of a strategic plan to promote and assess diversity efforts, culminating in the August 2007 report titled "Enhancing Minority Attainment: A Diversity Assessment and Action Plan for IU Campuses." (Diversity Assessment and Action Plan for IU Campuses)

In 2009-10, the campus received funding through an Indiana University initiative which allowed the hiring of two postdoctoral diversity fellows. These fellows are working on the development of a Diversity Leadership Academy to provide education and training in diversity for both the campus and the community. An additional objective of the project is to develop a basis for future recruiting of minority faculty members. The original proposal was for a three-year project; however, funding was only granted for one year. If the project is to continue, some basis for more permanent funding must be identified.

Finally, commitment to enhancing a campus culture that values diversity is demonstrated by the Chancellor's Diversity Award, which is given annually to recognize exceptional performance in promoting and enhancing diversity efforts at IU Southeast. This award directly encourages IU Southeast employees who develop and implement innovative projects that advance the diversity agenda outlined in the IU Southeast strategic and diversity plans. The award takes the form of a grant that can be used to fund new projects or further development of current projects.

COMMUNITY

The report of the 1999-2000 HLC review team expressed a concern about representational diversity on the IU Southeast campus: "The evidence does not demonstrate improvement in the diversity across students, staff, and faculty. While a plan and organizational support structures have been added since 1989, the diversity of the student body and IU Southeast workforce continues to be a concern."

Since that time, the IU Southeast community has become much more diverse. In the fall 1999 semester, ethnic minorities represented about 4.6 percent of the IU Southeast student population. As Table 1-1 below indicates, that proportion has more than doubled in the past decade, with Black/African American, Hispanic/Latino, and Asian students showing the greatest increases.

Table 1-1

Ethnic Composition of IU Southeast Student Body

	Fall 1999		Fall 2009	
Ethnicity	Total	Percent	Total	Percent
American Indian/ Alaska Native	15	0.2	30	0.4
Asian	29	0.5	108	1.6
Black/African American	191	3.2	416	6.1
Hispanic Latino	45	0.7	119	1.7
All Others	5,835	95.4	6,167	90.2
Total Enrollment	6,115		6,840	

Source: IU Fact Book and Official Enrollment Reports

Female students remain a strong majority at IU Southeast, decreasing slightly from 61.2 percent in fall 1999 to 60.8 percent in fall 2009 (59.8 percent of undergraduates and 67.5 percent of graduate students). The proportion of undergraduate students who are age 24 or younger has increased from 56 percent in 1999 to 65 percent in 2009.

When representation of ethnic diversity among the student population at IU Southeast is compared with the population in the nine-county Indiana service region, Table 1-2 suggests that IU Southeast's student body is substantially representative of its region with respect to African Americans, Native Americans, and Asians, but that Hispanics remain an underrepresented group.

Table 1-2

Representative Versus Actual Enrollment by Ethnicity

Ethnicity	2007 Proportion of Indiana Service Area	Fall 2009 Proportion of Student Population
African American	3.7%	6.1%
Hispanic	2.3%	1.7%
Native American/Alaska Native	0.3%	0.4%
Asian	0.6%	1.6%

Source: IU Enrollment Reports; www.stats.indiana.edu

Minority and female representation among faculty has increased as well. The proportion of women rose from 42.4 percent to 48 percent between 1999 and 2009, while the members of minorities increased from 9.9 percent to 14.9 percent. As Table 1-3 indicates, the sharpest increase in minority faculty occurred among Asians, while the percentage of African Americans remained stable and the percentage for Hispanics increased. The data indicate that the campus has made progress in diversifying its faculty in the face of continuing strong national competition for highly qualified faculty members from under-represented groups.

Table 1-3

Faculty Composition by Ethnicity and Gender

Ethnic Group	1999-2000		2009-10	
	Number	Percent	Number	Percent
African American	6	3.9	8	4.0
Hispanic	1	0.7	4	2.0
Asian	8	5.3	18	8.9
American Indian	0	0	0	0
All Others	136	90.1	171	85.1
Total Faculty	151		201	
Total Female	64	42.4	97	48

Source: IU Fact Book and Human Resources Data

Representation of minority groups on the staff is consistent with the makeup of the service region. Members of minority groups comprise 10.8 percent of the staff and 8.3 percent of the population of the Indiana counties in immediate proximity to the campus (Clark, Floyd, and Harrison). Females comprise 55.5 percent of the staff members on the campus.

CURRICULA

Appreciation and respect for diversity is integrated into the curriculum at IU Southeast. One of the explicit goals of general education is "To understand the diversity of experiences and perspectives within and among cultures." (General Education Goals)

To meet this requirement, students select from a list of courses, approved by the General Education Committee, that are designed to address the specific learning objectives related to diversity; to understand perspectives and contributions linked to various cultural markers in both western and non-western contexts; to identify differences and commonalities among cultures; to evaluate how their own cultural context influences the ways they perceive those who are different from themselves; and to recognize the basis and impact of personal and systemic discrimination, prejudice, and stereotypes. In addition to the general education requirement, diversity outcomes are reinforced within the requirements for the major in ways appropriate to the particular disciplines.

Appreciation for diverse cultures is further advanced through opportunities to study abroad as well as through participation in programs such as the Model United Nations, the Model Arab League, and the Model European Union. (Model United Nations Security Council Conference)

For further discussion of the diversity in IU Southeast's curriculum see Core Component 3c.

CLIMATE

IU Southeast supports an active calendar of co-curricular events that promote its diversity objectives. Recent events have included symposia and panel discussions, such as "Nature vs. Nurture in Identity Formation," "Gender Representation in Advertisements," and "Invisible Children," a documentary about the displaced children of Uganda and their effort to escape capture by the Lord's Resistance Army. The University also conducts an annual International Festival that celebrates cultures and cuisines from around the world. Other regular events include Diversity Town Hall Meetings and Global Grounds, a monthly international coffee hour. While some of these programs are sponsored and initiated by University administration, others are initiated by faculty, student groups, and staff, providing evidence of a campus climate that supports and encourages diverse perspectives.

In 2006-07, IU Southeast launched its Common Experience program. Each academic year, a theme is chosen, and books that help explore that theme are adopted and integrated into various courses throughout the curriculum, especially those taken by first-year students. The fundamental goal of the Common Experience program is to promote a common intellectual discussion among students, faculty, staff, and people in the region. The theme for 2007-08, for example, was "Identity in a Multicultural

World: Who Am I?" This theme was selected to "generate discussions about our identities as individuals and members of groups, competing identities, and the conflict that arises when identities clash." Selected readings included Barack Obama's *Dreams from My Father: A Story of Race and Inheritance* and David Hurst Thomas's *Skull Wars*, both of which explore various ways in which race, ethnicity, politics, religion, gender, and science converge to shape individual and cultural identity.

For further discussion of co-curricular diversity at IU Southeast see Core Component 3c.

Together, these initiatives, programs, policies, and groups help institutionalize diversity as a core value and embed it within the campus culture.

SUMMARY, CORE COMPONENT 1b

The following examples of evidence demonstrate that IU Southeast, through its mission documents, recognizes the diversity of its learners, other constituencies, and the greater society it serves:

* IU Southeast's Mission Statement, Core Values, strategic goals and objectives, programs, and practices affirm its commitment to embedding principles of diversity and equity into its curricula and to cultivating a campus community that supports and reflects diverse peoples and ideas.

* IU Southeast's multilayered Diversity Coalition, which incorporates leadership in all areas of the campus, coordinates and promotes campus-wide diversity programs and activities.

* IU Southeast has significantly enhanced representation of minority groups among students and faculty in the past 10 years.

The following strategic initiatives will further enhance IU Southeast's capacity to recognize and address the diversity of its learners, other constituencies, and the greater society it serves:

* IU Southeast will continue to coordinate diversity efforts to maximize reach, achieve synergies, avoid duplication, and clearly delineate responsibilities.

* IU Southeast will consider developing an ongoing funding process to build on the Diversity Leadership Academy initiative.

1c

Core Component 1c: Understanding of and support for the mission pervade the organization.

INTRODUCTION

IU Southeast makes a concerted effort to assure that all campus constituencies are aware of and understand its mission and that its decisions are consistent with that mission. Strategic planning and budget processes are designed to encourage campus units at all levels to identify new programs and initiatives and strengthen existing services in alignment with the commitments in the mission statement.

INDIANA UNIVERSITY BOARD OF TRUSTEES

As the governing body of Indiana University and all its campuses, the Indiana University Board of Trustees has legal authority to define the mission of the University and its various components. The Board functions both as a leadership group, deliberating on issues such as general education, student fees, master planning of facilities, and approval of new academic programs, and as a steward of Indiana's investment in Indiana University, ensuring that Indiana University is responsive and accountable to the constituencies it serves. In the context of its responsibility for the university as a whole, the Board's actions demonstrate its sensitivity to differences among the campuses and its recognition that different campus missions call for different campus strategies (e.g. the decision to approve residential student housing on only two of the five regional campus, IU Southeast and IU South Bend).

Moreover, during the Mission Differentiation Project, the Board demonstrated responsiveness to the needs of the various communities Indiana University serves by soliciting broad-based input from faculty, students, community leaders, and advisory board members on each campus. Based on these conversations, the Board formulated an analysis of the distinct features of each campus. In addition, as already noted, the Board discussed the differences among the campuses and adopted mission statements for each campus that reflect those differences. (http://www.indiana.edu/~trustees)

CAMPUS PLANNING AND DECISION MAKING

Members of the IU Southeast community demonstrated their understanding and support of the University mission through their involvement in the development and implementation of "Strategic Plan 2005-2009." (IU Southeast Strategic Plan)

The plan was developed by a broad-based strategic planning group comprised of faculty, staff, and community members. The planning process is described in more detail in the discussion of Core Component 2a. The seven goals of the plan follow from and are aligned with the commitments inherent in the mission statement. Since the plan's adoption in 2005, decisions of the campus, including resource allocations, have been directly linked to its goals and initiatives. The significant achievements of IU Southeast that are described throughout this self-study are largely the result of the effective implementation of the Strategic Plan. The ways in which the plan is realized in the actions of the campus and its units are more fully described in the discussion of Core Component 2d.

Each campus unit is responsible for aligning its mission to the campus mission. This alignment ensures that key purposes and values are articulated consistently. The IU Southeast strategic commitment to offer high-quality undergraduate and graduate education is reflected in these excerpts from the mission statements of various academic units:

   • The School of Business "...provides both traditional and non-traditional students of Southern Indiana and Greater Louisville with a quality education for a lifetime of achievement." (School of Business Mission Statement)

   • The School of Arts and Letters "...exists to foster the intellectual, creative, and personal growth of its students through courses in the humanities...encourages our

students to dream, to think critically, creatively, and insightfully, and to engage in their own lives, their communities, and the world." (School of Arts and Letters Mission Statement)

• The School of Social Sciences "...is committed to excellence, we encourage and support continuous development by teachers/scholars to create, share, and advance knowledge..." (School of Social Sciences Policies)

• The Office of Academic Affairs "...enables dedicated students to develop skills and knowledge for growth and success by offering high quality, responsive academic programs." (Office of Academic Affairs Mission Statement)

The themes of high-quality education; intellectual, creative, and personal growth; commitment to excellence; and preparation for lifetime achievement and learning are echoed again and again in the mission statements of the following schools and departments:

• School of Education (School of Education Mission Statement)

• School of Nursing (School of Nursing Strategic Plan)

• School of Natural Sciences (School of Natural Sciences Mission Statement)

• Office of Student Affairs (http://www.ius.edu/studentaffairs/)

• Office of Campus Life (http://www.ius.edu/campuslife/)

• Career Services Office (Career Services Mission Statement)

Recent examples of mission-driven decision making include:

• The decision to establish residential housing for the campus – a decision consistent with the objectives of both "Strategic Plan 2005-2009" and the Mission Differentiation Project. The Student Housing Proposal specifically comments on the design of the facilities to develop a "sense of community in the residence halls [which] is essential to bringing academic life into them." Public spaces within the residential housing were designed so that students "can gather for informal discussions, study sessions, work on class projects, ...tutoring sessions, and presentations by faculty..." On-campus housing also is an opportunity to increase student recruitment, retention, and diversity.

• The addition of new academic programs in response to regional needs. These include a BS in Criminology and Criminal Justice, a BS in Informatics, a Master's degree in Strategic Finance, and new concentrations in Human Resource Management, International Business, and General Business within the BS in Business.

• Appointment of a Blue Ribbon Committee on Salaries by the chancellor in 2008. Goal 4 of "Strategic Plan 2005-2009" (IU Southeast Strategic Plan) describes the importance of recruitment and retention of high-quality faculty and staff to make sure that the University's aspirations come to fruition. This Blue Ribbon Committee made recommendations about salary polices for the campus which are long-range and strategic in nature and consistent with the University's strategic plan.

• Implementation of the Commitment to Excellence (CTE) process created by the IU President and Trustees in 2002. This initiative established an additional tuition charge for incoming undergraduate students and directed the campuses to use the income to maintain and enhance the quality of undergraduate education. IU Southeast identified its priorities for use of CTE funds as enhancing student persistence and success; replacing part-time faculty; enhancing academic programs, especially applied learning; and enhancing the intellectual and cultural life of the campus. Once the priorities were established, members of the campus community were asked to submit proposals for review by a task force chaired by the vice chancellor for academic affairs and including faculty from all the academic units. The task force reviewed proposals and submitted funding recommendations to the chancellor for approval. Some examples of initiatives that have resulted from the CTE process include:

• The Common Experience Program (Common Experience Goals), which engages faculty, staff, students, and the community at large in intellectual conversations and enhances critical thinking about a common theme and text. Campus faculty, local community experts, and nationally recognized speakers present and lead discussions on the theme for a full academic year www.ius.edu/commonexperience.

• New faculty positions in every school.

• The Honors program.

• The new bachelor's degree in Informatics.

• The annual Student Conference that showcases the research and creative work of IU Southeast students.

• The New Neighbors Project, which focuses on improving the capacity of our region's public schools to meet effectively the educational needs of K-12 children and youth for whom English is a second/new language. This program also resulted in the award of a $1.04 million grant from the U.S. Department of Education to promote teaching of English as a second/new language.

• The Design Center, where supervised student interns obtain hands-on experience working for real clients and creating campus goodwill by providing graphic design services for not-for-profit community organizations and campus programs.

See the discussion of Criterion Two for more details about planning, goal setting, and budgetary processes and how they relate to each other and support the mission.

FACULTY, STAFF, AND STUDENTS

The self-study task force surveyed faculty, staff, and students during the spring semester of 2008. Surveys asked about a number of issues, including knowledge of the official mission statement of the campus as well as knowledge of unit mission statements. The results of the faculty and staff surveys follow. (Faculty Survey Spring 2008)

Table 1-4

Faculty and Staff Surveys - Percent of Affirmative Responses

Item	Full-time Faculty	Part-time Faculty	Staff
Knowledgeable about mission statement	84.5	56.5	70.7
Have seen mission statement	94	85	93.9
Aware of unit mission statement	90	34.8	84.2
Unit mission consistent with campus mission	81.4	56.5	80.5

Source: Office of Institutional Research and Assessment

It is perhaps not surprising to find that full-time faculty and staff are more aware of both the campus mission statement and their units' mission statements than are part time faculty. It was more surprising to find the difference in knowledge between the full-time faculty and the staff.

Faculty and staff were also asked to indicate the extent to which they believe that the mission guides decision making. Eighty percent of full-time faculty, 88 percent of staff, and 56 percent of part-time faculty indicated that they believed it does at least to some extent. However, 35 percent of the part-time faculty respondents indicated that they did not know, a finding which supports the need for improved communication with that group.

Students were asked to indicate if a series of statements was part of the IU Southeast mission "as you understand it." The results are shown in the following table.

Table 1-5

Student Survey - Percent of Affirmative Responses

Item	Undergraduates	Graduate Students
Prepare students for productive citizenship	51	38
Provide high-quality educational programs	79.6	76
Contribute to the intellectual, cultural, and economic growth of the region	65.6	65
Promote diversity through its educational programs and services	60.1	54

Source: Office of Institutional Research and Assessment

According to the student survey, 76 percent of the undergraduate students and 48 percent of the graduate students who responded were not sure if their school or program had a mission statement.

Students also were asked about how well the mission statement guides decision making. Seventy-three percent of the undergraduates and 69 percent of the graduate students agreed that the mission statement guides decision making at IU Southeast. Notable percentages of each group – 17 percent of undergraduates and 29 percent of graduate students – indicated that they did not know.

The formal mission statement can be found in several documents used by faculty, staff, and students. These include the *Faculty Manual*, the IU Southeast *Bulletin*, the IU Southeast *Student Planner*, and on the University's Web site. The survey results reported above suggest that the University and its units should increase their efforts to communicate their formal mission statements to all stakeholder groups, but especially to students and part-time faculty members. Communication should also include periodic updates about how mission statements are being used to guide decision making at all levels.

ADMISSIONS STANDARDS AND PRACTICE

The evidence indicates that there is widespread understanding of and support for the mission of IU Southeast among its key constituencies. The one area that is directly related to mission in which there is not a broad consensus involves admissions standards. The lack of consensus is reflected by responses of the full-time faculty in the 2008 survey to a question about their satisfaction with "recruitment of new students." Of those who expressed an opinion, 42 percent indicated they were satisfied, 26 percent indicated they were dissatisfied, and 32 percent were neutral. It is also noteworthy that nearly 20 percent of the survey respondents did not choose to express an opinion on this particular question.

It was noted above in the discussion of the state context that the regional campuses of Indiana and Purdue Universities served many of the functions of community colleges until the late 1990s, when the state decided to convert Indiana Vocational Technical College into a full-fledged community college. As a result of its mission to provide access to educational opportunity within its community, IU Southeast essentially had an open admissions policy during most of its existence. That began to change with the establishment of the community college and has accelerated somewhat as a result of the Mission Differentiation Project and the Indiana Higher Education Commission's exploration of new ways to realign the state's higher education system.

IU Southeast still has a liberal admissions policy in that it accepts approximately 87 percent of the students who apply as beginning undergraduates and almost 80 percent of those who apply as transfer students. However, the issue of what the admissions standards should ultimately be is not resolved at this time. Some members of the campus community believe that the standards should return to essentially open admissions. Others want the standards to be more selective, and still others think that the standards are about right as they are. Consideration of the issue is complicated somewhat by unanticipated enrollment increases in the past two years that have begun to challenge the capacity of the campus to accommodate students who want to attend. In lieu of directly changing admission standards, faculty recently

voted, after a lengthy debate, to impose a cutoff date for applications, beginning in 2010. For all these reasons, an important set of initiatives in the next strategic plan will be to undertake a comprehensive evaluation of the enrollment capacity of the campus, a consideration of how enrollment might be managed relative to that capacity, and an examination of how current admissions standards and practices relate to student success and persistence. These steps should result in a better informed discussion and decision-making process regarding admissions standards and practices.

SUMMARY, CORE COMPONENT 1c

IU Southeast continues to emphasize the importance of the mission-related documents in the everyday life of the campus. The result is a high level of understanding of and support for the mission throughout the campus.

The following examples of evidence demonstrate that understanding of and support for IU Southeast's mission pervade the campus:

* Actions of the Indiana University Board of Trustees reflect an emphasis on and sensitivity to the differences in mission among the IU campuses.

* IU Southeast's "Strategic Plan 2005-2009" was developed by a broad-based strategic planning group and serves as a guide for key decisions at all levels of campus life. The seven goals in the plan are aligned with the commitments set out in the campus mission statement.

* The mission statements of campus units are aligned with and support the mission of the institutions.

* The central role of the mission in guiding decision-making is reflected in actions such as the establishment of campus housing, the addition of new academic programs to meet regional needs, and the allocation of funds to support academic excellence initiatives.

* Surveys indicate that knowledge of the University's mission and awareness that it guides the institution's decision-making processes is highest among full-time faculty and staff, and it is somewhat lower among part-time faculty and students. There are ongoing processes to promote understanding and knowledge of the mission as faculty, staff, and students change from year to year. Framed posters featuring faculty, staff, and students displayed in high-traffic areas now inform members of the campus community of the Core Values as well as components of the mission. Reminder cards with mission, vision, and Core Values statements are distributed throughout campus.

The following strategic initiatives will further enhance understanding of and support for IU Southeast's mission across the campus:

* IU Southeast will continue to improve internal communication about the campus' mission, vision, Core Values, and strategic goals, using strategies that are responsive to the differences among full-time faculty and staff, part-time faculty, and students in levels of institutional awareness and commitment.

* IU Southeast will resolve the issue of the selectivity of its admissions standards and practices.

1d

Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

INTRODUCTION

As a member of a multi-campus state university, IU Southeast's governance and administrative structures are somewhat complex and involve entities at the state, university-wide, and campus levels. The following sections describe each of these levels of governance, as well as details about faculty, staff, and student leadership.

INDIANA COMMISSION FOR HIGHER EDUCATION

(http://www.in.gov/che/)

The Indiana Commission for Higher Education is a 14-member public body created by the Indiana General Assembly in 1971 to:

   • Define the educational missions of public colleges and universities.

   • Plan and coordinate Indiana's state-supported system of postsecondary education.

   • Review budget requests from public institutions and the State Student Assistance Commission.

   • Approve or disapprove, for public institutions, the establishment of new programs or expansions of campuses.

The Governor appoints 12 members, nine representing Congressional districts and three at-large members. In addition, the Governor appoints a student and a faculty representative for terms of two years. The Commission is not a governing board, but rather a coordinating agency that works closely with Indiana's public and independent colleges. As noted above, the Commission has been especially concerned in recent years with the development of a state-wide community college and with the consequent realignment of the roles of the four-year and research institutions within the state.

INDIANA UNIVERSITY GOVERNANCE

Indiana University Board of Trustees

Indiana University is governed by a nine-member Board of Trustees that serves as its legal owner and final authority (http://www.indiana.edu/~trustees/). Three trustees are elected by IU alumni and the remaining six (including one student member) are appointed by the Governor of Indiana; all serve three-year terms, except the student member who serves for two years.

The Board is entrusted with holding the University's financial, physical, and human assets and operations for future generations. Its conditions for membership, terms of office, responsibilities, powers and electoral procedures are governed by the Indiana Code and set forth in its bylaws. (Indiana University Bylaws)

The Board meets six times a year on various IU campuses around the state. It conducts much of its business through standing committees: Academic Affairs and University Policies, Facilities, Finance and Audit, External Relations, and Health Affairs. In addition, each campus is assigned a board member as a campus liaison.

A major function of the Board of Trustees is to enable the chief administrative personnel of Indiana University, including the president of the university and the campus chancellors, to exercise effective leadership. The Board document entitled "Delegation of Authority to the President of the University" outlines the process by which the board delegates to the president the management of the university.

The President of Indiana University (http://www.indiana.edu/~pres/ 🗐)

As the chief executive of the university, the president is appointed by the Board of Trustees and is responsible for the operation of the entire university within the framework of policies provided by the Trustees. The president is responsible for accomplishing the objectives of the university, for determining missions and priorities for its various units, and for the effective and economical planning, use, and management of resources. In July 2007, Michael A. McRobbie became the 18th president of Indiana University, succeeding Adam Herbert.

The most significant recent change in Indiana University's governance is the change in the duties, responsibilities, and scope of the president. In 2006, the president was officially designated as the chief executive officer of the Bloomington campus as well as the entire Indiana University system. At the same time, two new executive vice president positions were created, one of whom also serves as provost for the Bloomington campus and the other of whom also serves as chancellor of the Indiana University-Purdue University Indianapolis (IUPUI) campus. In addition to the two executive vice presidents, there are 12 IU Indiana University vice presidents, most of whom have both campus-specific and university-wide duties.

The executive vice president/IUPUI chancellor has Indiana University-wide responsibility for providing coordination and consultative services to regional campus chancellors and academic vice chancellors. He is also responsible for monitoring the conduct of all undergraduate academic programs, monitoring program and accreditation reviews, reviewing proposed new undergraduate academic programs and organizational units, acting as liaison to the Board of Trustees on academic matters, and making promotion and tenure recommendations to the president from IUPUI and the regional campuses.

The relationship between the executive vice president and the regional campuses has been conducted mostly through formal channels such as the Academic Leadership Council, comprised mainly of the chief academic officers from all of the campuses. There have been concerns about whether there has been adequate consultation with regional campuses about changes in policies that affect them. A recent example was the strong reaction on the regional campuses to "guidelines" regarding tenure and promotion procedures which were issued by the office of the executive vice president. Faculty members at IU Southeast and several other regional campuses interpreted the guidelines as going beyond clarification of procedures to changing policy and standards and responded negatively to what they perceived as a lack of appropriate consultation with faculty. A Joint Committee on Promotion and Tenure, with representatives from every campus, was then appointed by the president and

the co-secretaries of the University Faculty Council (UFC), and submitted a report and recommendations to the president and the UFC late in the spring semester of 2009. After further review and discussion, the University Faculty Council approved a set of recommended guidelines and asked each campus to examine its internal promotion and tenure processes to determine how they will need to be adjusted to meet those guidelines. This review is taking place during the 2009-10 academic year. This episode is a good example of how the various levels of governance within Indiana University often operate to resolve complex issues. It has involved administrators at the university and campus levels as well as the faculty governance bodies of IU and the campuses, including IU Southeast. The result is a set of broad, university-wide principles which the campuses will use to create specific policies and procedures that are tailored to their particular circumstances.

CAMPUS-LEVEL GOVERNANCE

(Administrative Structure and Leadership Organization Chart)

Office of the Chancellor (http://www.ius.edu/chancellor/)

The chancellor serves as the campus's chief executive officer and reports directly to the president of Indiana University. The chancellor is accountable to the Board of Trustees through the president and is responsible for the conduct of all campus affairs in accordance with the policies and procedures of Indiana University and all relevant state statutes. The Office of the Chancellor exercises executive and administrative direction over:

- Institutional policy

- Strategic planning

- Faculty and staff administration

- Budgeting

- Development

- General administration

The chancellor is also the University's chief representative to Indiana University, the Indiana General Assembly, and other external constituencies.

The chancellor oversees a Cabinet of four vice chancellors (Academic Affairs, Student Affairs, Administration and Finance, Information Technology and Community Engagement), as well as the director of development, the affirmative action officer, the manager of special projects, and a special assistant to the chancellor.

Until the 2007-08 academic year, there was a vice chancellor for university advancement, to whom the director of development answered. However, in the spring of 2008 the position of vice chancellor for university advancement was eliminated as part of an internal reallocation of funds. Many of the responsibilities of that office were divided between the offices of the vice chancellor for information technology and community engagement and the vice chancellor for administration and finance, and the director of development now reports directly to the chancellor.

The chancellor regularly consults with the Cabinet; the Campus Executive Council, which consists of the vice chancellors, the academic deans, assistants to the chancellor, two representatives of the Faculty Senate, two professional staff, two Staff Council members, and a representative from the Student Government Association; and the Administrative Council, comprised of the vice chancellors and several other administrators. Formal consultation with the faculty occurs through the chancellor's regular meetings with the Faculty Senate Executive Committee and monthly attendance at and participation in meetings of the Faculty Senate. The chancellor also meets regularly with faculty, deans, and directors in informal gatherings to discuss campus issues and field questions or suggestions for improvements. Finally, the chancellor meets five times a year with the campus Board of Advisors, a group that represents the external community.

IU Southeast Board of Advisors (IU Southeast Board of Advisors)

The 18-member Board of Advisors is composed of representatives of the professional, business, labor, governmental, and educational communities in the campus's service region, as well as the IU trustee who serves as the Board's liaison to the campus. The campus boards of advisors are appointed by the Board of Trustees, which charged chancellors to "seek the evaluation and recommendations of the Board of Advisors of Regional Campuses involved before acting upon any major policy decisions concerning that campus." The board is advisory only and has no legal authority. The Board of Advisors serves as a community advocate for IU Southeast, stays apprised of campus developments, and provides community input on important matters such as the strategic plan and the self-study and accreditation process. Board members are also frequently involved in interviewing candidates for top administrative positions and in major campus fundraising efforts.

Office of the Vice Chancellor for Academic Affairs

The vice chancellor for academic affairs (http://www.ius.edu/acadaffairs/) is the chief academic officer of the campus and is accountable for the quality, development, coordination, and promotion of all academic and noncredit programs and courses. He has overall responsibility for periodic review of academic programs and general education, and for regular assessment of student academic achievement and institutional effectiveness. Further, the vice chancellor for academic affairs oversees the recruitment, selection, evaluation, compensation, promotion, tenure, termination, granting of leaves, and assignments of faculty and other academic personnel. He also recommends the allocation of resources to the academic units and support departments and supervises their budgets.

Along with the associate vice chancellor and the dean for research, the VCAA oversees the development and utilization of learning resources, develops programs to improve the quality of teaching and learning, encourages and supports faculty research and creative work, and promotes the cultural and intellectual growth of the academic community. The vice chancellor oversees the following units and programs:

- Academic Units (IU Southeast Academic Units)

- Library (http://www.ius.edu/library/)

- Continuing Studies

  - *Credit programs* (http://www.ius.edu/continuingstudies/creditprograms/ 📖)

  - *Noncredit programs* (http://indianau.augusoft.net/ 📖)

- Registrar (http://www.ius.edu/registrar/ 📖)

- Office of Institutional Research and Assessment
  (http://www.ius.edu/assessment/ 📖)

- Master of Liberal Studies program (http://www.ius.edu/mls/ 📖)

- Applied Research and Education Center (http://www.ius.edu/arec/ 📖)

- Honors Program (http://www.ius.edu/honors/ 📖)

- Research (Academic Affairs Research)

The associate vice chancellor for academic affairs has primary responsibility for coordinating faculty development, academic diversity matters, and student retention. In those capacities, the associate vice chancellor oversees the following units:

- Academic Success Center (http://www.ius.edu/asc/ 📖)

- Disability Services (http://www.ius.edu/asc/disabilityservices/ 📖)

- First Year Experience program (First Year Experience)

- Institute for Learning and Teaching Excellence (http://www.ius.edu/ilte/ 📖)

- Student Development Center (http://www.ius.edu/sdc/ 📖)

The dean for research in the Office of Academic Affairs facilitates research and creative work of faculty and students. The dean provides information on internal and external funding opportunities, manages internal funds for support of research and creative work, administers funded research in both pre-award and post-award phases, and supervises the Applied Research and Education Center.

Heads of Academic Units

IU Southeast has six academic schools, each of which is headed by a dean: Arts and Letters, Business, Education, Natural Sciences, Nursing, and Social Sciences. The seventh degree-granting unit is Continuing Studies – Credit Programs, whose manager reports to the vice chancellor for academic affairs, and has a "dotted-line" relationship with the dean of the IU School of Continuing Studies, since the IU Southeast General Studies degree programs must operate in a way consistent with the policies of that statewide school.

As the administrative officers of their individual schools, the deans are responsible for all administrative, academic, and financial operations within their schools. After consultation with the faculty, deans develop and administer school policies, plans, and regulations. With assistance of the faculty, they prepare academic program proposals and implement them after approval. The deans also implement periodic reviews of academic programs; assess student achievement for the purpose of

program improvement; and recruit, evaluate, and administer school personnel, including recommending appointment, promotion, tenure, termination, salary, office assignments, and teaching or other work assignments after appropriate consultation with the faculty.

Program Coordinators

IU Southeast does not have a traditional academic department structure with department chairs. Instead, each academic degree program has a program coordinator who fulfills many of the usual functions of a department chair. Working under the supervision of the dean and in consultation with faculty colleagues in their discipline, coordinators schedule courses and other learning experiences, recommend appointment and oversee the work of part-time faculty, and coordinate the assessment of student academic achievement for the purpose of program improvement.

Office of the Vice Chancellor for Student Affairs

The vice chancellor for student affairs (http://www.ius.edu/studentaffairs/) serves the campus and students as the chief student advocate. The office provides student-centered programs and services, facilitates student development and success, enhances student learning, advocates an environment of mutual respect and appreciation of differences, promotes active citizenship and service, and fosters a sense of community on campus. The vice chancellor oversees and works with the leaders of the following areas:

- Admissions (http://www.ius.edu/admissions/)

- Athletics & Intramurals (http://www.iusathletics.com/)

- Campus Life (http://www.ius.edu/campuslife/)

- Career Services (http://www.ius.edu/careerservices/)

- Financial Aid (http://www.ius.edu/financialaid/)

- Mentoring Center (http://www.ius.edu/mentoring/)

- Personal Counseling Services (http://www.ius.edu/personalcounseling/)

- Residence Life and Housing (http://www.ius.edu/housing/)

The vice chancellor also exercises direction over:

- Enrollment Management

- Student Life Committee

- Student Judicial System

- Student Assessment (non-academic)

The vice chancellor for student affairs and three other judicial officers adjudicate violations of the Indiana University "Code of Student Rights, Responsibilities, and Conduct."

Office of the Vice Chancellor for Administration and Finance

The vice chancellor for administration and finance (http://www.ius.edu/adminaffairs/ ▤) is the chief financial and business officer at the campus. The cornerstone goals of administrative affairs provide a framework for supporting and serving the campus community:

- Support the academic and educational mission and vision of the campus

- Provide a high level of service to the campus community

- Develop effective and efficient systems to support student and employee needs

- Seek feedback to continually improve services and systems

The vice chancellor exercises executive and administrative direction over:

- Financial and selected administrative operational programs

- Development and monitoring of budgets

- Coordination of and planning for capital construction, repairs, and renovations

- Management of land acquisitions

- Operation and maintenance of facilities, grounds, and other aspects of the campus infrastructure and space utilization

The vice chancellor oversees a group of support operations that include:

- Accounting

- Bookstore

- Bursar

- Dining and Conference Services

- Human Resources

- Paul W. Ogle Cultural and Community Center

- Parking

- Physical Plant

- Purchasing

- University Police

Office of the Vice Chancellor for Information Technology and Community Engagement

The vice chancellor for information technology and community engagement (IU Southeast IT Mission Statement) has a dual role, as the title indicates. In his role as the chief campus information officer, he oversees the operation of the computing, media, and telephone services departments. In his community engagement role,

the vice chancellor serves as a liaison between the campus and a broad range of diversified economic development activities in the external community.

The origin of the dual role of this vice chancellor was rooted in the sixth goal of IU Southeast's "Strategic Plan 2005-2009," which includes an objective to develop "a campus mechanism to coordinate, improve, expand, and focus community engagement activities." Linking integrated technology and community affairs was a logical outgrowth of the vice chancellor for information technology and community engagement's community outreach role that began with working on regional integrated technology initiatives and evolved into a more extensive network of organizations that were focused not only on technology but also on broader economic and community development issues. Organizations in this network include chambers of commerce such as One Southern Indiana and Greater Louisville, Inc, as well as a variety of regional coalitions and task forces focused on specific issues.

In 2008, when the position of vice chancellor for university advancement was eliminated, four of its key functions – communications, marketing, public relations, and alumni affairs – were placed under the vice chancellor for information technology and community engagement. Joining these functions under the same roof has created an effective synergy between the marketing and design staff and the IT Web development team in the production of numerous University publications and promotional materials. Synergies have also been realized through collaboration of IT, institutional research, and marketing staffs to develop targeted marketing initiatives.

It is apparent that much of the success of this unusual arrangement stems from the particular knowledge and skills of the incumbent vice chancellor. With his impending retirement, the University will need to determine the most effective structure for providing leadership in these areas.

Director of University Communications/Special Assistant to the Chancellor

This office, created in January 2008, is responsible for directing the marketing, public relations, alumni affairs, and special events functions of the campus. It is a result of the reorganization of the former Office of University Advancement, which previously included these areas of responsibility. This office reports to the vice chancellor for information technology and community engagement and has an indirect reporting relationship with the chancellor.

Special Assistant to the Chancellor

This office is responsible for strengthening the image and support of the University within various external publics including government officials, current and potential donors, alumni, opinion makers, and community leaders. This office reports to the vice chancellor for information technology and community engagement and has an indirect reporting relationship with the chancellor.

Office of Equity and Diversity

The Office of Equity and Diversity is responsible for ensuring campus compliance with Indiana University policies; federal, state, and local equal employment opportunity laws; and affirmative action guidelines. The office is headed by the affirmative action officer/trainer, who works with two other campus diversity coordinators (the associate vice chancellor for academic affairs and the dean of student life) to function as

a bridge between central leadership, task forces, work teams, and participants on diversity-related projects and activities. The affirmative action officer/trainer works with the Diversity Oversight Committee to revise existing policies and procedures for more effective and efficient achievement of state requirements and University strategic goals.

Director of Development

The role of the IU Southeast Office of Development is to identify, cultivate, solicit, and steward current and future supporters of the University and its schools, departments, programs, and library. The Office of Development seeks financial support from alumni, friends, parents, faculty, staff, corporations, foundations, and others who are committed to IU Southeast's purpose to provide students with outstanding academic opportunities and learning experiences that shape the community and advance public higher education in Southern Indiana. The Office of Development is also the campus's primary liaison to the Indiana University Foundation.

FACULTY LEADERSHIP

The Indiana University Faculty Constitution gives the faculty legislative authority in those areas that fall within their traditional purview including: curriculum, admissions, student conduct, academic performance, standards and procedures for appointment of academic administrators, and the organization and reorganization of academic programs and units. The faculty also consults with the administration on budgets, facilities, and other matters that may affect the academic mission. The faculty organization that carries out these responsibilities at IU Southeast is the Faculty Senate.

IU Southeast Faculty Senate

The 1999 HLC report noted that "a clearly defined system of shared governance" is a strength of the campus, and that has continued to be the case through the operation of the IU Southeast Faculty Senate and its committees. The Senate consists of 27 elected faculty members, including two representatives of the part-time faculty, and 17 ex officio administrative officers, professional staff members, and the president of the Student Government Association. Senators are elected by the six schools, and rules require that at least half of a school's elected senators must be associate or full professors. Only elected faculty members of the Senate have voting privileges. Details about the Senate, its officers, procedures, and IU Southeast Faculty Senate Constitution and Bylaws, can be found on the Faculty Senate Web site. (http://www.ius.edu/FacultySenate/)

The chancellor and the Executive Committee of the Faculty Senate meet regularly to discuss the agenda items for the Faculty Senate and any other items of common concern. The chancellor and the vice chancellors for academic affairs, student affairs, and administration and finance are non-voting members of the Faculty Senate. The chancellor and the vice chancellor for academic affairs have a specific place on the agenda of every Faculty Senate meeting.

The Senate's business is conducted primarily through its committee structure. Much of what has been accomplished at IU Southeast in assessment of student academic achievement and general education has resulted from the work of the Faculty Senate's Academic Assessment and General Education committees, which are described under Criteria Three and Four in this report.

Indiana University Faculty Council

The University Faculty Council (UFC), which consists of presidents of the faculty governance organizations on all campuses, elected representatives from each campus, and ex officio members, is the faculty governance body for Indiana University as a whole. The UFC maintains a committee structure where most policy, legislative, and consultative authority is exercised. Details about the UFC, its officers, procedures, and constitution can be found at (http://www.indiana.edu/~ufc/).

The UFC has a dual role in creating university-wide policies and ensuring that individual campuses have a voice in them. A good example of how regional campuses are involved in setting university-wide policy has been the recent discussion of general education. This issue was referred to the UFC by the Indiana University president and reinforced by a Board of Trustees' resolution urging a decision to make general education requirements more transferable across the university. The outcome of those discussions was the UFC policy, agreed upon by individual campuses, to have a set of basic principles that guide general education requirements for all campuses but that allow each campus the autonomy to incorporate those principles into requirements designed to meet the specific curricular goals determined by its faculty. This episode provides another example, comparable to the discussion of promotion and tenure procedures above, of how the university and campus governance processes work together, with the development of principles at the university level that enable the campuses to develop specific policies that fit their missions and circumstances.

STAFF LEADERSHIP

Staff Council

The Staff Council at IU Southeast is an elected body representing the classified staff in the communication processes and the decision-making of the University. The classified staff includes clerical, technical, and service-maintenance employees. The council currently has 11 elected clerical and technical representatives and four elected service and maintenance representatives. The Staff Council's mission is to represent non-academic staff in University matters, provide a support system, and foster a benevolent social bond among the staff. (http://www.ius.edu/staffcouncil/)

The Staff Council sponsors several fundraising events and awards a scholarship with the proceeds. The Staff Council president is an ex officio member of the Faculty Senate.

Professional Staff

Since the 1999 Self-Study Report, the Professional Staff Council has disbanded, and there has not been sufficient interest to reinstitute it. Professional staff have a voice in governance through two representatives on the Administrative Council and several members of the Campus Executive Council. However, the absence of a Professional Staff Council makes full participation of the professional staff in campus governance difficult. For example, the Faculty Senate constitution specifies that the president of the Professional Staff Council is a non-voting member of the Senate. In the absence of a Professional Staff Council, in 2008 the Faculty Senate president conducted an election among the professional staff to insure that they had a representative on the Faculty Senate.

STUDENT LEADERSHIP

Student Government Association

The Student Government Association (SGA) (IU Southeast SGA) includes an elected student body president and vice president, a 24-member Student Senate, and a five-member judiciary. Participation in Student Government Association elections has been low for many years. However, with a group of students now residing on campus, participation in SGA elections increased to 400 voters in the spring elections in 2009. The student body president serves as a non-voting member of the Faculty Senate and as a member of the Indiana University All-University Student Association. The president is responsible for maintaining communication between the faculty and the administration and the Student Senate as well as campus organizations and the student body in general. The president nominates student members of campus committees, subject to confirmation by the Student Senate and/or appointment by the chancellor. Student representatives serve on most Faculty Senate committees as well as many administrative committees.

REORGANIZATION AND REVISION OF GOVERNANCE STRUCTURES AND PROCESSES

IU Southeast monitors and revises its organizational structure and processes in response to changing conditions and in an effort to support its mission and commitments effectively and efficiently. The following are among the most significant of these changes since the last self-study:

• As discussed above, in 2005 the Office of the Vice Chancellor for Information Technology was expanded to include responsibility for community engagement, and in 2008 the Office of the Vice Chancellor for University Advancement was eliminated. The director of development, formerly part of University Advancement, now reports directly to the chancellor.

• In 2006 the responsibilities of the associate vice chancellor for academic affairs were expanded to include diversity efforts. Simultaneously, responsibilities for research, formerly part of the associate vice chancellor for academic affairs office, were reallocated to a new position, dean for research. See the discussion of Core Component 4a for further information.

• In 2006, the University Division, which had primary responsibility for advising students in their first two years in the University, became the Academic Success Center, reflecting an expanded mission with increased emphasis on student retention, and its reporting line was moved from Student Affairs to Academic Affairs in 2007.

• The position of director of admissions was upgraded and expanded to include the title of assistant vice chancellor for enrollment management. This change was linked directly to the Strategic Plan Goal 2, to develop an up-to-date, data-driven enrollment management program to provide a sustainable enrollment base and enhance student retention and persistence to graduation.

• In January 2009, in response to having students residing on campus, IU Southeast expanded its student counseling service by hiring a full-time psychologist, who also has credentials to supervise doctoral-level counselors. In the past the campus was served by a part-time, outsourced counselor.

• In 2007 the University established the position of director of residence life and housing to prepare for the opening of student housing in the fall of 2008 and thereafter to oversee all aspects of residential life and housing.

• In 2008, the position of the director of campus life was given an expanded range of responsibilities including serving as a hearing officer for student judicial cases and being responsible for assessment of learning outcomes for student involvement in co-curricular activities. The title of the position was upgraded to dean of student life to make it more commensurate with the range of its responsibilities.

SUMMARY, CORE COMPONENT 1d

IU Southeast operates within a multi-layered system which integrates the roles of the Indiana Commission for Higher Education, the Board of Trustees, the president and vice presidents of Indiana University, the administrative leadership of the campus, and the representative bodies of faculty, staff, and students. These various levels and units within the organizational structure have worked together to guide IU Southeast through many changes and to meet internal and external challenges as well accomplish the goals of the strategic plan. Examples of the effectiveness of the governance processes are found throughout this self-study, including responses to previous Higher Learning Commission concerns about planning, assessment of student learning, and general education. In short, IU Southeast's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The following examples of evidence demonstrate that IU Southeast's governance and administrative structures promote effective leadership and support collaborative processes that enable the University to fulfill its mission:

* IU Southeast's governing structure adheres to and operates effectively within the statutory authority established by the State of Indiana and the policies and processes of the Indiana University Board of Trustees.

* IU Southeast's governing processes and the responsibilities of its officers are clearly delineated and broadly understood throughout the campus, thus enabling the University's chief administrative personnel to exercise the leadership required to achieve the University's mission.

* The chancellor and other senior administrators regularly consult and communicate with internal constituents through faculty and administrative committees and informal meetings, and they communicate with external constituents through a community-based Board of Advisors.

* IU Southeast has a strong tradition of faculty governance. The IU Southeast Faculty Senate exercises legislative authority for curriculum, admissions, student conduct, academic performance, procedures for appointing academic administrators, and other functions essential to maintaining and enhancing the University's commitment to academic excellence.

* IU Southeast's governance and administrative structures are highly qualified for and committed to the University's mission. Curriculum vitae of all administrative personnel, ranking from the chancellor to school deans, are available in the resource room.

* IU Southeast's governance structure, which is integrated into that of Indiana University, promotes effective communication of governance processes and activities with and among administrators, faculty, staff, students, and the community.

* IU Southeast students have a significant voice in campus governance through the Student Government Association and membership on key University committees.

* IU Southeast monitors the changing needs and characteristics of its students and the community and revises its organizational structure in response to changing conditions.

The following strategic initiatives will further strengthen IU Southeast's governance and administrative structures and thus promote effective leadership and support collaborative processes that enable the University to fulfill its mission:

* IU Southeast will determine the most effective structure for providing future leadership in the areas of Information Technology and Community Engagement.

 * IU Southeast will examine how best to involve the professional staff in campus governance.

Core Component 1e: The organization upholds and protects its integrity.

1e

INTRODUCTION

IU Southeast recognizes its accountability to its internal and external constituencies and its responsibility to comply with all applicable federal and state laws and regulations, to represent itself accurately and honestly to the campus community and the public at large, and to respond in a fair and timely manner to complaints and grievances of its students and other constituencies. The following discussion provides evidence of IU Southeast's integrity by connecting University activities with key phrases in its mission statement.

HIGH-QUALITY EDUCATIONAL PROGRAMS

For any institution of higher education, integrity fundamentally requires having in place policies and processes that monitor student learning and that provide helpful feedback in maintaining the quality of academic programs and support services.

Because student learning is central to our stated mission, IU Southeast is committed to academic assessment. Assessment of student learning provides evidence of our effectiveness in achieving this part of our mission, but more importantly it is a process for improving student learning. A detailed discussion of assessment of student

learning and use of the results for program improvements can be found in the chapter on Criterion Three.

External program review and accreditation offers another mechanism for insuring that programs are of high quality. At IU Southeast the Schools of Business, Education, and Nursing are accredited by their respective professional accrediting bodies (AACSB, NCATE, and CCNE). The chemistry program is approved by the American Chemical Society (ACS), the most prominent chemical society in the world. IU Southeast academic programs that do not have program-specific accreditors undergo external review every seven to 10 years.

The campus also has processes in place to evaluate its other programs and departments. Annual surveys of graduating students include questions about satisfaction with a variety of services and also an open-ended question about what could be improved. In addition, a random survey of current students is conducted in the spring semester every other year. A recent example of how these survey results have been used is the overhaul of academic advising that was initiated in 2007, which is discussed in greater detail in the chapter on Criterion Three, Core Component 3d.

In addition to surveys, departments undergo review in reference to appropriate external standards. All of the departments in Student Affairs have conducted reviews based on the standards of the Council for Advancement of Standards. The departments in Administrative Affairs use the "balanced scorecard" approach to regularly evaluate the quality of their services. Integrated Technology participates in an Indiana University-wide survey of technology services every two years which provides feedback about its performance relative to peers on other campuses.

ACCOUNTABILITY

External and Internal Audits

The Indiana University Board of Trustees, in compliance with all applicable laws, policies, and regulations, receives and reviews all external and internal audits for all campuses. The Indiana State Board of Accounts performs annual financial audits of Indiana University, including the federal A-133 audit. Auditors visit each campus and report findings to the president and to the Board of Trustees.

Internal audits performed by the Indiana University Internal Audit Department are based upon factors including areas of risk (i.e. cash handling and federal compliance for grants and contracts), areas requested by the campuses, routine changes in administration, and perceived problems. The Internal Audit Department reports directly to the president of Indiana University to ensure the support necessary to rigorously review and recommend any needed changes to meet the highest levels of compliance. In addition, the internal auditors monitor campus compliance with certain Indiana University polices such as purchasing.

Transparency

The Indiana University Board of Trustees, in compliance with Indiana law, maintains a Web site (http://www.indiana.edu/~trustees 🗐) to post agendas, schedules, minutes, links for contacting individual trustees, and Indiana Code information relevant to the board.

Indiana University budget information is public record and is available to constituents in the university libraries and on the Web. In addition, student profiles, graduation rates, enrollment, degree conferrals, financial aid, and retention rates are available on the Office of Financial Aid Web site. (Indiana University Financial Aid)

The campus *Clery Security Report* is online as well. (IU Southeast University Police)

IU Southeast is bound by Indiana University-wide policies which can be reviewed on the Indiana University Policies Web site. (http://www.indiana.edu/~vppp/policies/ 🗐) Additional policies governing campus conduct and procedures include:

   • Family Educational Rights and Privacy Act and other federal laws and regulations

   • State and local laws and regulations

   • University Human Resources policies

   • The Emergency Action Plan that guides the University's response to crises

The following handbooks for faculty, students, and staff provide clear rules and regulations for life on campus:

   • IU Southeast Policies and Procedures Manual

   • Indiana University Academic Handbook

   • IU Southeast Faculty Manual

   • *IU Southeast Staff Manual* (Professional Staff, Appointed Support Staff)

   • *Indiana University Code of Student Rights, Responsibilities and Conduct* (http://www.indiana.edu/~code/code/ 🗐)

   • *The Guide to Residence Hall Living*

All of these documents are readily available in print.

Faculty follow rigorous federal compliance policies and standards designed to protect human and animal subjects as well as Indiana University policies on research misconduct, financial conflict of interest, and conflict of commitment. (*Academic Handbook*, pp. 130 – 141, Human and Animal Subjects, 2005 Research Policy Manual, Conflict of Commitment)

Faculty professional conduct violations are governed by the IU Southeast Faculty Board of Conduct. Faculty personal misconduct goes through an administrative process outlined in the *Academic Handbook*. Staff conduct violations are handled through a progressive disciplinary process set out in the *Policies and Procedures*

Manual. The vice chancellor for student affairs, the dean for student life, and the director of residence life adjudicate violations of the student code of conduct and all formal complaints. The student disciplinary procedures and structures and processes for student judicial hearings were revamped extensively in 2008. (IU Southeast Code Procedures)

The changes encompassed procedural guidelines, sanctions, and appeals mechanisms for personal and academic misconduct as well as streamlining the student grievance process. Changes in all processes were designed to make the documents and processes more user-friendly for students and faculty while maintaining integrity in the process.

Grievance Processes

An appeals process is in place for faculty who wish to grieve any personnel action, including being denied tenure. First, the faculty member must ask for an explanation and reconsideration by the authority issuing the action. Second, the faculty member may submit an appeal to the Faculty Board of Review. If the Board chooses to hear the appeal, it can then recommend reconsideration of the decision to the chancellor. (*Academic Handbook*, pp. 30-38, IU Southeast Faculty Manual)

Staff have a similar grievance procedure. The first step is to take their complaint to the immediate supervisor. The second step is to appeal to the next highest level of supervision. The third is to the Human Resources director, and finally to an arbitrator or panel for appeal. (IU Problem or Grievance Resolution)

Students have access to grievance resolution, depending upon the type of complaint, to the vice chancellor of student affairs, the Office of Academic Affairs, Equity and Diversity, and/or Human Resources. (Student Affairs Grievance Process)

REVIEW OF FACULTY AND STAFF PERFORMANCE

All full-time faculty members are reviewed annually by their deans, based on annual reports they submit in February. In addition, each probationary faculty member is reviewed annually for reappointment by his or her dean, the vice chancellor for academic affairs, and the chancellor. A review is also conducted at the end of the third year of service, the purpose of which is to have the peers in the individual's school evaluate the faculty member's progress toward promotion and tenure. Finally, faculty members who receive reassigned time for research are reviewed every three years to determine if they are making appropriate use of that time.

Promotion and tenure decisions at IU Southeast are governed by well-defined processes and procedures. These derive mainly from two sources. General criteria and procedures that apply to all Indiana University campuses are found in the Indiana University *Academic Handbook.* (http://www.indiana.edu/~deanfac/acadhbk/) In addition, there are criteria and procedures established by each campus. The rules governing tenure and promotion at IU Southeast were approved by the Faculty Senate and can be found in the IU Southeast *Faculty Manual.* (IU Southeast Faculty Manual)

Reviews at several levels are conducted as part of the promotion and tenure process. The first review is conducted by a committee at the school level. Subsequent reviews are conducted and recommendations made by the dean of the candidate's school, the Campus Review Committees (with separate committees for tenure and promotion), the vice chancellor for academic affairs, the chancellor, and the executive vice president of the Indiana University, who makes recommendations for promotion and tenure for the regional campuses to the president. Under Indiana University policy, the trustees act only on those promotion and tenure recommendations that they receive from the president.

All staff members at IU Southeast undergo an annual performance review with their supervisor. The review processes vary somewhat depending on the nature of the staff person's responsibilities, but in all cases, the reviews focus both on performance during the previous year and on the setting of goals and expectations for the coming year. Details on the review policy and the applicable forms can be found on the IU Southeast Human Resources Web site. (IU Southeast HR Performance Development)

Relations with External Constituents

IU Southeast addresses needs within its service region through a variety of programs. See the Community Engagement Report 2008 in the Resource Room.

For example, the Regional Economic Development Resource Center (REDRC) is an open door to the community for faculty to work with companies, individuals, business groups, and non-profit organizations to assist them in achieving their goals in areas such as marketing, fundraising, capital development, and various other needs by matching programs and resources. REDRC also conducts entrepreneurship training workshops for those seeking to startup or expand companies and CEO Roundtables on understanding legislation, financial issues, and threats to and opportunities to strengthen companies in the community.

IU Southeast's academic arts programs and the Paul W. Ogle Cultural and Community Center provide a variety of cultural enrichment opportunities for the community. Offerings include programs for children, national artists, Music Department ensembles (orchestra, chorus, and concert band), Theater Department productions, and art exhibits in the Ronald Barr gallery. The Ogle Center (http://oglecenter.ius.edu/ 📃) hosts public events with speakers on a broad range of local, regional, and national issues as well as other cultural interests. The Arts Institute's non-credit programs provide quality instruction for all ages, including adult piano, theater, vocal training, Kindermusik, and Suzuki method in violin, viola, cello, and piano. Finally, Indiana residents have access to all library services provided by Indiana University.

IU Southeast has formal transfer and articulation agreements with three two-year institutions in Southern Indiana and the Greater Louisville Metropolitan Area (Ivy Tech Community College, Jefferson Community and Technical College, and Vincennes University).

These agreements assist students who wish to transfer into four-year degree programs by providing them with plans that reduce barriers to transfer and thus the time needed to complete the degree. IU Southeast is also a member of Kentuckiana Metroversity, a consortium of Louisville and Southern Indiana colleges and universities (IU Southeast Registrar Metroversity) that offers coursework from seven area colleges and universities and access to all member libraries. (IU Southeast Library Metroversity)

IU Southeast offers numerous courses at off-campus locations. For example, the Schools of Business and Education offer graduate courses at a building in Jeffersonville, Ind., about one mile from downtown Louisville, so that full-time working students pursuing graduate degrees may more easily attend these classes. The campus recently gained HLC approval to offer more than half of the required classes for its two graduate business degrees at this off-campus site.

The last accreditation team observed that IU Southeast's promotional and marketing material made the campus look more diverse than it actually was. To address this concern, the campus has initiated a process during the last three years to insure that IU Southeast presents itself accurately to the public it serves. The University Marketing Committee works closely with Institutional Research to ensure that the University presents a statistically accurate view of the campus. In addition, the new strategic plan will include an initiative that explicitly addresses the need to continually assure the accuracy of marketing materials.

The student survey conducted for this self-study asked currently enrolled students to indicate their degree of agreement with the statement, "The admission/recruitment materials portrayed this campus accurately." Ninety-one percent of the undergraduate students and 94 percent of the graduate students who expressed an opinion on this question agreed that the materials did present an accurate picture of the campus. These results support the conclusion that the campus is presenting itself accurately in its recruiting and marketing materials.

SUMMARY, CORE COMPONENT 1e

The following examples of evidence demonstrate that IU Southeast upholds and protects its institutional integrity:

* The Indiana University Board of Trustees exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal integrity. The Board receives reports on all internal and external audits.

* IU Southeast abides by local, state, and federal laws and regulations, including regulations pertaining to research integrity, discussed in greater depth in Core Component 4d.

* IU Southeast's personnel policies for administrators, faculty, and staff are published in handbooks and posted on appropriate Web sites.

* IU Southeast consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies, including clearly delineated grievance procedures.

* IU Southeast deals fairly with and provides a variety of services to its external constituents, as exemplified by the programs of the Regional Economic Development Resource Center, the Paul W. Ogle Cultural and Community Center, and transfer and articulation agreements with Ivy Tech Community College, Jefferson Community and Technical College, and Vincennes University.

* IU Southeast has processes in place to ensure that it presents itself accurately

to the public, and current students who responded to a campus survey agreed that admissions material did portray the campus accurately.

* IU Southeast documents timely responses to complaints and grievances, particularly those of students.

The following strategic initiative will further strengthen IU Southeast's capacity to protect its integrity:

* IU Southeast will focus on internal and external constituents in its marketing plan, ensuring that the marketing representation of our campus is accurate and that the ongoing campus experience matches our marketing promises.

CRITERION TWO: PREPARING FOR THE FUTURE

Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

INTRODUCTION

The Commission on Institutions of Higher Learning team that reviewed IU Southeast in 1999 observed that IU Southeast's planning process had evolved significantly since 1989, but it added that the "process across the institution is not clearly integrated and systematic, ...or tied to a systematic assessment program." In the decade since, IU Southeast has launched a comprehensive strategic planning process which is aligned with its mission and which guides unit-level planning and goal setting as well as the allocation of human and financial resources. During the same period, IU Southeast has strengthened the leadership, authority, and human, physical, and technological resources necessary to prepare students to meet professional, educational, state, and institutional standards established by units in their respective disciplines.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

INTRODUCTION

As noted by the 1999 NCA team, IU Southeast has taken several different approaches to planning at the campus level since 1988 when the first "long-range" plan was produced. When the current chancellor arrived in 2002, the limitations of previous planning efforts, as well as the pressures created by strong enrollment growth, presented a clear need for a broad, comprehensive strategic plan to address long-range issues and priorities. The critical nature of this need became even more apparent when the campus experienced a sudden and unanticipated enrollment decline in the fall of 2003. Under the chancellor's leadership, the campus recognized the need for a comprehensive, long-range plan that would serve as a strong foundation for future growth in student enrollment, high-quality academic programming, faculty and staff development, infrastructure, and community engagement. The process to create such a plan began in earnest in the 2003-04 academic year.

2a

BUILDING ORGANIZATIONAL PLANNING CAPACITY

The planning process was a comprehensive endeavor conducted by a committee consisting of faculty, administrators, staff, students, and community members and chaired by the chancellor. The committee conducted an environmental scan and SWOT (Strength, Weakness, Opportunity, Threat) analysis, based on a wide array of materials and data concerning the campus and its service region. The members reviewed IU Southeast's history, its current context, competitors, community needs, major regional issues, past enrollment and programming patterns, and relevant policy initiatives originating at the all-university and state levels. For instance, the committee reviewed regional economic studies like the Brookings Institution report, *Beyond Merger: A Competitive Vision for the Regional City of Louisville* ([Part 1](), [Part 2](), [Part 3](), [Part 4]()), and the *Southern Indiana 2020* vision statement ([link]()) and policy documents such as the Indiana Commission for Higher Education's *Indiana's Blueprint for Policy and Planning Development in Higher Education.* ([link]())

The Office of Institutional Research and Assessment provided regional demographic data, enrollment analyses, and results of campus surveys. In addition to consulting with many individual stakeholders and groups within the campus community, the committee and its sub-committees engaged over 80 local and regional leaders to elicit their views on IU Southeast's role in regional development and to help develop portions of the strategic plan.

The completed document, *Strategic Commitments for Growth to Distinction: Indiana University Southeast Strategic Plan 2005-2009* ("Strategic Plan, 2005-2009"), identified seven major goals that served as the foundation for more detailed planning objectives, particularly to guide campus programming and budgeting efforts between 2005 and 2009. The goals were:

1. Educational Excellence

2. Effective Enrollment Management

3. Enhanced Diversity

4. Strengthened Resources

5. Better Image

6. Stronger Community Relations

7. Ongoing Strategic Planning

From among these goals, the Strategic Planning Committee also identified the top priorities of the campus as educational excellence and creation of an effective enrollment management program. These goals were judged as having the greatest baseline impact on IU Southeast's future. In addition, Goal 7, which focuses on establishing a consistent, ongoing process and format for both short- and long-term planning, plays a critical role in the campus's ability to achieve its strategic objectives.

In order to turn the plan's goals into reality, an implementation strategy was developed which assigned specific responsibilities for the major goals and initiatives to the chancellor or one of the vice chancellors. In the development of the

implementation plan, an effort was made to estimate the likely cost of each initiative both in monetary and human effort terms. Finally, the plan included a timetable for implementation of each initiative. This implementation plan became the guideline for the development of annual goals and objectives by the chancellor and vice chancellors and, in turn, the heads of the units reporting to them. The strategic plan also became the guiding document for setting annual budget priorities. As a result of this systematic approach to planning and to implementation, "Strategic Plan, 2005-2009" has had a major impact on the campus and more than 95 percent of its initiatives have either been achieved or are substantially in progress.

This self-study discusses many of the accomplishments that have grown out of the strategic plan. Several of these accomplishments consisted of the development and implementation of plans specifically designed to ensure that IU Southeast would be well positioned to respond to unpredictable societal and economic trends. These are discussed briefly below.

ENROLLMENT MANAGEMENT PLANNING

Goal 2 of the strategic plan states that IU Southeast "will develop an up-to-date, data-driven enrollment management program, which will provide a sustainable enrollment base and enhance student retention and persistence to graduation." As a result, the University developed an Enrollment Management Plan to complement the strategic plan. (Enrollment Mgmt Plan)

Before the Enrollment Management Plan's goals and objectives were developed, the Office of Institutional Research and Assessment studied the attributes of current students, the demographics of the region, and current recruitment and retention data. It also analyzed the composition of IU Southeast's student body between 2004 and 2006. This analysis provided insight into the makeup of the student body and highlighted areas of concern in recruitment and retention. This data, along with Indiana population projections by the Indiana Business Research Center and projections produced by the Kentucky State Data Center for the University's service-area counties in Kentucky, was used to determine the regional demography. The Office of Admissions also commissioned Stamats, Inc., a marketing research firm, to conduct a market analysis.

As part of Stamats' research in 2006, prospective students were asked to compare IU Southeast with four competitor institutions: University of Louisville, Indiana University Bloomington, Ivy Tech Community College, and University of Southern Indiana. The data allowed the University to understand how it is perceived in the region and identified the key positive attributes the University should maintain: cost of attendance, quality of faculty, flexibility in scheduling, and personal attention from faculty and staff. Along with key attributes, the study revealed areas where IU Southeast was perceived to be underperforming, most notably a limited number of courses that combine on-campus and online delivery, problems with class availability, and a shortage of on- and off-campus activities. These findings enabled the University to respond to the needs of its constituents in an appropriate and timely manner, within the context of the University's mission and resources.

The Enrollment Management Plan incorporated contributions from offices across the campus, including Academic Affairs, Academic Success Center, Admissions, Bursar, Campus Life, Marketing, Career Services, Financial Aid, Graduate Education Programs,

the Honors Program, Information Technology, Institutional Research and Assessment, the MBA program, Registrar, and Student Development Center. The completed document outlined six major goals as follow:

1. IU Southeast will increase enrollment to 6,383 by fall 2010 through a combination of recruitment and retention efforts.

2. IU Southeast will establish and promote a consistent image and brand. Intentional efforts will be aimed at increasing awareness of IU Southeast in Kentucky and focusing on academic excellence and outcomes.

3. As a result of the 2006 Stamats studies, IU Southeast will review its academic offerings and pursue changes in the course delivery options, including evening classes, hybrid courses, half-semester course options, and Friday courses, pending campus housing approval.

4. IU Southeast will foster student learning and development by supporting students in their academic, personal, and social growth.

5. IU Southeast will develop a regular cycle of research activities aimed at the continuous improvement of its enrollment.

6. IU Southeast will review the allocation and management of its resources directed at enrollment management activities and will make recommendations for the budget process related to the review.

Each department addressed the six goals of the plan and developed objectives and initiatives to meet the goals which were relevant to its work. In total, the plan contains 87 objectives and 224 initiatives. Each initiative includes a timeline and an assessment measure.

Each year, units participating in the implementation of the Enrollment Management Plan are given the opportunity to request funds to pay for initiatives that may not be a part of their department budget. A variety of projects have been funded through this process. Since the EM plan contained the largest number of initiatives during fiscal year 2008, most of the one-time funding also came during that year. A total of $50,250 was funded during FY 2008, and $18,000 in FY 2009. The campus also has invested base dollars into these initiatives as long-term support. A total of $98,143 of base funding has been invested in Enrollment Management since fiscal year 2006. As of December 2008, 198 total initiatives had been completed or were in progress. Listed below are some of the major initiatives that have occurred as a result of the Enrollment Management Plan:

 • A Customer Relationship Management (CRM) system was purchased to aid in communication with prospective and admitted students.

 • "Advising Week" was developed to introduce current students to their academic advisors and to encourage them to make appointments to register for the spring semester.

 • A financial aid workshop was developed to provide basic information about applying for various types of aid for current, admitted, and prospective students, as well as community members.

• Orientation and registration programs for new students were redesigned to better serve the needs of incoming students.

• Specialized payment plans were developed for students making bill paying more convenient and timely.

• Increased funding was allocated to financial assistance for continuing students and summer school students.

• A "micro-site" for high school guidance counselors was designed for the Admissions Web site.

• To promote the Common Experience, one of the Common Experience books was distributed to each new student during the STAIR (Success Through Advising, Information, and Registration) sessions.

• Criteria were implemented for admitting students conditionally.

As Table 2-1 indicates, IU Southeast has seen an increase in applications, admissions, and enrollment since the implementation of the Enrollment Management Plan.

Table 2-1

Fall Semester Applications and Admissions – New to College

	2005	2006	2007	2008	2009
Applications	1,194	1,260	1,431	1,871	1,985
Admissions	1,066	1,103	1,273	1,624	1,688
Enrolled	753	833	883	1,070	1,094
Yield	71%	76%	69%	66%	65%

Source: IU Fact Book

Applications and admissions for transfer students also have increased during this period; as noted in the introduction, transfer students now make up about one third of the entering student class. The acceptance rate for transfer students recently has ranged from 75 to 80 percent, with a yield rate of 70 to 75 percent.

Further evidence of the effectiveness of the new approach to enrollment management comes from the responses of students on the Entering Student Survey. When asked if IU Southeast was their college of first choice, in 2005, 52 percent of the students entering IU Southeast said yes. By 2009, the figure has risen to 68 percent. Students were also asked about the primary factors that influenced their decision to attend IU Southeast. The top reasons cited in 2005 were location (84 percent), quality of education (81 percent), cost (72 percent), and small classes (65 percent). In 2009, the same four factors were cited as top reasons, but there was a notable increase in the importance of cost (88 percent) and small classes (80 percent). These results suggest that economic factors have played a role in the recent enrollment increases the campus has seen, but also that prospective students are increasingly aware of the benefits the campus offers.

An important component of the Enrollment Management Plan is development of programs for recruiting a more diverse student body. These initiatives include a Multicultural Student Open House, First-Generation Student Open House, and Adult Student Open House. Plans are also in place to improve recruitment of under-represented demographic segments, including foreign-born, Hispanic, and African American students. The Office of Admissions participates in many outreach programs that target local organizations and services such as Young Black Achievers and Junior Achievement. The campus also has added a historically Black fraternity and a Safe Zone program for GLBT (Gay, Lesbian, Bisexual, Transgender) students to complement other diversity-related student organizations. As a result of these and other efforts, the diversity of the student body has increased markedly during the past five years, as noted in the discussion of Core Component 1b. The addition of student housing and the tuition reciprocity agreement with Kentucky have also played a significant role in this trend by attracting minority students from Louisville and Jefferson County, Ky.

The Enrollment Management Plan has clearly had a positive impact on the campus's enrollment situation. When development of the plan began, enrollment had dropped significantly and unexpectedly for two consecutive years. Now enrollment has reached an all-time high. This success has brought with it a new set of challenges which must be addressed in the next round of strategic planning. The campus must determine its capacity – how many students it can serve effectively given the financial, human, and physical resources it is likely to have in the near future. Some academic programs, e.g. nursing and graduate business programs, already are at or near their capacity given their current resources. The situation is complicated by the current economic climate, which has introduced a significant element of uncertainty about future financial resources. Although there continues to be a financial incentive to grow, the campus does not desire growth at the expense of the quality of services it provides its students. Therefore, key initiatives in the new strategic plan will focus on determining capacity and on developing effective strategies to manage future enrollment growth in a proactive sense. That is, enrollment management must move from a focus on getting more students to enroll to a focus on getting the right number of students to enroll.

STUDENT HOUSING PLAN

With the opening of five on-campus residential lodges in the fall of 2008, IU Southeast experienced its single most significant change since moving to its current location in 1972. (See IU Southeast Student Housing document 1 of 2 and IU Southeast Student Housing document 2 of 2) This accomplishment represented the culmination of an 18-year planning effort that entailed eight surveys, including five externally conducted feasibility studies.

Independent feasibility studies, conducted in 1999, 2004, and 2006, confirmed the demand, financial feasibility, and overwhelming positive support for on-campus student housing. The 2006 study projected a demand from current students for between 576 and 730 beds. Approximately 25 percent of the students surveyed indicated they would rent on-campus housing, while another 40 percent indicated they would have considered living on campus had housing been available when they began their degree programs. As part of the IU Southeast Strategic Plan to increase enrollment by 50 students in each of the next 10 years, on-campus housing was identified as a means to achieve the objectives of:

• Maximizing enrollment and retention rates through increased student engagement with the campus.

• Capitalizing on the transformational nature that student housing would have on the campus's culture and perception in the community.

Student housing was also recognized as an important step in coming closer to IU Southeast's vision "to be and to be recognized as a top-tier regional university." Without housing, the campus was genuinely limited in attracting the best students who were seeking the full university educational experience.

The feasibility studies predicted that current students would fill the housing units to planned capacity, without the need to attract new-to-campus students. IU Southeast did fill the new lodges to 96 percent capacity when they opened in 2008, but, contrary to the predictions, the residents came primarily from new students (80 percent of occupants) rather than current students. It is also noteworthy that the opening of housing has contributed to greater diversity within the student body, as about 20 percent of the students living on campus in 2009 are members of minority groups.

Successful planning for the development of on-campus housing addressed many factors in addition to projections of capacity. Gaining approval required extensive site and design planning and financial pro forma documents. After housing was approved, a plan to hire a residence life director and assistant director a year before the doors opened was implemented. This early hiring allowed the campus to prepare for a major change. The advent of on-campus housing had immediate results. Fall 2008 data showed increases in both enrollment and diversity, and the campus received extensive media attention in community.

PLANNING FOR INFORMATION TECHNOLOGY

Information Technology is an arena in which IU Southeast is closely linked with Indiana University, which is one of the most advanced information technology organizations in the world. In 1998 Indiana University developed an IT strategic plan that is still recognized as one of the most outstanding examples of its type in the country. The plan was followed by all Indiana University campuses, including IU Southeast, until December 2008, when a new strategic plan, "Empowering People: Indiana University's Strategic Plan for Information Technology 2009," was released. The 1998 IT strategic plan produced the following benefits for IU Southeast over the past decade:

• **Lifecycle funding for classroom and office computers**
No computers on the IU Southeast campus are more than three years old. All students, faculty, and staff are equipped with the latest technology.

• **Funding for classroom technology**
The vast majority of classrooms at IU Southeast are equipped with an instructor's computer, projector, and sound system. This model allows faculty to teach students in the best environment possible.

- **Instructional technologist**
The plan also provided support and funding for a new instructional designer who assists faculty in taking advantage of rapidly changing technology, such as digital imaging, Oncourse (Indiana University's online course management tool), and electronic searches that facilitate effective student learning.

- **Network redesign**
The redesigned network infrastructure resulted in more efficient, cost effective, and reliable network services: the campus currently has a 99.999 percent up-time statistic.

- **Software purchasing agreements**
All Indiana University campuses benefit from software agreements negotiated with major software companies that enable students, faculty, and staff to purchase software at discounts up to 95 percent off published prices. (IU Southeast IT Software Deals)

The 2008 Indiana University strategic plan for information technology (http://ep.iu.edu/) largely follows the template of the successful 1998 strategic plan. The 2008 plan was driven by, and engaged the dialogue and ideas of, more than 140 faculty, staff, and students from across Indiana University, as well as several representatives from external stakeholder organizations. As members of the specially convened University Information Technology Planning Committee (UITC), and its four task forces, these participants worked with the leadership team in the Indiana University's Office of the Vice President for IT to chart the future of information technology at Indiana University. IU Southeast leadership served on three of the four planning committees.

The plan sets out a three-part strategy for the next five years that aims to achieve leadership and distinction in IT at Indiana University by:

- Continuing to invest in Indiana University's IT infrastructure and services, ensuring its position of leadership, and providing its faculty, students, and staff with needed IT resources.

- Adopting a human-centered approach to developing and implementing IT systems and applications in order to achieve more pervasive and creative use of these systems and applications. This includes new methods for creating, sharing, and accessing information, bringing new efficiencies to familiar processes and activities, and incorporating new tools for collaboration, social networking, and anytime, anyplace mobility.

- Focusing on a few key areas and grand challenges wherever Indiana University can achieve true distinction rather than attempting to lead in all areas of IT. Such areas include addressing the crisis in scholarly publishing, becoming a leader in health care delivery and education, and becoming a leader in IT-enhanced teaching and learning. It is the latter area that is most relevant to the mission of IU Southeast.

SUPPORT FOR PLANNING

In addition to the successful development of an overall strategic plan and consequent development of plans in specific areas of concern, the campus has strengthened its capacity to support ongoing planning efforts.

Institutional Research and Assessment

The Office of Institutional Research and Assessment (OIRA) provides information and research about the University's students, faculty, staff, programs, facilities, and environment to support decision-making, policy analysis, institutional assessment, and strategic planning. (http://www.ius.edu/assessment/ ▤) OIRA collects and analyzes data about students, the community, and the local environment in which IU Southeast operates. The office also helps faculty to assess student learning and provides analytical support for planning and decision-making. To this end, OIRA conducts surveys of faculty, staff, students, and alumni to track longitudinal trends and assess institutional goals and objectives. When requested by the University's administration, staff may also undertake special studies or develop models for planning purposes, particularly in the areas of undergraduate enrollment, admissions, and financial aid. Many surveys have allowed the University to have a better, more realistic picture of the students and community it serves.

Peer Benchmarking

As part of the Indiana University Mission Differentiation Project, IU Southeast identified a group of peer institutions with characteristics similar to it, including two other Indiana University regional campuses (current peers), and another group of universities that possess "stretch objectives" (aspirational peers). These peer groups have been mainly used to provide the campus with information to gauge its progress in key areas such as student persistence and to compare its programs and processes with those of similar institutions.

Current Peers

- Augusta State University
- Auburn University-Montgomery
- Austin Peay State University
- Columbus State University
- Indiana University-Purdue University Fort Wayne
- Indiana University South Bend
- Midwestern State University
- Minot State University
- Saginaw Valley State University
- University of Michigan – Flint
- University of Southern Indiana

Aspirational Peers

- University of Texas at Tyler

- University of Wisconsin-Stout

- Worcester State College

- University of Colorado at Colorado Springs

- Fort Hays State University

FOSTERING INNOVATION AND CHANGE

During the past 10 years, IU Southeast has developed new tools and strategies for fostering organizational innovation and change. This stems from more effective collection and use of data in the decision-making process, closer linkages between planning and budgeting, and strengthening of leadership and governance structures, as described in Core Component 1d. The campus also has taken advantage of Indiana University-wide planning and budgeting initiatives, including Commitment to Excellence and Degrees of Excellence, to advance projects that further its mission and plans. For more details on the CTE funding process see Criterion One, Core Component 1c, Planning and Budgeting.

IU Southeast's improved mechanisms for innovation and change have resulted in several new programs designed to improve the quality of education it provides for its students and to expand its outreach mission to the community it serves. Significant examples of such innovation include the following:

First Year Seminar

The First Year Seminar (FYS) courses are special classes designed for first-year students to enhance their academic and social integration into college. FYS introduces students to the nature of higher education and orients them to the University's functions and resources. The course is designed to help students adjust to the demands of college life, develop a better understanding of the learning process, and acquire essential academic survival skills. The FYS also provides a support group for students in a critical transition by examining problems common to new students. FYS courses are taught by full-time faculty or adjunct faculty members who have been recommended by a dean and who have at least five years of experience at IU Southeast. FYS is a major investment in enhancing student retention on campus. Data show that students who take an FYS during their first semester are more likely to return the following semester than those who do not. For further discussion of the First Year Seminar, see Core Component 3c.

Academic Advising

In the fall of 2007, in response to survey data indicating a lack of student satisfaction with the quality and accessibility of advising, IU Southeast initiated several changes in its academic advising processes. Changes included moving the advising unit for new students from Student Affairs to Academic Affairs, adding responsibility for coordination of all advising to the role of that unit's head, and hiring professional advisors in the schools of Arts and Letters, Natural Sciences, and Social

Sciences, which did not have advising staff previously. These changes are designed to provide greater consistency in advising across students' academic careers, to improve student satisfaction with advising, and ultimately to help increase retention and graduation rates. The advising program is discussed at greater length under Core Component 3d.

Honors Program

In the fall of 2007, IU Southeast launched the Honors Program, which is designed to serve the needs and interests of highly motivated students who seek a stimulating and exciting academic experience and formal recognition for completing a challenging program. The strategic plan objective behind creation of this program was to attract and retain talented and diverse students of high academic quality who had demonstrated the potential to be assets to the University, both as students and alumni. For further discussion of the Honors Program, see Core Component 4c.

Common Experience

Initiated in the fall of 2006, the Common Experience seeks "to cultivate a common intellectual conversation across campus among the faculty, staff, and students, and with people from the local communities in the region." The program is organized each academic year by a volunteer committee that establishes a theme, selects one or two books that illuminate the theme, and builds a program of student and faculty panels, guest speakers, movies, and other programs designed to engage both the campus and the community at large in a discussion of the theme. Faculty members from all disciplines are encouraged to participate by assigning the Common Experience books in their classes, as appropriate. (http://www.ius.edu/commonexperience)

Informatics Program

Indiana University became the first university in the nation to start a School of Informatics (the study of how technology is used across a wide range of disciplines) in the year 2000. As a result of that university-wide effort, IU Southeast started a new BS degree program in Informatics in 2007. Informatics graduates will be able to serve their organizations as liaisons between nontechnical and information technology personnel, to recognize opportunities for the application of "off-the-shelf" technology in day-to-day problems, and to recognize and propose the creation of new information technology solutions to solve long-term problems.

Student Conference

The annual Student Conference, which was initiated in 2005, showcases the research and creative work of IU Southeast students. Participation has flourished, increasing from 110 students presenting 85 projects in the program's inaugural year, to 175 students presenting 106 projects in 2009. New knowledge or creativity was shared through performances, oral presentations, posters, and tabletop displays on topics as diverse as folk art in cemeteries in Southern Indiana, the impact of the Louisville/ Jefferson County Metro Government consolidation, and the Good Friday peace agreement in Ireland. For further discussion of the Student Research Conference, see Core Component 4a.

SUMMARY, CORE COMPONENT 2A

In the past 10 years, IU Southeast has developed an effective long-range planning process that takes into account regional and societal economic, social, and demographic characteristics and trends.

The following examples of evidence demonstrate that IU Southeast prepares realistically for a future shaped by multiple societal and economic trends:

* In 2003, the University implemented a strategic planning process with a broadly representative planning committee and input from external stakeholders. The planning process involved analysis of the regional and state environments for higher education, using both internally generated data and external sources of information. The strategic plan that resulted from this process in 2005 has served as the foundation for more detailed planning, budgeting, and implementation of specific initiatives during the past four years. The institution is currently in the process of rolling over its strategic plan for the next five-year period, using the same processes for planning and environmental scanning.

* Consistent with the goals and objectives of the strategic plan, the University has developed and implemented an Enrollment Management Plan, a Student Housing Plan, and an Information Technology Plan. These documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization.

* IU Southeast's strategic plan included enhancement of diversity in all of its aspects as a major goal, and the Enrollment Management Plan emphasizes the importance of attracting a diverse student body, thus demonstrating attention to the University's function in a multicultural society.

* IU Southeast has support for planning in place, including an Office of Institutional Research and Assessment, and has identified both current and aspirational peer institutions to serve as benchmarks by which to measure progress in achieving current and long-range objectives.

* IU Southeast has taken advantage of the strategic planning process, in tandem with programs such as the Commitment to Excellence and Degrees of Excellence programs, to improve its ability to pursue innovations and change as exemplified by initiatives such as the First Year Seminar, restructuring of academic advising, development of student housing, the Honors Program, Common Experience, the Informatics degree program, and the Student Conference.

The following strategic initiatives will further develop IU Southeast's capacity to prepare for a future shaped by multiple societal and economic trends:

* IU Southeast will continue to develop and refine an information-based approach to ensuring that its financial aid strategies are clear, efficient, well-coordinated with enrollment management goals and strategies, and make positive contributions to improving student persistence and success.

* IU Southeast will determine enrollment goals based on consideration of the capacity of its facilities, its personnel, and its financial resources.

2b

CORE COMPONENT 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

INTRODUCTION

IU Southeast derives the great majority of its financial support from tuition and fees and from state appropriations for operating expenses, facilities, debt service, and repair and rehabilitation. While such revenue sources are subject to the vagaries of the economic climate at any given time, they assure the University a stable financial base in the long term. Operating within the Indiana University budgetary process, IU Southeast has considerable leeway to allocate its resources to meet the unique needs of the campus and the community it serves. As a result, the University has been successful in maintaining and expanding educational programming and improving academic quality over the past 10 years.

FINANCIAL RESOURCES AND BUDGETING

Table 2-2 shows IU Southeast's total budgeted expenditures by fund group for 1999-2000 and for the current fiscal year. Most of the discussions which follow will focus on the General Fund, since that is the largest source of funding, and it is the source that provides the greatest flexibility for allocation of funding to campus priorities.

Table 2-2

Budgeted Expenditures by Fund Group

Fund Group	1999-2000	2009-10
General Fund	31,383,595	54,834,118
Designated and Restricted	930,601	1,201,092
Contracts and Grants	206,000	950,000
Auxiliaries	2,713,859	4,096,211

Note: Beginning with the 2004-2005 operating budget, transfer-in amounts were netted against expenditures as contra-expense and service unit budgets were omitted. The 1999-2000 operating budget has been restated net of intra-fund transfers and with service unit budgets omitted.

Source: University Budget Office

The tables below compare General Fund revenue by source and General Fund expenses by function over the past 10 years.

Table 2-3

Budgeted Sources of Revenue – General Fund

Source	1999-2000	Percent	2009-10	Percent
State appropriation - operating	14,663,420	46.7	20,003,236	36.5
Federal stimulus funds	0	0	845,566	1.5
State appropriation - debt service	3,382,603	10.8	5,048,021	9.2
Student fees	12,675,194	40.3	27,625,130	50.4
Other income	662,378	2.2	1,312,165	2.4
Total general fund revenue	31,383,595		54,834,118	

Note: Beginning with the 2004-05 operating budget, transfer-in amounts were netted against expenditures as contra-expense and service unit budgets were omitted. The 1999-2000 operating budget data above has been restated net of intra-fund transfers and with service unit budgets excluded.

Source: IU Budget Office

Under Indiana University financial policies, each campus receives its own designated state appropriation and retains all tuition and fee income that it generates. One important change clearly shown in this table is that student fees have become a larger source of income relative to state appropriations during the past 10 years, both in absolute dollars and as a percentage of operating revenue. The result is that the campus's resources are more directly linked to enrollment and tuition and fee increases than was the case 10 years ago. An increased reliance on tuition and fees, which places a premium on maintaining and growing the university's student enrollment, is also consistent with the state of Indiana's historic practice of connecting state appropriations to enrollment. The "enrollment change" formula added to or subtracted from a campus's base state appropriation depending on whether the campus enrollment had increased or decreased during the previous two-year period. Historically, this funding model was a key component of an effective effort on the part of the state to increase post-secondary attainment by incentivizing universities to improve access to higher education for state residents. As recently as 1992, Indiana ranked 34th in the nation in college participation. The state now ranks 10th in the nation in participation in higher education.

The state recently began to shift its focus to student success and completion. Indiana has begun to explore ways to "reward" institutions for those outcomes in the appropriation formula, for example, by increasing appropriations based on the number of degrees granted. Although these changes have not been fully embraced by all state policymakers, IU Southeast has, in fact, already benefitted from funding

because of an increase in the number of degrees it awarded in the most recent fiscal year.

A second important change that is evident is that the state has replaced part of its appropriation for 2009-10 with federal stimulus funds, which are essentially one-time dollars. The implications of this change are discussed below in the section on Budget and Fiscal Outlook for 2009-11.

Table 2-4

Budgeted Expenditures by Function—General Fund

Function	1999-2000	Percent of total	2009-10	Percent of total
Instruction	15,289,829	48.6	25,508,512	46.5
Research	31,674	0.1	72,306	0.1
Academic Support	3,692,732	7.6	6,578,081	12
Student Support	2,343,433	4.8	3,690,896	6.7
Institutional Support	3,439,780	18.8	8,841,371	16.1
Physical Plant	2,520,833	7.1	4,399,752	8
Scholarships and Fellowships	683,511	2.2	695,179	1.3
Debt Service	3,382,603	10.8	5,048,021	9.2
Total General Fund	31,383,595		54,834,118	

Note: Beginning with the 2004-05 operating budget, transfer-in amounts were netted against expenditures as contra-expenses and service unit budges were omitted. The 1999-2000 budget data above has been restated net of intra-fund transfers and with service unit budgets excluded.

Source: IU Budget Office

Table 2-4 shows that IU Southeast has increased the share of its general fund devoted to instruction, academic support, and student support from 61 percent in 1999-2000 to 65 percent in 2009-10, which indicates the institution's continuing commitment to allocating its resources in alignment with its core educational mission.

Peer group comparisons provide a context for gauging IU Southeast's budget and fiscal practices in relation to those of similar institutions. Comparisons with the "current peer group" described above were made using data from fiscal year 2007, the most recent year for which Integrated Postsecondary Education Data System (IPEDS) data is available. Comparison of revenue sources per FTE student showed that state appropriations and tuition and fees accounted for 84 percent of IU Southeast's revenue, compared with 74 percent for its peers, whereas contracts and grants and other revenue accounted for 16 percent of IU Southeast's revenue vs. 26 percent for its peers. Given that "soft money" sources are usually more volatile in difficult economic times such as the present, IU Southeast's state appropriations and tuition and fees provide the institution with a relatively strong and stable financial foundation.

Comparison of general fund expenditures per FTE student indicated that IU Southeast's allocation of resources to instruction, academic support, and student support (58 percent for fiscal year 2007) was slightly above that of its peer group (54 percent). This evidence further supports the conclusion that IU Southeast allocates its resources in alignment with its core educational mission. Other data, presented in the discussion of human resources, reflects the priority the campus has placed on direct support of instruction; compared with its peers, IU Southeast is better staffed in faculty than in staff at all levels.

CAMPUS BUDGET PROCESS

Alignment of resources with campus mission, plans, and priorities is the result of a systematic budget process that is described in this section.

Role of Indiana University Policies

IU Southeast has considerable discretion over how it allocates its financial resources in alignment with its plans for the future. At the same time, campus budget planning takes place within a framework established by Indiana University's financial policies and its budgetary management system. This system imposes some constraints, but it also brings informational and analytical resources that support budget planning and fiscal management. The primary ways that the campus budget process is affected by the policies of Indiana University as a whole are:

 • **Review and Approval of Fees.** Tuition and all major fees are reviewed by Indiana University administration and submitted to the Indiana University Board of Trustees for approval. The rate of increase in in-state, undergraduate tuition typically varies within a narrow range among the campuses of Indiana University, with slightly higher percentage increases at the larger campuses (Bloomington and Indianapolis). There is much greater variation among campuses in the rates of increase in out-of-state and graduate fee rates, which are typically based, at least in part, on the campuses' analysis of their local circumstances.

 • **University Assessments.** Since the campuses directly receive state appropriations and retain their tuition and fees, centralized administrative and support functions are funded by budget assessments to the campuses. In addition to Indiana University administration, these assessments support specific Indiana University-wide initiatives such as information technology, early retirement programs, and student loan collection.

 • **Budgetary Items Affecting All Campuses.** The Indiana University administration determines uniform fringe benefit rates that are used on all campuses for each fiscal year. The Indiana University administration, after consultation with the campus chancellors, also recommends salary guidelines, which must be approved by the Board of Trustees. Salary guidelines generally take the form of a range of salary increases, e.g. from 1 to 3 percent, which can be implemented at the discretion of campus administrations.

 • **Responsibility for Indiana University-wide Budget Policies.** The Indiana University administration is involved in establishing budget policies such as the minimum budget reserve and requirements for correcting account deficits. Each campus, other than Bloomington, is required to maintain an uncommitted general fund year-end reserve equal to at least 3 percent of budgeted general fund income.

This reserve provides the campus with flexibility in the event of unexpected enrollment shortfalls or other financial exigencies.

Campus Budget Formulation Process

The budgeting process is a complicated system that begins every year in the latter part of the fall semester. The basic steps are outlined below.

• **Project revenue change from the previous year.** This step primarily involves projecting tuition and fee income, based on enrollment projections and the projected increase in student fees, and projecting state appropriations. Since Indiana operates on a biennial budget, state appropriations are known in advance for the second year of each biennium but are not known for the first year until they are approved by the General Assembly. It is not unusual for the legislature to pass a state budget near the end of the fiscal year. In 2009, a budget was not approved until the end of June. Therefore, university budget planning had to proceed on the basis of projected state appropriations.

• **Identify unavoidable expenses.** Unavoidable expenses are those mandated either by University administration or other external forces. Typical unavoidable expenses are: utility increases, fire and casualty insurance, increases in university administrative service charges (university assessments), and university technology support charges.

• **Project other expenses.** A very high priority is funding of salaries and benefits. The salary policy for the campus was 3 percent in FY 2007 and FY 2008, but it dropped to zero for FY 2010, because of economic constraints caused by the recession. Each year, salary increases consume a significant portion of any new funding available.

• **Evaluate departmental budget requests.** In most years, it is assumed that existing departmental resources stay with the department and requests must only be submitted to seek new or additional funding. Department managers must justify each request and specify how it supports their unit plans and the campus strategic plan. The campus Budget Committee, consisting of the chancellor and the vice chancellors, reviews all requests and conducts budget hearings in order to evaluate the needs from departments and schools. The requests are also reviewed by the Campus Budgetary Advisory Group (CBAG), comprised of faculty and staff members. CBAG's role is to advise the administration on budget priorities. The Budget Committee takes CBAG's recommendations into account when it determines priorities for resource allocations. The priority levels are matched to the campus strategic plan. The highest and most important campus needs are funded first in connection with the campus's strategic priorities until all additional base funding has been allocated and the budget is balanced.

Budget Reduction and Reallocation Process

In the fall of 2003, the campus experienced an unanticipated enrollment decline of 308 students, resulting in actual student tuition and fee income that was approximately $800,000 less than was budgeted. The campus experienced a second year of declines in the fall of 2004, when enrollment fell by another 170 students. Although the financial impact of these enrollment declines was mitigated somewhat by increases in tuition rates and in the state operating appropriation, it was clear that a process of budget reductions and reallocations was necessary to fund unavoidable

expenses and high priorities such as salary increases. Planning was based on the estimate that the total impact of the two years of enrollment decreases combined with the need to fund unavoidable expenses and highest priorities was about $1.8 million in reductions and reallocations.

The Budget Committee adopted and communicated a set of institutional priorities and guiding principles for handling the budget reductions/reallocations. These included: maintain the quality of students' core educational experience, sustain the quality of the faculty and staff, continue to focus on service and support, strengthen enrollment management, target efficiencies throughout the institution, and achieve financial stability.

The Budget Committee employed a consistent strategy to manage the impact of the budget reductions in both years. Salary increases for faculty and staff remained a top priority. Initial planning assumed an across-the-board reduction in units' non-salary budgets, and each unit was given a planning target that was less than their current budget. In addition, units were allowed to submit requests for new funding that were consistent with the priorities noted above. Throughout the process in both years, the Campus Budget Advisory Group and the Faculty Senate Budgetary Affairs Committee were asked for input on priorities as well as on specific recommendations for spending reductions. In addition to receiving input, the budget committee kept the campus informed of its process and decisions on a regular basis.

The Budget Committee ultimately selected a strategy of targeted reductions in each division, based on recommendations from each vice chancellor. Although the financial targets were initially set as across-the-board reductions, the Budget Committee's actual decisions resulted in selective, strategic reductions and reallocations to preserve the academic mission and quality of instruction. Several vacant faculty and staff positions were not filled, and a number of early staff retirements were key to the effort to balance the budget. Cost efficiencies were explored and new cost allocation methods implemented to maximize opportunities to balance the budget. At the end of the process, the budget was balanced, and unavoidable expenses and highest priority needs were funded. Funding for Academic Affairs actually increased by 0.4 percent, while other areas of the University saw reductions that ranged from 0.6 percent in Administrative Affairs to 6.4 percent in Executive Management.

Campus Efficiencies in the Budget Process

As a key component of the budget planning process, the campus continues to explore new efficiencies to reduce expenses and expand services. Some of the most notable examples of these efforts are:

• **Energy Savings Program:** This program, with state support, allowed the campus to borrow up to $2 million to fund capital investments, using utility savings to pay the borrowing costs. The campus took full advantage of this program and installed $1.9 million in capital projects, which enhanced energy savings and added significant value to the physical plant. Examples of such projects were replacement of all exterior lighting, variable frequency drive motors for the chillers, and energy misers for vending machines.

• **Degrees of Excellence Program:** This is an Indiana University-wide initiative to reduce administrative expenses by 1 percent per year for five years and reinvest those funds in programs that increase retention and graduation rates. The first year

of this program was FY09. The campus eliminated one executive position in FY09 and reallocated the funding to financial aid and supplemental instruction.

• **Vacancy reviews:** The Budget Committee reviews every new or vacant position before a search for a replacement can begin. This process focuses on the deployment of each position in relation to campus priorities as well as new strategies to meet workload requirements.

Multiyear Budgeting

All budgeting is formally conducted on an annual fiscal year basis. For planning purposes, however, Auxiliary and General Fund accounts are developed in multiyear cycles. The General Fund has a three-year pro-forma which projects the available budget with basic assumptions like salary increases. The pro-forma is a live document that is updated as factors that affect the budget change. Auxiliary accounts are projected with five, 10, or 30-year pro-formas. For example, the parking and housing accounts use a 30-year cycle. Parking is based on the Repair and Replace schedule, which is also a 30-year cycle.

Some of the challenges to multiyear budgeting include predicting utility rates, benefit rates, state appropriations, and enrollment numbers. To help with the challenge of predicting enrollment, the Indiana University Budget Office created projections of 10 to 15 years for each regional campus based on factors such as expected area high school population and local college attendance rates. The Southeast campus has created similar enrollment projections. However, predicting enrollment at IU Southeast has been quite difficult. The last 10 years have seen a significant, unanticipated drop in enrollment (2003) as well as significant, unanticipated increases (2008 and 2009). All projection methods use historical trends which do not take into account significant changes such as the opening of the community college (a negative factor) or the impact of the recession or the development of campus housing (positive factors thus far). An additional factor is that since enrollment projections are used for budget planning, there is a tendency to be conservative so as not to overestimate income and overcommit resources. (Part 1, Part 2, Part 3)

Budget and Fiscal Outlook for 2009-11

Indiana has felt the impact of the worldwide economic downturn of the past year, as state revenues have consistently fallen short of projections. The state went into the recession with a healthy surplus, and state government responded to the decrease in revenue in fiscal year 2008-09 by instituting current-year spending reductions, including a 1 percent decrease in funding for higher education. The impact of this cut on IU Southeast was approximately $220,000, which the campus was able to manage without significant disruption because enrollment and thus tuition and fee income was higher than had been projected, offsetting the loss of state revenue.

The General Assembly approved a state budget in late June 2009, which included a cut in state appropriation of slightly more than $1 million over the 2009-2011 biennium for IU Southeast. However, the legislature also authorized use of federal stimulus money to offset the reduction in appropriations for the biennium, so that overall state funding for higher education, including IU Southeast, was held constant at 2008-09 levels. This temporary backfilling with federal dollars means that higher education did not face major reductions in the current biennium but does face a

fiscal "cliff" in 2011 if state revenues do not recover sufficiently to enable restoration of the reduction in the base appropriation. At the time of this writing, no one is predicting that such a recovery is likely to occur. In response to this looming issue, IU Southeast is investigating a number of fiscal strategies designed to address the potential loss of state revenue in 2011 as outlined below.

As already noted, the other major source of revenue for IU Southeast is tuition and fees. The IU Trustees decided to increase in-state, undergraduate fees by 4.4 percent for 2009-10 and by 4.6 percent for 2010-11. As a result of the increased rates, combined with actual and anticipated increases in enrollment, IU Southeast has budgeted for a total increase in student fee revenue of approximately $2.4 million for 2009-10 relative to 2008-09. The table below shows the major categories of budgeted revenue for fiscal years 2009 and 2010, as well as projected revenue for fiscal year 2011.

Table 2-5

Major Categories of Budgeting Revenue

	FY 2009 Base Budget	FY 2010 Base Budget	FY 2011 Projected Base Budget
State Appropriations	21,598,012	20,002,236	19,846,717
Federal Stimulus Funding	0	846,566	1,002,086
Appropriation - Debt Service	5,034,311	5,048,021	5,048,021
Student Fees	25,236,421	27,625,130	29,573,879
Other Revenue	1,139,605	1,312,165	1,332,408
Total Revenue - General Fund	53,008,349	54,834,118	56,803,111

Source: University Budget Office

At this point, Indiana University's response to the reduction in base state appropriation has focused on the following steps: 1) a freeze on all salaries, effective during the 2009-10 fiscal year; 2) a mandated 50 percent reduction in general fund travel budgets; and 3) a reduction of 50 percent in the base funding of all staff (not faculty) positions that become vacant during the coming year. Campuses have been directed to put the money that is being saved by steps 2 and 3 into a reserve account to help offset the anticipated reduction in state appropriations in 2011. Campuses are allowed to reallocate base funds from other sources to make up for the cuts in travel that affect faculty or revenue-generating activities as well as the cuts in staff funding.

The campus's approach to managing its fiscal resources over the next two years will be focused around three overall goals: 1) meet unavoidable expenses; 2) continue to make progress on its priorities as defined in its strategic plan; and 3) ensure continued fiscal stability beyond 2010-11.

In constructing the budget for 2009-10, the budget committee allocated about $260,000 for expenses deemed unavoidable as well as for specific requests from departments related to strategic initiatives. The latter included a new faculty position in the informatics program, increased operational funding for fine arts and music studios, and increased funding for staff training and development. The committee also allocated base funding to several key areas in which the base budget has not kept pace with increased costs created primarily by enrollment increases. These include part-time instruction and write-off for uncollected debts. Finally, the committee allocated $500,000 in base funding to a reserve fund to help address the loss of federal stimulus funding which will occur in 2011.

During 2009-10, the Budget Committee will continue to scrutinize each faculty and staff position that becomes vacant, as it has done since 2003. The process this year will be complicated by the loss of half the funding for each staff vacancy. The committee will make careful decisions with regard to considering reallocation of base funds to fully fund vacant staff positions. The campus is understaffed in many areas relative to its peers, and the loss of even one staff position can have negative consequences for service to stakeholders. However, managing the campus resources with an eye to the future may require consolidation and reduction in staffing in areas that are deemed to be of lower priority. The committee also will review requests from units for reallocation of campus resources to fund travel for faculty or for revenue-generating activities, such as student recruitment, based on a set of clearly defined priorities, like travel necessary for teaching and learning, e.g. supervision of student teaching or nursing clinicals.

It is too early to predict at the time of this writing what sort of budget planning process will be needed to achieve the three goals set out above. However, the campus's success in reducing its base budget in response to the enrollment declines of 2003-05 while preserving its core academic functions indicates that it has the capacity to accomplish this task and to continue to be successful in meeting its commitments.

Student Activity Fee Budget Procedures

Financial support for co-curricular programs comes from the Student Activity Fee (SAF), which all undergraduate and graduate students pay each semester as part of their tuition and fees. Since this is a mandatory fee, its rate must be approved by the Indiana University Board of Trustees for each academic year. Use of student activity fee revenue is restricted to support of programs that develop and enrich student life on campus. SAF monies are allocated each semester to provide students with the following programs and activities: athletics, cheerleaders, dance team, Children's Center, Game Room, *The Horizon* (student newspaper), leadership development, learning enrichment, *Literary Review*, Student Government Association, student involvement, Student Planner, Student Program Council, *Undergraduate Research Journal*, and volunteer programs.

Fees are allocated annually by the Student Life Committee (SLC) during budget hearings. The SLC is comprised of eight students, two faculty members, and two staff members. Before the budget hearings, account managers must submit their requested budget for the year and include explanations of any proposed increases. The requests are compiled and given to each committee member prior to the budget hearings. The account managers must attend budget hearings to explain their budget requests

and plans for the year. The committee then has the opportunity to ask questions regarding the budget or any spending during the past year. The committee then determines the best way to allocate the projected available fees. Once the budget hearings are over, the budget must be approved by the chancellor and the Indiana University Board of Trustees.

Fundraising

Since fiscal year 2003, IU Southeast has raised more than $7 million in gifts and pledges. In addition, the University has increased its alumni donor count by 80 percent and its overall donor count by 20 percent. These efforts point to a concerted effort by IU Southeast to broaden its base of philanthropic support and to cultivate future major supporters. Moving forward, additional focus will be placed on increasing support by administrators, faculty, staff, and alumni as well as outreach to local and national corporations. Planning also is underway for major gifts solicitation, with particular emphases on library endowment, unrestricted funds, and endowed scholarships.

Over the past several years, IU Southeast's philanthropic efforts have been targeted toward achieving the short- and long-term goals and objectives in the strategic plan. In fiscal year 2000 the campus secured a $1 million pledge toward its first-ever endowed chair, which was formally established in the School of Business in 2006. The same year, the campus also secured a $1 million gift to support on-campus student housing. The campus has raised more than $600,000 in private funding to establish an endowment fund for the library. More than $400,000 was secured to improve and renovate athletic facilities. Funding has recently been obtained for a speaker series and a trading lab for the School of Business. Private support is also being sought to provide annual funding for the arts and cultural performances in the Ogle Center.

A major philanthropic objective over the past five years has been to raise funds for student scholarships. This year marked the 16th consecutive year of the Chancellor's Medallion Dinner, which raises money to support scholarships for student leaders. Currently, more than $5.8 million reside in long-term funds at the IU Foundation earning interest for student scholarships at IU Southeast. Over $2.5 million has been raised in gifts, pledges, and planned gifts over the last five years to support student scholarships.

CONTRACTS AND GRANTS

An important purpose of internal support for faculty, especially those in the early stages of their career, is to foster creative activities that lead to external support. An historical record of external grant activity at IU Southeast is shown in Table 2-6. These grants include awards from the National Institutes of Health, National Science Foundation, United States Department of Agriculture, and the National Endowment for the Humanities. In 2007 the School of Education received a $1.04 million grant from the United States Department of Education. The largest federal grant ever awarded to IU Southeast, it is being used to improve the learning environment and success rate for English language learners in the region by strengthening the teaching process in local school districts. See Core Component 4a.

Table 2-6

Contracts and Grants Awarded

1999-2000	2003-04	2007-08	2008-09
254,581	970,352	612,487	576,390

Source: IU Southeast Dean for Research

FACULTY AND STAFF RESOURCES

Faculty Profile and Workload

IU Southeast prides itself on the quality of its faculty and staff and the way it serves the students and the region. Its faculty profile (as measured in academic backgrounds, research, and creative activities, and percentage of doctoral degrees) compares favorably with its peer institutions. More than 200 full-time faculty members teach at IU Southeast, augmented by a cadre of adjunct professors, many of whom have terminal degrees in their teaching fields. The growth in the number of both full-time and part-time faculty is illustrated in Table 2-7.

Table 2-7

Full-time/Part-time Faculty

	1999-2000	2004-05	2008-09	2009-10
Full-time Tenure Track	135	137	143	147
Full-time Non-tenure Track	21	56	58	58
Part-time	265	226	252	290

Note: Full-time non-tenure eligible includes lecturer and visiting ranks.

Source: IU Southeast Reference Book and IU Fact Book

A concern raised by the 1999-2000 review team was the use of part-time faculty at IU Southeast: "IU Southeast cannot achieve its aspiration to be the best regional university in the nation if it continues to over-rely on part-time faculty. Part-time faculty are teaching almost 50 percent of the credit hours that are delivered at IU Southeast. Part-time faculty are most prevalent in general education and in some specific programs. Full-time faculty effectiveness is undermined in some areas where time must be spent supervising and overseeing part-time faculty."

In looking at data on teaching by full-time and part-time faculty in the time since that review, it is evident that some progress has been made in addressing this issue. The table below shows the percent of course sections and credit hours taught by full-time faculty in 1999-2000, five years later, and for the most recent academic year for which data are available.

Table 2.8

Percent of courses and credit hours taught by full-time faculty

	1999-2000	2004-05	2008-09
Course Sections	48.5	57.9	54.6
Student Credit Hours	48.5	58.6	55.1

Source: IU Instructional Effort Report Summaries

Most, although certainly not all, of the substantial progress in the five years after the 1999 review was due to hiring a significant number of non-tenure track lecturers for the explicit purpose of replacing part-time faculty. (See Table 2-8) However, in the subsequent four years, the number of full-time faculty increased by 4 percent while the number of part-time faculty increased by 11.5 percent. The decline in the percent of teaching by full-time faculty from 2004-05 to 2008-09 was no doubt due in part to the increase in enrollment during that period: total student credit hours went from 117,745 to 125,384. The number of course sections increased by 12 percent and a significant part of that increase -73 percent - was due to the addition of sections taught by part-time faculty. In other words, the decrease in the percent of courses and credit hours taught by full-time faculty was due primarily to an increase in the number of course sections and corresponding credit hours taught by part-time faculty. One possible explanation for this increase in offerings is the implementation of the new general education program. This explanation is supported by the fact that about 60 percent of the additional sections taught by part-time faculty were in the three schools that offer general education courses – Arts and Letters, Natural Sciences, and Social Sciences. The data comparing full-time and part-time faculty effort for 2009-10 is not available at the time of this writing, but given the increase in enrollment and the increased number of part-time faculty hired this fall (see Table 2-8), it seems likely that there will be a further increase in the percent of courses and credit hours taught by part-time faculty.

The IPEDS peer comparison in Table 2-9 shows that IU Southeast's full-time faculty contingent is roughly comparable to its peers, but that there is a much larger number of part-time faculty relative to the number of students. However, the data in this table is from fall 2007 and do not take into account the large enrollment increases at IU Southeast during the past two years.

Table 2-9

Faculty per 100 FTE students – IU Southeast vs. Peers (Fall, 2007)

	Number of full-time	Number of part-time	Faculty FTE
IU Southeast	4.84	5.28	5.8
Peer median	4.17	3.02	5.27

Source: IPEDS Peer Comparison Reports

Full-time, tenured/tenure – track faculty are required to hold appropriate terminal degrees in their fields. There is one exception at IU Southeast – an associate professor who holds a master's degree in computer science and was hired in 1985,

before doctoral degrees in that field became prevalent. Full-time, non-tenure-track faculty members must hold master's degrees and indeed, 22 percent of the current faculty in this category hold terminal degrees. Part-time faculty are also expected to have master's degrees. Occasional exceptions can be approved by the vice chancellor for academic affairs if a person has a bachelor's degree and exceptional professional credentials, e.g. an accomplished artist or practitioner in a technical field.

University workload policy requires all full-time faculty members to teach the equivalent of 12 credit hours per semester. However, tenure-track faculty members have the option to request reassigned time for research and creative activity. Reassigned time is the equivalent of teaching one three-credit course each semester. Approximately 100 faculty members (out of about 150 tenured or tenure-track faculty) receive reassigned time for research and creative work each semester.

Faculty members who take on administrative assignments, such as deans, program coordinators, or directors of specific programs (e.g. Honors Program, First Year Seminar program), receive reassigned time for these duties. The amount of time varies depending on the extent of the responsibilities. For example, most program coordinators receive one course per semester reassigned time. The amount of administrative reassigned time has increased significantly in the past five years as program coordinators have taken on additional responsibilities related to assessment of student learning and as new programs, such as the Honors Program, have been created. In the 2003-04 academic year, 75 sections of reassigned time were devoted to academic administration other than the school deans. By 2008-09, the number of reassigned sections had increased to 102. This is another factor contributing to the increased use of part-time faculty during this period.

Staff Profile

IU Southeast's staff consists of employees in the following categories:

 • Professional Exempt staff, paid on a monthly basis for services performed rather than on an hourly schedule.

 • Professional Overtime Eligible staff, paid on a monthly basis for services performed, but overtime eligible under the Fair Labor Standards Act.

 • Clerical, Technical, and Service Maintenance are hourly, non-exempt staff who are primarily non-instructional personnel who qualify for overtime pay under the Fair Labor Standards Act.

The professional exempt and hourly non-exempt staff members include a diverse set of titles and a wide variety of functions and ranks. Several senior administrators, including the vice chancellors for administrative affairs and student affairs and the assistant vice chancellor for enrollment management/director of admissions, hold professional staff appointments. Many directors who report to the chancellor, the vice chancellor for academic affairs, or the school deans also hold professional staff appointments. Many professional staff members are student services personnel.

Table 2-10 shows increases in the number of full-time staff since the last NCA review.

Table 2-10

Number of full-time staff by classification

	1999-2000	2004-05	2007-08	2008-09
Professional	61	73	81	84
Clerical	87	89	81	84
Technical	14	20	20	20
Service Maintenance	40	42	48	56

Source: IU Fact Book

The University also has approximately 200 work-study positions for students and employs hourly part-time workers who assist faculty and staff with workflow.

Comparison of staff per FTE student with peer institutions shows that IU Southeast is relatively poorly staffed at all staff levels.

Table 2-11

Number of full-time staff per 100 FTE students – IU Southeast vs. Peers (Fall 2007)

	Executive/Managerial	Professional	Non-professional
IU Southeast	0.56	1.72	3.06
Peer Median	0.85	2.27	3.98
IU Southeast Rank of 12	9	12	12

Source: IPEDS Peer Comparison Reports

On the one hand, the fact that full-time faculty numbers per student FTE are comparable to those of the peer group, whereas full-time staff numbers lag the peer group, suggests that IU Southeast has focused its resources effectively on its core mission of educating students. However, another consideration is that staff support for faculty work and student services is not as robust as it could be. It is even conceivable that more staff support would translate in less need for faculty to have reassigned time for administrative duties and thus allow faculty to devote more of their effort to teaching.

COMPENSATION AND RECRUITING

Compensation is a key element affecting the campus's ability to attract and retain both faculty and staff members. The campus uses salary benchmarks to determine appropriate compensation but the approach differs somewhat with regard to faculty and staff.

For faculty, the campus uses the data from the College and University Professional Association for Human Resources (CUPA) annual survey of faculty salaries by rank and discipline both to set salaries for new faculty members and to monitor the salaries of current faculty members for market equity purposes. The policy is to hire

new faculty at the CUPA average for new assistant professors for the appropriate discipline, allowing for negotiation of higher salaries based on a candidate's experience or exceptional credentials. This policy has been successful in that it has been rare for a candidate to turn down an offer for a faculty position at IU Southeast because of salary. With regard to current faculty, the campus has had a "salary minimum" policy in place since 1997. This policy states that faculty salaries will be at least 85 percent of the CUPA average for the appropriate rank and discipline. Salaries are reviewed each year and adjustments toward the minima are made as funds allow. The campus has invested nearly $1 million in these adjustments since the policy went into effect.

At the time the program began, the salaries of 54 faculty members and librarians were below their minima. When salaries were set for 2008-09, only 23 faculty members received salary minimum adjustments. This group included four faculty members promoted before 2008, and 15 faculty members whose salaries had once been at or above the minimum but had subsequently fallen below the minimum. After the adjustments, only three of the 23 faculty members remained below the minimum for their rank and discipline, all of whom had been promoted in 2008. Thus a great deal of progress has been made in attaining the goal of the salary minimum program. However, it seems inevitable that ground will be lost due to the implementation of a salary freeze for 2009-10 and to the likelihood that campus resources will not keep up with the overall rate of increases in faculty salaries nationally for the next several years. On the other hand, very few faculty members leave to take jobs elsewhere. Indeed, in the past few years, at least two faculty members have left for other positions and then returned to IU Southeast. In the 2008 survey of full-time faculty conducted for this self-study, only five of the 117 respondents indicated that they planned to seek a job at another institution in the near future.

Salaries for both professional and clerical/technical/service maintenance staff are benchmarked against market data obtained by the Office of Human Resources. The markets for hiring staff depend on the nature of the position – regional or national for most professionals and local for most hourly staff. Human Resources policy sets starting salaries at 93 percent of the appropriate benchmark. This policy has made it challenging to recruit new professionals, especially at the director level. The number of director-level positions has increased from 17 in 2003-04 to 23 in 2007-08. A significant percentage of these positions are concentrated in the non-academic student support areas. Attempts to fill new director positions or to fill existing vacancies often require multiple searches. In some instances a position remained vacant for a year or more because a well-qualified individual could not be found, and in some cases the individual hired to fill a position left soon after arriving. The University has attempted to address the issues involved in hiring directors by increasing salaries and by broadening the scope of duties and upgrading the titles of some positions to attract better candidates. For example, the position of "director of admissions" was expanded to include coordination of enrollment management functions and the title was changed to include "assistant vice chancellor for enrollment management." These efforts have been somewhat successful, but work remains to be done on this problem.

There is no consistent policy about continuing staff employees that is comparable to the salary minimum policy for faculty. Market equity adjustments tend to occur only when there is a large-scale, systematic market study, which has only been done every few years. The exception is when one particular group's pay gets so far away from the

market that people in that group begin to leave for other jobs. A recent example was in IT (an area where pay is subject to sudden, large increases), and the campus had to allocate additional funds to increase staff salaries in that area in order to keep employees as well as to attract new ones to replace the ones who had left.

The inconsistencies in salary policy between faculty and staff, as well as the issues noted above in the ability to attract and retain high quality employees at some staff positions, led the chancellor to establish a Blue Ribbon Committee in the fall of 2007 to review existing campus salary policies and make recommendations to establish a transparent and fair campus salary policy. The chancellor shared the final report (Blue Ribbon Report) with the entire campus community in the spring of 2008 and pledged to review and implement desirable and feasible recommendations, depending on the financial circumstance and the IU budgetary processes, and to implement bulk of the recommendations in the future.

PROFESSIONAL DEVELOPMENT AND SUPPORT

Faculty and Staff

The institution supports faculty professional development through the Institute for Learning and Teaching Excellence (ILTE), (ILTE Technology) funding for travel to conferences, mentoring, and support for research, including sabbatical leaves. See Core Components 3b and 4a for detailed discussion of these sources of support for faculty development.

The institution also provides opportunities for staff to develop knowledge and skills needed to enhance their performance. These programs are coordinated by the Office of Human Resources and are described more fully in Core Component 4b.

Leadership Development

In addition to professional development for faculty and staff, IU Southeast provides ongoing support for the professional development of campus administrators. The campus also focuses significant time and resources in developing leadership qualities among faculty and staff members who are not in formal leadership positions.

Chancellor's Leadership Retreat

All campus directors, deans, and vice chancellors attend the Chancellor's Leadership Retreat, held three times each year. These retreats are organized around programmatic components designed to enhance the knowledge, skills, and commitment of the campus leadership. The campus invites outside speakers from around the country to make presentations on timely, relevant professional development topics. Recent retreat topics included Creative Leadership, Dealing with Change, and Going from Good to Great, based on the Jim Collins book of the same title.

Indiana University Management Training Series

The Indiana University Management Training Series (MTS) is a leadership development program structured and facilitated by Indiana University Human Resource Services. MTS participants have the opportunity to explore issues relevant to mid-level administrators including: workforce diversity, development of

high-performance teams, performance management and accountability, changing expectations of workers, and strategic planning and execution.

The seven-month commitment of participants consists of monthly, day-long training sessions at Bradford Woods in Martinsville, Ind., in addition to real-life project work with team members drawn from across the IU campuses. Typical projects range from increasing organizational effectiveness to developing performance management processes to analyzing a workgroup's capacity to support University goals. Two IU Southeast employees participate in MTS each year, and all new directors are encouraged to enroll within the first year of their appointment.

Campus Broadening Leadership Initiative

The Broadening Leadership Initiative was created in 1998 for faculty and staff not yet in formal leadership positions. Each year, vice chancellors nominate employees to attend this six-part series designed to prepare mid-level managers. A different leadership topic is discussed at each session. Some examples of topics that have been included in the program are:

   • Leadership Characteristics and Initiative

   • Myers-Briggs Type Indicator and Personality Types

   • Transforming Ideas Into Action

   • Managing Change

   • Strength-Based Self Assessment

Many current IU Southeast staff and faculty administrators are graduates of Broadening Leadership.

Leadership Southern Indiana

Established in 1980 and sponsored by the Leadership Southern Indiana Foundation, LSI annually brings together approximately 40 business, professional, not-for-profit, and government leaders for a 10-month immersion in issues related to history and heritage, economic development, education and social welfare, law and justice, communications and transportation, health care, and government. In addition to familiarizing them with the community's needs and resources, LSI enables participants to develop personal and professional relationships with a diverse range of leaders in other areas of community life. Since LSI's inception, over two dozen IU Southeast chancellors, vice chancellors, administrative and academic directors, deans, and faculty members have completed the program, giving them a greater awareness of community needs and resources that impinge on the University's mission.

INFORMATION TECHNOLOGY

Capital investment in information technology has been a major emphasis at IU Southeast during the past five years. The campus has invested more than $3.1 million annually in new technology since 2004, with nearly 40 percent of the total going to academic and administrative computing and nearly 25 percent each going to student computing and media and web services. Much of this investment has been made possible through revenue generated by a technology fee which students pay based on the number of credit hours they take.

System Improvements

The campus has complete wireless coverage of buildings and most commonly used outdoor areas. All of the new residence lodges have wireless coverage.

In addition, the campus has implemented a VMware virtual server environment and has virtualized 12 servers saving the cost of replacing the physical servers and improving the campus's ability to manage the network efficiently. The VM environment is fully redundant, providing a robust and fault-tolerant server farm. University officials plan to virtualize half of the remaining physical servers within the next four years.

IU Southeast was the first campus within Indiana University to install a Voice over IP (VoIP) telephone system that allows for emergency announcements to be made simultaneously in every business and school office on campus. There are about 689 active phones on campus and of these about 214 are VoIP. Plans are to convert the remaining digital and analog phones to VoIP within the next three years.

A Network Access Control appliance from Mirage Networks protects the network from computers that do not meet minimum security standards and also allows the campus to monitor bandwidth usage and shape network traffic. It alerts IT staff to anomalous traffic patterns that may indicate an infection of some type is present on the network allowing for immediate investigation.

The telecommunications infrastructure is maintained using a life-cycle replacement program, thus reducing the risk of equipment failure while in service. Many elements of the infrastructure are fault tolerant with built-in redundancy. Telecommunications equipment, servers, and storage are dispersed over multiple buildings across the campus, reducing the impact of a loss of service in any particular building. The plan over the next two years is to use high bandwidth connections to place real-time backup servers at University Information Technology Services facilities in Bloomington and IUPUI.

Instructional Technology Improvements

IT-Media & Web Services provides instructional presentation equipment to all classrooms. Eighty-five classrooms now have built-in equipment, while the remaining 21 or so are served with rolling carts. The eventual goal is to have the technology built-in in all classrooms. The standard package includes an LCD projector, screen, PC, VHS/DVD player, amplifier, speakers, and a touch-panel control system. Some classrooms have recently received comprehensive technological enhancements such as smart boards, network wiring, and instructional stations. While this equipment has been set up for instruction, students also use it to do classroom presentations.

The following URL links to a list of computer labs and classrooms at IU Southeast and the equipment provided in each facility. The type of computers will change before the start of the fall term as life cycle replacement occurs in several major campus computer facilities each summer. (IU Southeast IT Computer Labs and Classroom Technology)

The campus gets feedback about technology expenditures from the Student Technology Fee Advisory Committee (STFAC) which is comprised of an SGA student representative, faculty representatives, and administrators. This committee provides recommendations and advice to the office of IT. STFAC also reviews an annual report

that details the previous fiscal year's expenditures and planned expenditures for the next fiscal year.

FACILITIES

Overview

The IU Southeast campus comprises approximately 200 acres of land. There are 17 major buildings, including the five lodges that provide on-campus housing for students. The 12 buildings that provide facilities for academic and support services contain 421,805 assignable square feet of space. This represents an increase from the space inventory in 1999-2000, when there were 11 buildings with 313,960 assignable square feet of space. The increase in assignable space is due to an expansion which nearly doubled the size of the Life Sciences building, the construction of a new library building, and the renovation and expansion of the University Center.

One of the strengths of the campus that is consistently recognized by both internal and external stakeholders is its physical attractiveness. The report of the 1999 NCA review team noted this as well, citing as one of the institutional strengths, "a well-maintained, aesthetic campus environment conducive to teaching and learning". Since that time, IU Southeast has continued to invest in maintenance and improvement of its facilities.

Facilities Improvement Projects

The campus has completed more than 46 facility improvement projects across campus over the past four years to enhance student learning and improve building aesthetics. To create a more conducive learning environment, the University has painted classrooms and installed adjustable lighting systems and LCD projectors, improved the acoustics by installing suspended ceilings, and replaced outdated classroom furniture and carpet. These projects were coordinated with the IT Department to facilitate the installation of multimedia technology.

Over the past decade, through state support for construction as well as careful management of the budget and judicious use of one-time money, the campus has improved facilities to enhance student learning and increase co-curricular participation. Major campus additions and improvements include the following:

• Classroom and technology upgrades to Crestview Hall, Hillside Hall, Knobview Hall, and the Physical Sciences Building

• Expansion of the Life Sciences Building

• Construction of a new Library Building

• Expansion and renovation of University Center

• New Observatory

• Rebuilt shelter houses

• Additional parking lots

• New lights on campus, energy management systems, and HVAC upgrades under a $2 million Qualified Energy Savings Program

• New softball field and tennis courts

• New greenhouse for research

• Student housing

In addition to these major projects, the campus continually works to upgrade aesthetic features such as landscaping and signage.

Analysis of Instructional Space

The table below shows changes in instructional space by category since 1999-2000.

Table 2-12

Assignable Square Feet of Instructional Space

Type of space	1999-2000	2007-08
Classroom	39,808	42,094
Labs	53,262	67,092
Study facilities	26,549	61,018

Source: IU Fact Book

The added classroom and laboratory space came from the expansion and renovation of the Life Sciences building. Additional study space was created by construction of the new Library. Despite these increases, IU Southeast still ranks well below the other IU regional campuses in instructional space per FTE student, as shown in the table below.

Table 2-13

Square Feet of Instructional Space Available Per FTE Student

	IU Southeast		IU Regional Campus Average	
	Fall 1999	Fall 2008	Fall 1999	Fall 2008
Classroom	11	10	17	15
Lab	15	16	20	19
Study Space	8	14	22	17

Note: IU Southeast not included in regional averages.

Source: IU Fact Book

IU Southeast's space is also more heavily utilized than on the other IU regional campuses. IU calculates utilization by dividing the total square feet of instructional space by the weekly student contact hours. The data are shown in the table below. Note that lower numbers indicate higher utilization.

Table 2-14

Utilization Data: Total Square Feet of Space Divided by Weekly Contact Hours

	IU Southeast		IU Regional Campus Average	
	Fall 1999	Fall 2008	Fall 1999	Fall 2008
Classroom	0.77	0.91	0.97	1.43
Lab	4.06	4.32	7.85	6.33

Note: IU Southeast not included in regional campus average

Source: IU Fact Book

The campus has a long-standing practice, dating to the oil crisis of the late 1970s, of offering most of its courses on a Monday through Thursday schedule, with relatively few courses on Fridays. In addition, as an institution that serves a primarily commuting student population, IU Southeast has a long history of offering a significant number of class sections in the evening, i.e. after 5 p.m. For example, in the fall semester 2008, 30 percent of course sections were offered in the evening, which generated 28 percent of total course enrollments. The campus is also relatively busy on Saturdays with "weekend" courses. Analysis of fall 2009 classroom utilization indicated that on Mondays and Wednesdays, 89 percent of available classroom time between 8 a.m. and 10 p.m. is scheduled and on Tuesdays and Thursdays, 86 percent of available time is booked. Most of the available classroom times were at 8 a.m. or 4 p.m. This data indicates that there is relatively little classroom space available within the traditional Monday-Thursday schedule to accommodate further expansion of course offerings due to enrollment growth. Space is available on Fridays, and with 400 students now living on campus, there is renewed interest in making more use of Friday scheduling. However, even using Friday for classes does little to address the shortage of rooms Monday - Thursday at the most popular evening time of 6 p.m., and Friday evening classes have never enrolled well at this institution.

In 2002, when enrollment reached its previous peak, the campus decided to lease space in a commercial office building in Jeffersonville, Ind., approximately nine miles from the campus, in order to alleviate the shortage of classrooms in the evening. The site is primarily for graduate courses in Business and Education and is the location at which the campus has obtained Higher Learning Commission approval to offer more than half of its two master's degrees in business. More than 50 percent of students in these graduate programs are from Kentucky, and the site is easily accessible for students who work in downtown Louisville. The site includes two lecture-type classrooms with capacities of 24 and 35 students and one computer classroom with a capacity of 24 students. In addition, there are two small offices, equipped with telephones and computers, which can be used by faculty to prepare for class and to meet privately with students. For additional information on staffing and student support at the Jeffersonville location, consult Core Component 3c.

On the basis of its documented facility needs, IU Southeast recently received legislative approval for bonding authority to construct a new academic building to house the School of Education and Purdue University's College of Technology programs, and initial planning for this project has begun. The building is projected to have approximately 54,000 square feet of assignable space. Completion of

this building, along with recent improvements in existing structures, should give IU Southeast adequate space for its instructional mission given current enrollment and projections.

Student and Faculty Evaluation of Facilities

Students are regularly asked about their levels of satisfaction with campus facilities. Questions appear on the continuing student survey, which is administered in the spring semester of even-numbered years. The results are indicated in table 2-15. It is noteworthy that in the 2006 continuing student survey, 22.5 percent of students indicated dissatisfaction with the physical environment of classrooms. The improved rating in 2008 is no doubt due to a number of classroom improvement projects included among the Facilities Improvement Projects listed above.

Table 2-15

2008 Student Satisfaction with Facilities (percent)

Question	Very Satisfied or Satisfied	Neutral	Very Dissatisfied or Dissatisfied	Not Applicable
Classroom physical environment	65	19.2	15.7	0.1
Labs and other special facilities	70.7	17.8	6.4	5.1
Spaces for group study	62.6	21.2	8.9	7.2

Source: 2008 Continuing Student Survey

Faculty were asked about their satisfaction with facilities in the survey conducted for this self-study in the spring of 2008. The results are shown in table 2-16. Faculty are generally satisfied with the facilities with which they are familiar. As noted, there have been classroom improvements in two of the major campus buildings. The dissatisfaction of some faculty with classroom facilities may reflect their experience with rooms in buildings that have not yet been renovated. The campus plans to continue upgrading classroom and lab facilities as funding permits.

Table 2-16

2008 Faculty Satisfaction with Facilities (percent)

Question	Very Satisfied or Satisfied	Neutral	Very Dissatisfied or Dissatisfied	Not Applicable
Classroom facilities	77.2	9.3	11.4	2.1
Laboratory facilities and equipment	34.3	10.7	8.6	46.4
Library facilities and services	87.1	5.7	2.1	5.0
Computer facilities and labs	80.7	7.1	5.0	7.1

Source: Self-Study Faculty Survey, Spring 2008

Deferred Renewal

IU Southeast conducted a campus-wide deferred renewal audit in the spring of 2005. Its purpose was to identify the value of the deferred maintenance of the buildings and building subsystems. The predictive model was based on a six-stage approach:

- Building age

- Replacement value

- Building component values

- An overall condition ranking based on a six-level percentile system

- Prior renewal capital expenditures

- Observation

The current estimate of deferred maintenance on the campus (in FY 05 dollars) is $26.6 million. State appropriations to meet this need have been minimal over the last 10 years.

Table 2-17

Estimated Value of Deferred Renewal

Structural	$5,258,779
Interiors	$7,845,511
Mechanical	$9,367,047
Electrical	$4,140,567
Total Deferred Maintenance	$26,611,904

Source: IU Southeast Deferred Renewal Plan, 2005

SUMMARY, CORE COMPONENT 2b

Working within the political and financial context of the state of Indiana and the Indiana University system, IU Southeast has recorded major strides in improving its financial base and deploying these resources to improve and expand the content and quality of its academic programs, faculty and staff compensation and recruitment, information technology, and facilities during the past decade.

The following examples of evidence demonstrate that IU Southeast's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future:

* IU Southeast assigns a high priority to instruction, student support, and institutional support of its educational mission in allocating its budgetary resources.

* IU Southeast's annual budgeting process is designed to take into account the goals and priorities of the strategic plan.

* In the wake of an unanticipated enrollment decline in the fall of 2003, IU Southeast developed a budget reduction and reallocation strategy that minimized impact on the University's core academic mission and that demonstrates the institution's capacity to respond to unanticipated changes in the environment.

* A key component of the budget planning process is the identification of efficiencies designed to reduce expenses and reallocate savings to academic programs. Such programs include energy savings, Degrees of Excellence, and review of vacant positions.

* IU Southeast has raised more than $7 million in gifts and pledges since 2003 and experienced significant growth in alumni and overall donor bases.

* Faculty effort is allocated appropriately in support of the institution's mission and commitments. The institution has responded to concerns about over-reliance on part-time faculty, although recent enrollment increases have offset the impact of new faculty hiring to some extent.

* IU Southeast takes a deliberate and systematic approach to development of leadership among both administrators and faculty members through programs such as the Chancellor's Leadership Retreat, Campus Broadening Leadership Initiative, and IU Management Training Series programs.

* Between 2004 and 2008, IU Southeast invested nearly $16.5 million in information technology, including academic and administrative computing, student computing, and media and web services. The campus virtually has complete wireless coverage, the telecommunications infrastructure is maintained using a life-cycle replacement program, and Media and Web Services provides built-in instructional presentation equipment to nearly all classrooms.

* Since 2004 IU Southeast has experienced major expansion in instructional space, including new classrooms, laboratories, and study facilities, construction of a new Library, and leasing of space off-campus. Construction of a recently authorized classroom building will provide adequate space for anticipated future enrollment growth. Both faculty and students express high levels of satisfaction with classroom and specialized facilities.

The following strategic initiatives will further develop the support base for IU Southeast's educational programs and its plans for maintaining and strengthening their quality in the future:

* IU Southeast will develop plans designed to ensure a stable fiscal environment over the next biennium, and through the 2011 period, in view of the likelihood of reductions in state base budget appropriations during that time.

* IU Southeast will create a long-term comprehensive, integrated development plan to strengthen its efforts in philanthropic fundraising, including increasing support by faculty, staff, administrators, and alumni; outreach to local and national corporations; and solicitation of major gifts for library endowment, unrestricted funds, and scholarships.

* IU Southeast will update its comprehensive, long-term capital plan to address classroom, laboratory, and other space and capital improvement requirements.

* IU Southeast will review priorities for hiring more full-time faculty as part of its plan for academic program development (see strategic initiatives for Core Component 2d).

* IU Southeast will update its deferred maintenance plan in cooperation with Indiana University.

* IU Southeast will develop a more systematic and strategic approach to the use of academic facilities and will identify alternatives to maximize use of facilities.

* IU Southeast will formulate a proposal for developing Phase II of on-campus student housing.

* IU Southeast will address the issue of compensation for professional and clerical staff, within the constraints imposed by current and long-term budgetary exigencies.

* IU Southeast will work toward completion of the newly approved building to house the School of Education and Purdue University's College of Technology programs.

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

2c

INSTITUTIONAL EVALUATION

IU Southeast gathers a great deal of data regarding its activities and is committed to using this data both to gauge its effectiveness in meeting its mission and to guide efforts to improve its effectiveness. Much of the data is gathered and analyzed internally with support from the Office of Institutional Research and Assessment and the Indiana University Office of University Planning, Institutional Research, and Accountability, but there are also external evaluation mechanisms in place for most major units of the campus.

Student Persistence and Success: Retention and Graduation

Data on rates of persistence to the second year and graduation rates are monitored annually and are discussed by the Chancellor's Cabinet, the Campus Executive Council, the Enrollment Management Committee, and the Faculty Senate Student Recruitment and Retention Committee. The trend in the graduation rate has been positive over the past 10 years, showing an improvement from 22 percent to nearly 33 percent. The rate of persistence to the second year has varied somewhat from year to year, but has generally hovered in the low-to-mid 60 percent range.

Figure 2-1

Retention and Graduation Rates, 1999-2008
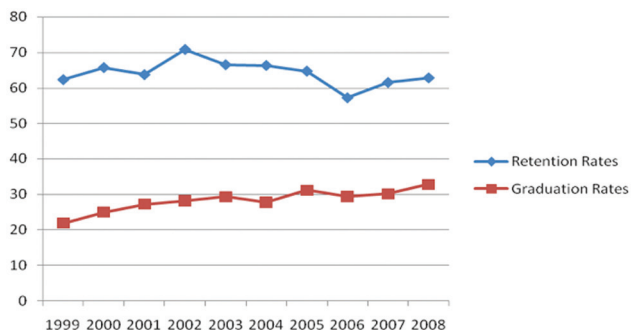
Source: IU Fact Book

It is important to track changes in these rates over time, but it is also informative to compare the campus's rates with those from benchmark institutions. An effective institution is one that shows improvement over time but also one that performs as well as or better than comparable institutions. In this regard, the campus compares itself to the other Indiana University regional campuses and to its peer group of institutions. The most recent comparative data are shown in the table 2-18.

Table 2-18

2007 Comparison of Retention and Graduation Rates

Measure	IU Southeast	IU Regional Campuses Median	Peer Group Median
Graduation Rate	30.1	26.9	30
Persistence to Second Year	61.6	59.7	66
Selectivity (Percent admitted)	87.5	82.8	80

Sources: IU Fact Book and IPEDS Peer Comparison Reports

This data provide evidence that IU Southeast is at least as effective at retaining and graduating students as comparable institutions. Indeed, given that IU Southeast is somewhat less selective in its admissions practices, it may be more effective than its peer groups in retaining and graduating students.

Improving retention and graduation rates has always been an important issue at IU Southeast and its importance has been reinforced in recent years by the priorities of the Indiana Commission for Higher Education and the Indiana University administration. As noted, the ICHE has proposed changing the basis for its budget recommendations to emphasize degree completion more than initial enrollment. In addition, Indiana University's president and Trustees have initiated a program called "Degrees of Excellence," the goal of which is to increase the number of college graduates (not the graduation rate). Indiana University's campuses have been directed to reallocate 1 percent of their non-academic budgets each year for

five years toward initiatives designed to accomplish this goal. For IU Southeast, this translates into a reallocation of about $130,000 each year for a total of $650,000. In order to plan how best to reallocate these funds, the campus has reviewed its own data on student retention, as well as analyses provided by the Indiana University Office of University Planning, Institutional Research, and Accountability. In addition, account managers who receive Degrees of Excellence funds have to reapply for funding each year and present data on the effectiveness of their initiatives at that time. The program began in the 2008-09 fiscal year and the following projects were funded:

- Increased funding for work study

- Need-based financial aid for housing costs

- Increased funding for supplemental instruction

- Increased funding for First Year Seminars

- Funding for career planning

- Funding for outreach to at-risk students

The second round of funding, which has just been approved at the time of this writing, included the following:

- Increased funding for work-study

- New financial aid grants for persistence

- Increased funding for supplemental instruction

- Increased funding for First Year Seminars

- Academic mentoring in Arts and Letters

- Pilot project–mid-semester courses

- Academic skills development

- Retention initiatives in the School of Education

- Improved coordination of retention efforts

It is evident from this list that some projects funded in the first year did not receive funding in the second year, primarily because of lack of adequate success in year one.

The campus will continue to emphasize student persistence and success as it develops its new strategic plan. The current draft of that plan contains 20 initiatives directly related to this issue. Perhaps most important among these is the creation of a better mechanism for coordination of persistence efforts across the campus.

Student Surveys

Student surveys provide information about the perceived importance of both academic and support functions and about student satisfaction with those functions. Continuing student surveys are conducted in even-numbered years, using a representative sample of course sections at both undergraduate and graduate levels. In addition, graduating students are surveyed each year with many of the same questions. Construction, administration, and analysis of these surveys are coordinated by the Office of Institutional Research and Assessment. The campus has also participated in the National Survey of Student Engagement (NSSE) and will join the other IU campuses in regular NSSE administration every three years, beginning in 2009.

As is the case for retention and graduation rates, survey data both validate the institution's effectiveness from the student perspective and indicate areas to be considered for improvement. The following results from recent surveys are indicative of effectiveness in key academic areas.

Table 2-19

Percent of Respondents Indicating "Very Satisfied" or "Satisfied"

Question	Continuing Student Undergraduate, 2008	Continuing Student Graduate, 2008	Graduating Associate, 2009	Graduating Bachelor's, 2009	Graduating Master's, 2009
Quality of academic programs	90.7	92.7	95.9	97.3	96.6
Would still choose IU Southeast	73.7	93.5	86.3	84.8	91.2
Overall quality of instruction	87.4	92.7	N/A	N/A	N/A
Courses in your major	77.9	85.2	82.2	92.5	93.9

Source: Office of Institutional Research and Assessment

The results from the NSSE 2009 survey provide comparative data on overall satisfaction that support the conclusion that the institution is viewed positively by its students. The "current peer" group noted below consisted of the following institutions: Austin Peay State University (Tennessee); Minot State University (North Dakota); Northeastern State University (Oklahoma); Tarleton State University (Texas); U of Michigan-Flint; IU Northwest; IU South Bend; and Indiana-Purdue Fort Wayne. It should be noted that this group of peers is slightly different than the "Current Peer" list detailed in Core Component 2a because many of our current peers did not participate in the NSSE 2009 survey, but the campus felt it was incredibly important to benchmark our progress against like universities. Therefore we selected the eight

schools listed above, all of whom participated in the 2009 NSSE survey, as peer institutions.

The Carnegie peer group consisted of all the participating institutions which are classified as master's-level institutions, including public as well as private institutions. This group is viewed as an aspirational benchmark, given that its characteristics differ significantly from those of IU Southeast in key ways such as having a higher percentage of full-time, residential students who are not working off-campus. See Core Component 2c for additional information on NSSE peers.

Table 2-20

NSSE 2009 Global Satisfaction Questions, Mean Responses of Seniors

Question	IU Southeast	Current Peers	Carnegie Peers
How would you evaluate your entire educational experience at this institution? (Four-point scale: 1 = poor, 4 = excellent)	3.37	3.16*	3.19*
If you could start over again, would you go to the same institution you are now attending? (Four-point scale: 1 = definitely no, 4 = definitely yes)	3.39	3.19*	3.17*

*Note: *indicates statistically significant difference vs. IU Southeast mean.*

Source: NSSE Institutional Report 2009

Surveys have also been used to identify areas for improvement, based on those items that are rated as important and that produce relatively high levels of dissatisfaction. One example is academic advising. In the spring 2006 survey, 19.6 percent of undergraduates and 13.9 percent of graduate students expressed dissatisfaction with advising in their major. Based on these kinds of data, the campus appointed a task force on advising, which ultimately made several recommendations for changes in the structure of advising. The recommendations were designed to create a "seamless" advising experience as students move through their academic careers. These changes included moving the reporting line for the Academic Success Center, which is the advising unit for new students, from Student Affairs to Academic Affairs; hiring professional advisors for the schools that did not already have them; and hiring a director of academic advising to ensure coordination among advisors.

These recommendations were accepted by the campus administration, which provided funding for hiring three new professional advisors and for upgrading the position of director of the Academic Success Center to director of academic advising. The director has established regular meetings of advisors and there is a meeting once each semester with the advisors, the deans, and the vice chancellor for academic affairs to identify issues and assign responsibility for addressing them. Plans for the future include more clearly defining the student outcomes for advising and increasing professional development for all advisors, including faculty advisors. In order to monitor progress, the advising group developed a brief, six-item survey that is given to students immediately after they are advised. Survey results have validated that

immediate satisfaction with advising is high, as typically more than 90 percent of students indicate very high satisfaction levels. The survey will also provide information about any advising issues that can be acted on immediately rather than waiting for the biennial continuing student survey. For expanded discussion of academic advising see Core Component 3d.

A second issue that has been identified through surveys is availability of courses. In the spring 2008 Continuing Student Survey, "getting the courses you need in the sequence you should take them" was a source of dissatisfaction for 22 percent of undergraduates and 20 percent of graduate students. Since a high percentage of IU Southeast students work in addition to attending classes, many may have difficulty getting courses based on conflicts with their work schedules. One way to address this issue is to offer more courses that employ distance learning technology and thus do not require students to be on campus for every class session. The approach that the campus has taken to developing such courses has been somewhat cautious because of concerns about losing the personal contact with students that is one of the campus values. So far, two cohorts of faculty have been trained to incorporate distance learning in their courses, using Oncourse, the University's course management system, as the platform. More than 30 courses are now available in hybrid or completely online formats. See Core Component 3c for further discussion of this initiative. The campus recognizes that course availability is a complex issue and that distance learning is not the only alternative to resolving it. An initiative in the new strategic plan will be to further analyze the reasons behind students' dissatisfaction in this area and to develop potential solutions to those issues.

Surveys address student perceptions of support services and staff as well as academic services. Some examples are given below.

Table 2-21

Percent of Respondents Indicating "Very Satisfied" or "Satisfied"

Question	Continuing Student Undergraduate, 2008	Continuing Student Graduate, 2008
Helpfulness of staff	78.1	80.9
Availability of computers outside of class	84.5	81.2
Availability of library materials	65.6	62.8
Process to register for classes	68.4	75
Process to pay for classes	67.7	78

Source: Office of Institutional Research and Assessment

UNIT-LEVEL EVALUATION

Academic Program Review

In addition to the internal program assessment process detailed in Criterion 3a, each academic program is subject to an external review approximately once every seven years. The Schools of Business, Education, and Nursing have external accrediting bodies which review their programs. Academic programs in the other schools conduct reviews according to a set of campus guidelines which can be found here: Academic Affairs Program Review.

All reviews entail the preparation of a self-study by program faculty. Self-studies include analysis of the program's status, including information about student learning. One or more external reviewers are then invited to review the self-study, visit the campus to interview faculty, the dean, and the vice chancellor for academic affairs, and prepare a report that analyzes the program and provides suggestions for future development. The dean and faculty then prepare a response to the reviewers' recommendations which is discussed with the vice chancellor for academic affairs before being implemented. Recommendations that require new funding (e.g. hiring of new faculty members) must be submitted by the dean as part of the regular campus budget process. Many recommendations, however, do not require new funding and are implemented internally by the faculty.

The program review process, in conjunction with processes that each program has in place for systematic assessment of student learning, combine to provide a sound and effective structure for ongoing evaluation and continuous improvement of the academic programs at IU Southeast, including appropriate revision of those programs to ensure that they continue to meet the educational needs of their students.

A few illustrative examples of organizational improvements emanating from external reviews are offered here. Examples of program reviews and reports will be available in the Resource Room. For more information on assessment and use of assessment data, see Criterion Three.

  • In response to an external review in 2008, Communication Studies is in the process of creating a set of elective tracks within its BA degree in order to give students a clearer set of options that are directly related to employment prospects for communication majors.

  • The Psychology degree had two sub-areas from which students were required to choose at least one course – "experimental science" and "social science." As a result of the external program review, the faculty have added a third area – "applied science" – to the requirements for the degree.

  • After an external review of the Master of Liberal Studies program, the program was significantly overhauled (see the discussion in Core Component 3c), and in the fall of 2009 the program was granted full membership in the Association for Graduate Liberal Studies Programs.

Review of Support Units

Each functional area within Student Affairs has undergone review using the Council for Advancement of Standards (CAS) process. Each function is evaluated on mission, program, leadership, organizational management, human resources, financial resources, facilities and equipment, legal responsibilities, equity and access, campus and external relations, diversity, and ethics. This process is repeated on a five-year rotation cycle. The CAS evaluations have recently resulted in the development of student learning goals and assessment processes in the Student Affairs unit, which are described in greater detail in Core Component 3a.

The units within Administrative Affairs employ the "Balanced Scorecard" approach to evaluate their progress relative to established benchmarks.

The campus participates in a university-wide, biennial Information Technology User Satisfaction Survey administered to students, faculty, and staff by the IU Office of Statistical and Mathematical Computing at IU Bloomington. The campus also participates in four national annual surveys of IT in higher education (HEITS 2, the Educause Core Data Survey, and the Campus Computing Project) as well as many ad hoc surveys. Results of these surveys are used to identify strengths and weaknesses and guide planning decisions. (See IT survey results in the Resource Room)

EVALUATION OF PERSONNEL

Faculty Evaluation

Full-time faculty members are evaluated in a variety of ways. Each year, every faculty member writes an annual report detailing his or her accomplishments in teaching, research, and service during the previous year. Deans use these reports to provide feedback to faculty members. These annual reports are also the basis for merit salary increases. In the third year of their employment, faculty members undergo a full peer review by members of their own discipline. Feedback is provided to encourage improvement and progress toward tenure and promotion. In the sixth year, the faculty member undergoes a thorough review for tenure and promotion. This process begins with a faculty committee in the faculty member's school and includes reviews by the dean of the school, campus-wide committees for tenure and promotion, the vice chancellor for academic affairs, the chancellor, and the executive vice-president and president of Indiana University.

Part-time faculty members are reviewed by their program coordinators and deans each semester, based primarily on the results of their student evaluations of teaching. Part-time faculty members are contingent employees who work on a semester-to-semester basis and do not received merit-based salary increases. If problems with their performance are identified, the coordinator or dean usually makes attempts at remediation, but if those fail, the person's contract may not be renewed.

Evaluation of Administrators

The Chancellor of IU Southeast is reviewed every five years in accordance with Indiana University procedures published in the Indiana University *Academic Handbook* and approved by the Indiana University Board of Trustees. (Academic Handbook 2008)

Vice chancellors serve at the pleasure of the chancellor and their performance is reviewed annually by the chancellor. In some instances, the chancellor has solicited input from the direct reports of a vice chancellor as part of his or her annual review. However, at this time, there is no formal process prescribed at the campus or university-wide level for faculty and staff input into the review of vice-chancellors. When the Indiana University Trustees revised the process for the review of chancellors in 2006, they indicated that they intended to put a similar review process in place for vice chancellors. Pending the development of such a university-wide policy, the campus has not created its own process.

Deans of each school are reviewed at the time of reappointment, every three years. The procedure for the review of deans is set forth in the IU Southeast Faculty Manual. (IU Southeast Faculty Manual)

Evaluation of Staff

IU Southeast is committed to the development of its staff employees as prescribed by Strategic Goal 4 of the IU Southeast "Strategic Plan, 2005-09." All three levels of staff – bi-weekly, professional, and supervisory – are reviewed annually in accordance with a Performance Review and Development Process coordinated by the Office of Human Resources. (Human Resources Performance Development) The process entails discussions between staff members and their supervisors, focused on both a standard performance review instrument and on annual goals that are mutually agreed upon. The process is designed to be formative in nature and is not directly tied to compensation.

SUMMARY, CORE COMPONENT 2c

The following examples of evidence demonstrate that IU Southeast's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement:

* IU Southeast has significantly improved its graduation rate over the past 10 years while maintaining a relatively stable persistence rate. The institution's performance on these measures of effectiveness compares favorably with its peers.

* Student surveys indicate high levels of satisfaction with the educational experience that the institution provides, while also identifying the need for improvements, such as restructuring of the advising system.

* Each academic program at IU Southeast is subject to periodic review in the form of a self-study by its faculty and external review by one or more outside peer reviewers. Results of these reviews are systematically used for program improvement.

* Each functional area within Student Affairs has undergone a review and made appropriate changes to meet the requirements of the Council for Advancement of Standards, and these units will continue to be reviewed against those standards on a five-year rotation.

* IU Southeast's faculty, administrators, and staff are evaluated according to systematic processes and procedures based on the nature of their work and position within the University.

* IU Southeast's Office of Institutional Research and Assessment conducts an array of evaluation and assessment activities that generate data required to support continuous improvement throughout the campus.

The following strategic initiatives will further enhance IU Southeast's capacity to conduct ongoing evaluation and assessment processes that provide reliable evidence of institutional effectiveness and clearly inform strategies for continuous improvement:

* IU Southeast will continue to develop and strengthen a coordinated, information-based persistence plan.

* IU Southeast will work within the context of IU policy, once it is developed, to incorporate formal faculty and staff input into the review of vice chancellors

2d

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

INTRODUCTION

Goal Seven of the IU Southeast "Strategic Plan, 2005-09" addresses the coordination of planning and goal-setting efforts across the campus. Key objectives included developing "a planning process at the school, department, and unit levels that ties in with overall institutional planning and institutional priorities" and systematically determining annual goals at the campus and unit levels in order to assure that the plans of its administrative and academic units reflect consideration of the issues and complexities of educational quality, student learning, and preparing students for life in a diverse, complex, global, and technological world. The following discusses the current status of these key initiatives that align the campus's planning efforts.

GOAL SETTING AND PLANNING WITHIN MAJOR UNITS

The following is a brief summary of the processes employed to set and monitor progress on annual goals within each of the major areas at IU Southeast.

Chancellor

The chancellor develops annual campus goals for the upcoming fiscal year (July 1 – June 30) in consultation with the cabinet and submits them to the president of Indiana University for review and approval. Annual campus goals are driven by the major goals in the strategic plan as well as by university-wide goals and priorities as communicated by the president. The chancellor and the president may consult to ensure that the campus goals are aligned with the overall goals of Indiana University.

Each vice chancellor submits his or her annual goals to the chancellor in the May - June time frame. Vice chancellors' goals are informed by the goals in the strategic plan as well as by the goals submitted by their unit heads. The chancellor reviews each vice chancellor's goals and discusses them for revision as necessary. Vice chancellors discuss progress on their goals informally with the chancellor throughout the year and submit a formal progress report in June or July of each year.

Academic Affairs

Annual goals for units within Academic Affairs are established on a fiscal year (July - June) basis. Each dean or department head submits proposed annual goals for his or her unit to the vice chancellor for academic affairs in the May - June time frame. Unit heads indicate the relationship between each goal and the goals/initiatives in the strategic plan, as appropriate. The vice chancellor discusses the proposed unit goals with each unit head, in the context of a discussion about progress on the prior year's goals. It is not uncommon for goals in the academic area to require more than one year to complete.

Unit heads are asked to provide a mid-year report on their progress toward their goals in the December/January time frame. Part of the purpose of this review is to determine if there are items that need to be submitted to the annual campus budget process, which commences in January. The vice chancellor reviews these reports and discusses them with unit heads as needed. Finally, unit heads submit their annual progress reports on goals at the same time that they submit their draft goals for the coming year and as noted, both annual progress and goals for the coming year are reviewed and discussed with the vice chancellor in June.

Administrative Affairs

The goal setting process in Administrative Affairs begins with the budget process. Directors are asked to prepare and submit budgets in January - February for the upcoming fiscal year. Submissions include funding requests for programs, projects, and initiatives that support divisional and campus goals. Budget requests are evaluated in the context of (1) Administrative Affairs' primary and cornerstone goals; (2) the campus five-year strategic plan; and (3) the campus mission, vision, and values. Approved budget requests become preliminary goals for the new fiscal year.

Formal goals are submitted in June/July in conjunction with the Performance Review and Development Process. Goals are evaluated, established, and prioritized in a similar manner to the evaluation of budgetary requests. At this point, however, funding already has been determined through the budget process, and the goal-setting process incorporates professional goals relative to the specific department and its director.

Once goals are established, the vice chancellor for administration and finance meets with department heads on a bi-weekly basis to review and monitor progress. The Administrative Affairs directors meet monthly to promote divisional communication, collaboration, and teamwork. Directors are asked to submit a mid-year progress report (December/January) and an annual report in June/July that includes an assessment of departmental and/or divisional goals.

Administrative Affairs holds an annual off-site retreat once a year to review the current state of the division and to develop plans, ideas, strategies, and goals for the future.

The division has utilized a variety of "best practice" strategies for planning, including the "Balanced Scorecard." This performance management system has been adapted to include five key planning variables – financial, customer, internal processes, training and development, and campus goals.

Student Affairs

The annual goal setting process in Student Affairs is completed as part of the campus's annual Performance Review and Development Process (PRDP). Annually, in June, each director and coordinator within Student Affairs develops goals for their unit or functional area for the coming fiscal year. Instructions to the staff indicate that the goals must be specific, measurable, and include a timeframe. The vice chancellor for student affairs reviews unit goals during the PRDP meeting with each director. The vice chancellor requests a written, mid-year status report on goals in January. A meeting is held with each director to discuss his/her progress, any obstacles or changes, and any assistance that is needed from the vice chancellor in completing the goals. In June, directors submit a year-end report which includes a summary of their goals and action completed. The cycle is then repeated for the next year.

Directors and coordinators include items from the campus's five-year strategic plan as well as other initiatives when developing their goals for the year. In addition, action plans that have been developed to address issues arising from the Council for the Advancement of Standards in Higher Education (CAS) review process are typically included in the directors' or coordinators' goals. Directors and coordinators are encouraged to identify goals that stretch their unit in developing, implementing, and improving programs and services.

Information Technology and Community Engagement

The Indiana University IT Strategic Plan 1, the recently completed Indiana University IT Strategic Plan 2, the IU Southeast strategic plan, and the campus's core values provide a framework for setting campus IT goals and objectives. The IT units operate on a calendar year planning cycle due to the fact that many IT projects do not coincide with the academic calendar. IT directors provide their unit goals for the coming year with timelines and assessment criteria to the vice chancellor in December/January as part of the mid-academic year performance review. This review also includes assessment of performance on goals for the calendar year just completed. The unit goals are reviewed by the vice chancellor with input from the other directors to establish the annual IT goals, which are then used to develop the budget proposals to be submitted to the campus Budget Committee in early February. In April the directors and vice chancellor review and adjust goals and timelines as necessary, based on budget outcomes. A half-day IT Retreat is held in May/June to review and discuss the adjusted goals and timelines with the entire IT group.

The vice chancellor reviews the performance of the directors in June/July, part of which is evaluation of progress on unit goals. A half-day IT retreat is held each fall to review progress on goals and begin planning discussions for the coming year with the entire IT group. Weekly IT directors meetings and weekly IT Planning Committee meetings allow for regular review of progress on IT objectives at both the strategic and operational levels.

In addition to the process described above, input to the planning process is provided in a variety of ways. The vice chancellor chairs the IU Council of CIO's. This group of IT vice chancellors and associate vice presidents from all the campuses meets quarterly to discuss goals and issues of university-wide concern. The vice chancellor and/or IT directors are members of various campus committees including the Student Tech Fee Advisory Committee, the Faculty Senate IT Committee, Academic Council, Campus Executive Committee, the Enrollment Management Committee, the Marketing Advisory Committee, and Campus Budgetary Advisory Group. At the Indiana University-wide level the directors participate in the Indiana University IT Operations Committee and the Media Directors Committee.

The Office of University Communications (UC), which includes marketing, public relations, alumni affairs, and some special events coordination, was created in the Office of the Vice Chancellor for Information Technology and Community Engagement in January 2008. During its first six months, UC developed and implemented a marketing plan for campus housing as well as a marketing campaign for fall 2008 enrollment. More recently, UC has worked with a newly established Marketing Advisory Committee to complete a three-year strategic plan for marketing which will provide a framework for all marketing and public relations efforts through 2012. In addition to the Marketing Advisory Committee, the UC team gathers information in several ways: through the director, who is a member of the Campus Executive Committee, the Administrative Council, the Enrollment Management Committee, and the Community Engagement Committee; through institutional research; and through relationships with national research firms like Stamats, Forrester Research, and Noel Levitz. The director works closely with the assistant vice chancellor for enrollment management, the director of development, and the director of IT-media & web services. Members of the University Communications staff attend a national or regional conference in their field each year. UC retains professional services firms in media production and placement and, through these contacts, is able to keep abreast of trends and opportunities in the regional markets we serve.

Annual goals for the coming fiscal year are established in the June/July time frame, in accordance with the current IU Southeast strategic plan and in consultation with the VC for IT and community engagement. The goals are consistent with and supportive of the goals in the campus strategic plan and the Enrollment Management Plan. The executive director for UC meets monthly with the vice chancellor for a regular update and review of ongoing projects and activities and, informally, on an almost daily basis.

ACADEMIC UNIT PLANNING AND GOAL SETTING

Each school at IU Southeast conducts its own strategic planning process. These processes vary in style and approach, depending largely on the length of time a given school has conducted strategic planning. Schools such as Business, Education, and Nursing, which have long been required by their accrediting agencies to engage in ongoing planning, tend to be more formal and systematic in their approach to planning. The traditional arts and sciences schools – Arts and Letters, Natural Sciences, and Social Sciences – which for the most part do not have external accrediting bodies, are relatively new to strategic planning and tend to be more informal in their approach. Despite these differences, planning in all six schools displays certain common characteristics. First, while deans and external stakeholders play important roles, planning in all units involves a high level of faculty participation,

and in some cases it is faculty-driven. Second, there is a strong connection between planning and budgeting. Third, although the level of formality may vary, all schools employ some form of "SWOT" analysis to identify strengths, weaknesses, opportunities, and threats. Fourth, planning in all schools is data-driven, incorporating in particular data derived from student learning assessments and program reviews. Finally, there is a high degree of alignment between individual school strategic planning and the University's strategic plan.

At present, the University has no long-term academic development plan that takes into account the plans of the academic units as well as overall institutional goals. Development of such a plan will be an important part of the strategic planning efforts of the campus over the next five years.

School of Arts and Letters

Although initiated by the dean, strategic planning in the School of Arts and Letters is an intensely grassroots process that springs from the needs of each academic program. Ideas regarding programmatic needs typically emerge from discussions among program faculty and then are presented for full discussion at monthly faculty meetings. Meeting agendas are set by the dean and program coordinators. Planning began in earnest in 2006-07 with the development of a mission statement, which was adopted the following year. Discussion of a vision statement began in 2007-08. It generated more than 100 affirmative statements that eventually formed the foundation for a vision statement that was adopted in the fall of 2008. Since then, the school has adopted six strategic plan goals that are aligned with those of the campus strategic plan, and the process of developing objectives and initiatives to implement the goals is underway.

School of Business

The strategic planning process in the School of Business, which is formally structured and closely aligned with the accreditation requirements of the AACSB, has four components:

• The planning cycle begins during the summer with the writing of the Annual Maintenance Report for AACSB-International.

• The school convenes a Fall Faculty Retreat, where the faculty have the opportunity to consider new action items generated from discussions with faculty and stakeholders during the previous year, along with assessment and other data collected during the year and events that may affect the school's strategic direction, such as faculty separations, University initiatives, and upcoming budget hearings. The faculty also revisits the current strategic plan and new items proposed by the dean.

• Based upon actions taken at the retreat, a strategic planning team formally updates the plan and consults with appropriate stakeholders during the months that follow. The objectives identified in the plan form the basis for budget requests.

• The school conducts a formal review at the end of the year, which serves as the foundation for the new planning cycle.

School of Education

The planning and goal setting process in the School of Education (SOE) is inextricably intertwined with the review criteria established by the state of Indiana and accreditation standards of the National Council for the Accreditation of Teacher Education (NCATE). Thus both annual (short-term) and strategic (long-term) planning are ongoing processes. Annual plans proceed through five steps:

• Submission and review of individual annual reports, which include professional goals for the coming year, some of which are categorized to align with the themes of the school's mission statements – High Quality, Caring Professional, School Transformation, and Multicultural Society.

• Goals are reviewed by the dean, who forwards action ideas to an SOE quality team.

• Each program reviews its student learning assessment data to determine issues, concerns, and opportunities that should be part of its program planning for the coming year.

• Each program and quality team develops an annual action plan based on its assessment data, NCATE requirements, and other pertinent data.

• Plans are submitted in September and progress reports are due to the dean in June of each year.

The SOE's ongoing planning process is coordinated by a committee composed of the chairs of the school's six quality teams, who review the current plan, make suggestions, develop drafts for the faculty, obtain input, and seek approval from the faculty. The strategic plan is aligned with NCATE standards, SOE student outcomes, and IU Southeast strategic planning indicators. Each quality team has a long-range plan element that is aligned with the SOE strategic plan. Program teams review the quality teams' long-range plans each year as they are developing their annual action plans to determine what they need to include in their own plans, along with other information, including assessment of student learning data. Quality teams request information they need, as it relates to NCATE requirements, from program teams so that they are always up to date with the collection and analysis needed for NCATE accreditation. Program and quality teams provide cost estimates for proposed action plans and submit them to the dean for review and use in the budget process, as appropriate.

School of Natural Sciences

Planning and goal setting in the School of Natural Sciences has both annual and strategic planning elements. Annual goal setting begins with the dean, who prepares the goals, based on his observations, campus and school strategic plans, program review results, and discussions with the coordinators and the faculty. Long-term strategic planning, however, involves collaborative participation by the entire school. The current process began with a full-day retreat to evaluate the school's strengths, weaknesses, opportunities, and threats. When that exercise ended, full-time faculty members were divided into groups, and each discussed and determined objectives for a given long-term goal. The results were assembled and discussed by the entire faculty and approved. Preparation of a new plan was discussed, but action was delayed until after the appointment of a new dean.

Planning and goal setting are directly tied to the budgetary process; however, any new major developments are also taken into consideration. Likewise, student learning assessments are used to improve courses and programs, including changes in course structure and content. Changes in laboratory offerings might also result in changes in budgeting and thus affect budget requests. Program reviews are also used to improve programs and to set goals, which may involve budgeting and budget requests.

School of Nursing

The School of Nursing has a three-year strategic plan that was updated in 2008. Goals were identified with objectives and/or initiatives under each goal. For each goal a responsible committee or person is identified along with a timeline for implementation and assessment spread out over three years. The strategic plan is tied in with the assessment plan. Outcomes are evaluated yearly in the assessment plan.

The strategic plan has driven budget requests to meet objectives identified. For example, to advance the objective to maintain and promote interactive learning in the classroom environment, the school successfully requested additional funds to equip 50 stations with laptop computers. This initiative also resulted in a request for external funds. Another example is the request for additional funds for part-time instructors. This is related to the objective to maintain a faculty-student ratio that facilitates learning and meets agency and accrediting body requirements. These budget requests also were aligned with feedback on student evaluations and from the school's community partners.

School of Social Sciences

The School of Social Sciences is currently developing a five-year Social Sciences Strategic Plan. The goal is to have a plan in effect that will mirror the time frame for the new IU Southeast Strategic Plan. Development of the plan is being coordinated by a five-person, interdisciplinary committee elected by the faculty. The committee began with the seven goals found in the IU Southeast Strategic Plan and adapted them to the school level. After finalizing the goals, the committee solicited proposals for initiatives under each goal.

The dean develops the school's annual goals during in the summer, relying upon the minutes and notes from meetings with program coordinators, junior faculty, and school-wide meetings during the previous academic year. Coordinators are asked to make budgetary requests based upon their program reviews and student learning assessment, but such specific requests are rare. Instead, annual data on student learning typically are used to make programmatic changes that do not have budgetary implications. In recent years, for example, assessment results have prompted the faculty in the various disciplines to emphasize literature review or hypothesis testing in the senior seminar or methods classes and to meet with part-time faculty each August to make sure they emphasize certain topics in their classes.

SUMMARY, CORE COMPONENT 2d

In the past 10 years, as an extension of IU Southeast's formal strategic planning program, all campus administrative and academic units have developed, or are in the process of developing, strategic plans that are connected to the campus's "Strategic Plan 2005-09." The nature of the planning process varies depending upon the unique character and needs of the unit, and in the case of the professional schools, the planning process also takes into account the requirements of key accrediting agencies.

The following examples of evidence demonstrate that all levels of planning at IU Southeast are aligned with its mission, thereby enhancing its capacity to fulfill that mission:

* The IU Southeast chancellor sets annual goals in consultation with the cabinet and submits them to the President of Indiana University for review. Annual goals are consistent with the goals of the campus strategic plan, the campus's mission, and Indiana University-wide goals and priorities.

* IU Southeast's major administrative and academic units have clearly delineated planning and budgetary processes that are aligned with the campus strategic plan and the campus budgetary process.

* IU Southeast's long-range strategic planning processes allow for reprioritization of goals when required by changing circumstances, as illustrated by the strategic planning rollover process employed in preparation of the University's 2010-14 strategic plan and in the budget reduction and reallocation process implemented in 2003 when the University experienced a sudden, unanticipated decline in enrollment.

* The completion of a high percentage of the initiatives in the 2005-09 strategic plan and in related plans such as the plan for residential housing and the enrollment management plan provides evidence that the institution's planning processes drive its operations.

* Planning processes in all academic units, while reflecting characteristics unique to their disciplines, demonstrate a high degree of consistency with respect to heavy faculty involvement, use of some form of SWOT analysis, reliance on data as a planning tool, and a high degree of alignment between unit and University strategic plans.

* IU Southeast's strategic plan and the plans of various administrative and academic units reflect consideration of the issues and complexities of educational quality, student learning, and preparing students for life in a diverse, complex, global, and technological world.

The following strategic initiatives will further strengthen IU Southeast's ability to align all levels of planning with its mission, thereby enhancing its capacity to fulfill that mission:

* IU Southeast will create a long-range plan for the development of academic programs, including both strengthening of current programs and the development of new programs.

* IU Southeast will continue to develop and strengthen planning processes and procedures at the school, department, and unit levels to ensure that they are substantively aligned with institutional planning and with institutional, Indiana University, and state priorities; the campus will build coordinated formal structures and systems for incorporating all levels of planning into unified institutional planning.

* IU Southeast will continue to improve communications with stakeholders to achieve a greater sense of ownership and involvement in strategic planning and continuous improvement initiatives.

* IU Southeast will continue to strengthen linkages between the processes of evaluation and assessment and the processes for planning and budgeting.

CRITERION THREE: STUDENT LEARNING
AND EFFECTIVE TEACHING

Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectivenessthat demonstrates it is fulfilling its educational mission.

INTRODUCTION

The first and primary purpose stated in IU Southeast's mission is "to provide high-quality educational programs and services that promote student learning and prepare students for productive citizenship in a diverse society." This mission is deeply embedded in the history of Indiana University and IU Southeast and was explicitly affirmed in 1974 when the Indiana University Board of Trustees stated that "an institution of this kind depends upon its students, and the teaching of those students remains the primary reason for its continued existence." (See the Indiana University Academic Handbook, 2008, pp. 16-17, in the Resource Room)

In 1999, when IU Southeast was most recently reaccredited by the Commission on Institutions of Higher Education of the North Central Association, the team of consultant-evaluators observed that "there are patterns of evidence to suggest that IU Southeast is accomplishing many of its educational and other purposes." On the other hand, however, the team raised concern that IU Southeast lacked a systematic, campus-wide approach to assessment of student learning, and that an understanding of the role of assessment in improving student learning was not pervasive throughout the institution.

The process of addressing these issues began immediately after the 1999 review, and progress was documented in a 2002 self-study that formed the basis of a focused visit. In 2002, the focused visit consultant-evaluators commended IU Southeast for its progress in addressing these issues and called for a progress report to be filed in 2005. In 2005, IU Southeast filed a Progress Report documenting its ongoing work in assessment of student learning. In the years since that report, the University has continued the development of its processes for assessment of student learning and teaching improvement by developing and refining assessable learning goals and outcomes, employing assessment results to improve student learning, strengthening mechanisms for supporting and improving teaching, and allocating resources toward the support of teaching and learning.

3a

Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

INTRODUCTION

During the last decade, IU Southeast has undertaken sustained efforts to develop a culture of evidence as the foundation for improving teaching and learning. This enterprise has involved strong administrative support and leadership and widespread faculty and staff engagement. Although making this cultural shift should be considered a work in progress, the campus has succeeded in building a system of policies and practices that are designed to accomplish two goals:

• To provide evidence that students are achieving appropriate learning goals in general education, academic programs, co-curricular programs, and at the institutional level

• To provide information about student learning that can be used to guide planning, decision-making, and budgeting within the academic units and at the institutional level

Movement toward these two goals began with structural and procedural shifts. The Office of Academic Affairs assumed overall responsibility for assessment of student academic achievement, and the vice chancellor for academic affairs, in a facilitative leadership role, worked in collegial partnership with the faculty to articulate explicit learning goals and outcomes and to design and implement assessment plans. Formal position descriptions for program coordinators, deans, and the vice chancellor were modified to reflect their shared responsibility for making institutional progress in assessment. In the fall of 2000, a standing Faculty Senate committee was formed and charged with guiding and overseeing academic assessment. As a result of these initiatives, the campus assessment plan was extensively revised and significant changes were implemented.

In November 2002, an NCA/HLC team visited IU Southeast to take a focused look at the University's assessment program and found that its plan was "thoughtful and well-conceived." They reported that it reflected widespread buy-in by campus constituencies, and it was evident that the campus had invested substantial resources and effort in the form of faculty reassigned time, increased staffing in the Office of Institutional Research and Assessment, and faculty development.

In 2005, IU Southeast affirmed and documented its strategic commitment to assessment as a tool for improving student learning in "Strategic Plan, 2005-2009" Objective 1.2: "IU Southeast will implement systematic assessment of student learning in all its programs and will use the information derived from assessment to strengthen those programs... Effective assessment programs entail the explicit identification of appropriate student learning outcomes and rigorous criteria for students' performance, the use of multiple measures for determining the extent to which those standards are being met, and processes for reviewing the results of those measures with the goal of improving student learning."

In the ensuing years, the University has continued to make progress toward the goal of creating a full-fledged culture of evidence in which assessment findings are routinely used at the program level to formulate strategies that improve student learning by linking assessment outcomes to long-range planning and resource allocation.

At the present time, several administrative offices, faculty committees, and programs support assessment of student learning at IU Southeast and each contributes to improving student learning:

  • Office of Academic Affairs – Administration, leadership, quality assurance, and funding for assessment projects as well as for projects growing out of assessment results

  • Office of Institutional Research and Assessment (OIRA) – Support for the development, implementation, operation, and maintenance of assessment programs

  • Deans – Implementation and operation of assessment at the school level.

  • Program Coordinators – Development, implementation, operation, and management of assessment in the academic programs

  • Faculty Senate Academic Assessment Committee – Monitoring of assessment programs in the undergraduate and graduate programs, oversight and guidance for academic units in the development of their assessment programs, and reviewing and recommending improvements in assessment processes. In addition, the consultant-evaluators who studied IU Southeast's assessment procedures in the 2002 "Report of a Focused Visit" noted that the Assessment Committee did not have a defined role in allocating assessment support funds that are controlled centrally in Academic Affairs. The 2002 report recommended that IU Southeast define a role for the committee in that process. In response, the vice chancellor for academic affairs began including the committee in the review of requests to fund assessment projects

  • Institute for Learning and Teaching Excellence (ILTE) – Promoting and improving faculty awareness and utilization of best practices in assessment

The process of assessing and improving student learning can never be deemed "complete." As this section documents, in the years since the 2002 focused visit, IU Southeast has made significant progress in ensuring that it can be accountable to both internal and external constituencies for its success as a teaching institution.

At IU Southeast, assessment of student learning occurs at multiple levels:

  • The academic program level

  • In general education, at both the course and campus levels

  • The course or classroom level

  • Student Affairs unit level

  • The institutional level

ASSESSMENT AT THE PROGRAM LEVEL

Creating and implementing ways to assess and improve student learning at the program level has been a major priority at IU Southeast during the last decade and has engaged the entire faculty in identifying appropriate learning goals and outcomes, devising mechanisms for assessing student performance against those standards, and using assessment results to develop appropriate pedagogical strategies for improving student performance.

Assessment tools vary across the University, reflecting the diverse nature of IU Southeast's degree programs and the need to accommodate the requirements of discipline-specific accrediting bodies (e.g. National Council for Accreditation of Teacher Education, Association to Advance Collegiate Schools of Business, and Commission on Collegiate Nursing Education).

Nevertheless, certain features are common to the assessment programs in all the academic programs:

- Clearly stated learning outcomes

- Clearly identified assessment techniques for each learning outcome

- Criteria for determining whether the outcomes are being successfully met

- Annually, the faculty review and report on the assessment programs and findings

- Annually, the faculty review and revise a Program Improvement Plan, based on that year's findings.

Academic programs employ multiple direct and indirect, quantitative and qualitative measures of student performance to inform program improvement. Some examples of these measures are given below.

Examples of Learning Outcomes

These are selected examples of learning outcomes identified at the program level. To see the full range of learning outcomes, please consult the appropriate Program Assessment Plans in the Resource Room.

School of Arts and Letters

English (Literature): Analyze literary works (examining features such as character, theme, language, symbol, etc.) both orally and in writing; understand and critically apply major theories of literary criticism to literature.

Fine Arts: Conceptualize ideas visually; employ the vocabulary and concepts used in the study and creation of art.

Modern Languages: Write accurately, convincingly, and in a logical, organized fashion in the target language.

School of Business

Business (B.S.): Use spreadsheets for the analysis of business problems, apply accounting information to business decisions, and demonstrate knowledge of a basic marketing plan.

Business (MBA): Successfully plan and implement marketing plans, develop and implement an integrative approach to solve organizational problems, and apply the analytical tools of economics for managerial decision-making.

School of Education (Undergraduate): Demonstrate knowledge of content and the use of best practices in delivering effective instruction to all students; demonstrate knowledge, skills, and dispositions necessary to participate in school transformation; demonstrate commitment to data-based decision-making and fair practices; demonstrate ability to plan instruction based on their knowledge of the subject matter, students, the community, and curriculum goals.

School of Education (M.S.)

Counseling: Demonstrate ability to advocate for and empower families to be involved in collaborative approaches to meet the needs of students; demonstrate the ability to develop, implement, and evaluate prevention and intervention strategies for individuals, groups, and systems.

School of Natural Sciences

Biology: Demonstrate knowledge of the basic facts and concepts of biology, and apply that knowledge to address scientific problems.

Chemistry: Acquire substantive knowledge in fundamental areas of chemistry and develop laboratory/instrumental skills.

Computer Science: Demonstrate knowledge of programming language concepts, and demonstrate knowledge of data structures.

Geosciences: Demonstrate substantive knowledge of global spatial patterns and concepts central to geoscience, and demonstrate analytical and technical ability to perform spatial analysis using ArcGIS or other technologies.

School of Nursing: Demonstrate ability to provide holistic nursing care in a variety of settings and demonstrate ability to balance human, fiscal, and material resources to achieve quality health care outcomes.

School of Social Sciences

History: Demonstrate an understanding of key historical concepts and principles, demonstrate historical research capabilities, and demonstrate knowledge of the history of three geographical regions.

Journalism: Demonstrate mastery of the skills essential to work in print and broadcast journalism and demonstrate understanding of the roles and responsibilities of professional journalists.

Psychology: Demonstrate an understanding of psychological methodology, demonstrate ability to apply the principles of psychology in real-life settings, and demonstrate ability to communicate effectively about psychology in both oral and written formats.

Sociology: Demonstrate a working knowledge (by defining, mastering the characteristics of, and being able to apply the concept to an example) of key

concepts in sociology and demonstrate a working knowledge of the major theories in sociology, the role of theory in building knowledge, and, for a given social phenomena, construct a reasoned argument based on a theoretical perspective.

Examples of Direct Measures

- Portfolio Assessment
    - Journalism
    - Fine Arts
    - Informatics
    - Nursing

- Capstone Courses
    - Master of Liberal Studies
    - Writing
    - Fine Arts
    - Philosophy
    - Music
    - Geosciences
    - Informatics
    - Nursing
    - Psychology
    - Sociology

- Standardized Testing and Licensure Examinations
    - School of Business
    - School of Education
    - School of Nursing
    - Chemistry

- Pre-testing and Post-testing
    - English Literature
    - Music
    - Criminal Justice
    - Political Science
    - History
    - Psychology

- Assessment Rubrics Applied to Papers, Presentations, Case Studies, etc.
    - Master of Liberal Studies
    - English Literature
    - English Writing
    - Philosophy
    - School of Business
    - School of Education
    - Chemistry
    - Mathematics
    - Criminal Justice
    - Journalism
    - Psychology
    - Sociology)

- Oral Examinations
    - Philosophy

- Internships and Practicums
    - School of Education
    - Nursing

- Graduating Student Exit Examinations
    - Geosciences
    - Informatics
    - Nursing
    - International Studies
    - Psychology

- Theses, Senior Papers, Action Research Papers, Publications, and Presentations
    - Fine Arts
    - Philosophy
    - Psychology
    - Education Master's Programs
    - Master of Liberal Studies

- Juried Reviews and Performances
    - Fine Arts
    - Music

- School- and Discipline-Specific Accreditation
    - School of Business
    - School of Education
    - School of Nursing
    - Department of Chemistry

Examples of Indirect Measures

- Professional Employment Data
    - Journalism

- Surveys of Alumni and Students Through Various Campus-wide Student Surveys
    - Political Science
    - Mathematics
    - History
    - School of Education
    - School of Business
    - Nursing
    - International Studies
    - Psychology

- Surveys of Employers
    - Nursing
    - Education

- Membership in Professional Organizations
    - Nursing
    - Psychology

- Follow-Up of Graduates
    - Journalism
    - Mathematics
    - Geosciences
    - Education
    - Nursing
    - Business
    - Chemistry
    - Political Science
    - History

Program Assessment Process

The Program Assessment Process is an annual, data-based process for documenting and improving student learning within a program and for reviewing and changing the program's assessment plan. It is implemented by deans, program coordinators, and faculty, as noted above, and supported by the Office of Institutional Research and Assessment, with oversight and policy decisions provided by the vice chancellor for academic affairs and the Academic Assessment Committee.

Figure 3-1
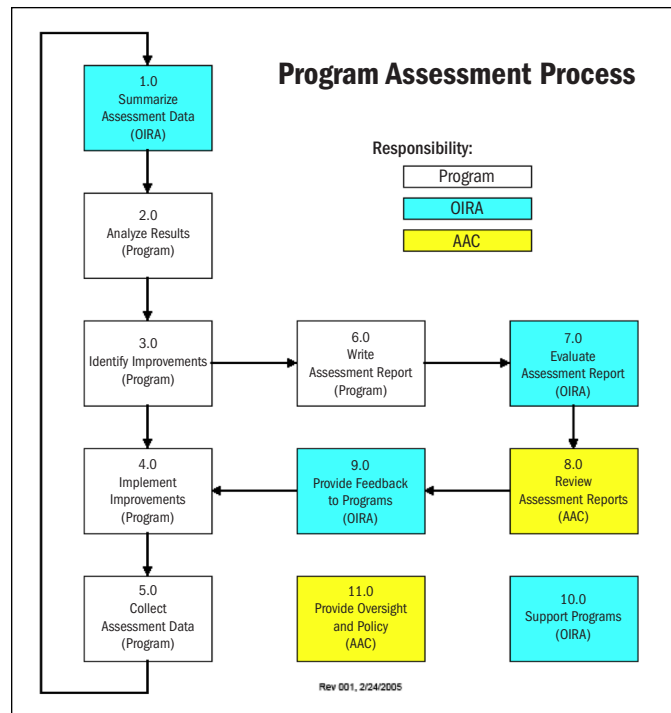
Source: Office of Institutional Research and Assessment

The Program Assessment Process flow chart, Figure 3-1, indicates that reporting is an integral part of the process (see steps 6-9 in the chart).

The reporting loop begins with the communication of instructions for preparing the annual report (step 6). The program coordinator then uses those instructions to create and submit the annual program assessment report (step 6).

All program assessment reports are evaluated by OIRA, and evaluations are reviewed by the Academic Assessment Committee (steps 7 & 8). Evaluations are conducted using an evaluation rubric and evaluation feedback form.
(http://www.ius.edu/assessment 📑)

Completed evaluation feedback forms are sent to each program (step 9) for review and discussion. This may occur immediately (at step 4) or during the next iteration of the program loop (at step 2).

Program Assessment Reports include the following sections. It should be noted that the Academic Assessment Committee is currently reviewing the format of these reports.

• **Summary Paragraph:** The program's assessment work is summarized in a paragraph which is placed on the IU Southeast Assessment of Student Learning Web site.

• **Program Assessment Meeting Summary:** This section summarizes the assessment-related topics and discussions from the program's assessment review and planning meeting.

• **Program Improvement Plan Progress Report:** This progress report lists each improvement initiative from the prior year's Program Improvement Plan along with a statement of progress to date.

• **Program Improvement Plan:** This plan lists the program improvement initiatives that the faculty agree to undertake during the current academic year, including any unfinished improvement initiatives from the prior Program Improvement Plan (see 3 above).

• **Program Assessment Plan:** This plan is an update of the prior year's Program Assessment Plan, incorporating any changes to the program assessment goals, outcomes, techniques, etc.

• **Data Collected and Used:** This section summarizes any departmental data used to help identify program improvements. This summary is only required for data that was used but not processed, stored, and summarized by OIRA.

General Education Assessment

In 1999, the review team wrote that IU Southeast lacked "a clear statement of educational philosophy tied to a coherent general education requirement which is consistent with the University's mission and designed to ensure breadth of knowledge and intellectual inquiry."

In the decade since, IU Southeast has developed, and regularly publishes in its Bulletin, statements of the "Purpose and Philosophy of Undergraduate Education" and the "Common Goals of an IU Southeast Undergraduate Education"; established a coherent, campus-wide program of general education, with clearly defined learning goals and outcomes; identified a set of requirements applicable to all undergraduate degrees; defined a set of courses that meet the educational goals of each requirement; and implemented a systematic plan for assessing student learning and using assessment results to inform improvements in the program. The new general

education program was implemented in 2005 and underwent revisions over the next two years in response to feedback from faculty and students. The current version of the program was implemented in fall 2007.

The program for assessing general education is described here. For a detailed discussion of the general education program and its requirements, see Core Component 4b.

The academic integrity of the general education program is the responsibility of the faculty, exercised through the Faculty Senate and its General Education Committee. The Office of Academic Affairs is responsible for administrative support and oversight of the program; the vice chancellor for academic affairs is a permanent, ex officio member of the General Education Committee.

The learning goals for general education are derived from the statement of the "Common Goals of an IU Southeast Undergraduate Education" and are as follows:

- To develop essential skills, including:
    - Written and oral communication skills
    - Quantitative reasoning
    - Information technology fluency
    - Information literacy
    - Reasoning about moral and ethical questions
    - Critical thinking

- To understand humanity and the world through the central ideas, issues and methods of inquiry found in the arts and humanities, the natural sciences, and the social and behavioral sciences

- To understand the diversity of experiences and perspectives within and among cultures

General education is assessed both at the granular level of the individual course and at a broader, campus-wide level.

At the individual course level:

- All proposals for initial approval of general education courses must include an assessment plan

- General education courses are reviewed on a five-year cycle to ensure that they remain properly aligned with the stated general education learning outcomes goals

- Faculty who teach approved general education courses are required to assess those courses and report findings to the General Education Committee when the courses are reviewed for re-approval

At the campus level:

- The General Education Committee assesses each general education learning goal on a three-year rotating basis

- Graduating and continuing students are surveyed regularly regarding general education learning outcomes

The three-year cycle that has been established for assessment of the general education goals is:

- **Year One:** Written Communication, Oral Communication, Quantitative Reasoning

- **Year Two:** Ethical Reasoning, Critical Thinking, Information Literacy

- **Year Three:** Diversity, Central Ideas, Issues and Methods of Inquiry in the Arts and Humanities, the Natural Sciences, and the Social and Behavioral Sciences

The first cycle of assessment was completed in 2008-09 and the second cycle has begun in 2009-10. Assessment results from the first cycle are discussed in Core Component 4b.

The General Education Committee assigns one or more of its members the responsibility for coordinating assessment of each goal. These faculty members are usually assisted by colleagues from outside the committee who have the disciplinary expertise required to formulate and implement an appropriate assessment strategy and interpret findings. The work of these groups is assisted by the Office of Institutional Research and Assessment and funded by the Office of Academic Affairs.

Although the specific mechanisms employed vary across the general education goals, the General Education Committee adopted a set of guiding principles for general education assessment. These include:

- A variety of direct and indirect indicators are employed

- Quantitative and qualitative measures are employed

- The basis for assessment is authentic student work - work students have completed for credit in one or more courses

- Sampling techniques are employed in order to make the task manageable

- When the number of outcomes renders comprehensive assessment impractical, those that are most important are prioritized for assessment

- Where relevant to the task, already existing assessment mechanisms in academic programs and/or in general education may be used

The General Education Committee prepares detailed annual reports that include the methodologies, findings, and recommendations relevant to the general education goals that are under consideration in that year. The reports are housed in the Office of Institutional Research and Assessment, and are available on the IU Southeast Assessment Web site. (http://www.ius.edu/assessment/ , General Education Committee Assessment Report)

The general education assessment process is now well developed. At this juncture, the campus is continuing to develop its processes for closing the feedback loop and ensuring that assessment results reach the faculty and administrators who are in the best position to use them to improve student learning. In cases where general education goals are closely linked to an identifiable academic discipline and faculty (e.g. writing, quantitative reasoning, oral communication), the process is relatively

straightforward. In other instances, such as diversity, which do not have an explicit connection to a specific academic discipline, who should receive assessment results is not as clear. The General Education Committee recently addressed this issue by adopting a plan that includes appropriate deans in the feedback loops to ensure that they receive the results of assessment projects and share those results with the appropriate faculty.

Classroom assessment

Classroom assessment at IU Southeast is the responsibility of individual faculty members. Faculty are encouraged to conduct classroom assessment in order to improve student learning. The Institute for Learning and Teaching Excellence (ILTE) offers training, workshops, and handouts on classroom assessment principles and techniques. ILTE has given particular attention to assisting faculty in identifying and articulating learning objectives and outcomes. In addition, ILTE assists faculty in developing effective course activities and assignments and in identifying and implementing appropriate techniques for measuring student learning at the classroom level.

In the survey administered in 2008 for this self-study, faculty were asked how many of the classes they taught had clearly stated learning objectives in course syllabi; 90.3 percent of the respondents indicated that all, or almost all, of their classes had such objectives. Other results of this survey were:

 • 85.3 percent responded that they assess student learning in all, or almost all, of their classes

 • 80.7 percent of those who conduct assessment use the results to make changes in their teaching practices

 • 64.6 percent of those who implemented assessment-based modifications in their teaching practices reported that student learning improved more than half of the time

 • 87.1 percent of those who reported that student learning had improved as a result of modified teaching practices described the improvements as at least "somewhat significant"

In response to the student survey conducted for this self-study, 90.4 percent of graduate students responded that "all" or "almost all" of their classes had clearly stated learning objectives. However, only 66.4 percent of undergraduate students responded "all" or "almost all" to this question.

Assessment of Student Learning In Student Affairs

It was noted in Core Component 2c that Student Affairs employs the Council on the Advancement of Standards in Higher Education (CAS) to review all 15 of its functional areas. Following the implementation of the CAS standards, all 15 functional areas within Student Affairs began development and measurement of student learning outcomes specific to their programs and services. The primary philosophy behind this endeavor was that a significant amount of learning occurs outside of the classroom via the many services, programs, and student engagement opportunities offered by

Student Affairs. In that context, Student Affairs staff members are educators, and the programs and services offered are educational opportunities which augment the learning that occurs via academic programs.

In developing the student learning outcomes, units directed their efforts to answer the question, "What knowledge, skills, abilities, or attitudes do I expect students to learn as a result of this program/service, and how will they demonstrate it?" The staff identified all programs and services offered by their area and plotted them on a grid against the unit's objectives. The next step was to identify the intended student learning outcomes for some of the objectives and/or programs and services. The student learning outcomes developed are well-aligned with several of the academic general education goals (e.g. communication skills, critical thinking, ethical behavior, and appreciation of diversity). The staff then identified the measurement methods to be used to obtain the necessary data. The staff was encouraged to use a combination of methods, both quantitative and qualitative in nature. Assessment methods utilized include: descriptive statistics, surveys/evaluations, interviews and focus groups, pre- and post-testing, and performance-based measures.

At the end of the spring 2009 semester, the units submitted their first reports of assessment of student learning outcomes, including a section on recommended changes or improvements, to complete the feedback loop. Since 2008-09 was the first year of working on student learning outcomes, the staff was not charged with assessing all objectives and/or programs and services. Not surprisingly, some of the changes identified in the assessment reports included ways to improve programs and services and/or the assessment process, which is a strong indicator that staff now understand what they need to do and why.

Development of an assessment program has itself been a learning process for the staff. It required them to move away from the mindset of merely reporting how many programs, internships, counseling appointments, etc., they provided or the number of students they served. Assessment was new for most of the staff, and focusing on student learning was new for all of them. The overarching goal was to emphasize the need to demonstrate student learning, continuous assessment, and improvement within the programs and services of Student Affairs. The CAS assessments and associated action plans and the student learning outcomes assessment processes and improvements are now part of the annual performance review and development and year-end reporting processes.

A binder of the training materials, the student learning outcomes, and the outcomes assessment reports is available in the Resource Room, along with materials related to the CAS reviews.

INSTITUTIONAL-LEVEL ASSESSMENT

Institutional-level assessment at IU Southeast includes periodic administration of student surveys as well as review of key indicators of institutional effectiveness such as graduation and persistence rates. Three in-house student surveys, all of which include questions on satisfaction with a variety of services and experiences and on self-perceived learning or intellectual growth, are administered routinely by the Office of Institutional Research and Assessment:

• The Entering Student Survey is given to all entering students at the time they take placement tests.

• The Continuing Student Survey is administered every two years to a sample of all students.

• The Graduating Student Survey is given to all students when they apply for graduation.

In addition, the campus participates in the National Survey of Student Engagement (NSSE) every three years.

Communicating and utilizing institution-level assessment data derived from these three surveys is an evolving issue for the campus. Basic measures of institutional effectiveness - persistence and graduation rates - are distributed to and discussed by faculty and administrative committees and are shared with unit heads who participate in the Chancellor's Leadership Retreats. They are important considerations in shaping the University's strategic plan initiatives. The data have become increasingly important tools in shaping the University's response to public policy discussions and an increased emphasis by the Indiana Commission for Higher Education and the IU Board of Trustees on how to improve student retention and persistence to graduation.

For a discussion of significant initiatives related to student learning, success, and persistence to graduation that were developed in response to institution-level assessment, see the discussions of the First Year Seminar Program (Core Component 2a), Supplemental Instruction (Core Component 3c), and Advising/Academic Success Center (Core Component 3c), and alternative delivery of courses (Core Component 3c).

Evaluating Assessment

All levels of assessment - institutional, program, and classroom - undergo some form of evaluation; the nature of that evaluation depends on the level of assessment being evaluated. Although the primary focus of assessment is improvement of student learning, assessment processes also generate information about the strengths and weakness of the assessment mechanisms themselves, which can be used in turn to improve those mechanisms.

• Program Assessment Reports are evaluated annually by OIRA and the Academic Assessment Committee. The OIRA provides feedback to program coordinators, deans, the Academic Assessment Committee, and the vice chancellor for academic affairs for review and comment. Each program/school has an annual meeting or retreat for its full-time faculty where assessment and assessment results are discussed. The AAC also meets periodically with each dean and reviews the assessment programs in each academic unit for the purpose of identifying areas in need of further support or attention. As a result of its review in 2008-09, the committee has identified strengthening the feedback loop as an area for further development.

• General education assessment results are reviewed by the General Education Committee, the vice chancellor for academic affairs, and the Academic Assessment Committee, as well as by faculty who teach courses in the general education

program. As noted above, the General Education Committee recently has taken steps to more clearly identify who will receive the results of assessment projects to ensure that the results are reviewed and acted upon.

• Classroom assessment is primarily the province of individual faculty. The primary review of classroom assessment by faculty and administrators occurs in the annual reviews that deans conduct with individual, full-time faculty members.

• Institutional assessment instruments are reviewed by the chancellor, vice chancellors, and by other administrators and committees, as appropriate. Survey results are also reviewed to some extent by faculty, but not routinely or according to any formal protocol. Efforts to establish better means of disseminating and utilizing those results are under consideration.

SUMMARY, CORE COMPONENT 3a

The following examples of evidence demonstrate that IU Southeast's goals for student learning are clearly stated and make effective assessment possible:

* IU Southeast faculty have adopted a university-wide statement of the philosophy, purpose, and learning goals of undergraduate education.

* Assessment of student learning is being conducted at the program, general education, classroom, student affairs, and institutional levels.

* IU Southeast has administrative and faculty oversight structures in place at the campus level to develop, review, and improve assessment of student learning.

* IU Southeast academic programs have developed assessment plans with student learning goals clearly stated and measurable outcomes clearly defined.

* Assessment of student learning at IU Southeast includes multiple direct and indirect measures of student learning.

* IU Southeast faculty have articulated and adopted a coherent set of learning goals and outcomes for general education.

* A three-year cycle is in place to assess student learning for each goal of the general education program and the first cycle of assessment has been completed.

* A large majority of faculty report that they have defined student learning goals for their courses and that they use classroom assessment to measure progress toward those goals and to improve their courses.

* Student Affairs offices have articulated their role in supporting student learning and have developed assessable learning outcomes and ways to measure progress toward achieving those outcomes.

* IU Southeast's Institute for Learning and Teaching Excellence (ILTE) offers programs and workshops to assist faculty in developing student learning outcomes, rubrics, etc. ILTE staff consult with, work with, and support faculty in developing student learning outcomes, developing assessment tools, collecting data, and improving their courses.

* Results obtained through assessment of student learning are available to appropriate constituencies through the Office of Institutional Research and Assessment and the University's assessment Web site.

The following strategic initiatives will further develop IU Southeast's capacity to effectively assess student learning:

* IU Southeast will continue to strengthen feedback loops in its assessment processes, both in its academic programs and in general education, by focusing consistently and clearly on the measurable impact of programmatic changes on student learning.

* IU Southeast will continue to develop its processes for systematic analysis and use of institutional assessment data, such as graduating student surveys and NSSE.

* IU Southeast will develop mechanisms by which faculty can work with their disciplinary colleagues to use classroom assessment results to identify improvements in their academic program and connect those results to assessment results at the institutional level.

3b

Core Component 3b: The Organization Values and Supports Effective Teaching.

INTRODUCTION

IU Southeast nurtures effective teaching through several strategies. First, the Indiana University Board of Trustees has explicitly identified teaching as the "primary responsibility" of the faculty, and through the Indiana University Academic Handbook has assigned the faculty responsibility for student academic performance. Second, the University implements hiring practices and standards for employment and tenure that are designed to ensure that faculty members possess appropriate credentials and are committed to excellence in teaching. Third, the University offers significant organizational support for faculty professional development activities that improve pedagogy and encourage the utilization of innovative teaching methods and technologies. Finally, the University validates the critical importance of excellent teaching through a number of awards that recognize and reward the University's best instructors.

CURRICULUM DEVELOPMENT AND REVIEW

Role of Faculty in Curriculum Development and Review

IU Southeast faculty members are fully involved in governing curricular content and other issues related to effective teaching. The faculty constitutions of both Indiana University and IU Southeast assign responsibility for the curriculum to the faculty. It should be noted that the Indiana University constitution defines the voting faculty as "all faculty members on tenure or accumulating credit toward tenure." The Indiana University *Academic Handbook* provides further guidance on the matter of faculty governance: "The integrity of the school and its programs is ultimately the

responsibility of tenured and tenure-probationary faculty" (2008 Academic Handbook, p. 84.) Non-tenure-track faculty, e.g. lecturers, serve on committees and in the IU Southeast Faculty Senate, but by the terms of the constitution, at least half of the voting members of the senate must be tenured and hold associate professor rank or higher. These rules ensure that curricular decisions are in the hands of faculty who hold terminal degrees in their fields and who have the greatest commitment to the future of the institution.

The policies and processes for determining and revising curricular content are set forth in the Faculty Senate Constitution. Curricular revisions normally begin at the school level, and curricular review varies by program and school. The Schools of Education and Nursing have curriculum committees that determine and regularly review curriculum; the Business School has both an undergraduate and a graduate curriculum committee. Faculty in the Schools of Arts & Letters, Social Sciences, and Natural Sciences determine the curriculum for their respective programs. Faculty in all schools must seek approval for curricular changes from their deans before submitting them to the Faculty Senate's Academic Policies Committee (APC), on which the vice chancellor for academic affairs is an ex-officio member. If the APC endorses a proposed curriculum change, it then goes to the full Faculty Senate for consideration and action. All actions of the senate are subject to final approval by the chancellor.

Review Beyond the Campus

Curricular changes in existing academic programs do not require approval beyond the campus level, except that the School of Education submits its new courses and programs to the Indiana University system Education Council for review and approval following the campus approval process. The Education Council consists of representatives from each School of Education in the Indiana University system.

All new degree and certificate programs require approval by the Indiana University Academic Leadership Council and the Indiana University Board of Trustees. New degree programs and new certificate programs of 30 credit hours or more also require approval by the Indiana Commission for Higher Education. By agreement among the academic officers of Indiana University campuses, the creation of new tracks within existing degrees is reported as an information item to the Indiana University Academic Leadership Council.

FACULTY PROFESSIONAL DEVELOPMENT

Institute for Learning and Teaching Excellence

The Institute for Learning and Teaching Excellence (ILTE) has primary responsibility for ongoing faculty development in learning and teaching at IU Southeast. ILTE's principal responsibilities include:

  • Supporting faculty professional development and improvement of teaching through workshops and symposia

  • Promoting and supporting faculty use of new and changing technologies

  • Orienting full-time and part-time new faculty members to the University

  • Integrating part-time faculty into professional development opportunities

  • Promoting faculty use of best practices in pedagogy and assessment

Reflecting its multi-faceted approach, ILTE has sponsored more than 90 workshops, webinars, symposia, and working groups to help faculty provide appropriate and effective instruction for the particular needs and situations they face. Since 2005, for example, ILTE has offered symposia on topics such as "Who Are Our Students: Small Cultures in the Classroom," "Learning beyond the Classroom," "Perspectives on Diversity: Educating Students for Global Citizenship," and "Teaching So Students Learn with Understanding," all keynoted by speakers with cutting-edge knowledge of the topics. These programs have attracted nearly 1,400 attendees, and a sampling of feedback scores indicates a consistently high level of satisfaction among attendees in regard to workshop usefulness, quality of content, new information, presenter effectiveness, and increased understanding of the topic. ILTE also enlists the pedagogical skills of FACET members, who frequently serve as workshop presenters (see below).

ILTE also offers one-on-one technical support and training, maintains a lending library focused on pedagogy and technology, and maintains a lending collection of tools (projectors, laptops, etc.) for faculty use. In addition, ILTE furnishes logistical and research support for FACET programs and collaborates with the Office of Academic Affairs to fund up to three summer teaching fellowships each year.

Another important aspect of ILTE's technical support function is the training it offers both students and faculty in the use of Oncourse CL, Indiana University's course management system. The ILTE Web site offers a variety of help documents online. Assistance provided on the Web site allows faculty to view and print a quick-start instruction lesson, view frequently asked questions, or view more specific course information such as how to add a syllabus to their Oncourse CL site. (ILTE Oncourse)

Faculty Colloquium on Excellence in Teaching

The Faculty Colloquium on Excellence in Teaching (FACET) is an Indiana University-wide program designed to promote and develop excellence in teaching at all campuses. Its membership consists of more than 400 full-time faculty members chosen through an intensive campus and Indiana University-wide peer review process. Approximately 20 to 25 new members are selected annually from throughout Indiana University. FACET hosts an annual retreat where members participate in workshops and discussions with colleagues from other campuses and national leaders in higher education. These workshops allow faculty members to try out new teaching strategies and share their own knowledge and classroom experiences with their peers. In recent years, FACET has produced publications on effective teaching and the scholarship of teaching and learning, and it has sponsored programs exploring diversity, the impact of technology on learning and teaching, and the development and training of associate faculty and future faculty.

IU Southeast has 54 active FACET members who provide their on-campus colleagues with numerous professional development opportunities in conjunction with the ILTE. FACET offers annual half-day teaching and learning workshops during the week before fall classes and during the spring semester. Recent topics include "How to Write a Teaching Philosophy" and "How to Review Online and Hybrid Courses." FACET also works with the ILTE to train faculty members to serve as peer reviewers of teaching for their colleagues.

Evaluation of Support for Teaching and Learning

Results from the 2008 faculty survey for this self-study provide evidence for the effectiveness of services that support teaching and learning. More than 98 percent of full-time faculty and 78 percent of part-time faculty respondents indicated that they were aware of the ILTE and its services. When asked about their satisfaction with "support of teaching faculty," 83 percent of full-time and 70 percent of part-time faculty indicated that they were "satisfied" or "very satisfied". These results do suggest that part-time faculty need to be more effectively informed about, and integrated into, the professional development efforts of the University.

Support for Faculty Participation in Professional Activities and Conferences

IU Southeast actively encourages and supports faculty participation in external professional development activities, including professional organizations and conferences aimed at improving instruction. The University recognizes that such involvement enables faculty to keep current on intellectual, academic, and pedagogical trends and changes in their respective fields and to maintain and foster relationships with colleagues in their disciplines from other universities and colleges. In addition to delivering papers at conferences, IU Southeast faculty members routinely peer-review papers for publications and provide service to professional organizations. In recent years, professors have edited conference proceedings; served on editorial committees of professional publications; participated in program, awards, and local arrangements committees for professional conferences; and held office and committee posts for professional associations. For a more in-depth discussion of faculty participation in professional development, research, and publication activities, see Criterion 4, Core Component 4a, Faculty Scholarship.

Mentoring in the Academic Units

Each school has a process in place for mentoring junior faculty members. Natural Sciences, Business, Education, and Social Sciences all have formal mentoring program in which one or more mentors are assigned to new faculty. In addition to its internal mentoring program for junior faculty, the School of Education recruits mentors from outside the school to help junior faculty with research or other information Nursing relies on an informal process that does not explicitly assign mentors. Arts and Letters relies on informal mentoring by senior faculty members and program coordinators within the disciplines of junior faculty. Arts and Letters also expects program coordinators to mentor part-time faculty in Writing, Spanish, and Fine Arts. This assistance includes workshops; individual orientation with procedural manuals, model syllabi, and Oncourse; visiting their classrooms; and meeting on student issues.

EVALUATION OF TEACHING

Annual Reports and Reviews

The basic instruments for evaluation of teaching, as well as research or creative work and service, are the faculty annual reports and annual reviews. All full-time faculty members submit an annual report at the end of each calendar year, using standard forms provided by the Office of Academic Affairs. The annual report becomes part

of the faculty member's personnel file and plays an important role in his or her evaluation for annual salary increases, as well as reappointment, promotion, and tenure decisions.

During the spring semester, the dean of each school reviews faculty annual reports, writes an annual review of each person's performance, and invites each full-time faculty member to meet to discuss the annual review. An annual review meeting with the dean is mandatory for faculty members during their probationary period. The interview focuses on the faculty member's strengths and areas for improvement in teaching, research or creative work, and service to the University, as well as other appropriate matters. A written copy of each annual review is placed in the individual's school file, a copy is given to the faculty member, and a copy is sent to the vice chancellor for academic affairs to be placed in the faculty member's personnel file. (IU Southeast Faculty Manual, p. 19)

Classroom Teaching Evaluation

All IU Southeast faculty are expected to conduct some type of student evaluation of teaching at the end of the semester. Many employ the Student Evaluation of Teaching (SET) survey, Indiana University's standardized instrument and the most commonly used mechanism of evaluation. As recently as a decade ago, the SET was virtually the only means of evaluating classroom teaching. More recently, the ILTE has begun training faculty members to conduct peer review of their colleagues' teaching methods, and promotion and tenure review committees routinely observe promotion and tenure candidates' classes as part of their evaluations.

Promotion and Tenure

As noted in the discussion of Criterion 1, promotion and tenure decisions at IU Southeast are governed by general policies established by Indiana University and by more specific criteria and procedures established by the IU Southeast Faculty Senate. Tenure and promotion candidates are evaluated in the areas of teaching, scholarship, and service. Criteria for both promotion and tenure include general expectations of a campus-wide nature, as well as specific expectations at the school level.

To earn tenure, a faculty member must be rated excellent in at least one of three areas of evaluation (teaching, scholarship, and service) and at least satisfactory in other two areas. (Indiana University Academic Handbook 2008, IU Southeast Faculty Manual)

The importance of teaching is indicated by the role that excellence in teaching plays in tenure decisions. A review of the 22 teaching faculty eligible for tenure between the 2004-05 and the 2008-09 academic years indicates that 20 were granted tenure. Of this number, 17 were rated "excellent" in teaching, and for 12 of those 17, teaching was the only area of excellence.

Teaching Awards

IU Southeast recognizes effective teaching by offering two different teaching awards: the Trustees' Teaching Award [TTA] and the Distinguished Teaching Award [DTA]. The TTA is presented annually to recognize outstanding instruction. The number of awardees is limited by Trustee policy to six percent of the full-time faculty. Each recipient receives $2,500 along with the award. The campus Distinguished Teaching

Awards recognize one full-time and one part-time instructor. The chancellor formally presents these awards at the annual faculty/staff meeting. The full-time DTA includes a $1,000 increment to the recipient's base salary.

IU Southeast faculty members may also receive recognition for teaching excellence through Indiana University. DTA recipients may compete for Indiana University-wide awards, including FACET, the Herman Frederic Lieber Memorial Award, and the Frederic Bachman Lieber Award. An IU Southeast business professor won the Frederick Bachman Lieber Memorial Award in 2007, and a psychology professor received the Herman Frederic Lieber Award in 2000.

Finally, through the University's membership in Kentuckiana Metroversity, a consortium of colleges and universities in the Louisville metropolitan area, IU Southeast faculty members may compete for the Metroversity award for instructional development and the award for the outstanding faculty member for adult learners. IU Southeast faculty are regular winners of this award as seen in Table 3-1.

Table 3-1

Winners of the Kentuckiana Metroversity Award for Instructional Development
From IU Southeast from 1999 - 2009

Year	Name	Title of Proposal
1999	A. Glen Crothers	Floyd County Oral History Project
2001	A. Glen Crothers	Lewis and Clark Community Research Project
2002	Raymond Wisman and Kyle Forinash	Science Education Laboratories
2004	Kathryn Carter Jackson	Demystifying Case Conference Procedure: Persona Dolls Come Alive
2004	William Sweigart	Writing for Teachers
2004	Donna Bowles	Exploring End of Life Issues
2007	James M. Beeby	Louisville and Southern Indiana Flood of 1937
2009	Samantha M. Earley	Mrs. Jarena Lee, Itinerate Preacher and the African Methodist Episcopal Church Hierarchy: 1816-1849

Source: Kentuckiana Metroversity, Inc.

COMMITTEES AND GRANTS TO IMPROVE TEACHING

Improvement of Learning Committee

The Improvement of Learning Committee (IOLC) devises and recommends policies, procedures, and programs to improve teaching and learning and recommends allocation of IU Southeast funds for the improvement of teaching. It reviews applications for the Distinguished Teaching Award and the Trustees' Teaching Awards. The IOLC reviews applications submitted by faculty members for Summer Faculty Fellowships for teaching-related projects and grants-in-aid for teaching improvement. The committee also reviews applications to support travel to faculty conferences and workshops pertaining to improvement of teaching.

Improvement of Writing Committee

The Improvement of Writing Committee is charged with "assisting in devising and recommending policies, procedures, and programs that would enhance the writing proficiency of students at IU Southeast" (per the Faculty Senate by-Laws). The work of the committee in recent years has focused on developing a process for assessing student writing across disciplines. The committee has refined a rubric for this purpose, has applied it to samples of student papers collected from capstone courses, and has shared the results and conclusions with informally convened groups of faculty members. This assessment work has complemented the efforts of the General Education Committee to assess student learning in written communication. The committee will continue and expand its assessment efforts during the coming year and also intends to collect exemplary student papers and make them available to faculty across campus

SUMMARY, CORE COMPONENT 3b

The following examples of evidence demonstrate that IU Southeast values and supports effective teaching:

* A highly-qualified faculty, through the Faculty Senate and its Academic Policies Committee, plays the central role in determining and revising curricular content and standards of student academic performance.

* The Institute for Learning and Teaching Excellence and the Faculty Colloquium on Excellence in Teaching conduct a broad range of faculty professional development programs to support teaching excellence and to improve student learning through the introduction of innovative teaching practices. These programs enjoy high levels of awareness and satisfaction among the faculty.

* Each school has a clear process for mentoring junior faculty, tailored to the particular needs and culture of the school.

* The University supports faculty participation in professional activities and conferences.

* Faculty are required to document teaching effectiveness as part of their annual reports, and deans evaluate teaching as part of each faculty member's annual review.

* The University recognizes and honors teaching excellence through merit pay increases, annual monetary awards (Trustees' Teaching Awards), awards for distinguished teaching, and fellowships and grants to promote teaching improvement.

* Campus and Indiana University-wide policies and practices affirm excellence in teaching as a fundamental criterion for both tenure and promotion.

The following strategic initiatives will further advance IU Southeast's support for effective teaching:

* IU Southeast, through the Institute for Learning and Teaching Excellence, will more systematically gather information on the types and frequency of use of various instructional strategies employed by faculty to better inform its professional development programs.

* IU Southeast will ensure that its part-time faculty members have access to appropriate professional development opportunities and are integrated into the academic community to the greatest extent possible.

Core Component 3c: The organization creates effective learning environments.

3c

INTRODUCTION

The learning environment at IU Southeast is based on the principles stated in the campus's Core Values of:

• **Holistic Learning:** "We provide a rich educational environment of academic excellence that extends beyond the classroom and supports students in reaching their full potential."

• **Connectedness:** "We engage with and support the many communities to which we belong and from which we draw our strength and potential."

The report of the 1999 HLC review team noted that strengths of the campus included "a well-maintained, aesthetic campus environment conducive to teaching and learning" and "the dedication and commitment of faculty, administration, and staff to students" and also noted, regarding the sense of community found on the campus, that "All patterns of evidence indicate strong achievement in this area." That a strong sense of community and support for student learning continue to be strengths of IU Southeast is indicated by the NSSE 2009 results for "Supportive Campus Environment" which show significantly higher ratings for IU Southeast than for its peer institutions at the senior level. Internal surveys also consistently find high satisfaction levels related to faculty teaching. For example, when asked about the positive aspects of their experience at IU Southeast, graduating students frequently mention the support they received from faculty members, oftentimes by name.

EFFECTIVENESS OF ACADEMIC PROGRAMS

In addition to general indicators of student satisfaction, the campus has gathered extensive data that demonstrates the effectiveness of its academic programs and general education in facilitating student learning. Some examples of this evidence for the academic programs are given below. Additional examples of evidence for learning in general education are found in Core Component 4b. Complete reports for academic programs and general education will be available in the Resource Room.

Examples of Direct Evidence of Student Learning

The following are examples of direct evidence of student learning derived from the assessment plans of academic programs as indicated.

School of Arts and Letters

English: Learning outcomes in the literature track within the BA in English are assessed on the basis of student work produced in specific courses. Beginning English courses emphasize the outcomes related to the acquisition of analytical and interpretive skills. Outcomes stressed in upper-level courses call for more integration of analysis, historical and cultural contextualization, and sustaining complex arguments. An example of results for the fall of 2008 is shown in Table 3-2. The results are weighted averages based on "1" being "No/limited proficiency," up to "4" being "High proficiency."

Table 3-2

Fall 2008 Results for Outcome: Identify and discuss the ways in which authors and texts influence and are influenced by cultural and historical contexts (assessed in upper-level electives and the capstone).

Components of Outcome	Weighted Average
Awareness that literature has a cultural and history context that influences how one interprets the work	3.15
Appropriate use of terminology and theories that help articulate the cultural and historical context of literature	3.2
Connections between employment of cultural and historic approaches and student's own interpretations of literary works	3.12

Source: English Assessment Report

Fine Arts: Fine Arts majors undergo a portfolio review by the entire faculty after having completed their foundation courses and at least three of the required 200-level specialized studio classes. These results are used to evaluate individual students and the program as a whole. Results from the 2007-08 reviews are summarized in Table 3-3.

Table 3-3

Fine Arts Portfolio Review 2007-08 Results

Outcome	Percent Achieving Acceptable Rating
Craftmanship and technique	84.6
Confident use of materials	100
Effective use of art elements	84.6
Understanding of design and composition	100

Source: Office of Institutional Research and Assessment

School of Business

Students in both the undergraduate and graduate programs of the School of Business take the ETS Major Field Achievement Test appropriate to their level. As shown in Table 3-4, IU Southeast students consistently score in the top percentile nationally on these tests.

Table 3-4

Spring Semester Average Scores and National Percentile Rank – ETS Major Field Tests

Year	Level	Average Score	National Percentile
2005	Undergraduate	165.7	95
	Graduate	265.3	95
2006	Undergraduate	161.1	90
	Graduate	269.1	95
2007	Undergraduate	163	90
	Graduate	267	95
2008	Undergraduate	162	90
	Graduate	263	90
2009	Undergraduate	160	85
	Graduate	264	90

Source: ETS Reports

School of Education

Students in the School of Education take both Praxis I (basic level) and Praxis II (advanced level) tests. The performance of students who complete a degree program at IU Southeast is compared to the statewide performance of all those who complete teacher education programs each year. IU Southeast students consistently perform at levels comparable to those across the state.

Table 3-5

Performance of Education Program Completers on Praxis II Tests

Academic Year	Level	IU Southeast Pass Rate	Statewide Pass Rate
2004-05	Basic Skills	95	98
	Academic Content	94	97
2005-06	Basic Skills	99	99
	Academic Content	92	98
2006-07	Basic Skills	97	99
	Academic Content	96	98
2007-08	Basic Skills	97	99
	Academic Content	98	99

Source: Institutional Title II Reports

School of Natural Sciences

Biology: Student presentations in the capstone course are evaluated for key learning outcomes using a rubric with a five-point scale. Results from 2007-08 are shown in Table 3-6, in terms of the percent of students scoring a 4 or 5 on the outcome indicated.

Table 3-6

2007-08 Results

Outcome	Percent Scoring 4 or 5
Demonstrate broad knowledge of biology	89.9
Critical analysis of relevant information	100
Appropriate use of data from the literature	93.9

Source: Biology Assessment Reports

Chemistry: The American Chemical Society (ACS) tests are administered to students who are completing introductory courses for majors, which include one year of organic and one year of analytical chemistry. Examples of recent results from the advanced courses are shown in Tables 3-7 and 3-8. Results indicate that in the past two years for which data is available the majority of IU Southeast chemistry majors score above the national average on these tests.

Table 3-7

American Chemical Society Organic Chemistry Exam Results

Year	IU Southeast Average Percentile	Percent of IU Southeast Results Greater Than the 70th Percentile	Percent of IU Southeast Result Greater Than or Equal To the ACS Average
2007*	48	4	14
2007 (All)	26	35	18
2008*	66	67	78
2008 (All)	45	26	42
2009*	66	50	60
2009 (All)	58	39	57

*Note: * Chemistry majors only*

Source: Chemistry Assessment Reports

Table 3-8

American Chemical Society Analytical Chemistry Exam Results

Year	IU Southeast Average Percentile	Percent of IU Southeast Results Greater Than the 70th Percentile	Percent of IU Southeast Result Greater Than or Equal To the ACS Average
2007	52	33	33
2008	87	100	100
2009	67	50	100

Source: Chemistry Assessment Reports

School of Nursing

Students in the BSN program must achieve a score of 85 percent or greater on the Health Education Systems Incorporated test in nursing in order to graduate. Graduates also must pass the NCLEX exam in order to be licensed to practice nursing. The Indiana State Board of Nursing establishes benchmark NCLEX pass rates as an indicator of program quality for nursing programs in Indiana. IU Southeast graduates achieve NCLEX pass rates comparable to the national average and above the ISBN standard, except for the last cohort, as noted in the table below.

Table 3-9

IU Southeast BSN Graduate Performance on NCLEX

Test Period	IU Southeast Pass Rate	National Pass Rate	ISBN Standard
2005	100	87.29	75.25
2006	87.18	88.11	75.25
2007	87.8	85.5	74.84
2008	82	86.73	86.1

Source: State Nursing Board NCLEX Report

School of Social Sciences

History: Students in the senior capstone course take a locally-developed test of historical knowledge. The average score (percent correct) for 2007 was 91.3 percent and for 2008 was 86 percent.

Psychology: One program outcome is for at least 40 percent of graduating seniors each year to demonstrate their ability to utilize research methodology in Psychology by presenting/publishing in a professional setting. In 2007, 32 percent of graduating seniors presented or published research, and in 2008, 69 percent of graduating seniors presented/published research.

Examples of Indirect Evidence of Student Learning

IU Southeast gathers indirect evidence of student learning through annual surveys of entering and graduating students, a survey of current students conducted every two years, and administration of the National Survey of Student Engagement (NSSE) every three years.

National Survey of Student Engagement

The campus most recently participated in the spring 2009 administration of NSSE. In order to have a meaningful benchmark for interpreting the results, a custom peer group was chosen based on the campus's existing current peer group. (Note that selection of a peer group is limited to those institutions participating in NSSE in a given year.) The "current peer" group noted below consisted of the following institutions: Austin Peay State University (Tennessee), Minot State University (North

Dakota), Northeastern State University (Oklahoma), Tarleton State University (Texas), University of Michigan-Flint, IU Northwest, IU South Bend, and Indiana-Purdue Fort Wayne. The "Carnegie peer" group noted below consisted of all the participating master's-level institutions, including private as well as public institutions. This group is viewed as an aspirational benchmark, given that its characteristics differ significantly from those of IU Southeast in key ways, such as having a higher percentage of full-time, residential students who are not working off-campus. See Core Component 2c for additional information on NSSE peers.

Table 3-10

NSSE 2009 Benchmark Comparisons – Mean Scores

Benchmark	Student Level	IU Southeast	Current Peers	Carnegie Peers
Level of Academic Challenge	First Year	50.2	51.3	53.1*
	Senior	56.3	55.6	56.9
Active and Collaborative Learning	First Year	42.2	41.1	43.3
	Senior	51.9	50.5	51.6
Student-Faculty Interaction	First Year	34.9	34.3	35.2
	Senior	42.7	40.8	41.7
Enriching Educational Experience	First Year	22.5	24.2*	27.1*
	Senior	34.9	36.1	38.5*
Supportive Campus Environment	First Year	61.6	59.7	61.6
	Senior	61.8	57.6*	58.8*

Note: * indicates statistically significant difference vs. IU Southeast mean

Source: NSSE Institutional Report 2009

The pattern of NSSE results in this table supports the conclusion that IU Southeast is comparable to its peers in creating learning environments that engage students and lead to student learning. As already noted, an area of particular strength is creating a campus that is seen by its students as supporting their academic progress.

Discussion of the NSSE 2009 results has resulted in identification of two areas for future improvement efforts. Analysis of specific items revealed that the major difference between IU Southeast and its current peers in "Enriching Educational Experiences" is in participation in learning communities. Creation of effective learning communities, especially among first-year students, will be an initiative in the new strategic plan. Analysis of specific items related to "Level of Academic Challenge" suggested that faculty responsible for first-year courses should review their expectations for students in those courses. Deans have agreed to facilitate discussions among appropriate faculty in their schools regarding this issue. The Level of Academic Challenge results also reinforce the need for more effective professional development efforts for part-time faculty, who teach a large number of first-year courses.

The campus participated in NSSE in several years prior to 2009. The table below compares the 2009 results for seniors with the results from 2002 and 2004.

Table 3-11

NSSE Benchmark Scores Over Time – IU Southeast Seniors

Benchmark	2002	2004	2009
Level of Academic Challenge	53.5	52.4	56.3
Active and Collaborative Learning	46.6	48.2	51.9
Student-Faculty Interaction	36.8	37.8	42.7
Enriching Educational Experience	40.1	31.1	34.9
Supportive Campus Environment	56.3	56.3	61.8

Source: NSSE Institutional Report 2009

The pattern of these results provides evidence of improvements in educational practices at IU Southeast over the past seven years. Other sections of this self-study discuss initiatives that the campus has put into place that are designed to improve the teaching-learning environment at the campus; these results provide evidence for the effectiveness of those efforts.

Improving Learning through Assessment

The use of assessment data as a tool for improving learning in the disciplines is widespread at IU Southeast and well-documented in the discipline-specific Program Assessment Plans and Progress Reports described in Core Component 3a. Here are a few illustrative examples:

 • **Philosophy:** In 2008, the department restructured the Philosophy Seminar (P333), resulting in an assessable improvement in students' oral mastery of topics in philosophy.

 • **Fine Arts:** In 2008, in order to better track the progress of BFA students, program faculty introduced a portfolio review of each student after their first six credits of studio courses in their majors. Until that time they will have probationary status within the program. The procedure was implemented in the fall of 2009.

 • **Geosciences:** In 2008, the faculty modified its learning outcomes and assessment techniques to reflect technological transformations in geoscience with the increasing focus on the use of geographic information systems (GIS). This technology allows students to conduct research, create spatial data, analyze and solve problems, and display the results cartographically.

 • **Mathematics:** In 2008, based on 2007 assessment results, the Mathematics program increased its teaching emphasis on theorems and definitions, with the

goal of increasing student recall and enhancing student performance in problem-solving and theorem-proving.

• **Communication Studies:** In 2008, the Communication Studies program refined its learning outcomes in order to better define both written and verbal communication, thus enhancing the granularity of its assessment of student learning and enabling it to better target obstacles to student success.

• **Psychology:** In 2007-08, a program review determined that students would benefit from a specialized major course that would assist them in thinking about graduate school and in preparing for entering the job market; a faculty member received a summer faculty fellowship in 2009 to develop the program.

• External program review of the Master of Liberal Studies program triggered significant changes in the program structure, including the addition of an Introduction to Graduate Liberal Studies course and the creation of a Graduate Thesis Proposal Seminar. As a result of these and other changes the MLS program experienced a 38 percent increase in enrollment in fall 2009 and the program moved from associate to full membership in the Association for Graduate Liberal Studies Programs. Assessment of student performance indicated that all students were at least partially achieving the newly developed core competencies for the program, with the exception of the emphasis on integrating and synthesizing the multiple perspectives they are exposed to in MLS seminars. In response, the MLS program will implement two changes: (1) A requirement for yearly advising that will address disciplinary integration, and (2) A midpoint essay requirement. At the midpoint of their MLS program (after six courses), students will be required to write a three to six page reflective essay describing their growth as a learner and interdisciplinarian.

CREATING ENVIRONMENTS FOR STUDENT LEARNING

The Physical Learning Environment

During the past decade, IU Southeast has made extensive capital investments in new instructional facilities, a new Library, and improvements to existing facilities, including classrooms, laboratories, performance spaces, studios, and galleries. In 2009 the *Princeton Review* ranked the IU Southeast School of Business fifth in the nation for best classroom experience. For further discussion of these improvements, see Core Component 2b (Facilities) and Core Component 4c (Co-curricular Activities that Support Real-World Learning).

Class Size

A key element in the creation of a supportive learning environment at IU Southeast is having relatively small classes. Almost three-fourths of classes have fewer than 30 students and fundamental general education classes like English Composition and Public Speaking are limited to 20-23 students. Indeed, the largest classroom on the campus will only hold 100 students. Small classes are important to both faculty and students. In the surveys conducted in 2008 for this self-study, 71 percent of faculty expressed satisfaction about class size, with 11 percent indicating dissatisfaction. Among students, 90 percent expressed satisfaction and only 1 percent said they were dissatisfied. In addition, approximately 80 percent of entering students during the past five years cited class size as a major reason for choosing to attend IU Southeast.

Use of Technology to Enhance the Learning Environment

During the past decade, IU Southeast has become a leader with Indiana University in both student access to computers and in the quality of technology services that enhance student learning. Examples include the following:

- IU Southeast maintains four staffed Student Technology Center sites, as well as banks of computers in the University Center and the residence lodges. As a result, there are 922 computers for student use, a student-to-computer ratio of 8:1.

- More than 100 classrooms and laboratories are equipped with state-of-the art technology for teaching.

- Every campus building offers wireless connectivity.

- Students, faculty, and staff have individual network accounts and access to the Oncourse course management system as well as other enterprise software systems.

IU Southeast's embrace of innovative technology to improve student learning is also apparent in the classroom. In recent years, faculty members across the campus have adopted new technologies designed to expand opportunities for students to engage in active learning. The following are some examples of these innovations that that can be found in virtually every school:

- **Natural Sciences:** Biology students track copperhead snakes with radio telemetry, GPS units, and densitometers to determine habitat use and selection and to measure tree canopy cover.

- **Arts and Letters:** Three studio laboratories support learning in graphic design and music.

- **Nursing:** Nursing students work with the SIMMAN patient simulator as an introduction to clinical practice.

- **Education:** A Child Development course uses an online class discussion forum to foster personal reflections and stories to develop insight into child development.

- **Business:** At the time of this writing, plans are in place for students to have access to a real-time "e-trading" simulation facility with a stock ticker, LCD monitors, computer stations with dual monitors, and trading software.

One of the most important components of IU Southeast's technological support for teaching and learning is Oncourse CL, Indiana University's online collaboration and learning environment that supports not only teaching and learning, but also committee work, course projects, research, and portfolios for the entire University community. Currently more than 600 IU Southeast courses have an Oncourse component. Oncourse provides a homepage for each class as well as access portals to the syllabus, roster, calendar, assignments, and grade book. Interactive components include message and announcement capabilities, forums, and a chat room. Faculty can use the platform for out-of-class testing. Often such tests are used to encourage student reading of required texts. The ILTE provides informational resources on accessing and using Oncourse on its Web page for faculty and students (ILTE Oncourse). In addition, ILTE staff members regularly conduct Oncourse group training and provide one-on-one help for individual faculty.

Recently a wiki feature was placed online to provide a forum for students to critique and expand on the work of others and to facilitate the process by which students create knowledge through active engagement and critical thinking.

The 2008 faculty survey conducted for this self-study indicated that faculty have incorporated a wide range of technologies into their teaching. Among the most commonly used are Oncourse, e-mail, the World Wide Web, DVDs, online forums, and streaming audio or video. The survey reflected a high level of satisfaction with computer facilities and labs, with 86 percent of the full-time faculty who expressed an opinion stating that they were satisfied or very satisfied with these facilities. Part-time faculty were as likely as full-timers to make use of classroom technologies and were even more satisfied - 95 percent indicated satisfaction with computer facilities and labs. Students who responded to the self-study survey also gave these facilities high marks with 86 percent indicating satisfaction. Interestingly, when students were asked about "faculty competence in instructional technology", 71 percent indicated satisfaction, and only 3.5 percent indicated they were dissatisfied; a significant number (more than 20 percent) did not express an opinion.

Honors Program

The IU Southeast Honors Program (IUSHP) was instituted in 2006 with the goal of creating a learning environment that enriches the college experience for talented, highly motivated students. IUSHP is designed to promote interdisciplinary learning opportunities that foster a high level of intellectual development. In alignment with IU Southeast's goals for undergraduate education, the Honors Program stresses student learning outcomes related to critical thinking, written communication, oral communication, and project management.

IUSHP classes are small, with fewer than 18 students per section, to promote interaction with instructors as well as guidance for each student in support of his or her academic goals. Students have the option of designing their own Honors project, participating in their academic major's departmental honors program, or conducting independent research projects. The program is more fully described at the Honors Program Web site. (IU Southeast Honors Program)

Although this is a young program, assessment and improvement mechanisms were built into its initial design. A Course Insight Survey (Noel-Levitz Retention Management System/College Student Inventory) was administered to students taking Honors 103 in fall 2007. The data was used to modify the Enrollment Management Plan with several targeted retention initiatives. For additional information see Retention Plan for the Honors Program at IU Southeast, November 2007. A rubric designed to assess student meta-cognitive skills has been developed and instituted, and as of spring 2008, all HP students in H104 take the California Critical Thinking Skills Inventory (CCTST) (*Assessment Rubric for Honors Program Metacognitive Essays*). This tool is intended to assess and modify the critical thinking components of Honors H104. In addition, the IUSHP utilizes e-portfolios to assess student learning at IU Southeast and is collaborating with the IU Southeast Library in a pilot project to develop a procedure for assessing student mastery of information literacy learning outcome goals.

ALTERNATIVE INSTRUCTIONAL ENVIRONMENTS

Off-Campus Courses

IU Southeast has historically offered undergraduate classes at off-campus locations throughout its service region. The primary rationale has been to provide convenient access to courses for students who live relatively far from the campus. The courses are generally lower-level general education courses taught by part-time faculty, and there is no plan to offer courses that would lead to a specific degree.

Recent years have seen a decline in the number of and enrollment in undergraduate classes at off-campus sites. In fall 2001, courses were offered at 12 sites within the region and a total of 195 students enrolled. By fall 2008, courses were offered at only five sites and a total of 127 students enrolled. An additional change has been in the location of the sites. In 2001, seven of the 12 sites were 20 or more miles from the campus. In 2008, only two of the five sites were at least 20 miles away. One reason for these changes is the development of the Ivy Tech Community College campus in Madison, Ind. In 2001, Madison, which is 40 miles from IU Southeast, was the site of three courses; in 2008, no courses were offered there due to a drop in demand. Another factor that has affected the offering of classes at the more remote locations is the limited resources of the campus. As enrollment increases have heightened demand for part-time faculty to teach on campus, it has been more difficult to staff the off-campus sites, and thus the number of those offerings has declined.

IU Southeast also offers graduate education at off-campus sites. The Jeffersonville "Graduate Center," located at 702 North Shore Drive in Jeffersonville, Ind., is the location at which the campus has obtained Higher Learning Commission approval to offer more than half of its two master's degrees in business. The School of Education also offers graduate-level courses at this site. The site includes two lecture-type classrooms with capacities of 24 and 35 students and one computer classroom with a capacity of 24 students. All classrooms are equipped with technology comparable to that found on campus. In addition, the campus library, online resources, and Oncourse, Indiana University's Web-based course management system, are available to students taking courses at the Graduate Center. All courses are taught by faculty who teach in the graduate programs based on the New Albany campus. The site is heavily utilized in the evening hours. During the fall, spring, and summer terms of the 2008-09 year, there were 38 course sections offered at the site with a total headcount enrollment of 792 students, more than 50 percent of these students were from Kentucky.

The School of Education works with the William E. Wilson Center in Charlestown, Ind., to offer graduate-level professional development opportunities for K-12 teachers in the region. The Wilson Center is one of nine regional education service centers supported by state and federal funds to serve local schools. The center and the School of Education work together to identify courses to be offered, assign an instructor, review syllabi, coordinate registration, and share costs. The partnership generally offers between five and 10 for-credit courses and other professional development opportunities every year. Courses are taught at the Wilson Center or at a school corporation facility.

Hybrid and Distance Education

IU Southeast proceeded cautiously in developing and offering online and hybrid courses. In 2006 a faculty member in the School of Education effectively implemented a hybrid course that utilized chat rooms to replicate the in-class work group to solve "real life" school law problems. Similarly, a psychology professor successfully used Web 2.0 to expand the learning environment for students in her Introductory Psychology courses. Assessment data suggested that this method of delivery was equally effective as traditional teaching methods and may reduce Ds, Fs, and Withdrawals.

Other initial experiments were more problematic, partially because of a lack of clear guidelines to determine successful implementation, leaving faculty without a strong support mechanism. In fall 2007, in response to concerns expressed by students about difficulties in getting the courses they needed as well as mounting awareness that students were enrolling in online courses offered by other institutions, IU Southeast allocated funding to systematically support development of online courses under the direction of the associate vice chancellor for academic affairs and the ILTE. Courses could be developed as fully online (80 percent or more of content online) or as hybrid (50 percent-75 percent online). To help develop an approach that was both technological and pedagogically sound, the ILTE appointed a two-member team to oversee the development of online courses, emphasizing courses that meet general education requirements.

In January 2008 the team began developing instructional materials and workshops for six faculty members who would begin teaching online or hybrid general education courses during the following summer and fall. Training was provided in the use of online technology for various teaching approaches, including forums and wikis. Each faculty member developed a series of teaching modules and course assignments suitable for online delivery through Oncourse. In cooperation with Media and Web Services, the team helped faculty to script and deliver online video segments for use in various course modules. A modified version of this program is now in operation to continue to expand online and hybrid course offerings. Three cohorts, totaling 29 faculty members, have been trained, and the fall 2009 course schedule includes 39 courses developed as a result of their efforts.

ACADEMIC ADVISING

Restructuring of Advising

During the past three years, IU Southeast has restructured its advising system to more effectively address the needs of all students. The restructuring was undertaken in response to Continuing Student Survey results and anecdotal reports from students that the previous advising regimen was not adequately meeting student needs (for instance, only 60 percent of respondents to the 2006 Continuing Student Survey expressed satisfaction with academic advising in their major field).

In 2007, a review committee assessed the operations and structure of the Academic Success Center (ASC), which is the advising unit for entering students. Students typically remain in the ASC a year or more before selecting a major and moving to one of the academic units. The committee conducted a literature review, investigated

advising practices at other comparable institutions, identified best practices already in place at IU Southeast, and conducted surveys of students and faculty members. Based on its findings, the committee recommended far-reaching changes to advising practices at IU Southeast, including development of a three-tiered advising system:

1. ASC advisors work with incoming freshmen and transfer students to assist them with course selection and to communicate important requirements, policies, and procedures. ASC advisors continue to serve students until they have declared a major or have been admitted into a specific professional school.

2. Professional advisors in the schools assist students with their transition into a major and help them make decisions about concentrations, specialties, and emphases. The campus provided funding to hire professional advisors in the schools of Arts and Letters, Natural Sciences, and Social Sciences, copying a pattern set by the Schools of Business, Education, and Nursing, in order to implement this recommendation.

3. Faculty members provide students with major-specific, holistic, and career-oriented advising. Faculty advisors also help students acquire a sense of their professional ethics and responsibility and a vision for their personal contribution to their chosen profession. (See the Report of the Academic Success Center Review Committee to the Chancellor in the Resource Room)

Two other key changes were made:

1. The Academic Success Center was relocated from Student Affairs to Academic Affairs in order to house all advising in the same administrative area.

2. The role of the director of the ASC was redefined to include responsibilities for facilitating the coordination of the three levels of the advising model.

Even the best academic advising is only effective when students choose to use it. To encourage student awareness of the benefits of advising as well as other campus resources, the ASC collaborates with professional advisors in the schools to sponsor or participate in a number of outreach initiatives, including:

 • Success Through Advising, Information, and Registration (STAIR) pre-orientation sessions for incoming freshman students during March-August.

 • Advising Week during the fall semester, which includes campus-wide advising, workshops, and other activities.

 • The Penthouse Party, an informational, semi-social activity held in late fall semester and co-sponsored by ASC, Career Services, Adult Student Center, Counseling Services, and the Mentoring Center.

 • Student Showcase, a spring semester activity co-sponsored by ASC and other service units which features student booths highlighting outstanding student work and exciting projects in a variety of academic disciplines.

Evaluation of Advising

The quality of academic advising provided through the ASC and the professional advisors in the schools is continuously evaluated through forms provided to each student at every advising session. Evaluation efforts thus far indicate that the restructuring of advising has had positive results. During the 2008-09 academic year, 2,347 ASC clients and 651 students served by school advisors completed advising evaluations. The survey asked the students to respond to the following six statements whose content is in accord with both the guidelines of the National Academic Advising Association (NACADA) and the CAS Standards for advising excellence:

1. My advisor answered my questions in a satisfactory way.

2. My advisor attempted to understand my goals and preferences.

3. My advisor was knowledgeable about IU Southeast policies and requirements.

4. My advisor tried to help me identify options for my educational plans.

5. My advisor seems to care about my success.

6. I am satisfied with this advising session.

In each survey group, approximately 99 percent of respondents indicated that they "Strongly Agree" or "Agree" with each statement, with at least 87 percent responding "Strongly Agree" to each statement.   In addition, NSSE includes a question that asks students to rate the quality of their advising experience on a scale from 1 to 4. The responses of IU Southeast students in 2009 are shown below.

Table 3-12

Ratings of Advising Quality from NSSE 2009

	IU Southeast Mean	Current Peers Mean	Carnegie Peers Mean
First Year Students	3.14	2.99*	3.03
Seniors	2.99	2.89*	2.90

*Note: * indicates statistically significant difference from IU Southeast mean.*

Source: NSSE 2009 Report

Future Development of Advising

The internal survey results, as well as the NSSE findings, provide evidence for the effectiveness of the advising initiatives of the past two years. Nevertheless, there is work still to be done to fully realize the model of advising that the campus had adopted. Future initiatives which will be part of the new strategic plan include:

* Development of an ongoing advisor training program to supplement the professional development currently provided through attendance at regional and national conferences and selected webinars.

* Creation of a cadre of upper-level students trained and paid to serve as peer advisors. Peer advisors will be restricted from curriculum advising and other FERPA-sensitive activities, but they can expand the scope and availability of selected services to students and contribute to ASC's ability to offer workshops, presentations to FYS sections, assist with course registration procedures, and perform other outreach and general support functions.

INTELLECTUAL, SOCIAL, AND CULTURAL ENVIRONMENT

Arts and Cultural Programs

IU Southeast strives to create and nurture an intellectual, social, and cultural environment that enriches the lives of its students, faculty, and staff as well as the community at large. The theaters and gallery spaces in Paul W. Ogle Cultural and Community Center host a diverse and continuous schedule of exhibits, concerts, theatrical productions, speakers, and other presentations by campus and visiting artists and entertainers. These are discussed in greater depth in Core Components 4c and 5b.

Common Experience

Another program that has played a notable role in enriching the intellectual, social, and cultural environment at IU Southeast is the Common Experience. The broad goal of the Common Experience initiative is to strengthen the sense of community through a university-wide intellectual conversation that allows faculty, students, and the community to examine a broad theme, related texts, and an array of programs through a prism of multi-disciplinary perspectives. Common Experience objectives are:

 • To cultivate a common intellectual conversation across campus among the faculty, staff, and students and with people from the local communities in the region.

 • To engage, especially, all first-year students in a common intellectual experience.

 • To strengthen the sense of community among faculty, staff, and students at IU Southeast and with people from the local communities in the region.

 • To enhance student participation in the intellectual life of the campus by encouraging open discussion, civil discourse, and critical thinking about a common theme and text.

Further detail on Common Experience may be found at www.ius.edu/commonexperience.

Diversity and Multicultural Programs

The University actively fosters social and cultural diversity among its faculty and student body and seeks to promote appreciation of life in an increasingly multicultural world through a broad range of curricular and co-curricular programs, including the general education curriculum, international student organizations, opportunities for international study and travel, and a host of other activities.

Institutional Diversity

As discussed in Criterion One, Core Component 1b, principles of diversity and equity are embraced in the mission statement and are integrated into IU Southeast's activities and programs. IU Southeast's strategic responses to institutional and representational diversity are discussed in Criterion One. This section highlights diversity initiatives related to programming, curriculum, and support for student learning. Examples of initiatives include the following:

 • The recently restructured position of associate vice chancellor for academic affairs is charged with promoting diversity initiatives in curriculum and academic programming.

 • Common Experience themes and programming often focus on issues around diversity.

 • The Institute for Learning and Teaching Excellence sponsors workshops and symposia dealing with globalization and diverse learning styles.

 • Faculty teaching symposia held by ILTE and FACET have focused on diversity and small cultures in the classroom.

 • All academic units have developed diversity plans.

 • A comprehensive diversity events calendar is published on the campus Web site.

 • An annual Diversity Award encourages faculty and staff to develop programs with positive impacts on students.

 • The "New Neighbors" program in the School of Education provided the foundation for its $1.04 million federal grant for ESL training in the public schools, the largest federal grant ever received by IU Southeast.

 • Student Affairs offers a number of co-curricular learning opportunities that celebrate and promote diversity, including a Minority Student Graduation Celebration each spring.

 • The Office of Campus Life operates a Diversity Display Cabinet, located near the breezeway in University Center South, decorated according to a monthly diversity theme.

 • The Office of Services for Students with Disabilities sponsors experiential learning opportunities in which students experience the difficulties of getting around in a wheelchair or with a visual impairment.

 • The Center for Mentoring focuses on services to low-income and at-risk students via the 21st Century Scholars and Men of Quality/Color projects.

 • The campus has established a chapter of the Student African American Brotherhood to promote academic success among young African American men.

 • IU Southeast students participate in numerous service and experiential learning activities in diverse settings: Hurricane Katrina clean-up, hands-on experiences for nursing and education students in Ecuador, and crisis and counseling/resource assistance to disadvantaged groups in the area.

• Student Life offers programs designed to reduce the gender gap on campus by offering increased intramural offerings that target males, particularly the African-American and Hispanic male populations.

• Diversity training is incorporated in almost all Student Affairs offices and is regularly addressed in staff retreats and staff meetings.

Curricular Diversity

As discussed in Core Component 3a, diversity is one of the learning goals in IU Southeast's general education program and is also embedded in the co-curricular learning goals developed by the various Student Affairs offices. Students must take at least one class from a list of approved courses to fulfill the general education diversity requirement. These courses must address the following learning outcomes:

• Explain perspectives and contributions linked to a variety of cultural markers (e.g. race, gender, ethnicity, religion, sexual orientation, age, disability, etc.) both in western and non-western contexts.

• Identify differences and commonalities among two or more cultures.

• Evaluate how the student's own cultural context influences the ways in which he or she perceives those who are different from himself or herself.

• Recognize the basis and impact of personal and systemic discrimination, prejudice, and stereotypes.

In addition, each academic program must identify at least one course that is part of its major and that addresses diversity in a significant way in order to reinforce the diversity learning outcomes.

The recent IU President's Diversity Initiative has enabled IU Southeast to hire postdoctoral diversity fellows, who work with faculty to develop a curricular transformation program that emphasizes diversity assessment and the building of model syllabi and diversity modules for different types of courses.

Promoting Student Diversity

Several campus student organizations actively foster diversity:

• The Non-Traditional Student Union advocates for adult students.

• The Pinnacle Honor Society recognizes adult student leaders' academic and service achievements.

• Zeta Phi Beta and Phi Beta Sigma, the African-American service sorority and fraternity, have campus chapters.

• Other groups include the Multicultural Student Union, the Asian Pop Culture Club, and the International Student Organization (ISO).

• The Gay Straight Alliance (GSA) is dedicated to creating a more inclusive and supportive campus environment, educating students about diversity and equal right issues, and providing students with resources within the lesbian, gay, bisexual, transgender, queer, questioning, intersex, and allies (LGBTQQIA) community. GSA provides LGBTQQIA students at IU Southeast with an educational and community resource center, a support structure, and an accepting social organization with which to openly share their experiences and concerns.

• Residence Life and Housing programs address a wide range of social issues, from LGBT issues to homelessness awareness to cultural enrichment.

International Study and International Programs

IU Southeast provides an array of curricular and co-curricular programs designed to broaden its students' cultural perspectives; to increase their understanding of diverse international political, economic, and social systems; and to give them opportunities for international enrichment through study and travel abroad.

• The Indiana University Study Abroad program provides opportunities for IU Southeast students to take courses at universities in more than 50 countries throughout the world.

• Campus-based, faculty-led programs that offer international study experience include biology expeditions to Tahiti, Belize, Fiji, and Dominica; nursing and education expeditions to Ecuador; and faculty-led student expeditions to China.

• IU Southeast offers the only bachelor of arts degree in International Studies in the region. (http://www.ius.edu/IntStudies)

• IU Southeast hosts an annual Model United Nations Security Council Simulation.

• IU Southeast students participate in the annual Model Arab League Simulation at Miami University of Ohio.

• The Japan Center promotes cooperation and understanding between cultures in its service to the campus, area residents, and local businesses and hosts a Japanese Saturday School for school-age children who speak Japanese.

• Recent programs and speakers presented by International Programs include "U.S.-Cypriot Relations," by Ambassador Euripides L. Evriviades of the Republic of Cyprus; "The Roots of International Terrorism," by former captive Terry Waite; "Problems of Higher Education in South Korea," by visiting scholar Dr. Wu Woan Kim; and "Goddesses in Hinduism," by IU Southeast professor Dr. Johnny Alse.

• International Programs provides grants to assist students with meeting the costs of study abroad and help faculty in conducting international research and teaching; supports students from other countries with visa advising and a community closet to assist newly arrived international students with setting up housekeeping; and hosts cultural events such as photo contests, culinary and cultural festivals, and international information markets.

Evaluation of Diversity Efforts

To help evaluate the progress their respective campuses have made and to provide a touchstone for future advancement, peer review teams from IU Southeast and IU South Bend conducted exchange visits to appraise the state of diversity at both campuses in 2007. Strengths noted at IU Southeast include:

• Strong leadership and commitment to diversity among the University's executive's officers, deans, and other campus leaders

• Mentorship programs that pair advanced students with new students

• Careful attention paid to disseminating information about diversity events as broadly as possible

• The International Studies bachelor's degree

• The study abroad program

Noted as challenges were:

• The campus's struggle to find systematic ways to manage curricular and co-curricular diversity issues

• To find effective ways to connect students and programs consistently and predictably over time

• To strengthen external community involvement, particularly from the Kentucky side of the Ohio River

• To address reports by some gay students and students of color that they had experienced harassment and did not feel supported when they expressed their group identity (EMA Partner Site Visit Evaluation)

Through offices and organizations such as the Multicultural Student Union, the International Student Organization, Office of Student Affairs, First Year Seminars, and the Institute for Learning and Teaching Excellence, the University has taken several measures to address these issues in greater depth. Examples include:

• Town Hall meetings to explain support mechanisms and services available to students who feel unsupported.

• Improved and expanded training for faculty, staff, and student participants in the SafeZone (GLBT Ally) program.

• Presentations on diversity issues by members of the Multicultural Student Union and the International Student Organization in First Year Seminars and Social Problems courses.

• Expeditious investigation and resolution of reported allegations of harassment.

More recent evidence on the effectiveness of diversity efforts comes from NSSE 2009 results. The key findings are summarized in Table 3-13.

Table 3-13

NSSE 2009 Survey Diversity Related Results

Item	Level	IU Southeast Mean	Current Peers Mean	Carnegie Peers Mean
Had serious conversations with students of a different race or ethnicity than your own	First Year	2.43	2.53	2.61*
	Senior	2.70	2.68	2.69
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	First Year	2.57	2.61	2.68
	Senior	2.83	2.69*	2.72*
Institution encourages contact among students from economic, social, and racial or ethnic backgrounds	First Year	2.59	2.62	2.72
	Senior	2.58	2.51	2.57
Experience at institution has contributed to understanding people of other racial and ethnic backgrounds	First Year	2.45	2.63*	2.74*
	Senior	2.55	2.63	2.70*

*Note: * indicates statistically significant difference from IU Southeast mean.*

Source: NSSE 2009 Report

The pattern of these results suggests that IU Southeast is generally providing appropriate opportunities for students to learn about diverse populations, although the final item suggests that students do not perceive the impact of those opportunities as positively as do students in the peer group institutions. These results need further analysis to determine what follow-up actions are appropriate.

SUMMARY, CORE COMPONENT 3c

The following examples of evidence demonstrate that IU Southeast creates effective learning environments:

* IU Southeast has considerable direct and indirect evidence across schools and academic programs that it has created effective learning environments that support student achievement of learning outcomes defined by the faculty.

* IU Southeast makes use of evidence from assessment to inform and shape modifications in its academic programs to promote student learning.

* IU Southeast provides the technology necessary to support learning and teaching inside and outside the classroom. Both faculty and students make effective use of that technology and express high levels of satisfaction with it.

* The University has implemented an honors program to provide an option for students who seek to enrich their academic program.

* The Common Experience program has increased intellectual interaction among the various sectors of the campus community and the larger community it serves.

* The University has invested heavily in physical facilities, including a new Library and expansion of the Life Sciences Building, and in installation of new technologies that enhance student learning.

* The theater and gallery spaces in the Paul W. Ogle Cultural and Community Center provide venues for a variety of arts and cultural programs that simultaneously enrich the community at large while providing faculty and students with superior facilities to express their artistic talents.

* The University has implemented a host of measures to promote institutional, curricular, and student diversity and to engage the campus and the external community with the global society.

* In response to the need to provide more flexible course offerings to meet student needs, IU Southeast offers both undergraduate and graduate courses at off-campus sites, and is systematically developing new online and hybrid courses.

* The restructuring of the entire IU Southeast advising system, including reorganization of the Academic Success Center and expansion of the professional advising program, has resulted in greater student satisfaction with the University's advising program.

The following strategic initiatives will further strengthen IU Southeast's capacity to create effective learning environments:

* IU Southeast will identify and implement a model for student learning communities which best fits its students and campus environment.

* IU Southeast will assess annually all aspects of its diversity and equity objectives, particularly in regard to the effectiveness of its initiatives.

* IU Southeast will strengthen opportunities for faculty to infuse diverse perspectives in the curriculum and in their courses.

3d

* IU Southeast will increase support and development of diverse student organizations.

* IU Southeast will conduct periodic surveys regarding campus climate and will take steps to address climate issues identified through those surveys.

* IU Southeast will develop a strategy for the continued development of online and hybrid education.

* IU Southeast will continue the development of a three-tiered system for academic advising, including development of student learning outcomes for advising, ongoing professional development for advisors at all levels, and appropriate use of student peer advisors.

Core Component 3d: The organization's learning resources support student learning and effective teaching.

INTRODUCTION

The 1999 HLC team report stated "IU Southeast provides excellent instructional and learning resources... These resources are sufficient for students to access necessary materials to achieve the degrees offered at the university. Further, support services to assist students and faculty are provided. Resources include an adequate library, technology for teaching and learning, and special laboratories to provide learning opportunities and activities appropriate for specific degree programs at the university." In the 10 years since that report, the campus has built upon this area of strength, perhaps most notably with the opening of its new library in 2005.

UNIVERSITY LIBRARY

The centerpiece of IU Southeast's broad array of resources that support teaching, learning, and research is the University Library, which opened in January 2005. Based solely upon its on-site holdings, which include more than 363,000 monographs, 360,000 microforms, 57,000 periodical volumes, 15,000 media and audiovisual items, 35,000 online full-text journal titles, and 50,000 e-books, the Library is a strong pedagogical facility. Its capability as both a pedagogical and research facility is significantly enhanced by numerous Internet-based and on-site services that provide access to an almost unlimited number of resources housed in libraries across the nation and on the Web.

IUCAT, Indiana University's online library catalog, links all Indiana University libraries and enables local users to order books from any library in the Indiana University system. The Library also provides online access to more than 240 databases, greatly facilitating student learning and faculty research. (http://www.ius.edu/library/) As a member of Kentuckiana Metroversity, a consortium of six colleges and universities in the Greater Louisville Metropolitan Region, the Library provides access to the resources of libraries of the other five participating institutions as well as the New Albany-Floyd County, Jeffersonville Township, and Louisville Free public libraries.

The Library's pedagogical resources address the needs of nearly all educational levels. The Curriculum Laboratory, located on the third floor, houses a large collection of books and materials oriented particularly to K-12 education and instruction as well as resources relevant to university instruction. The Center for Cultural Resources (CCR), located adjacent to the Curriculum Laboratory, is an independent, not-for-profit organization with its own board of directors. Its large collection of international artifacts and other instructional materials is catalogued by the Library and available to K-12 teachers in public, private, and parochial schools in the Southern Indiana region. CCR materials are also available to University faculty.

The Library recently began using a new program called Libguides to create interactive online course guides. Libguides employ various Web 2.0 technologies, such as tagging, user-rating and commenting options, video imbedding, interfacing with Facebook, and other social tools to assist students in developing assignments. For example, the site dedicated to the basic writing courses has aids for developing topics, finding references, and preparing citations, among other features. (http://libguides.ius.edu/writing/) These and other technologies both support and enhance classroom learning.

The Library is responsible for providing instruction that addresses the goal of information literacy within the campus general education program. The approach to addressing this goal provides three tiers of instruction - first year, entering the major, and capstone - and seeks to integrate information literacy throughout the curriculum.

Another important Library resource is the Adaptive Technology Center (ATC), which provides access to technology that is necessary for students with disabilities to succeed. The ATC is equipped with two computers with large monitors and user-friendly mice and keyboards. A wide variety of software, along with training in its use, is available to patrons based upon their particular disability. For those students with invisible disabilities who prefer not to use a facility separated from mainstream services, a small facility in the main reference area is supplied with some adaptive technology software and hardware.

The Library formally assesses its instructional programs each year and periodically conducts a comprehensive evaluation of all its services. A comprehensive evaluation was performed in 2002-03, before the new facility opened, using a national, standardized instrument called LibQual+. Although overall results were positive, the survey revealed some areas of concern. One was that staff at the Circulation Desk, the initial point of contact, sometimes appeared unhelpful because they had to refer patrons to the Reference Desk. To counter this perception, Library staff members are now trained to be more helpful and gracious in making those referrals, by naming the reference librarian and escorting the patron to the desk rather than merely pointing. Another concern was that some graduate students expressed dissatisfaction with inadequate information about the Library. To remedy this, the staff reached out to graduate students by conducting introductory sessions during initial required courses in the master's programs in business administration and education. The Library expects to repeat the LibQual+ assessment in 2010-11.

Both students and faculty were asked about their satisfaction with "library facilities and services" in the 2008 surveys conducted for this self-study. More than 87 percent of faculty expressed satisfaction and only 2 percent expressed

dissatisfaction; the rest did not express an opinion. Similarly, 87 percent of undergraduate students expressed satisfaction and less than 2 percent expressed dissatisfaction. In view of the previous concerns noted above, it was good to see that over 75 percent of graduate students expressed satisfaction and only about 1 percent were dissatisfied. On the other hand, a large percent of graduate students (12 percent) indicated that they did not have enough knowledge to give a rating. This finding suggests the need for the Library to continue its outreach efforts to graduate students.

SUPPORT FOR STUDENT LEARNING AND SUCCESS

First Year Seminar

Since 2002, all beginning students at IU Southeast and all transfer students entering IU Southeast with fewer than 26 credit hours have been required to complete a First Year Seminar (FYS) class during their first year of attendance. Taught by full-time faculty, some highly experienced part-time faculty, and selected professional advisors, FYS sections are limited to 20 students per class and are taught in conjunction with regular discipline-specific courses. The FYS courses are designed to introduce students to skills that will enhance their college success (e.g. study, research, test-taking, and time-management skills; financial management; and stress management). The FYS program also introduces students to the campus community and available support resources. A "Campus Passport" program encourages students to visit most campus offices (including Career Services, the Library, and all student support offices) and familiarizes them with technological resources. FYS participants also are required to attend and report on a specified number of campus events.

Research conducted for the past five years shows a consistent pattern demonstrating that the First Year Seminar program increases student retention. Specifically, students who take an FYS course are more likely to return the following spring semester than students who did not take an FYS course. Equally important is the fact that the students taking the FYS course have a higher fall-to-fall retention as well. This pattern continues throughout their time at IU Southeast. Breakdown analysis of specific subpopulations within the FYS cohort also shows that transfer students, conditionally admitted students, and nontraditional students who take an FYS are more likely to persist than are comparable students who do not take an FYS.

The program and its learning goals are regularly assessed by faculty participants and through surveys of students who have completed the program, with the goal of improving program effectiveness. Recent assessment-driven changes to the program include: a revamped library skills component, enhancement of the Career Services component, and development of a specific FYS course targeted toward students who are admitted on a conditional basis owing to their level of academic preparation. A detailed description of FYS assessment procedures, findings, and modifications to the program is available here. (Freshman Seminar Report)

Student Development Center

The Student Development Center (SDC) serves students with a diverse array of academic backgrounds. The SDC's mission is to provide students with the academic resources to assess, supplement, and encourage their growth as motivated and successful members of the campus community. SDC services include:

Testing

The Student Development Center offers a variety of testing services. All new students take writing, reading, mathematics, and modern language placement tests in order to assist them and their advisors in selecting appropriate courses. The center also administers College-Level Examination Program exams, Dantes Subject Standardized Tests, and the Test of English as a Foreign Language. In addition, students with disabilities who require testing accommodations can take course examinations in a quiet environment, take additional time, and receive the support of readers, as their accommodation allows.

Supplemental Instruction and Tutoring

Supplemental Instruction (SI) is an academic assistance program that increases student performance and persistence. SI targets academic courses that have a high rate of D, F, and W grades. SI provides regularly scheduled, out-of-class, peer-facilitated sessions that start the first week of classes, are open to all students in the course, and are attended on a voluntary basis. Data collected from and about participating students indicates that those receiving SI earned an average of one-half grade higher and persisted at a greater rate than their peers who did not attend SI sessions.

Low-cost tutoring is available for most 100- and 200-level courses. SDC also refers students to other services for educational assistance, including the Mathematics Laboratory, the Writing Help Center, and the Office of Disability Services. (http://www.ius.edu/sdc/) EDUC-X 150, a study-skills course that helps students acquire university-level skills, and College Preparatory Workshops are available as well.

SDC, like the Library, is equipped with various assistive technologies, including JAWS and Dragon software, which were installed during the fall of 2008. The SDC monitors the needs of students with disabilities for additional software and equipment to facilitate its operations as an alternative testing site and requests funds for acquisition of such equipment as appropriate.

Mathematics Laboratory

The Mathematics Laboratory offers free tutoring and computers on which the software necessary for all classes is installed and operational. Students may use the facilities without an appointment at any time the campus is open. Tutorial support is provided by upper level math students and faculty volunteers.

Math Lab student usage levels have increased over the past two years, largely because nearly all mathematics faculty use My Math Lab, an instructional product published by Pearson Learning (http://www.mymathlab.com/), in their 100-level courses. This online tutorial software program allows student to do their homework and receive just-in-time help in a variety of formats. It also enables students to catch up if they are behind, receive remediation in needed skills, and much more. Student also may take practice exams, using the software with the help features turned off. These benefits have triggered an influx of students into the lab to complete their homework and study for examinations.

The last evaluation of the Math Lab, conducted in 2000, found that students who used the tutoring services regularly scored one letter grade higher than students who did not. Largely because its advent is fairly recent, there has been no evaluation of the effectiveness of the Math Lab's new technology with respect to its impact on student learning and grades. Nor has an effectiveness study of the Mathematics Laboratory itself been conducted for several years.

Writing Center

The IU Southeast Writing Center, housed in the School of Arts and Letters, offers free, individual writing instruction on a walk-in basis. It is headquartered in Knobview Hall and has satellite facilities in the Library and two residence halls, making its services easily accessible to all students. The staff consists of a director, a full-time composition consultant, and four work-study students; operating hours vary according to demand level. The Knobview Center houses 23 computer stations and two rooms with desk areas where staff can meet with students.

The Writing Center's goal is to make stronger writers, not perfect papers. Most help falls into one of two categories:

1. Computer assistance such as basic word processing, Oncourse training, and PowerPoint.

2. Composition assistance such as development, format, structure, documentation, and presentation of papers. The staff accepts and addresses student questions and requests for feedback on papers through telephone and e-mail during regular business hours. The center also provides information on various kinds of writing issues, including handouts on "How to Do a Writing Assignment," "Answering Essay Questions," "Constructing an Essay: Introduction, Body, Conclusion," and "Quoting, Paraphrasing, and Summarizing."

The Writing Center receives approximately 11,500 visits from students in 400 classes and conducts more than 100 customized workshops in response to faculty requests annually. The center recently instituted a process to track various types of assistance rendered to users. It will provide valuable data that will help to generate later reports on the number of students using the center at a given time, their first language, major, instructor, class, assignment, the nature of the service rendered, and the consultant's name, as well as an optional report the student can take to his or her instructor.

The retirement of the Writing Center's director in 2008, and the appointment of a new, interim director offered an opportunity to assess and restructure the center and its operations. As a result of professional contacts established through the East Central Writing Center Association, the International Writing Center Association, and the Indiana University-Purdue University Fort Wayne Writing Center, the new director gained numerous ideas to guide the center's future direction. Working closely with the School of Arts and Letters dean, a self-study was prepared, an external review was conducted by the creator of the Purdue Writing Lab, and an action plan was developed. A strategic plan is in preparation as well, aiming at a full assessment of learning outcomes.

Goals for the near future involve implementing a course, Writing Center Theory and Practice, to train tutors in writing center theory and pedagogy, including ESL

assistance. Additionally, a budget increase will be pursued to support hiring additional tutors. Also, arrangements are being made with the English writing faculty to play a more active advisory role as an informal consultation committee for the director.

Office of Disability Services

The Office of Disability Services (ODS) is housed in the Academic Success Center. Students with disabilities are encouraged to contact the Disability Services coordinator to discuss concerns regarding their education, required documentation of their disability, and any accommodations they may need. The coordinator serves as a liaison with faculty to make appropriate accommodations. (http://www.ius.edu/asc/disabilityservices)

Services provided by the ODS include pre-admission visits, note-takers, tutoring, interpreters, registration assistance, accessibility information, and referral to other campus and community services. In addition, the office assists students by arranging testing accommodations, obtaining recorded textbooks, providing counseling in learning strategies and self-advocacy skills, and serving as liaison with Vocational Rehabilitation and other agencies.

The ODS Web site provides links to a campus access guide, financial assistance, the Student Development Center, documentation guidelines, policies and procedures, and the National Accessible Apartment Clearinghouse as well as intern, practicum, and volunteer opportunities. In November 2008, the ODS and the ASC evaluated the current state of campus technology available for users with disabilities. The evaluation was intended to provide guidance for improving access to technology for students with disabilities. It revealed several opportunities for improvement, including implementation, software maintenance, compatibility with campus hardware, and availability for student use. ODS and ASC staffs continue to work with other campus units and other campuses to ensure that appropriate technologies are easily available to all IU Southeast students. The Information Technology unit has already provided significant assistance by purchasing and installing assistive software and hardware at eight new locations on campus. See the report "Assessment of the Status of Assistive Technology at IU Southeast" in the Resource Room.

Career Services

The Office of Career Services assists IU Southeast students in clarifying career objectives as they progress through their college experience. Its approach to career development begins with career awareness and career decision-making, then focuses on academic major selections and experiential education opportunities, and culminates in professional employment. Career Services offers the undecided student a variety of assessments to guide their selection of an academic major. Career Services also provides students with essential training and resources such as resume writing, interview techniques, and tips on networking and employment etiquette. (http://www.ius.edu/careerservices/)

Career Services encourages students to build on their academic work through diverse job experiences and internships. Coordinated by a full-time staff person, the IU Southeast internship program provides educational experiences related to a student's degree program and career plan that allows the student to apply what he or she has learned to real work situations. For further discussion on internships and related experiences see Core Component 4c.

Career Services makes robust use of online technology to enhance the overall environment of IU Southeast's students. The office uses state-of-the-art software packages to assist in job postings, career research, and job preparation; provide access to part-time, full-time, internship, and work-study positions; and enable students to upload résumés, cover letters, and reference lists for critique by the staff. "The "Choices" Career Planner and Explorer provide up-to-date career information about education requirements, employment outlook, salary information, and other data about various prospective careers.

Career Services regularly evaluates its activities to assure that they complement students' educational goals and that its programs are valuable, accessible, timely, and current. Satisfaction surveys are conducted among students, alumni, and employers to measure success in delivering appropriate services and programs. To the fullest extent possible, Career Services quantifies its goals and objectives to measure the extent to which its efforts have exceeded, met, or fallen short of expectations. Because many programs continue from year to year, comparative figures are maintained to identify trends and changes in demand for services and programs. Procedural adjustments are often made on a weekly basis in response to the needs of students, faculty, and employers.

As a result of this evaluation process, Career Services has taken numerous measures to improve services to alumni, students, and employers:

• To accommodate requests by alumni and students for more opportunities to meet with area employers, the Career Services Office expanded the Café Résumé program, in which employers critique student résumés.

• Based upon student feedback, an etiquette dinner is now conducted each semester, and selected employers are invited to attend.

• The office database system now allows students to store multiple versions of their résumés and send them electronically to employers, along with cover letters, reference lists, and other job-related documents.

Center for Mentoring

The Center for Mentoring houses the Mentoring Program and the Access to Success Program, which are designed to enhance opportunities for various targeted groups of students to enter and succeed in college.

Mentoring Program

The Mentoring Program provides students with assistance as they matriculate and make the transition to life at IU Southeast. It pairs students with volunteer mentors who guide them through their first-year experience and on through graduation. Mentors are knowledgeable faculty, staff, and alumni who are trained to help students obtain the resources they need for academic success and help them begin to identify with and feel connected to the campus community. In addition, students are assisted in the development of their personal, academic, and career goals. Peer mentors, who are college sophomores, juniors, and seniors, also serve as mentors for first-year students. (IU Southeast Bulletin)

Access to Success

Access to Success is an intensive one-year program designed to increase access to post-secondary education for three underrepresented student groups - 21st Century Scholars, minority students, and adult learners (ages 25-39) - and to improve their chances for academic success. Designed to assist these students in their first year of college, the program aims to develop an academic support system that meets their special needs, promotes their integration into the campus community, and increases their success and retention rates. The program includes one-on-one peer mentoring in addition to faculty, staff, and alumni mentoring. Other features include the Collegiate Summer Institute (CSI), which consists of four day-long sessions allowing participants to work with mentors to determine their personal goals and strategies for success. (IU Southeast Bulletin)

Center for Mentoring programs are assessed through the use of participant surveys, including the Noel-Levitz College Student Inventory for Access to Success for CSI, 2009; CSI pre- and post-surveys, 2009; CSI weekly evaluations, 2009; and end-of-semester reports on all Center for Mentoring participants. Student feedback from a similar battery of surveys in 2006 resulted in modifications in Access to Success programming, including increased involvement of peer mentors in facilitating activities for and engagement with first-year students. See Access to Success Program Survey, 2006; Mentoring Program Evaluation by Mentee, 2006; Mentor Evaluation Program, 2006; and Evaluation Reports, CSI Survey Report all available in the Resource Room.

Personal Counseling

The IU Southeast Personal Counseling Service is staffed by a licensed psychologist who is available, free of charge, to help students with personal or academic problems. All services are confidential and include personal, individual, and group counseling; family, marriage, and couples counseling; faculty and staff consultation; and referral for specialized services such as substance abuse treatment and/or medical evaluation. The psychologist's credentials allow him to supervise doctoral level clinical psychology students, thereby greatly increasing the campus's counseling service hours to students. (http://www.ius.edu/personalcounseling/)

Adult Student Center

The Adult Student Center provides programs, information, and support to nontraditional students and advocates to the campus at large for the unique needs of older students. The center is designed as a place where students can network with their peers, meet friends, check e-mail, do class work, and relax between classes. Staff members work closely with the Non-Traditional Student Union, which supports and advocates for adult students.

The center's operations and programming have witnessed significant growth in recent years, largely in response to a 2006 Council for the Advancement of Standards in Higher Education self-assessment report that identified several weaknesses in services for the University's adult student population. These included inadequate programming related to learning and development and the lack of clear policies and procedures. The main weakness was the lack of a professional coordinator, which was remedied in 2007. The new coordinator's immediate responsibility was to oversee the preparation of an action plan, which involved the revision of the mission statement to address programs, services, student learning initiatives, and diversity. An Advisory Board was established in fall 2008 to assist with an annual review of the mission

and programming as well as the creation of a Standard Operating Procedures Manual. A usage monitoring system also was initiated. The center moved to larger facilities in the renovated University Center. As a result of these initiatives, operating space increased three-fold and daily usage quadrupled, from 12 students to nearly 50.

SUMMARY, CORE COMPONENT 3d

The following examples of evidence demonstrate that IU Southeast's learning resources support student learning and effective teaching:

* The new IU Southeast Library, which provided space for significant expansion of both on-site holdings and access to a much broader array of Internet-based and other technology services that provide access to resources in libraries across the nation, exemplifies the University's commitment to ensuring access to resources necessary to support learning and teaching. Faculty and students express high levels of satisfaction with the library's facilities and services.

* The First Year Seminar program has a demonstrably positive impact on persistence of first-year students.

* Testing, supplemental instruction, and tutorial services provided by the Student Development Center, the Mathematics Laboratory, and the Writing Center enable students to enhance their academic skills.

* The Office of Career Services has experienced significant growth in the internship program and adopted a variety of counseling and assessment programs designed to assist students in clarifying their career objectives and aligning them with the academic programs.

* The Center for Mentoring, through its Mentoring and Access to Success programs, has created opportunities for underrepresented demographic groups to gain the skills necessary to enroll and succeed in college, especially during the freshman year.

* The Adult Student Center, which has been enhanced through the creation of additional space and the hiring of a full-time coordinator, is now a much more effective advocate for non-traditional students, who constitute a significant portion of the student population.

* Technologies available in the Library, Career Services, Student Development Center, Mathematics Laboratory, and Writing Center demonstrate that the University supports students, staff, and faculty in using technology effectively.

The following strategic initiatives will further strengthen IU Southeast's resources that support student learning and effective teaching:

* IU Southeast will identify, evaluate, and implement strategies that fully utilize existing campus information technology resources and incorporate new and innovative technologies that improve teaching and learning, campus business processes, and student services.

* IU Southeast will apply the Council for Advancement of Standards in Higher Education professional standards to review and improve academic support services.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

INTRODUCTION

IU Southeast is strongly committed to fostering inquiry, creativity, and the pursuit of pure and applied knowledge by its faculty, administration, staff, and students. This commitment is deeply rooted in the University's institutional culture. In 1999, when IU Southeast was reaccredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, the team of consultant-evaluators noted that, "There is an impressive record of scholarly activity across the faculty at IU Southeast. While quality varies across units and individuals, it is clear that scholarly and creative achievement is a valued aspect of the culture." In addition, the team noted that at IU Southeast, "Students are increasingly participating in original research activities and presenting their findings at national conferences," and encouraged IU Southeast to continue and build upon this trend.

During the last decade, IU Southeast has, indeed, continued to encourage and support the scholarly, creative, and professional development activities of faculty and staff and to increase opportunities for students to pursue a research agenda and to develop and apply knowledge and skills both inside and outside the classroom. Such activities, which are central to the mission of IU Southeast, are deeply embedded in "Strategic Plan, 2005-2009" (see strategic objectives 1.7 and 2.10), which calls for IU Southeast to "support the ongoing intellectual and professional development of its faculty and staff" and "inspire a student-centered culture that encourages personal, career, and intellectual development." This commitment to fostering a life of learning will be carried forward in the new strategic plan, which serves as the foundation for the University's development through 2014.

4a

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

INTRODUCTION

IU Southeast's commitment to a life of learning pervades every sector of the campus community and is demonstrated in very tangible ways. During the past decade, the University has implemented an extensive reorganization of its administrative structure to strengthen support for faculty development, research, and creative activity; increased both internal and external funding and improved recognition for faculty and student research; enhanced professional development opportunities for professional administrators and staff; and initiated life-long learning programs designed to engage both the regional and campus communities. As a result of these initiatives, IU Southeast has experienced significant growth in both faculty and student productivity in research and creative activity, and non-academic staff express a generally high level of satisfaction with their employment conditions and opportunities professional growth.

SUPPORT FOR FACULTY RESEARCH AND CREATIVE WORK

One of the principles that guides IU Southeast's approach to teaching and learning is the belief that teaching is enhanced when faculty are professionally engaged in scholarly activity within their discipline. Active faculty engagement in research and creative activity also provides opportunities for undergraduate students to apply what they have learned in the classroom in authentic research situations.

Finally, having a professionally active faculty also improves the visibility of the University and contributes to its economic health through contracts and grants.

Organizational Infrastructure

IU Southeast has reorganized its academic administrative structure to streamline and clarify responsibilities and strengthen support for faculty development and research and creative work of both faculty and students. At one time, responsibility for all these functions rested with one person, who served as both associate vice chancellor for academic affairs and dean for research. In 2001, a faculty committee suggested that the functions be separated and that a dean for research be appointed to focus solely on providing support for student and faculty research. During the 2004-05 academic year, the functions of supporting teaching and research and promoting research compliance were divided into four separate positions: a full-time position of associate vice chancellor for academic affairs and three part-time administrative positions including dean for research, Institutional Review Board (IRB) chair (human research), and Institutional Animal Care and Use Committee (IACUC) chair (animal research). The responsibilities of these positions are as follows:

Associate Vice Chancellor for Academic Affairs

The associate vice chancellor coordinates faculty development in support of teaching excellence and supervises the Institute for Learning and Teaching Excellence. The associate vice chancellor also coordinates diversity efforts within Academic Affairs and, along with the Affirmative Action Officer/Trainer and Dean of Student Life, acts

as part of a team (or "trio") for coordinating campus diversity efforts. In addition, the associate vice chancellor oversees the Academic Success Center, coordinates academic affairs efforts related to enrollment management and student success, coordinates classroom scheduling as needed, coordinates distributed education offerings, supervises 21st Century Scholars programs, serves as Indiana Higher Education Telecom Service and Virtual Indiana Classroom liaison, and oversees preparation of the IU Southeast Faculty Manual. (IU Southeast Faculty Manual)

Dean for Research

The dean for research facilitates the research and creative work of faculty and students. The dean provides information on internal and external funding opportunities, manages funds for support of research and creative work, administers funded research in both pre-award and post-award phases, and supervises the Applied Research and Education Center. The dean works with the chairs of the IRB and the IACUC to assure compliance with all federal and university regulations governing the protection of human subjects and the humane treatment of animal subjects.

Institutional Review Board Chair

The IRB chair ensures compliance with Indiana University and federal standards for protection of human subjects. The director facilitates IRB proposal writing (e.g. training), coordinates with the IU Office of Research Compliance, receives yearly training and provides training for committee members, coordinates files with clerical staff, revises and maintains IRB bylaws, and reviews all proposals before submission to the IRB.

Institutional Animal Care and Use Committee Chair

The IACUC chair ensures compliance with Indiana University and federal standards for protection of animal subjects, coordinates with the Office of Research Compliance in Bloomington, receives yearly training and provides training for committee members, coordinates files with clerical staff, revises and maintains IACUC bylaws, and reviews all proposals before submission to the IACUC.

Internal Funding for Research

The Office of Academic Affairs, through the dean for research, provides a wide variety of programs that support faculty research and creative activities. Most funds are awarded through a competitive process in which the Research and Grants Committee reviews proposals from faculty members and makes recommendations for awards to the dean for research. Research support is targeted at all full-time faculty members who have research responsibilities. Lecturers and part-time faculty, whose responsibilities are in teaching and service only, are eligible to apply for funding to support professional development related to teaching.

The following programs support research and creative activities. Details on eligibility, proposal preparation, and deadlines are provided in the Faculty Research section of the Academic Affairs Web site and in the Faculty Manual. (Faculty Research, Faculty Manual) Some programs are limited to tenured and tenure-track faculty. However, eligibility for several programs is extended to lecturers (indicated by **) or to both lecturers and adjunct faculty (indicated by *).

Proposals submitted to the following programs are reviewed and recommended to the dean for research by the Research and Grants Committee:

- Faculty Development Travel Grants*

- Large Grant Program

- Faculty/Student Working Groups

- Second Meeting Travel Grants**

- Summer Fellowships**

- Student Assistants Grants*

- Grant-in-Aid of Research

- Summer Faculty Fellowships for Research

- Research and Creativity Mentor Partnership Program

- Research Support Fund

Faculty apply directly to the dean for research for the following program:

- Quick Response Mini-grants**

Faculty apply to the Integrated Technology Committee for the following program:

- Software - This program distributes up to $30,000 per year to purchase software for specific projects.**

Faculty apply to the IU Office of International Programs for the following programs:

- International Enhancement Grants**

- Overseas Conference Fund

- International Projects and Activities

- Office of International Programs/Chancellor's Fund**

The IU Southeast policy that allows for reassigned time for research also strongly demonstrates institutional commitment to faculty research and creative activities. The fulltime teaching load is 24 credit hours per academic year. All tenure-track and tenured faculty may request, as part of their annual report, a reassignment from teaching one three-credit-hour course, or the equivalent, each semester, to pursue scholarly activities. About 100 of the nearly 150 eligible faculty members receive reassigned time each year.

Historic Trends in Internal Funding, New Programs, and Support Services

Analysis of historic trends in support of research and creative activity provides evidence of a commitment to financial support of scholarly activity at IU Southeast. This section provides an overview of new programs, identifies sources of new funds, documents changes in support structures, and describes the rationale for new programs.

Figure 4-1 shows changes in total internal funding for faculty research. It does not include funding targeted directly at students. It is important to note that this breakdown is problematic because many research support programs integrate faculty and student participation (see Student Scholarship). In any event, the data indicates significant growth in internal support for faculty research between 2001 and 2008. Data on the amount of funding and number of awards for all programs over the past eight years is provided here: Research report summary data.

Figure 4-1

Internal Support for Faculty Research at IU Southeast
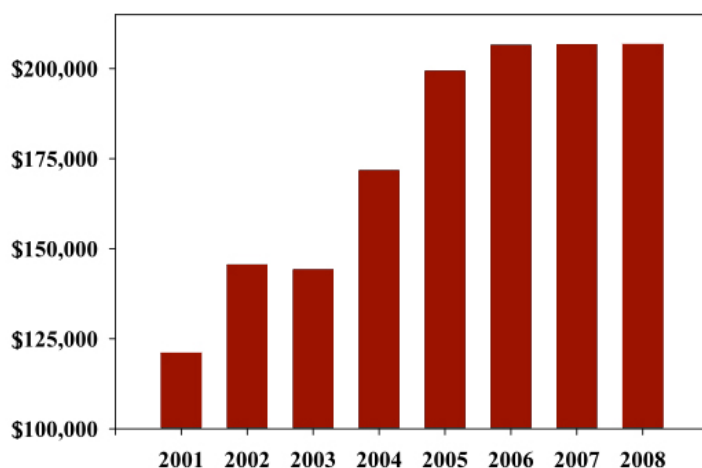
Source: IU Southeast Dean for Research

Sources of New Funds, Changes in Support Structure, and Purpose of New Programs

Increased funding for faculty research at IU Southeast derives from several sources including:

• Sabbatical funding added to base budget. Before FY 2002, sabbaticals were funded from salary savings gleaned from faculty taking full-year sabbaticals and other available sources on a year-to-year basis. Beginning in FY 2002, $28,000 in sabbatical support was added to the IU Southeast base budget, and that amount increased gradually to $42,500 in FY 2005. Since then it has increased in proportion with the increases in annual salary pool.

• The Faculty/Student Working Groups Fellowship program, created in FY 2005, supports faculty working with two to four students on individual or joint research projects or creative work. It provides a full Summer Faculty Fellowship for the faculty member ($8,000) and a $1,000 fellowship for each student participant, plus $500 in research supplies. Proposals are reviewed by the Research and Grants Committee. Up to three working groups are funded each year.

• The Research and Creativity Mentor Partnership Program, created in FY 2007, fosters interdepartmental and/or intercampus collaborations to support the

development of faculty skills and achievements in their field of scholarship and creative work. Stipends are limited to $400 per participant.

In addition to campus-based research support, Indiana University's Intercampus Research Fund provides funding to the campus for the following two programs which support research by tenure-track faculty. These funds are awarded competitively based on applications submitted to the Research and Grants Committee.

• The Research Support Fund provides a total of $10,000 each year for startup funding for new tenure-track faculty members. In the past year, three faculty members received support from this fund.

• The Large Grant Program enables faculty to apply for up to $5,000 to support research or creative work. Its purpose is to encourage faculty to develop their research or creative work into larger projects capable of attracting external funds. Seven projects have been funded over the past three years.

The dean for research provides services that promote awareness of available programs and assistance in obtaining external as well as internal funding. The orientation program for new faculty includes a session on sources of research funding. The dean provides regular updates on programs and policy issues at school meetings and hosts workshops that facilitate faculty scholarship. The dean also assists faculty in submitting external grants, which must be approved at several administrative levels at IU Southeast and by the Indiana University Sponsored Research Services office in Bloomington. The Faculty Research Web site serves as the primary source of information about funding opportunities and provides extensive information on navigating through the submission process. (Faculty Research)

Consistent with these outreach efforts, the 2008 self-study faculty survey showed that 89 percent of full-time faculty are aware of programs, services, and initiatives offered by the dean for research. The survey also showed that 75 percent of faculty members who indicated that they had experience with support services for research were satisfied with those services, and only 5 percent were dissatisfied.

Internal Funding at IU Southeast Compared with Peer Institutions

Further evidence of IU Southeast's commitment to faculty scholarship is seen in comparison with peer institutions. Figure 4-2 shows funding at IU Southeast and five peer institutions during 2007-08. These institutions were randomly selected from the peer list developed as part of the Mission Differentiation Project. See Core Component 2a for a complete list of peer institutions. The data represents campus-wide programs comparable to those at IU Southeast; school and department level support are not included. There is a significant variation in the amount of funding provided by peer institutions. The level of funding at IU Southeast is 16 percent higher than the next highest institution (University of Michigan Flint) and is signifcantly higher than the remaining institutions.

Figure 4-2

IU Southeast Compared with Peer Institutions: Support for Faculty Research
during 2007-08
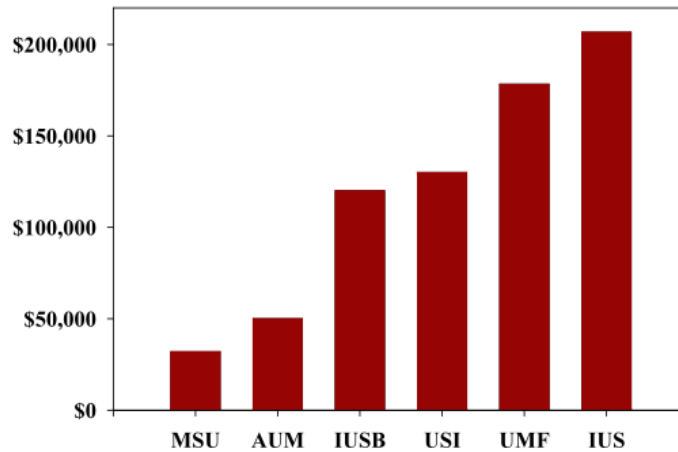
MSU: Minot State University   USI: University of Southern Indiana
AUM: Auburn University Montgomery   IUSB: Indiana University South Bend
UMF: University of Michigan Flint   IUS: IU Southeast

Source: Data Collected from Peer Institutions

External Grant Activity

An important purpose of internal support for faculty, especially those in the early
stages of their career, is to foster creative activities that lead to external support.
A historical record of external grant activity at IU Southeast is shown in Table 4-1.
These grants include awards from the National Institutes of Health, National Science
Foundation, United States Department of Agriculture, and the National Endowment for
the Humanities. In 2007 the School of Education received a $1,045,000 grant, which
was disbursed over several years, from the United States Department of Education.
The largest federal grant ever awarded to IU Southeast, it is being used to improve the
learning environment and success rate for English language learners in the region by
strengthening the teaching process in local school districts.

Table 4-1

Contracts and Grants Awarded 2003-04 through 2008-09

2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
$970,352	$899,121	$613,743	$655,827	$612,487	$576,390

Source: IU Southeast Dean for Research

Recognition of Faculty Research and Creative Activities

The Distinguished Research and Creativity Awards for junior and senior faculty represent the highest honors for research and creative activities at IU Southeast. Tenure-track faculty members are eligible for the junior award and tenured faculty members are eligible for the senior award. The Research and Grants Committee reviews the dossiers of the nominees and recommends awardees to the chancellor, who makes the final decision. The faculty member selected for the senior award receives a $1,000 merit increase in base salary; the junior awardee receives a $500 increase in base salary.

The Summer Achievements in Research and Creativity Series (SARC series) was created to share scholarly work with the campus community. Faculty members who receive summer support are encouraged to present their results during the following academic year. The SARC Series is presented biweekly during the lunch hour. (SARC Series)

Methods for determining annual merit salary increases vary from school to school. All schools consider teaching the most important factor assessed in performance reviews; however, scholarly activity is also an important factor in annual performance reviews and merit increases. In addition, research and creative work is one of the three areas of performance which are evaluated when tenure-track faculty members are reviewed for tenure and/or promotion in rank. Six of the 23 tenure candidates in the past five years received an "excellent" rating in research, and for one of those candidates, research was the basis for tenure, that is, it was the only area in which there was an "excellent" rating.

Historic Trends in Publications, Presentations, and Performances

The following graph shows scholarly activity and productivity measured in terms of the number of presentations at professional meetings, published articles and reviews, and performances and exhibitions over the past nine years. As Criterion Two indicates, the number of full-time faculty increased from 156 to 201 during this period. However, most of the faculty hired during this period were non-tenure track appointees; the number of tenured and tenure-track faculty, the group which has research responsibilities, only increased from 135 to 143. Clearly the increase in research production is larger than the increase in the number of faculty with research responsibilities. Indeed, the number of professional contributions per tenured/tenure-track faculty member has increased from 1.4 to 2.1. This data demonstrates that IU Southeast faculty members are productive and engaged in their professions at a level consistent with the campus mission.

An important reason that IU Southeast supports faculty research is that it provides opportunities for undergraduate students to apply what they have learned in the classroom in authentic research environments. It is important to note that there is a possible trade-off between involving a large number of undergraduate students in scholarly activity and the professional productivity of faculty. This is especially true since those faculty most engaged in their profession are often the same faculty who provide a disproportionate number of opportunities to students. Another trade-off is that while the hiring of non-tenure track faculty noted above has reduced reliance on part-time faculty in the classroom, it has not provided additional opportunities for undergraduates to participate in research or creative work.

Figure 4-3

Faculty Research and Creativity, 2000-2009
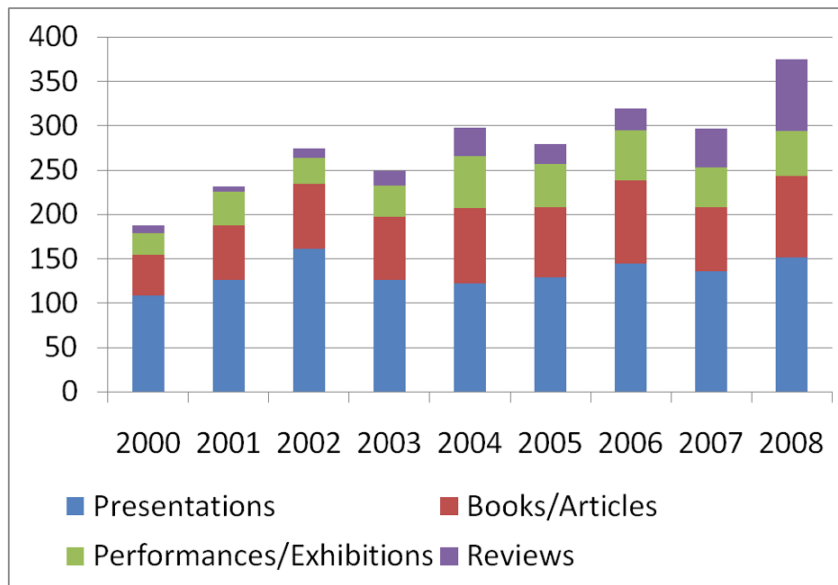
Source: IU Southeast Faculty Research and Creativity Reports

NURTURING STUDENTS IN A LIFE OF LEARNING

Funding for Student Research and Creativity

As noted above, IU Southeast recognizes the importance of applied learning opportunities for students and has a strong history of support for undergraduate research and creative activity. Much of this support is provided by internal funds awarded to faculty (see Support for Faculty Scholarship). This section focuses on support targeted directly to students who either serve as a faculty member's research assistant or conduct independent research or creative activities with a faculty mentor. Sources of support for student research and creative activities include:

- Undergraduate Research Fellowships

- Faculty/Student Working Groups Summer Fellowships

- Student Assistant Grants

- Student Learning Enrichment and Student Travel Awards

- Small Grants to Students

An overview of these programs and relevant changes during the past 10 years is provided in the following sections. A ten-year history of the amount of funding and number of awards for programs supporting student research and creative activities is provided here: Research report summary data. Finally, funding at IU Southeast is compared with peer institutions. This analysis provides evidence of

financial commitment to applied learning opportunities at IU Southeast. Application procedures and further details about the programs discussed below are provided at the Student Research Web site and the Faculty Research Web site. (Student Research, Faculty Research)

The following graph shows funding trends for student research and creative activities over the past 10 years. The large increase beginning in 2005 reflects the infusion of funds under the Commitment to Excellence (CTE) program (see Core Component 1c), which provided funding for several of the applied learning initiatives that are discussed in this chapter.

Figure 4-4

Internal Support for Student Research and Creative Activities at IU Southeast
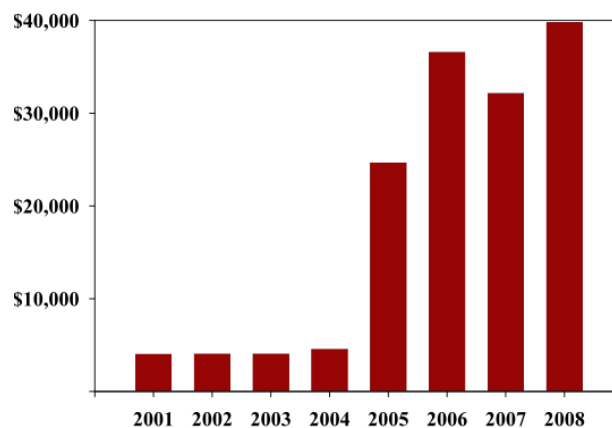
Source: IU Southeast Dean for Research

Undergraduate Research Fellowships

The Undergraduate Research Fellowship program has been ongoing since 1994. Its objective is to support students who engage in independent research or creative activities designed to produce a paper, poster, or creative art project for publication or presentation. Student proposals are reviewed by the Research and Grants Committee. Students receive a $1,000 fellowship and may apply for up to $500 for supplies. Faculty mentors receive a $500 stipend. Before 2005, three or four fellowships were awarded each year and the work was done during the summer. Support for these fellowships was enhanced in 2005 by $30,000 from the Commitment to Excellence fund. These funds were used to expand the program to cover the entire year and to increase the potential number of fellowships awarded. Eight fellowships were awarded in 2008, more than double the number in 2005.

Faculty/Student Working Groups Summer Fellowships

Commitment to Excellence funds were also used to establish the Faculty/Student Working Groups Summer Fellowships program, which fosters student and faculty scholarship. For further discussion of this program, see the same topic above under "Sources of New Funds, Changes in Support Structure, and Purpose of New Programs."

Student Assistant Grants

Although Student Assistant Grants are awarded competitively to faculty (see Faculty Scholarship), these grants provide applied learning opportunities directly to students. Each grant provides up to $1,000 in hourly wages for students.

Student Learning Enrichment Awards and Student Travel Awards

The Office of Student Affairs is the primary source of travel funds for students who are presenting a paper, competing, or performing at a conference. (http://www.ius.edu/ studentaffairs/ 📄) Awards, which are funded by the Student Activity Fee, are limited to $300 per student. However, a student who receives this support may apply to the dean for research for a Student Travel Award for additional support, which is generally also limited to $300. (Student Research)

Small Grants to Students

Students may apply at any time to the dean for research for small grants to support research projects. These grants are limited to $500.

IU Southeast's depth of commitment to student research and creative activity is highlighted by comparative funding levels for peer institutions. The following graph shows funding at IU Southeast and five peer institutions during FY 2008. IU Southeast provides more than twice as much financial support as its closest peer, Indiana University South Bend, and two peer universities have no programs that support student research and creative activity.

Figure 4-5

IU Southeast Compared with Peer Institutions: Support for Student Research and Creative Activities 2007-08
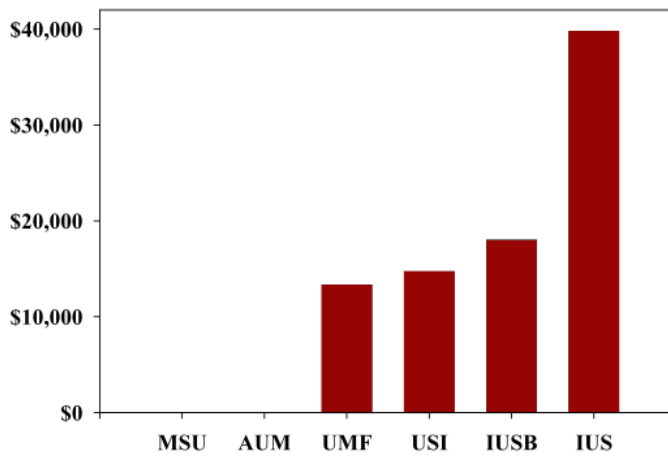
MSU: Minot State University
AUM: Auburn University Montgomery
UMF: University of Michigan Flint

USI: University of Southern Indiana
IUSB: Indiana University South Bend
IUS: IU Southeast

Source: Data Collected from Peer Institutions

Recognition of Student Scholarship

In addition to making it possible for students to participate in advanced scholarly and creative activity individually and in partnership with faculty mentors, IU Southeast recognizes and honors outstanding student scholarship through the IU Southeast Student Conference, the Special Edition of the *IU Southeast Undergraduate Research Journal*, student art exhibitions, and the Honors Convocation.

IU Southeast Student Conference

The IU Southeast Student Conference was initiated in 2005 by the dean for research and supported by CTE funds. This campus celebration of student research and creative activity enables a broad range of students to contribute and be recognized for their achievements and to gain valuable experience in presenting scholarly work in a professional setting. Oral presentations and posters are assessed by faculty from IU Southeast as well as judges from other institutions and a variety of awards are provided. The conference has been well received by all schools on campus. The following table shows that student participation increased rapidly from 2005 to 2007 and then declined somewhat over the next two years. The decline in the total number of presentations in 2008, despite an increase in the number of participants, reflected an increase in the number of group presentations from the School of Education. Looking to the future, the event may be transformed into a regional student research conference. Such a conference would not only provide opportunities for students to showcase their excellent work but would also enhance the visibility of IU Southeast to potential students and the regional community. (http://www.ius.edu/acadaffairs/studentconference/)

Table 4-2

Student Conference Participation

	2005	2006	2007	2008	2009
STUDENTS					
Arts and Letters	4	13	21	13	28
Business	3	0	1	6	2
Education	56	78	102	100	35
Natural Sciences	20	14	38	30	29
Nursing	2	37	41	47	1
Social Sciences	22	31	32	38	18
Master of Liberal Studies	0	0	0	0	2
Total	110	173	235	244	175*
FORMATS					
Oral Presentations	25	39	47	51	49
Posters	60	84	99	69	57
Total	85	123	146	120	106

*Note: *Some presentations involved multiple presenters whose names were not listed.*

Source: IU Southeast Dean for Research

Special Edition of the Undergraduate Research Journal

Beginning in 2006, a special fall edition of the *IU Southeast Undergraduate Research Journal* was created to showcase the award winners from the IU Southeast Student Conference. The special edition *URJ* is distributed to the award winners, all attendees at the next student conference, and prospective students. Further information on the *URJ* is provided in Core Component 4b.

Art Exhibitions

The Ronald L. Barr Gallery showcases the work of seniors graduating with bachelor of arts and bachelor of fine arts degrees in a professional setting. Since 2000, more than 100 students have exhibited in graduating-senior exhibitions. Students who produce exceptional creative works are invited to exhibit at the Annual Student Juried Exhibition. These works are selected by an external professional artist or an art gallery or museum director. More than 2,000 people attended the 2008-09 juried exhibition.

Honors Convocation

Students who are awarded research fellowships receive special recognition at the annual Honors Convocation. This event is held the day before graduation and is attended by hundreds of family members and persons from campus and the community.

PROFESSIONAL DEVELOPMENT

Professional development opportunities for faculty are discussed in detail in Core Components 3b and 4a. Leadership development is discussed in Core Component 2b. This section focuses on staff training and development. IU Southeast recognizes that its staff are one of its most important assets and offers many opportunities for staff to enhance their professional knowledge and skills.

The IU Southeast Human Resources office (http://www.ius.edu/hr/) offers regular training and development programs for both faculty and staff. Training about the Fair Labor Standards Act (FLSA) and Worker's Compensation is required for faculty, professional, and biweekly supervisors to maintain legal compliance. Performance Management workshops on performance planning, coaching, and review are also offered on a regular basis.

Customer service programs for staff members receive high priority as they align with the focus of the IU Southeast campus. (2008 staff survey) The following workshops are examples of the opportunities available for staff: Stress Management, Performance Development, Customer Services Superstar, Getting Things Done, Being a Team Player, Culture Shock, Attitude is a Choice, and Leadership Attitudes.

Table 4-3 summarizes staff development workshops provided by IU Southeast Human Resources in recent years.

Table 4-3

Type of Workshop	2002	2003	2004	2005	2006	2007	2008
Computer Classes							
Number of Workshops	4	7	12	4	4	10	11
Attendance	31	41	96	20	27	166	111
Staff Development							
Number of Workshops	8	7	5	2	7	6	2
Attendance	109	69	59	20	174	89	27
Health and Wellness							
Number of Workshops	2	2	0	2	2	1	2
Attendance	424	197	0	105	195	210	225

Source: IU Southeast Office of Human Resources

The Indiana University Training and Development Office (http://www.indiana.edu/~uhrs/) presents specialized programs for the entire Indiana University system. Examples of these services include: workshops on topics such as strategic planning, performance consulting, managing change, and team building; online resources such as a Corrective Action tutorial and New Employee Departmental Orientation; and policy programs in areas such as Compliance Training and Training and Education.

All full-time IU employees, including faculty, their spouses, and eligible dependents, can participate in fee remission for IU credit classes (IU Tuition Benefit). Through this program, a full-time employee (or retiree) may receive fee remission at 100 percent of the resident student rate for the first three credit hours and 50 percent of the resident rate for the second three hours each semester. Human Resources statistics indicate that 33 staff members used the fee courtesy benefit to further their own educations during the spring 2009 semester and 19 did so during the summer 2009. Non-credit Continuing Education programs, open to the general public, are offered to employees at a 20 percent discount. Certification of coursework granted at the conclusion of some continuing education programs is often used for professional advancement.

Staff members were asked about their satisfaction with training and development in the 2008 survey conducted for this self-study. Seventy-five percent indicated that they were satisfied with the training that was available to them while 14 percent indicated they were not satisfied. Eighty percent agreed that the training they attended helped them in the performance of their job, while only 8 percent did not feel that training was helpful. After training in the Family Medical Leave Act (FMLA),

75 percent of survey respondents reported that they are familiar with their rights and responsibilities under FMLA. Similarly, 67 percent of respondents indicated familiarity with their rights and responsibilities under the Americans with Disabilities Act.

The same survey asked staff about matters that need improvement and what measures should be taken to address these issues. A request for comments elicited remarks that IU Southeast is great place to work, with good benefits and opportunities for continued learning. Areas of concern were about staff salaries, methods for getting staff more involved in campus activities, and recognition for the quality of staff service. For example, only 32.9 percent of respondents felt outstanding service to customers is recognized or rewarded and only 38 percent felt that staff members in their unit who generate new ideas or create innovations that lead to improvements are recognized or rewarded. In response to these concerns, Human Resources has designed a training series for deans, directors, and supervisors, starting in September 2009 and running through April 2010. Part of this series focuses on recognition of employees' efforts. Human Resources will also deliver training on the use and stewardship of University resources throughout the 2009 fall semester.

PROGRAMMING THAT SUPPORTS A LIFE OF LEARNING

In the last few years, IU Southeast has initiated several programs that are open to both the campus and local communities and that support and encourage life-long learning through reading, learning, and engaged conversation. Examples include the following:

• The Common Experience aims to cultivate intellectual conversation across campus among faculty, staff, students, and with people from the larger regional community. The goal is to strengthen the sense of community at IU Southeast and to enhance participation in the intellectual life of the campus by all groups. For more in-depth discussion of Common Experience, see Criterion Three, Core Component 3c. (http://www.ius.edu/CommonExperience/)

• The SARC Series (Summer Achievements in Research and Creativity) showcases the work of faculty members who receive summer research support. Faculty are encouraged to present the results of their research to the campus community during the following academic year. The SARC series is presented biweekly during the lunch hour and is open to the public. (SARC Series)

• A monthly series called A Little Knowledge offers faculty and staff an opportunity to present materials related to their academic interests. In recent months, a member of the School of Education spoke about her experiences conducting international research in education, a nursing professor offered insights and information about the history of the birth-control movement in Kentucky, and a member of the School of Business faculty discussed her research on business fraud. (IU Southeast Library Annoucements)

• Open Books, a monthly campus community book group, meets in the library. Recently discussed titles include: *Walden* by Henry David Thoreau, *Into the Wild* by Jon Krakauer, *Howard's End* by E.M. Forster, and *A Morbid Taste for Bones* by Ellis Peters. (IU Southeast Library Annoucements)

• The School of Natural Sciences sponsors a series of seminars and presentations by speakers from off-campus.

• The Division of Continuing Education offers non-credit personal enrichment and professional development programs that promote lifelong learning for the general public. Topics are as varied as Spanish for Beginners, American Sign Language, Creative Writing and Publishing, Meditation, Photography, Drawing and Art, and Retirement Planning.

SUMMARY, CORE COMPONENT 4a

Evidence provided in this section demonstrates that IU Southeast values a life of learning for all its constituencies and that this aspect of its mission has been enhanced significantly during the past 10 years.

The following examples of evidence demonstrate that IU Southeast, through the actions of its board, administrators, students, faculty, and staff, values a life of learning:

* IU Southeast's strategic plan emphasizes the importance of faculty and student research and creative activity and professional development for administrators and staff.

* Reorganization of the University's research infrastructure, centered in the Office of Academic Affairs, strengthened the institution's support for faculty and student learning through research and creative activity.

* Funding increases for Grants in Aid, Summer Faculty Fellowships, Student Assistant Grants, and Second Meeting Travel programs as well as the continued provision of research released time for tenured and tenure-track faculty demonstrate that IU Southeast values faculty scholarship.

* Funds to support student engagement in research and creative work have been increased significantly as part of the institution's emphasis on applied learning. Additional funds have enhanced the Faculty/Student Working Groups Summer Fellowships program and increased the number and flexibility of Undergraduate Research Fellowships.

* IU Southeast systematically recognizes the achievements of faculty research and creative activities through the Distinguished Research and Creative Activity Awards, Summer Achievements in Research and Creativity Series, merit pay, and promotion and tenure evaluations.

* IU Southeast recognizes the research and creative achievements of its students through the Student Conference, the Special Edition of the *IU Southeast Undergraduate Research Journal*, senior art exhibitions, and the Honors Convocation.

* IU Southeast offers many avenues for professional development of its faculty, administrators, and staff. Human Resources provides regular training for faculty and staff on employee rights and obligations. Improving customer service and effective use of technology are two major topics that have been the focus of training and development in recent years. Evaluation of staff development programs indicates the great majority of staff are satisfied with these programs and believe they have been valuable in improving job performance.

The following strategic initiatives will further strengthen IU Southeast's capacity to demonstrate that it values a life of learning:

* IU Southeast will take into account the need to provide research opportunities for more students and to establish curricula that require students to conduct research or creative activity in considering requests for new faculty positions.

* IU Southeast will continue to support faculty research and creative work as an important component of faculty intellectual vitality as well as support applied learning opportunities for students.

* IU Southeast will strengthen its efforts to recognize and reward significant staff contributions in ways that staff find meaningful.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

4b

INTRODUCTION

The centrality of acquiring a breadth of knowledge and skills is explicit in the statement of the Purpose and Philosophy of Undergraduate Education at IU Southeast: "The purpose of an IU Southeast undergraduate education is to prepare students to act as thoughtful, informed, and productive citizens and lifelong learners in the context of a complex and rapidly changing society. We believe that the best education is one that provides not only specific knowledge and skills but also intellectual breadth. Such an education enables students to develop into well-rounded human beings who can provide the leadership their communities need in an era of rapid change." The statement of purpose in turn informs the common goals of an IU Southeast undergraduate education.

Common Goals of an IU Southeast Undergraduate Education

According to the *IU Southeast Bulletin,* these are primarily the goals of general education:

1. To develop essential skills, including:

       a. Written and oral communication skills

       b. Quantitative reasoning

       c. Information literacy

       d. Reasoning about moral and ethical questions

       e. Critical thinking

2. To understand humanity and the world through the central ideas, issues and methods of inquiry found in the arts and humanities, the natural sciences, and the social and behavioral sciences.

3. To understand the diversity of experiences and perspectives within and among cultures.

These are primarily the goals of the major:

4. To acquire a depth of knowledge in a specified area of study.

5. Within the context of a specified area of study, to reason, to think both critically and creatively, and to solve problems.

Adoption of these goals has been central to the development of a coherent general education program at IU Southeast that is described below.

GENERAL EDUCATION HISTORICAL OVERVIEW

At the time of IU Southeast's 1999 reaccreditation, the team of consultant-evaluators from the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools identified general education as a concern that merited a focused visit. One of the team's main findings was that the University's general education program was not "general" enough. At that time, each school had its own list of general education courses and there was little overlap across the lists. When students transferred from one school to another they often found that courses they had already taken would not count toward general education requirements in their new program.

In response to these concerns, the administration and the Faculty Senate appointed a General Education Task Force in 2000. The task force recognized that the University ultimately would need to provide students a list of general education courses, but it began by building on the list of student learning goals for general education developed by the Academic Policies Committee in 1999. Using this information, the committee identified desired learning outcomes for each goal. The task force also concluded that the Faculty Senate should create of a new, permanent committee charged with overseeing general education.

In 2000 the Faculty Senate created a new committee charged with developing and refining general education learning goals and outcomes, approving general education courses, and assessing student learning in general education. The General Education Committee began work in early 2001, and by the fall of 2002, when the focused visit team arrived, it had determined the direction the campus should take with regard to general education and had surveyed the faculty in an effort to develop an assessment plan.

The focused-visit team was favorably impressed with the progress the campus had made by 2002, and particularly with the faculty-driven approach and the obvious commitment it represented. On the other hand, the team's report indicated concern that the plan being developed was much too complicated, and recommended that IU Southeast "consider ways to reduce the large number of course options" with the goal of assuring that "the general education program should apply 'generally' to students and 'generally' throughout the university and across degree programs."

Following the focused visit, the General Education Committee completed the development of a general education program, which was implemented in fall 2005. The program incorporated "primary" and "secondary" courses for each general

education goal based on the notion that advanced courses should be identified that would reinforce what was learned in the introductory-level general education courses. The committee developed forms and required documentation, including an assessment plan, for faculty to submit courses to be listed as satisfying any of the general education goals. The committee reviewed these requests and submitted the courses it approved to the Faculty Senate for its review and approval.

In 2007, the General Education Committee simplified the program, in response to feedback from faculty, advisors, and students. Instead of having the committee review and approve advanced courses that reinforce general education goals, each school is now responsible for determining how best to carry out this purpose. Thus the scope of the general education requirements has been narrowed to focus on general education as it is traditionally understood, i.e. courses at the 100 and 200 levels. The General Education Web site, (http://www.ius.edu/gened/), sets out the philosophy, goals, requirements, and courses of the current general education program.

CURRENT STATUS OF GENERAL EDUCATION

Students enrolling at IU Southeast must complete a general education program that includes courses in 10 areas:

- Oral Communication (one course)

- Written Communication (two courses)

- Quantitative Reasoning (one course)

- Information Literacy (three courses)

- Reasoning about ethical issues (one course)

- Critical thinking (one course)

- Diversity (one course)

- Central ideas, issues, and methods of inquiry in:

  - Arts and Humanities (two courses)

  - Natural and Physical Sciences (two courses)

  - Social and Behavioral Sciences (two courses)

The critical thinking requirement is met by taking a course that is also approved for some other goal, based on the notion that critical thinking is taught most effectively in the context of a specific content area.

Each goal has a list of approved courses from which students must choose. These courses count towards the students' general education requirements for every undergraduate degree. If a student changes majors, all of his or her general education courses will count toward the general education requirements for the new degree program. In addition, while taking courses in his or her major, each student will be exposed to courses that reinforce the learning outcomes of general education.

Approved general education courses are to be reviewed every five years. The General Education Committee has established a review process and will begin to review courses in spring 2010. The schedule for review has been coordinated with the schedule for assessment of general education learning outcomes so that the two processes can inform each other.

Student Learning in General Education—Assessment Results

This section presents examples of the results of the work of the General Education Committee to assess student learning over the past three years. Full reports of this work will be available in the Resource Room. Refer to Core Component 3a for a discussion of the general education assessment plan and processes.

Oral Communication

One of the learning outcomes for oral communication states: (the student shall) feel comfortable while delivering speeches. In the required Oral Communication course, the Communication Studies Department utilizes the Personal Report of Public Speaking Anxiety (PRPSA), a self-report given to students during the first week of the semester and again during the final week of the semester. The PRPSA is a series of 34 questions and the scores range from 34 to 170 points. Results from the pre-test enable the course instructor to identify students with high levels of anxiety. The instructor can then work individually with these students to help the student identify the source of his/her anxiety and diminish the anxiety through exercise, preparation, and practice. Results from the fall 2006 semester showed an average reduction of 19.7 points in student anxiety scores from pre-test to post-test.

Faculty also employ a rubric to score samples of recorded student speeches on a list of attributes related to the learning outcomes. Student performance is rated acceptable in "using the attention-getter in the introduction" (3.00), and is very close to acceptable in "stating the central idea in the introduction" (2.80), "organizing the main points of the speech" (2.92), and" volume" (2.76). Students experienced the most trouble with "eye contact" (2.09) and "signaling the end of the speech" (2.20). This information has been fed back to instructors so that they can make adjustments to their teaching, such as stressing the importance of signaling the conclusion of a speech and providing information on how to do this creatively, rather than relying on the standard phrase "in conclusion."

Critical Thinking

The faculty group who worked on the assessment of critical thinking obtained data collected by faculty in individual courses and also used two common standardized tests of critical thinking (the Watson-Glazer Critical Thinking Appraisal Test and the California Test of Critical Thinking Skills) on relatively small samples of students. The results of the California Test administered in spring 2009 are shown in Table 4-4. The committee has recommended use of this test on a larger scale in future efforts to assess critical thinking.

Table 4-4

Mean Scores – California Test of Critical Thinking Skills, Spring, 2009

	Induction	Deduction	Analysis	Inference	Evaluation	Total
First year students	9.34	6.07	4.07	6.79	4.55	15.41
Juniors/ Seniors	10	7.95	4.77	8.36	4.82	17.95

Source: General Education Assessment Report

Ethical Reasoning

Faculty teaching the ethical reasoning courses in philosophy developed a scoring rubric which each instructor applied to student assignments in his or her course that were most directly related to the ethical reasoning learning outcomes. Average scores across all sections indicated that students were performing well on describing the distinguishing features of a range of ethical principles and theories and identifying the strengths and weaknesses of different principles and theories. The weakest overall performance was on providing a sound justification for preferring one theory or principle over the alternatives. As a result of these findings, faculty will incorporate more instruction toward the goal of producing sound arguments into these courses.

Diversity

Students enrolled in several of the approved courses for diversity were given five scenarios and asked to match them to the four diversity learning outcomes, in an effort to determine how well students understood and could apply the outcomes. The results, in terms of the percent correct responses, are shown below.

Table 4-5

Scenario number with corresponding diversity outcome	Mean score (N=579) (Percent)
1 - D	76.22
2 - B	84.96
3 - A	63.46
4 - C	66.95
5 - A	58.91

Source: General Education Assessment Report

It is evident that students had more difficulty with outcomes A and C than with B and D. The outcomes are listed below.

A) In both western and non-western contexts, cultural markers such as race, gender, ethnicity, religion, sexual orientation, age, and disability help explain one's perspective on a variety of issues.

B) Differences and commonalities among two or more cultures.

C) Cultural context influences how one perceives those who are different from oneself.

D) Impact of personal and systemic discrimination, prejudice, and stereotypes.

As a follow-up to this initial assessment effort, a group of faculty has begun to meet to develop a more systematic diversity assessment.

One recommendation resulting from these findings was that the committee should recast the wording of the outcomes to make them clearer. This recommendation has been discussed by the committee but not acted upon at this time.

Central Ideas, Issues, and Methods of Inquiry

The work of the faculty committee that assessed this goal produced a wide array of assessment methods and results, which is not surprising given the variety of disciplines and learning outcomes subsumed under the goal. One example from each of the three broad areas (Arts and Humanities, Natural Sciences, and Social and Behavioral Sciences) is given below.

Arts and Humanities: In Fine Arts A101: Ancient and Medieval Art, assessment occurs through a series of essays that are administered to students at different times in the course, most often, but not exclusively, as components of course exams. Ratings of student performance in relation to the learning outcomes are shown below.

Table 4-6

Percent of students rated in each category on each outcome

Outcome	Excellent	Good	Minimal	Unacceptable
Define the Humanities	73.9	8.6	8.6	8.6
Ways in which context influenced creation	29.6	22.2	22.2	25.9
Characteristics that make "object" important	34.6	23	19.2	23
The impact of an "object"	28.5	46.4	0	25
Similarities/differences in perspectives	40.9	27.2	13.6	18.1

Source: General Education Assessment Reports

Natural Sciences: A paradigm concept in physics is the conceptual framework known as Newton's Laws (Newtonian Mechanics). The Force Concept Inventory test (FCI) was developed to analyze the conceptual understanding and critical thinking of students in introductory level physics classes. The test has been revised several times, validated by numerous groups, and used extensively in the past few years at many different schools. The FCI has most frequently been used as a pre-/post-test to assess teaching effectiveness. The FCI is very difficult: a score of 85 percent or above is considered 'mastery' (Ph.D.- level understanding) of Newtonian mechanics; 60 percent is considered quite good. Nationally the percentage scores range from 20 percent to 70 percent when given as a pre-test and 30 percent to 85 percent for the post-test, depending on the school. Average post-test scores for physics students in 23 Introductory Physics class sections at IU Southeast over the past eight years is 66 percent. Students at IU Southeast are near or above the national average gain on the Force Concept Inventory test and on average are above the norm on post test scores. These results indicate that the goal of conceptual understanding of key concepts has been met.

Social and Behavioral Sciences: Multiple choice questions examining each of the learning outcomes in the social and behavioral sciences were included on examinations in course sections in Economics, Psychology, and Sociology in the fall and spring semesters of 2008-09. Results in terms of the percentage of correct responses for each of the outcomes are shown below.

Table 4-7

Course	Number of sections	Sample size	Percentage of students answering correctly		
			Goal A	Goal B	Goal C
Economics (E100)	4	70	74.5	78.5	84.2
Psychology (P101)	3	81	48	53.3	55
Sociology (S163)	6	121	78.5	90	70.2

Source: General Education Assessment Reports

Student Learning in General Education – Indirect Measures

In addition to the direct measures of student learning derived from the General Education Committee's work, IU Southeast gathers indirect evidence from NSSE and from internal student surveys.

The NSSE survey asks students to indicate "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas (4=Very Much; 1=Very Little)." Responses to these questions in the 2009 survey by seniors at IU Southeast and the two peer groups are given in Table 4-9. Peer group definitions can be found in Criterion Two.

Table 4-8

Mean Ratings of Institutional Contribution to Knowledge, Skills,
and Development – Seniors – NSSE 2009

Item	IU Southeast	Current Peers	Carnegie Peers
Acquiring a broad general education	3.37	3.22*	3.26*
Writing clearly and effectively	3.33	3.14*	3.13*
Speaking clearly and effectively	3.25	3.02*	3.04*
Thinking critically and analytically	3.50	3.35*	3.35*
Analyzing quantitative problems	3.27	3.07*	3.08*
Using computing and information technology	3.39	3.28*	3.23*
Understanding people of other racial and ethnic backgrounds	2.55	2.63	2.70*
Solving complex real-world problems	2.85	2.72*	2.80
Developing personal code of values and ethics	2.62	2.56	2.75*
Developing a deepened sense of spirituality	1.76	1.81	2.02*

*Note: *indicates statistically significant difference vs. IU Southeast mean*

Source: NSSE 2009 Report

These perceptions of the impact of IU Southeast on students' learning and development suggest that the general education program, along with the reinforcement of its goals in the major programs, is having a positive impact on student learning, at least in comparison with students at peer institutions. Two areas which merit further evaluation are understanding people of different racial and ethnic backgrounds (diversity) and developing a personal code of ethics and values (ethical reasoning). Although IU Southeast is equivalent to its current peers on these measures, it scores lower than its Carnegie peers.

The NSSE results are consistent with students' self reports of their learning on surveys conducted by IU Southeast. The following table compares self-ratings of ability in a number of knowledge and skill areas related to general education for undergraduate students who entered in the fall of 2004 with those of students who graduated with

a bachelor's degree in 2009. Note that although there is almost certainly overlap between the two groups, they are not necessarily the same students.

Table 4-9

Percent of Students Rating Their Abilities as Excellent or Above Average

Ability	Entering 2004	Graduating 2009
Expressing ideas, opinions, facts in writing	47.7	78.9
Speaking in a small group setting	44.1	71.4
Speaking in a large group setting	23.6	46.4
Integrating knowledge from several fields	36	72.8
Relating knowledge with practice	50.2	80.4
Presenting ideas, opinions, beliefs in a group	48.3	73.3
Computer skills	42.9	73.9
Viewing events from different perspectives	63.2	78.3
Quantitative skills	29.3	53.3
Developing sense of values and ethical standards	57.6	73.5
Understanding traditions, values, history of people different from yourself	27.8	79.2

Source: Office of Institutional Research and Assessment

The Role of the Major

The general education program at IU Southeast emphasizes the acquisition of broad knowledge and skills that are essential for graduates to continue learning throughout their lives. The Purpose and Philosophy statement also recognizes the role of the major in reinforcing and building on what is learned in general education: "Courses in the major contribute to general education and those in general education contribute to the major."

As noted above, each undergraduate degree program has identified required courses that reinforce the learning outcomes of general education, as appropriate to that major. In addition, many degree programs include among their program-specific learning goals the acquisition of the kinds of knowledge and skills that support continued learning beyond graduation. The table below gives some examples of these learning goals and programs which include them.

Table 4-10

Goal	Examples of programs
Communication skills	General Studies, Communication, Fine Arts, Education, Business, Biology, History
Critical thinking	General Studies, English, Philosophy, Nursing, Criminal Justice, Psychology
Analytical skills	English, Biology, Geosciences, Business, Informatics, Philosophy, Fine Arts
Inquiry/research skills	English, Chemistry, Geosciences, History, Psychology, Sociology, Education
Prepare for career, graduate study, continued professional development	General Studies, Business, Chemistry, Mathematics, Journalism, Political Science, Psychology, Education

Source: Program Assessment Reports Fall 2009

Graduate Programs

The graduate programs in the School of Business (Master of Business Administration and Master of Science in Strategic Finance) emphasize the acquisition of in-depth, integrative knowledge of business topics, systems, and processes as well as an understanding of the ethical, legal, societal, and global frameworks within which organizations operate. Additional goals are related to broad skills including communication, decision making, and leadership. Student learning is assessed through the ETS Major Field Test for graduate business programs and through other measures developed as part of the assurance of learning process in the school. A faculty member serves as director of graduate programs and faculty direction is provided by a Graduate Curriculum Committee, which makes recommendations to the dean and the faculty of the schools as a whole. The programs are accredited by AACSB, which provides external review and assurance of their currency and adherence to national quality standards.

The graduate programs in the School of Education (Master of Science degrees in Elementary Education, Secondary Education, and School Counseling and a post-master's licensure program in Educational Leadership) emphasize the acquisition of advanced knowledge and skills appropriate to their major area. The learning outcomes of these programs are taken directly from standards promulgated by the National Board for Professional Teaching Standards (Elementary and Secondary Education programs) or the Indiana Professional Standards Board (School Counseling, Educational Leadership). Student learning is assessed through standardized testing required for licensure and through other decision point requirements incorporated into the programs. A faculty member serves as director

of graduate programs and faculty direction is provided through the Graduate Studies Team, which makes recommendations to the dean and the faculty of the school. The programs are accredited by NCATE, which provides external review and assurance of their currency and adherence to national standards of quality.

The Master of Liberal Studies program is an interdisciplinary graduate program in the arts and sciences. It emphasizes acquisition and application of interdisciplinary perspectives as well as research and writing skills. It offers students the opportunity to shape a program tailored to their individual intellectual interests. Student learning is assessed through faculty evaluation of projects and classroom performance. A faculty member serves as director of the program and is advised by a faculty committee, all of whom are members of the IU Graduate Faculty. The committee makes recommendations for program changes to the Academic Policies Committee and the Faculty Senate. The program is subject to periodic external review. As noted in the discussion of Core Component 3c, the last external review resulted in significant programmatic changes designed to ensure that the program remains current and consistent with national practices for graduate liberal studies programs.

SUMMARY, CORE COMPONENT 4b

IU Southeast integrates general education throughout all its undergraduate degree programs and demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The following examples of evidence demonstrate IU Southeast's affirmation that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational program:

   * The IU Southeast faculty has established a general education program that is required for students in all undergraduate programs.

   * Learning outcomes for general education are reinforced within undergraduate majors, as appropriate to the major.

   * The University has developed a comprehensive program of direct and indirect indicators to measure student learning in general education. These learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry. Results are also used to inform changes in general education courses.

   * Many degree programs include program-specific learning goals designed to promote the acquisition of knowledge and skills that support learning beyond graduation.

   * Graduate programs emphasize the acquisition of advanced knowledge and skills appropriate to their fields of study. Programs are subject to review by specialized accreditors (AACSB, NCATE) or a national organization (Association for Graduate Liberal Studies Programs) to assure their currency and adherence to national standards of quality.

   * Each graduate program has in place processes for assessment of student learning and for use of assessment results for program improvement.

The following strategic initiative will further demonstrate IU Southeast's belief that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs:

* IU Southeast will continue to strengthen feedback loops within general education assessment to assure that assessment results are consistently reviewed by all appropriate parties and to document the impact of changes on student learning.

4c

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

INTRODUCTION

IU Southeast's vision of educational excellence is responsive to changing regional and societal needs. The IU Southeast Mission Statement expresses a commitment to provide "high-quality educational programs and services that promote student learning and prepare students for productive citizenship in a diverse society, and to contribute to the intellectual, cultural, and economic development of the region." The Mission Differentiation Project, described in Criterion One, identified "applied learning" as a potential strength of the campus, and the campus has subsequently invested in opportunities for students to apply what they have learned in the classroom through undergraduate research, internships, field experiences, artistic performances, and other programs that are described below. Although applied learning experiences are integral requirements in many of the University's programs, they are not yet required in all programs. A key initiative in the 2010-14 strategic plan will be to move toward establishing such a requirement.

APPLIED LEARNING OPPORTUNITIES

Field Experiences

The School of Education (SOE) has extensive field experience and clinical practice programs for both undergraduate and graduate students. SOE programs are designed and implemented in collaboration with school partners. Surveys of alumni and employers provide one source of information on program effectiveness and student learning. Table 4-11 presents the results from the spring 2009 "IU Southeast Employer Surveys" for both BS and MS graduates, in terms of the percentages responding "Agree/Strongly Agree" or "Disagree/Strongly Disagree".

Table 4-11

Spring 2009 IU Southeast Employer Survey of BS and MS Graduates One Year Out

IU Southeast prepared teachers to:	Percent of BS graduates who agree/ strongly agree	Percent of BS graduates who disagree/ strongly disagree	Percent of MS graduates who agree/ strongly agree	Percent of MS graduates who disagree/ strongly disagree
Be a high-quality educator	88.6	3.2	91.9	5.5
Understand how students differ in their approaches to learning	80.3	3.3	94.5	1.8
Be an effective educator in a multicultural society	87.1	4.9	92.7	0.9
Utilize individual and group strategies	85.2	3.2	90.0	2.7
Prepare formal and informal assessment strategies to evaluate and ensure the continuous development of the learner	81.9	6.5	87.3	0.9
Create instructional opportunities adapted to diverse learners	85.2	3.3	94.6	1.8

Source: IU Southeast School of Education

The spring 2005 Themes Survey indicated that 99 percent of graduate students "Agree" or "Strongly Agree" that the program prepared them with the understanding and skills needed to "relate to a diverse and multicultural society in order to take an active role in ensuring that all children receive a high quality education." Table 4-12 presents the percentage reported as "Agree" or "Strongly Agree" from the spring 2009 "IU Southeast Alumni Surveys" of MS graduates on questions that continue to support these understandings and skills. The survey is administered at the end of the year following the completion of the MS degree.

Table 4-12

Spring 2009 IU Southeast Alumni Survey MS Graduates One Year Out

IU Southeast prepared teachers to:	Percent of MS graduates who agree/ strongly agree	Percent of MS graduates who disagree/strongly disagree
Be a high-quality educator	91.9	5.5
Understand how students differ in their approaches to learning	94.5	1.8
Be an effective educator in a multicultural society	92.7	0.9
Utilize individual and group strategies	90.0	2.7
Prepare formal and informal assessment strategies to evaluate and ensure the continuous development of the learner	86.3	0.9

Source: IU Southeast School of Education

The SOE has a 100 percent pass rate on the School Leaders Licensure Assessment administered by Educational Testing Service. Candidates who apply for Kentucky licensure must also take a test administered by the Educational Professional Standards Board. Again, IU Southeast had a 100 percent pass rate as reflected in the OIRA report submitted in November 2007. (School of Education Assessment Reports)

Practice and learning in clinical settings is also an essential part of student preparation in the School of Nursing. For example, nursing students participate in service learning projects with the Center for Women and Families. After completing their training course, the students give service back their junior and senior years in the form of advocacy at the center. Responsibilities during this period include supervising children, working the hotline, accompanying victims to court, or going to hospital emergency departments when domestic violence victims or sexual assault victims arrive.

A 2008 survey of supervisory staff in acute care settings asked the respondents to rate graduates of IU Southeast's BS in Nursing program on a variety of attributes. All respondents indicated high levels of overall satisfaction with the graduates' performance as nurses. Areas of strength were cultural competence, conscientious practice, and acting as professional role models. The weakest area was political awareness and participation in the profession, which may reflect the fact that these were recent graduates of the program.

Internships

IU Southeast promotes applied learning through real-world experience in the Career Services internship program. Figure 4-6 shows evidence of how the internship program has expanded since 2000.

Figure 4-6

Number of Internships
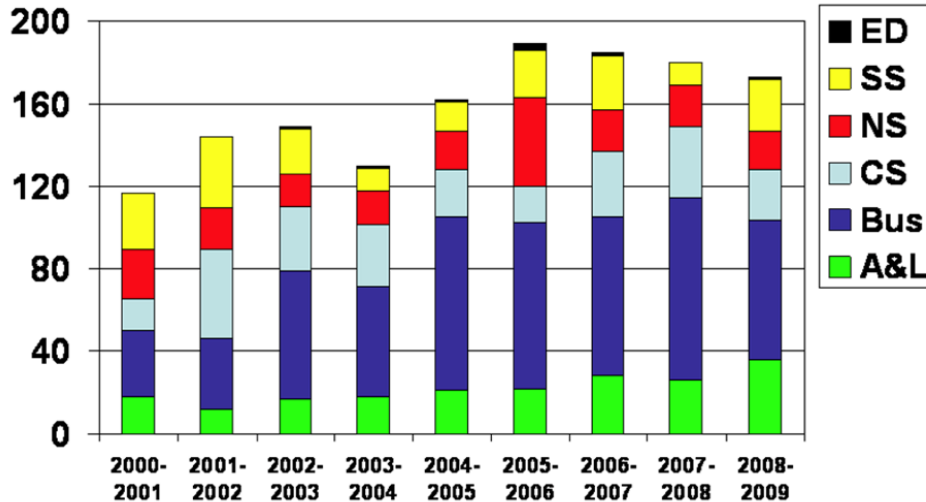
Source: IU Southeast Office of Career Services

Interns receive job training in specific work environments relevant to their degree programs. A survey conducted in the spring of 2008 found that most employers of IU Southeast interns positively acknowledge their abilities and skills in the workforce. See Figures 4-8 and 4-9. About 75 percent indicated that IU Southeast was above average in terms of preparing interns, while about 77 percent were satisfied with the interns' job performance. This survey also revealed that 100 percent of those who responded said that they would continue to welcome the University's interns and hire its graduates.

Figure 4-7

Employers' Response on How IU Southeast Prepares Quality
Interns and Graduates
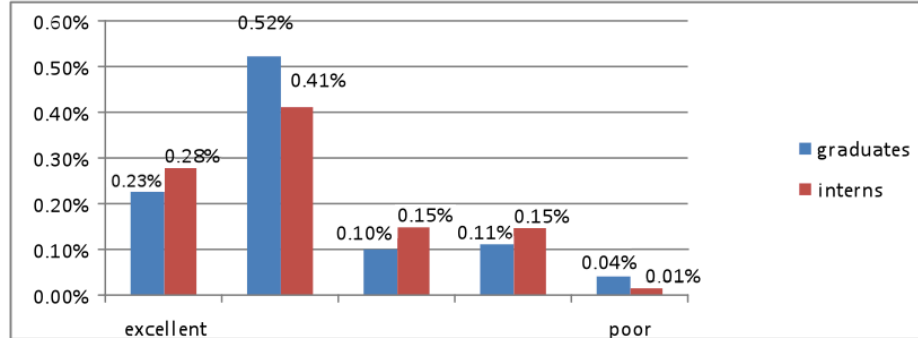
Source: 2008 IU Southeast Employer Survey

Figure 4-8

Employers' Satisfaction Response on the Job Performance of
IU Southeast Interns and Graduates
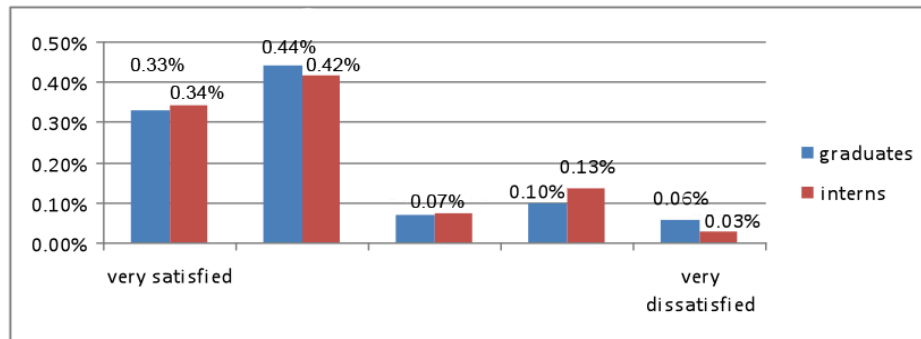
Source: 2008 IU Southeast Employer Survey

Fine and Performing Arts

Music Department performances take place in two performing spaces in the Paul W. Ogle Cultural and Community Center: the Richard K. Stem Concert Hall and the Recital Hall. (Music Department Facilties) Since 2000, more than 24,000 people have attended Music Department sponsored concerts and performances. All concerts involving the IU Southeast choirs, concert band, orchestra, brass band, and the holiday program involve both student and community members. Skilled student performers may participate in all musical ensembles, regardless of major. Current schedules appear on the music program Web site.

IU Southeast's theater program provides a wide variety of opportunities for students to explore and develop expertise in performance and design. All theater majors are active participants in the department's productions, which serve as a laboratory for the major. Participation in theater productions is also open to any skilled performer, regardless of major, and some productions are open to community participants. Two to four productions have been presented each year since 2000. Productions are held in the Robinson Theater, which features a 340-seat house with a thrust stage and state-of-the-art lighting and sound systems. (Theatre Department Facilities) Nearly 12,000 people have attended theater productions since 2000. See Core Component 4c in the Resource Room for a complete schedule of theater performances since 2000.

The Ronald Barr Gallery attracts a diverse group of individuals, including professional artists, students from local primary and secondary schools, IU Southeast students and faculty, and the general public. (Ronald L. Barr Gallery) The gallery schedules six exhibitions during the academic year, including a range of professional exhibits from non-western art works to contemporary, cutting-edge media. The gallery also showcases student work. The Annual Student Juried Exhibition is selected by an outside juror, and students receive monetary awards for selected works. These awards totaled more than $1,800 for the 2007-08 exhibition. An average of 2,300 individuals attended the 2007 and 2008 Annual Student Juried Exhibitions and the 2008 BA and BFA graduating exhibitions. An average of 400 people attended the opening receptions for these events. For a complete gallery schedule and list of BA and BFA graduates, see Core Component 4c in the Resource Room.

Design Center

The Design Center was established in 2005 with support from Commitment to Excellence funds to offer students an opportunity for on-campus internships in graphic design. (http://www.ius.edu/designcenter/) Headed by a paid coordinator, the Design Center is a student-staffed graphic design group that provides pro bono services to area nonprofit agencies. Design Center internships enable advanced graphic design students to earn academic credit, build their portfolios, and gain hands-on experience with real-world clients and projects before graduation. In return, the center's nonprofit clients receive free, high-quality creative services. Brochures have been designed for the Floyd County Animal Rescue League, Kentuckiana Girl Scouts, and Ohio Valley Creative Energy. The Design Center also works with on-campus programs and projects, such as the New Dynamic Records label.

New Music Project and New Dynamic Records

The New Music Project was founded in 2005 with Commitment to Excellence funding. The goal of this project is to discover and record new, cutting-edge music from around the world and distribute it to audiences who are not typically exposed to music outside of the popular culture. The project taps into the artistic talents and perspectives of IU Southeast faculty and students (who may earn internship credit). The primary "output" of the project is an annual compact disc of new music in the classical tradition, recorded under the label of New Dynamic Records. The Ogle Center has recently joined the project in a partnership to provide concerts and financial support for the center's featured resident ensembles, making New Dynamic Records a unique collaboration with both emerging and professional musicians. (http://www.newdynamicrecords.com/)

Applied Research and Education Center

The Applied Research and Education Center in the School of Social Sciences responds to requests from community and neighborhood organizations for locally-focused research on complex social and ecological problems. AREC conducts studies, evaluations, and needs assessments for agencies whose concerns include domestic violence, educational opportunities, workforce preparedness, housing, recreation and leisure opportunities, aging, transportation, childcare, and community growth and development. AREC's work provides valuable applied learning experiences for students as well as useful services for its community clients.

Institute for Local and Oral History

Established in 2008 within the Department of History, the Institute for Local and Oral History (ILOH) provides opportunities for applied learning that enable students to develop innovative research projects that take advantage of the region's rich historical resources and to explore career opportunities through its various historical and cultural organizations. (Institute for Local and Oral History) The institute provides students with the opportunity to work with faculty members on individual and group research projects that examine local and regional history topics within broader national and conceptual contexts. There is an advanced course in the theory and methods of oral history, in which students develop and execute oral history projects that record and archive the memories of local citizens about their lives in the Ohio Valley region. The institute allows qualified juniors and seniors to gain hands-on experience through employment in regional historical and cultural organizations such as museums, historic preservation agencies, historical societies, archival repositories, libraries, cultural resource management agencies, and consulting firms. Throughout the year, the institute hosts seminars, presentations, and lectures on local and oral history. Members of the local community are welcome to attend and participate in all on-campus presentations. In cooperation with the IU Southeast Schools of Education and Social Sciences, the Center for Cultural Resources, and the Indiana Lewis and Clark Foundation, the institute offers a three-week interdisciplinary program on the Lewis and Clark expedition, with particular focus on its ties to the Falls of the Ohio region. Finally, the Institute actively seeks opportunities for students to present outstanding papers at research conferences and other venues.

Service Learning

Service learning serves as a pedagogical tool to integrate service to community with classroom learning. All schools within IU Southeast offer a relevant component of service learning in their curricula. For example:

- The Psychology program offers a service learning course (P301: Psychology and Human Problems) in which students combine classroom work on issues of volunteerism and service with actual on-site volunteer work.

- The School of Business coordinates the Volunteer Income Tax Assistance (VITA) Program, and all MBA and MSSF students are required to participate in a volunteer service project.

- Biology students conduct mini research projects to study the growth of microorganisms in community wetlands. A recent project involved the study of bacteria in the former Moser Tannery lagoon adjoining the Ohio River in New Albany.

• Students in Computer Science work with community offices to set up Web sites and other information system related matters.

These are just a few examples of how distinct curricula are designed with an emphasis on community engagement as an essential part of the classroom experience.

Study Abroad

IU Southeast sends students overseas through both Indiana University and IU Southeast Study Abroad Programs. (Study Abroad Program) These programs expose students to an expanded world of knowledge and activities, enhance their learning, and enrich the diversity of their experiences. IU Southeast has four established study-abroad programs:

• The Ecuador Program for Education and Nursing students

• Tropical Biology Program

• Spanish Language Service Learning Program in Paraguay

• Crane House's Teaching English as a Second Language in China and Vietnam

A new program, China: The Eternal Empire, was initiated in summer 2008. Students also have full access to more than 100 Study Abroad programs offered through Indiana University. The programs are offered in countries throughout the world and range in length from a few weeks to a full academic year. Since 1999, 132 IU Southeast students have taken advantage of these study abroad opportunities.

Student Publications

The Horizon

The Horizon is a student-produced newspaper published weekly during the fall and spring semesters. (http://iushorizon.wordpress.com/ 📰) In addition to its print version, the newspaper operates a Web site that makes each weekly publication accessible on the Internet. The Web site also includes podcasts that feature important interviews and events. The staff is comprised entirely of students. The top editors receive a stipend, and the rest of the staff earns credit in C327 Writing for Mass Media. *The Horizon* is a member of the Indiana Collegiate Press Association. Since 2002, *The Horizon* has received awards from the Hoosier State Press Association, the Louisville Society of Professional Journalists, and the Indiana Collegiate Press Association. See Core Component 4c in the Resource Room for more information.

Undergraduate Research Journal

The *Undergraduate Research Journal* was a product of the 1995 IU Southeast Philosophy Program Review, with the first volume appearing in October 2001. *URJ* has three faculty advisors who oversee its production, but students edit the *URJ*. Using a rubric, three undergraduate editors review submissions and select articles to publish. All authors published in the *URJ* are undergraduates, and research in all disciplines is welcome. The *URJ* gives students an opportunity to apply their skills as genuine researchers and authorities on the issues and topics that motivate them.

IU Southeast Literary Review

Each year four to seven student editors are involved in creating the *IU Southeast Literary Review*. The head editor's position is paid; other staff members are volunteers and are eligible for one hour of internship credit. A faculty advisor oversees the journal's production. The magazine is designed by The Design Center with an assigned student design editor. The *Review's* goals in the future are to become more interdisciplinary, with more submissions of fine art and photography, and to include student reviews of recent poetry, fiction, biography, art, film, music, etc. In addition to the editorial work, publication in the *Literary Review* is an opportunity for students to establish publishing/portfolio credentials.

Assessment of Students' Preparation for Work and Life

In addition to the assessment results reported in the sections above, employers and IU Southeast students are regularly asked how well an IU Southeast education prepares for careers and for lifelong learning.

The 2008 employer survey that is discussed in the section on internships also asked about the job performance of IU Southeast graduates. The results are indicated in Figures 4-8 and 4-9. Employers gave high ratings to IU Southeast graduates for both preparation and job performance. Respondents commented that they hired IU Southeast graduates because they are the most qualified individuals for the position. Responses further revealed that graduates are equipped with real-life work experiences and that employers have received excellent candidates in the past from IU Southeast. Examples of additional comments include: "preparation program is very thorough," "eager to work and had qualifications to learn the job," "well prepared for the workforce," "well prepared students that perform well."
(Area Employer Survey)

Some examples of the responses of IU Southeast seniors to items from the 2009 NSSE survey, with peer comparison data, are given below. It is apparent that the experiences of IU Southeast students compare favorably with those of students at peer institutions. It is also notable that all groups rated the impact of the institution on work-related development more highly than the impact on civic and community engagement.

Table 4-13

Mean Ratings of Institutional Contribution to Knowledge, Skills,
and Development – Seniors – NSSE 2009

Item	IU Southeast	Current Peers	Carnegie Peers
Acquiring job/work-related knowledge/skills	3.18	3.06*	3.10
Working effectively with others	3.26	3.12*	3.18
Voting	2.27	2.20	2.32
Learning effectively on your own	3.02	2.98	3.05
Contributing to the welfare of your community	2.31	2.38	2.49*

Note: *indicates statistically significant difference vs. IU Southeast mean

Source: NSSE 2009 Report

SUMMARY, CORE COMPONENT 4c

In keeping with its mission to provide a high-quality education to students who will function in a diverse, technological society, IU Southeast employs a broad range of applied learning strategies and uses a variety of techniques to measure their effectiveness.

The following examples of evidence demonstrate that IU Southeast assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society:

 * Employer surveys provide evidence that graduates have developed knowledge and skills needed to function effectively in the workforce.

 * IU Southeast's internship program has expanded since 2000 and provides valuable opportunities for students to apply knowledge and skills in workplace settings.

 * The campus supports a wide range of opportunities for students to apply knowledge and skills they have learned in the classroom. Examples include the Institute for Local and Oral History, Study Abroad, Service Learning, Music and Theatre performances, Ronald L. Barr Gallery, Design Center, New Music Project and New Dynamic Records, *Undergraduate Research Journal*, *The Horizon*, and *Literary Review*.

 * Responses to employer, alumni, and student surveys provide evidence that graduates have knowledge and skills necessary to work well with others, learn independently, and exercise social responsibility.

4d

The following strategic initiatives will further enable IU Southeast to assess the usefulness of its curricula to students who will live in a global, diverse, and technological society:

* IU Southeast will develop new opportunities for applied learning experiences for its students and will investigate the feasibility of making applied learning experiences required in all of its undergraduate programs.

* IU Southeast will improve procedures for surveying its alumni to measure how they perceive their preparation to live and work in a global, diverse, and technological society.

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

INTRODUCTION

IU Southeast maintains a strong administrative and policy infrastructure designed to ensure that research carried out by faculty, students, and staff meets the highest ethical and professional standards of integrity. Faculty, staff, and student conduct is governed both by IU Southeast and Indiana University-wide policies related to research compliance, faculty ethics and responsibility, and student ethics and responsibility.

Faculty research is governed by the following Indiana University policies:

- Conflict of Interest Policy

- Conflict of Commitment Policy

- Intellectual Property Policy

- Policy and Procedures on Research Misconduct

Relevant policies and procedures are published in:

- IU Southeast Faculty Manual

- Indiana University Academic Handbook

- IU Southeast Research Policy Manual

Staff hiring, compensation, and conduct are governed by:

- Personnel Policies for Non-union Support and Service Staff and Professional Staff

Student conduct is governed by:

• Indiana University Code of Student Rights, Responsibilities, and Conduct (http://www.indiana.edu/~code/ 📄)

• IU Southeast Disciplinary Procedures

• IU Southeast Guide to Residence Hall Living

RESEARCH POLICIES

Research policies at IU Southeast are outlined in the Research Policy Manual. (Research Policy Manual) The University also has faculty and staff reporting policies to guard against conflicts of interest or commitment. In 2000, Indiana University began collecting Financial Conflict of Interest information from all faculty on an annual basis. (Financial Conflict of Interest) This information allows IU Southeast to document potential financial conflicts of interest related to the conduct of research activities or other University duties. Potential conflicts of interest are reviewed and resolved by the dean for research in cooperation with the faculty member. In 2005 Indiana University instituted the Conflict of Commitment policy, which requires faculty to report any professional relationship they have with a group or institution that may create a conflict of commitment. (Conflict of Commitment) Full-time, tenure-track faculty are permitted to spend, on average, one non-weekend day each week during the period of appointment on outside professional activities. Potential conflicts of commitment are resolved by the school dean and the faculty member.

Intellectual property issues at Indiana University are handled by Indiana University Research and Technology Corporation (IURTC) in accordance with the Indiana University Intellectual Property Policy (IPP). (IU Intellectual Property Policy) An updated and revised version of the IPP was approved in 2008 by the University Faculty Council, the Indiana University Office of the President, and the Trustees. IU Southeast's dean for research and Faculty Senate president were involved in reviewing and revising the IPP. Key revisions addressed the impact of changes in modes of instructional delivery. The growth of online delivery of courses has necessitated decisions about the intellectual property contained in online instructional materials. The new IPP states that online instructional materials will be considered as traditional works of scholarship, unless they are specifically commissioned by the university or created using exceptional university support.
As a result, all policies regarding commercialization that apply to traditional works of scholarship also apply to online instructional materials. Works developed by students as part of an online course remain the sole property of the student.

RESTRUCTURING RESEARCH COMPLIANCE

As noted in Core Component 4a, the functions of promoting research and overseeing research compliance were reorganized and strengthened in 2004-05. Three separate positions were created: dean for research, Institutional Review Board chair (human research), and Institutional Animal Care and Use Committee chair (animal research). The responsibilities of the dean for research are detailed in Core Component 4a under Organizational Infrastructure. In addition to promoting faculty and student research, the dean for research provides administrative oversight for the review committees for human and animal research and serves ex-officio on both review committees.

In January 2005, the IRB chair became a compensated position. It is funded from indirect costs that IU Southeast receives as a result of grant activity. The IRB chair's responsibilities include ensuring compliance with Indiana University and federal standards for protection of human subjects, facilitating IRB proposal writing (e.g. training), coordinating with the Indiana University Office of Research Compliance, receiving yearly training and providing training for committee members, coordinating files with support staff, revising and maintaining IRB bylaws, and reviewing all proposals prior to submission to the IRB. The IRB reviews on average 45 applications each academic year, of which approximately half are for student research and half for faculty research.

Revision of the Web site for IRB polices and forms has increased satisfaction with the process of obtaining approval for faculty and student research. The IRB chair continues to provide extensive support to both faculty and students in the completion of the IRB forms. The federal definition of research hinges in part on the intended audience for the research results, and the initiation of the IU Southeast Student Conference has provided a new, public forum for student research projects. As a result, more student projects meet the definition of research and thus are required to follow IRB guidelines. This change and other changes in federal guidelines have had the largest impact on students in the Schools of Education and Nursing. One of the University's primary training goals over the last few years has been to assist faculty and students in these schools to become fully compliant with research compliance regulations.

The position of IACUC chair is not a compensated position because the volume of animal research is much less than the volume of human research. With the assistance of the dean for research, the IACUC chair ensures compliance with Indiana University and federal standards for protection of animal subjects, coordinates with the Indiana University Office of Research Compliance, receives yearly training and provides training for committee members, coordinates files with support staff, and revises and maintains IACUC bylaws and reviewing all proposals before submission to the IACUC. The IACUC reviews, on average, eight applications each academic year. Teaching protocols are reviewed every three years to ensure continued compliance and to prevent methodological drift.

IMPROVEMENT IN TRAINING AND OVERSIGHT

IU Southeast maintains assurance with the Office for Human Research Protections with the Department of Health and Human Services (assurance #M1167) as part of the Indiana University system-wide assurance. Consistent with this policy, IU Southeast cooperates with other Indiana University campuses to assure consistent application of federal and university regulations. The collaboration includes annual training workshops in Bloomington or Indianapolis attended by the dean for research, IRB chair, IRB committee members, and faculty who conduct research with human subjects. These workshops help to ensure that all IRB committees in the Indiana University system are interpreting federal guidelines correctly and maintaining up-to-date adherence to federal standards for protection of human subjects.

Coincident with the structural changes for research administration was a complete review and revision of policies and procedures related to research compliance. Beginning in the 2004-05 academic year, the IRB bylaws and all other policies, procedures, and application forms associated with the IRB were reviewed and updated to ensure adherence to the latest federal guidelines for the protection of human subjects. Updated forms and polices are available at the Research Compliance Web site. (Research Compliance) In addition, Indiana University instituted a Certification Test that all human subjects researchers must pass before they can be approved by the IRB to conduct research. (https://www.indiana.edu/~rcr/ ▤) This test was revised in 2007 and all IU Southeast researchers have passed the new test.

After upgrading IRB forms and policies, IU Southeast focused upon the Institutional Animal Care and Use Committee. During the 2005-06 academic year, all policies and procedures associated with oversight of animal research were completely revised. IACUC bylaws were updated and approved; procedures for recording meetings and filing necessary paperwork were improved; and training procedures were systematized for IACUC members, faculty who conduct research with animals, and their student research assistants. IU Southeast also maintains an independent Office of Laboratory Animal Welfare Assurance (OLAW assurance # A4097-01) and USDA assurances (Certificate Registration #32-R-0027) for the conduct of animal research and has passed all USDA inspections.

Training for student researchers has improved markedly. All student researchers must pass the Research Compliance Certification Test, and those who work in the laboratory areas in the School of Natural Sciences receive extensive training in laboratory and chemical safety. Students who participate in animal research are trained in appropriate animal handling and animal surgery techniques.

STUDENT ETHICS

Student behavior at IU Southeast is guided and governed by the Indiana University *Code of Student Rights, Responsibilities, and Conduct*, also known as the Code. (http://www.indiana.edu/~code/ ▤) The Indiana University Faculty Council revised the Code in 2005 in response to the many changes that have occurred in campus life over the last several years. Indiana University also recognized that one set of enforcement procedures may not necessarily provide the best fit for all campuses; therefore, it allowed each campus to develop its own disciplinary procedures related to student conduct. In addition, the advent of student housing at IU Southeast necessitated the development of policies associated with residence life.

In spring 2008, the IU Southeast Office of Student Affairs revised the Grievance Processes and Student Disciplinary Procedures. (Grievance Processes and Student Disciplinary Procedures) Changes in the grievance process were intended to ensure that students understand which types of grievances are handled by which offices. The Grievance Form provides a standard procedure for registering a complaint. (Grievance Form) Student Disciplinary Procedures have also been simplified and clarified so that a 50-page document has been reduced to 12 pages, resulting in a document that is accessible to all users. Procedural changes include an expansion in the number

of judicial officers from one to four. One benefit of the new process is the creation of a case advisor for students to consult with prior to and throughout the process. The policies and procedures are disseminated and reviewed during new student orientation, in the student planner, on the Student Affairs Web site, and during First Year Seminar courses.

In addition to the Code and its processes, IU Southeast students learn how to think about ethics and responsibility as part of their general education. As noted in Core Compenent 4b, each student is required to take an ethical reasoning course at the general/introductory level, as well as a course within their major program that deals with ethical reasoning. See Core Component 4b for a description of assessment results related to ethical reasoning.

SUMMARY, CORE COMPONENT 4d

The following examples of evidence demonstrate that IU Southeast provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly:

* By including a requirement for the study of ethical reasoning in the general education curriculum, IU Southeast ensures that graduates are not only familiar with the ethical issues involved with the responsible application of knowledge, but are capable of reasoning about the relevant ethical issues.

* IU Southeast has clearly stated policies and procedures for faculty and staff regarding conflict of interest, conflict of commitment, intellectual property, and research misconduct.

* Policies for both academic and personal conduct of students are described in the Indiana University *Code of Student Rights, Responsibilities, and Conduct*, and the campus has in place a process for responding to violations of this code.

* IU Southeast has significantly strengthened the protection of both human and animal subjects by establishing and funding compliance positions, completely revising the policies and procedures for review committees, and improving training of committee members, faculty members, and student researchers.

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

INTRODUCTION

In its 1999 report, the North Central Association evaluation team commented positively on the ways in which IU Southeast engaged with all its constituencies, both internal and external. Regarding internal constituencies, the report noted that "actions to foster open communication by all community members in the planning process have engaged participants and increased their perceptions as stakeholders." Continuing, the report observed, "The clearly defined system of shared governance, including student participation on University committees of governance, further creates a positive campus community."

As for its external relationships, the team observed that "the institution is meeting its goal with respect to the external community." But the team exhorted the campus to strive for more: "The team believes that the institution underestimates its potential for serving the community. Conversations with external representatives and observations regarding the resources available to this institution suggest that the community would welcome and benefit from a greater presence of IU Southeast in the community."

Over the last decade, the campus has maintained its strong commitment to shared governance and student participation. It also has made significant progress in developing stronger connections to the community it serves – connections that have strengthened the University's ability to serve its constituencies in ways they value. In a 2008 focus group discussion with community leaders, Jerry Finn, executive director of what was then the Caesars Foundation of Floyd County (now the Horseshoe Foundation), observed that many IU Southeast "faculty and administrators are highly involved in the community, in leadership and consulting roles." Michael Dalby, president of One Southern Indiana, the region's economic development council and Chamber of Commerce, noted that IU Southeast faculty and administrators have made significant contributions to the area business community by furnishing economic analyses and sponsoring seminars and workshops for managers and entrepreneurs. Arleen Schulze, curriculum director of the Scott County Schools, commented that not only are there strong formal and informal connections between the IU Southeast School of Education and area school systems, but that the IU Southeast School of Business was instrumental in working with business and community leaders in Scott County to develop the Scott County Partnership, the county's economic development and workforce development initiative. (Focus group

summaries and tapes are available in the Resource Room.) As the testimonies of these leaders and other evidence documented in this section demonstrate, IU Southeast faculty, staff, and administrators play a leadership role in several regional organizations with shared goals of increasing educational attainment and improving economic conditions across the region.

IU Southeast's overall impact on the community is deep and multifaceted. Perhaps the most detailed account of that impact is found in the *IU Southeast Impact Study 2008*, prepared by the Indiana Business Research Center at the Indiana University Kelley School of Business, which presents a thorough analysis of the significant impact IU Southeast has had on its service region during the last decade. The report finds that IU Southeast makes significant, measurable, direct, and collateral contributions to the constituencies and communities it serves. In addition to contributing to the economic competitiveness and well-being of the area by offering affordable and convenient access to a broad range of academic offerings, IU Southeast's impact includes the civic engagement of its students and staff, the campus's cultural contributions to the community, and the direct and indirect impact of the University budget on the regional economy.

5a

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

INTRODUCTION

IU Southeast learns from its various internal and external constituencies through a variety of information-gathering methods as well as via formal organizational structures and informal networks. Information-gathering strategies include surveys of students, faculty, staff, alumni, employers, and prospective student populations. Formal structures include bodies such as the IU Southeast Board of Advisors, community advisory boards through which the academic units remain connected to leaders, citizens, and employers throughout the region, the formal inclusion of faculty and staff in decision flows related to academic initiatives, services, and budgetary priorities. In addition, the University diligently includes area leaders in the University's strategic planning process. Equally important are the many informal connections the University has forged across the service region, where IU Southeast alumni play key roles in the growth and development of Southern Indiana's economic, social, and cultural development.

As documented elsewhere (notably in Criterion Two), IU Southeast's planning and decision-making processes are information-based responses to present and future constituent needs. Over the last decade, careful consideration of present and future constituent needs has been the driving force behind initiatives, such as the opening of residence halls and the Graduate Studies Center in Jeffersonville, the development of the Conference Center, the restructuring of student advising, the introduction of new fields of study (Informatics, Criminal Justice), and the development of innovative programs (Honors Program, Graphic Design Lab). In this section, we discuss the various means by which IU Southeast gathers information from its various constituencies.

ACCESS AND AFFORDABILITY

As the sole comprehensive public university serving southeastern Indiana and the Greater Louisville Metropolitan Region, IU Southeast plays an important role in furnishing an accessible, affordable education to students throughout its service region. Sixty-nine percent of IU Southeast students are Indiana residents. Thirty percent of all students and more than half of graduate students come from the counties in Kentucky that the campus serves as a result of a tuition reciprocity agreement between Indiana and Kentucky. In fact, apart from IU Bloomington, IU Southeast is the only Indiana University campus where more than 50 percent of graduate students come from outside Indiana.

IU Southeast's educational impact on its service region is illustrated by the fact that from 2002-07, 52 percent of people from the IU Southeast Indiana service region who earned bachelor's degrees earned them from IU Southeast; 68 percent of those from the region who earned master's degrees completed their studies at IU Southeast. Among those from the region who earned associate's degrees, IU Southeast ranked second, granting 21.7 percent of degrees. The educational impact reaches beyond degree attainment, as more than 80 percent of IU Southeast's graduates live and work within its service region, including the Kentucky reciprocity counties.

LISTENING TO INTERNAL CONSTITUENCIES

During the last decade, IU Southeast has maintained and built upon decision-making infrastructures that enable the institution to learn from its internal constituencies, including faculty, staff, and students and to engage them in charting the institution's course. It is clear that the University listens to its internal constituencies and is responsive to their needs and expectations in its planning and resource deployment. These decision-making processes and structures have been discussed through this self-study, as indicated in the references below.

The following examples support this point:

 • Both the current "Strategic Plan, 2005-2009" and the new plan which will take effect in 2010 are the work of a committee that included broad representation from the entire campus, including faculty, staff, and student members. See Core Component 2a.

 • The campus statement of core values is based on input from dozens of faculty and staff members. See Core Component 1a.

 • The strategic planning committee has recently discussed revision of the campus vision statement, with input from the entire campus community through an online poll. See Core Components 1a.

 • Annual budgets are constructed with in-depth input from committees comprised of faculty, staff, and students and are aligned with the goals of the campus strategic plan. See Core Component 2b.

 • Once constructed, budget assumptions, projections, and decisions are clearly and comprehensively reported to the campus community by the chancellor and the vice chancellor for administration and finance. See Core Component 2b.

• Important strategic academic innovations, such as new programs and services funded through the Commitment to Excellence program, have been developed through a process that employs significant input and review by members of the campus community. See Core Components 1c, 2d.

• Major strategic initiatives like the campus residential housing program reflect careful collection and analysis of data from current and prospective students. See Core Component 2a.

• Through a variety of survey instruments, the Office of Institutional Research and Assessment collects data that document faculty, staff, and student perceptions, experiences, and expectations. See Core Component 1c.

• The campus administration makes systematic use of broad-based standing and ad hoc committees to work on issues that range from health and welfare, such as the smoking policy and its enforcement, to fundamental economic issues, such as compensation policies and practices.

LISTENING TO EXTERNAL CONSTITUENCIES

Since 1999 IU Southeast has become more active and deliberate about meeting its potential as Southern Indiana's premier cultural, intellectual, and educational institution. In pursuit of that aspiration, the campus has launched a host of community outreach efforts, sharpened its sensitivity and responsiveness to the educational needs of the surrounding community, and raised its profile as a center of learning and culture for residents of the region. This success reflects sustained efforts to listen and respond to all of IU Southeast's various community stakeholders, especially its allies in K-12 and higher education, businesses, not-for-profit organizations, and, certainly, prospective students and their parents.

Like many universities across the nation, IU Southeast has grappled with the difficult task of recruiting and retaining strong executive leadership in the area of external relations and development. Yet, despite periods in which there was not sustained executive leadership in this area, there is strong evidence that the offices most directly responsible for maintaining relationships with the community, such as community engagement, alumni relations, and development, have been effective forces for reaching out to external constituencies and have been highly effective conduits of communication between the campus and the community. The following points of evidence support this position:

• More than 80 community members were consulted for input into the IU Southeast five-year "Strategic Plan, 2005-2009" and a similar level of community input is being obtained in the development of the new strategic plan.

• The strategic planning processes have included systematic environmental scans that encompassed the immediate service area, the state of Indiana, and national educational and demographic trends. See Core Component 2a.

• "Strategic Plan, 2005-2009" included as a major goal "Stronger community relations" with nine strategic objectives focused on accomplishing that goal. These objectives comprise a comprehensive identification of the institution's external stakeholders: K-12 school communities; two-year and four-year institutions of

higher education in the region; business and industry leaders; local and state government officials; non-profit civic, cultural, and social support organizations; and alumni.

• A major component of "Strategic Plan, 2005-2009" is focused on strengthening and improving the University's practices with regard to diversity in programming, hiring, student recruitment, business practices, and outreach. See Core Components 1b, 2a, and 3c.

• The University restructured its senior administrative organization and created the position of vice chancellor for information technology and community engagement with a view toward creating a mechanism to coordinate, improve, expand, and focus community engagement activities and to formalize liaison relationships with economic development activities in the regional community. See Core Component 1d.

• The campus has played a foundational and continuing role in several major regional organizations and initiatives that promote economic betterment and improved educational attainment across the campus's bi-state service region.

• The chancellor and cabinet meet regularly with the IU Southeast Board of Advisers, sharing information with and receiving input from the volunteers who donate their time in the interest of advancing the University. See Core Component 1d.

• The Schools of Business, Education, Nursing, and Natural Sciences employ community advisory boards as sources of feedback and as accountability tools.

• The Council on Preparing Education Professionals comprises IU Southeast administrators and faculty from all units involved in educating future teachers, as well as administrators from K-12 school corporations in the region. The council meets two to three times per year to serve as a forum for sharing of information and concerns about teacher preparation at IU Southeast.

• The campus hosts two meetings of area school corporation superintendents each year to share information about campus developments, to gain input about the performance of graduates of the School of Education, and to learn about issues faced by the regional K-12 sector.

• The Office of Institutional Research and Assessment partners with other campus offices to conduct a variety of surveys targeted at students, alumni, and area employers.

• Planning for major strategic initiatives, such as the development of student housing, the implementation of new academic programs (e.g. informatics), and the expansion of existing programs (e.g. criminal justice and journalism) takes into account information-based analysis of community needs and the expectations of prospective students.

• In 2006 the Office of Admissions contracted with Stamats to conduct an in-depth study of perceptions of the campus among students and prospective students. See Core Component 2a.

SUMMARY, CORE COMPONENT 5a

The wide-range of information-gathering activities in which the University engages is evidence that there is a strong institutional commitment to learning from and engaging with both its internal and external constituencies and that this commitment infiltrates the entire campus community. IU Southeast, it could be said, has many ears to the ground. On the other hand, the University's many and disparate channels of communication present challenges and opportunities for the future, as it refines its mechanisms for collecting and utilizing information. Moreover, as a result of the 2005-2009 strategic plan, the University put a mechanism in place in the office of the vice chancellor for information technology and community engagement for collecting information about community engagement activities across campus.

The following examples of evidence demonstrate that IU Southeast learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations:

* IU Southeast has a mission to provide accessible, high-quality education to citizens of the Southern Indiana - Greater Louisville Metropolitan Region, and its capacity to do so is demonstrated by the fact that it is the largest single producer of bachelor's and master's degree recipients in its Indiana service region.

* IU Southeast's leadership actively seeks a broad range of faculty, staff, and student input into major decisions, including strategic planning, budget preparation, academic innovation and program development, and new facilities.

* IU Southeast's periodic environmental scanning process involves the use of a variety of survey instruments to document and keep abreast of faculty, staff, and student perceptions, experiences, and expectations about the University and to obtain data about community attitudes from employers, businesses, and alumni.

* IU Southeast consults broadly with external constituencies in strategic planning, demonstrated by the participation of more than 80 community leaders in preparation of "Strategic Plan, 2005-2009."

* IU Southeast pursues an ongoing program of community engagement through involvement of senior administrators and faculty in economic and community development activities, regular meetings with the IU Southeast Board of Advisors, and the use of community advisory boards by various schools to identify community needs, obtain feedback, and promote accountability.

The following strategic initiative will further develop IU Southeast's capacity to learn from the constituencies it serves and to analyze its capacity to serve their needs and expectations:

* IU Southeast will continue developing and supporting a broad-based, campus-wide approach to gathering and analyzing information about community needs that ensures that information crosses traditional organizational boundaries in order to enrich its ability to anticipate and respond to shifting currents in the perceptions and expectations of its constituencies.

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

5b

INTRODUCTION

Engaging with its communities and constituencies is a fundamental part of IU Southeast's mission statement: "Members of the campus community are committed to using their professional and personal expertise to address the intellectual, cultural, and economic development needs of the campus's service region." That theme is also explicitly stated in the University's statement of core values, where "connectedness" is clearly identified as a fundamental operating principle. The theme of connectedness is explicitly and vigorously stated in Goal 6 of "Strategic Plan, 2005-2009" and it is reiterated conceptually in Goal 6 of the new strategic plan currently being developed.

During the last decade, the University has made a wide range of strategic commitments in support of improved engagement and connectedness. These efforts include physical infrastructure, in the form of new facilities both on and off-campus; recognition of service activities by faculty and staff; ongoing and new programs that foster student engagement through leadership experiences, applied and service learning programs, co-curricular activities, and opportunities for student research; thoughtful deployments of technology to foster communication within the campus community and outreach to the broader community; a principled commitment to ensuring that campus policies foster an environment that embraces diversity; a strong focus on public programming that reflects the campus's mission to serve as an intellectual and cultural resource for all students and citizens in the region; and a fundamental and ongoing role in civic and governmental organizations and programs that foster and promote educational attainment and economic and social betterment throughout the region.

PHYSICAL INFRASTRUCTURE

Major investments in physical infrastructure at IU Southeast during the past decade include the following:

• In 2001 the University opened a $10 million expansion of its Life Sciences Building that enhanced laboratory and clinical spaces for students in nursing and the life sciences.

• In 2002 the University opened a Graduate Center in downtown Jeffersonville, Ind., situated just minutes away from downtown Louisville. The Graduate Center has been a highly successful response to the needs of students in the graduate education and business programs, many of whom live and/or work in Kentucky. See Core Components 1e, 2b, 3c.

• In 2002 the University opened a renovated baseball field, the first phase of the Koetter Sports Complex. A new softball field was added in 2007, followed by new tennis courts in 2008. The baseball and softball fields can be scheduled for organized community league use and the tennis courts are open for community use during the day.

• In 2005 the University opened a new Library that includes meeting and conference rooms used for seminars and presentations; the Library and its facilities are open to the public for meetings, research, and study. See Core Component 3d.

• In 2007 the University completed renovation of the University Center complex, which includes a conference center, commons areas, recreational space, and new space to house student organizations and student services. Many of these facilities are available for use by the external community.

• In 2008 the University opened five residence halls, which in the first semester attained 96 percent occupancy and in fall 2009 were 100 percent occupied. Since most residents take on academic year contracts, the resident halls represent an opportunity for outreach programming during the summer. See Core Component 2a.

• The University added and upgraded technology across the campus and upgraded classrooms and technologies in Crestview Hall, Hillside Hall, and the Physical Sciences Building. See Core Components 2a, 2d, 3c.

FACULTY AND STAFF ENGAGEMENT AND SERVICE

IU Southeast faculty and staff are active participants in their community, both through volunteer activities and philanthropic contributions. According to a study conducted by the Indiana Business Research Center on the impact of IU Southeast, faculty and staff contributed an average of 43 volunteer hours per person, or about 1.4 hours per person per week, during the 2006-07 academic year. The study estimated the economic value of faculty and staff volunteer work to the region at $180,796. The same survey examined faculty and staff charitable contributions and found that total contributions amounted to nearly $300,000, with $182,000 being contributed to charitable causes within the campus service region.

• IU Southeast is a founding member and permanent co-chair of the HIRE Education Forum, a consortium of 33 post-secondary institutions that operate in the 26-county Greater Louisville Metropolitan Region. Sponsored by Greater Louisville, Inc., the Louisville Chamber of Commerce, the group promotes educational attainment through a variety of initiatives and programs that involve K-12, higher education, government, employers, and citizens throughout the region. (http://www.greaterlouisville.com/hire/)

• The chancellor chairs a strategic planning committee appointed by the mayor of Louisville to make recommendations on creating a college-going culture in the region and has recently participated in a strategic visioning session for community leaders organized by Greater Louisville, Inc.

• IU Southeast, with Purdue University and Ivy Tech, is a sponsor of the Southeast Indiana Small Business Development Corporation, an arrangement which is unique in the state of Indiana. The campus also participates in programs and initiatives for businesses across the region. IU Southeast also partners with One Southern Indiana and other chambers in the region to promote business development.

• IU Southeast faculty, staff, and administrators engage in a broad spectrum of service activities related to business, health care, government and non-government organizations throughout the service region. See the Campus Community Engagement Report in the Resource Room.

• IU Southeast has used two Lilly Foundation grants, the "Community Partners" grant from 2003-06 and the follow-up five year Lilly "Sustaining" grant in 2009. Both support a variety of activities designed to promote volunteerism, internships, entrepreneurship, and business development. See the Lilly reports in the Resource Room.

• IU Southeast staff, faculty, and administrators are visible and effective participants in community life. The vice chancellor for information technology and community engagement compiles an annual summary report that documents campus and community engagement of University personnel. Service activities documented in the report range from judging local music competitions to assisting seniors with tax preparation, from supervising student teachers to teaching CPR techniques to church groups. See the Community Engagement Report in the Resource Room.

• IU Southeast faculty and staff are active participants and leaders in regional, national, and international organizations related to their professions. Additional information is available in the Resource Room.

STUDENT ENGAGEMENT

IU Southeast students contribute significantly to the community through service learning courses and programs that furnish a total of more than 10,000 hours of service per year. These contributions include more than 5,000 hours of clinical service by students in the School of Nursing and more than 4,000 hours of service by students in the MBA and MSSF programs who are required to complete a pre-approved service project of more than 20 hours each. In 2006-07 the overall community benefit from service learning activities was valued at $80,781.

IU Southeast students are also active volunteers in the community. According to the impact study conducted by the Indiana Business Research Center, IU Student students contributed an average of 85 hours of volunteer time during the 2006-07 academic year in activities that ranged from neighborhood cleanup and animal care to religious activities and poverty relief, creating an economic benefit in excess of $500,000. Like their staff counterparts, IU Southeast students are charitable within their means, contributing $323,000 during 2006-07, with some $212,000 donated within the region. Specific examples of opportunities for student engagement include the following:

• IU Southeast offers a rich array of student leadership opportunities: Student Government Association; a full range of student social, political, professional, and service organizations; intramural and intercollegiate athletics; and mentoring programs. Additional information is available in the Resource Room.

• The IU Southeast Volunteer Programs office supports and coordinates student volunteerism and sponsors programs such as the Dare to Care Hunger Banquet, a toy drive for Kosair Children's Hospital, and community service fairs that connect area service agencies with students seeking volunteer opportunities.

• The IU Southeast Office of Campus Life coordinates a wide range of student activities and maintains a campus calendar that inventories a wide array of activities that includes blood drives, film series, information fairs, art exhibitions, seminars, lectures, and concerts.

• Students participate in a multitude of internship programs, with more than 180 interns employed by more than 100 employers during the 2008-09 academic year. See Core Component 4c.

• The annual Student Conference attracts more than 200 presenters each year and recognizes the best student research at an awards banquet. See Core Component 4a.

• The Applied Research and Education Center brings together IU Southeast faculty and students to respond to requests from community and neighborhood organizations for locally focused research on complex social and ecological problems. AREC's work provides valuable applied learning experiences for students as well as useful services for its community clients.

• The University recognizes student participation and leadership in academic achievement, extracurricular involvement, and community volunteerism through various scholarships, including the Herbert Presidential Scholars, the John Reisert Scholarship, the Lee Hamilton Scholars Award, and the Chancellor's Medallion Leadership Scholarship program. The latter scholarship is funded by the proceeds from the annual Chancellor's Medallion Dinner, an event that draws more than 400 participants from the campus and external communities each year.

• The Common Experience program assembles a coordinated series of programs and events that unite the campus around a common theme and brings together students, faculty, staff, and the community for discussions, lectures, and presentations that cover topics like "Citizens Making a Difference in America" (2006-07), "Identity in a Multicultural World: Who am I?" (2007-08), "The Greening of the Earth: Whose Responsibility?" (2008-09), and "Health and Humanity in the New Millennium: Where Do We Go from Here?" (2009-10). See Core Components 2a, 3c.

• The First Year Seminar program employs several strategies to encourage student engagement, including a "Passport" program that requires students to visit various campus offices. See Core Components 2a, 3d.

• To assist new students in making a smooth transition to university life, Campus Life offers systematic orientation programs that include the STAIR program (Success Through Advising, Information, and Registration) and a formal induction ceremony where students and their families are introduced to campus values, expectations, and opportunities.

TECHNOLOGY

IU Southeast benefits from an outstanding technological infrastructure that supports effective and efficient communication with both internal and external constituencies. Pertinent examples of this point are the following:

• The University makes effective and widespread use of communications technologies including e-mail, the Oncourse learning management system, ubiquitous installed classroom technology, campus and departmental e-newsletters, online registration, financial aid and bursar systems, online survey administration, and a digitally-enabled campus emergency notification system.

• In each of the past three biannual user surveys conducted by Indiana University Information Technology Services, IU Southeasts Information Technology received the highest ratings for user satisfaction of all Indiana University campuses. (IT survery results)

• The University Web site is dynamically managed to convey information about campus news, events, resources, and activities to on-campus constituencies as well as to alumni and the broader community.

• The University's Residence Life Web site (http://www.ius.edu/housing/ 🗐) was one of three finalists for an Edustyle Award in the Interactive Media category in 2008; the site won a CASE District V Gold Award for Best Web Site in 2008. In 2009, the University received CASE V's Gold Award for Best video PSA or Commercial Spot, the organization's highest award, for an in-theater video commercial produced in-house by University Communications and Media Services on a total budget of $15.

• In 2006 the Office of Admissions launched a "chat live" application that allows prospective students to communicate instantly with an admissions online counselor.

PUBLIC PROGRAMMING AND OUTREACH

IU Southeast serves the public through a number of avenues, including adult and continuing education, K-12 educational resources and programs, economic development and business leadership programs, event-hosting services, recreational facilities and activities, and cultural and sporting events.

• The Schools of Education and Business offer professional development programs tailored for the continuing education needs of their respective constituents in the community.

• Noncredit Programs offers professional development programs in safety management and in other fields based on demand from business and industry. The department also offers a variety of personal and professional enrichment programs on campus. The department has undergone reorganization during the past two years, following the resignation of the director and the decision not to fill that position as a cost-saving measure. The department also faces the challenge of generating sufficient revenue in light of the negative impact of the recession on noncredit enrollments. It will be important for noncredit programs to identify a niche which it can successfully fill within the region that the campus serves.

• IU Southeast offers two programs aimed at enrichment for pre-collegiate students. Project AHEAD, operated by Noncredit Programs in cooperation with the School of Education, provides academic enrichment programs for academically talented students in grades 2 through 6. Programs are held on four consecutive Saturdays three times per year and typically attract 200-300 participants. The Arts

Institute, operated by the School of Arts and Letters, offers private instruction in music and theater for students from preschool through adulthood.

• IU Southeast welcomes visitors and guests and invites them to make use of facilities like the theaters and exhibition space in the Paul W. Ogle Cultural and Community Center, the IU Southeast Library, and the recently renovated University Center, which includes new conference and meeting facilities that are available for use by community groups.

• Many campus events and activities are open to the public, including Common Experience lectures, seminars, and panel discussions. The Ogle Center hosts a rich schedule of theatrical and musical performances, including the Different Drummer Series and Discovery Series, both of which are targeted for general audiences; the Chase Children's Series; University-produced theatrical programs; and a variety of concerts by campus organizations such as the Concert Band, the Commonwealth Brass Band, the IU Southeast Community Orchestra and Chorus, the Concert Choir, and Ars Femina. Other cultural and intellectual opportunities include the IU Southeast Library's Open Books Series, a campus-community book club; art exhibitions in the Ronald Barr Gallery; and the campus Fall Festival.

• The School of Social Sciences hosts the Applied Research and Education Center (Sociology), the Shyness Research Institute (Psychology), and the Institute for Local and Oral History (History), in which faculty and students apply the intellectual principles and resources of their associated disciplines to identify and serve community needs and interests.

• IU Southeast sponsors or co-sponsors a variety of events each year of interest to the business community such as the annual Economic Outlook Breakfast, the Mid-Year Economic Update, the Entrepreneurship Training Series, a CEO Roundtable, and the regional Broadband Forum.

• A wide variety of public events occur on campus and use campus facilities. During the 2008 presidential campaign, for instance, Chelsea Clinton and then-Senator Barack Obama spoke on campus, and in recent years the campus has hosted both gubernatorial and mayoral debates. Recently the campus hosted a Town Hall Meeting on Health Care Reform led by Congressman Baron Hill.

• IU Southeast systematically assists area K-12 students in meeting their goals for a college education. Those efforts begin with middle school visits by the College Preparatory Outreach Center and the Office of Student Financial Aid, continue with visits to area high schools to discuss financial aid, and include an assortment of events like speical admissions open houses, hosted by the chancellor, that introduce students to the campus and demystify their preparations for matriculation.

• Educational outreach to community members young and old includes activities like athletic camps, star-gazing at the campus observatory, College Day Out for disadvantaged students from area middle schools, and the Center for Cultural Resources, a non-profit organization that is housed in the Library and delivers international and cultural educational resources to K-12 teachers throughout Southern Indiana and the Greater Louisville Metropolitan Region.

Alumni Relations

IU Southeast has 18,381 living alumni (IU Alumni Facts and Figures) and an active alumni association with 5.7 percent of living alumni as dues-paying members. As part of the Indiana University Alumni Association, IU Southeast alumni also belong to the seventh largest alumni association in the world, according to the 2007 Council of Alumni Association Executives. The resources available to our alumni are vast; from lifetime career services to insurance discounts and travel opportunities, Indiana University alumni from every campus receive the best possible services.

The Office of Alumni Affairs at IU Southeast has seen significant turnover at the director level over the past several years, with four different directors or acting directors serving since 2002. The lack of consistent leadership at the campus level has lead to a lack of strategic planning for the Alumni Affairs Office in the past. Recognizing that alumni affairs was an area that needed concentration, the campus recently took two major steps:

• Appointment of an interim full-time director with a background in strategy development in August 2010

• Adding a new goal to the 2010–14 Strategic Plan entitled "Effective Alumni Relations."

Both of these steps signal a significant campus commitment to improving alumni relations.

The IU Southeast Alumni Association is lead by the director and an alumni board. The board consists of 12 alumni who are willing to commit their time and effort to improve alumni relations. This year, a new slate of officers was put into place. These officers, along with the new interim director, are focusing on strategic planning. As part of the new strategic plan, the Office of Alumni Affairs plans on increasing the number of dues-paying members by 100, increasing the number of alumni events on campus, and improving alumni communication.

SUMMARY, CORE COMPONENT 5b

A strong pattern of evidence suggests that IU Southeast is both capable of and committed to engaging with the various constituencies and communities it serves, both on and off campus. The campus reaches out to a wide spectrum of the community - educating children; informing prospective students; creating a learning community for faculty, staff, and current students; maintaining connections with alumni; and building partnerships with community organizations in both the business and non-profit sectors. In the past, documentation of IU Southeast's manifold outreach and engagement activities has not been systematic. This responsibility has only recently become formalized and housed in the office of the vice chancellor for information technology and community engagement.

The following examples of evidence demonstrate that IU Southeast has the capacity and the commitment to engage with its identified constituencies and communities:

* IU Southeast has invested substantial resources in physical infrastructure that strengthen its commitment to both its internal and external constituencies. These include the new Library, renovation of the University Center, the Koetter Sports Complex, five student residential lodges, and the leased Jeffersonville Graduate Center.

* IU Southeast faculty, administrators, staff, and students contribute thousands of hours of community service and give nearly $300,000 to charity each year.

* IU Southeast faculty and staff participate actively in a variety of regional, national, and international organizations related to their disciplines and professions.

* IU Southeast offers its students a rich array of leadership opportunities through the Student Government Association and other student organizations; volunteer service opportunities through the Volunteer Center; service learning opportunities through internships and other hands-on programs; and academic enrichment through the First Year Seminar, the annual Student Research Conference, and Common Experience.

* IU Southeast's outstanding technological infrastructure assures effective and efficient communication with both internal and external constituencies.

* IU Southeast provides a broad range of public programming and outreach activities including musical and arts programs at the Paul W. Ogle Cultural and Community Center; the University Center's conference facilities; public access to the Library; and intellectual, educational, and recreational enrichment programs such as Common Experience, athletic camps, and star-gazing at the campus observatory.

The following strategic initiatives will further develop IU Southeast's capacity and commitment to engage with its identified constituencies and communities:

* IU Southeast will review its noncredit programming, taking into account information about the local market for programs as well as the campus capacity for delivering them.

* IU Southeast will expand academically oriented programming for pre-collegiate students. Possibilities include programs that make use of the lodges in the summer, expanding the Arts Institute and Project AHEAD, encouraging students to take classes on campus between their junior and senior years of high school, and strengthening dual credit offerings.

* IU Southeast will continue to collect and analyze information on the community engagement activities of faculty, staff, and students on an annual basis.

* IU Southeast will develop a mechanism that makes locating University subject matter experts easy for media contacts and community stakeholders.

* IU Southeast will develop a multiyear strategic plan for Alumni Relations.

5c

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

INTRODUCTION

IU Southeast pays close attention to the needs and expectations of its constituencies; employs information-based decision-making as a central tool in formulating strategic plans; is strongly committed to its role as a welcoming cultural, educational, and intellectual resource for the community; and values its strong connections with organizations, institutions, and individuals in the community.

COMMUNITY PARTNERSHIPS AND COLLABORATION

One of IU Southeast's major strengths is its extremely close ties to its community. Eighty-four percent of its alumni live within a 100-mile radius of the campus, in Indiana and the Greater Louisville Metropolitan Region. That fundamental connectedness both demands and promotes a high level of responsiveness on the part of the campus and engenders a sense of responsibility to the community that manifests itself in a deliberate and prudent use of resources in response to community needs. These efforts take a variety of forms, including collaborative ventures with regional K-12 educational systems and articulation agreements with area community colleges, transfer policies that recognize the mobility of learners, partnerships with local business and economic development organizations, and development of academic programs that address needs of the service region.

Collaboration with Educational Constituencies

As the major provider of K-12 teacher education and certification programs in the region, IU Southeast has a long history of collaboration with regional public school systems. For decades, the University has placed its education students in local classrooms for practicums and for their student teaching assignments, and more than 60 percent of K-12 teachers in the Indiana service region have at least one of their degrees from IU Southeast. More recently, IU Southeast has intensified its focus upon specific needs identified by the school systems it serves. Examples of such initiatives include the following:

• In 2006 a survey of school superintendents identified a significant need for more teachers capable of teaching English as a new language. In 2007 the School of Education applied for and received a $1.04 million grant from the U. S. Department of Education, which enables the school to partner with regional school corporations and Indiana University Bloomington in strengthening English as a Second Language (ESL) programs in the region.

• The Indiana Commission for Higher Education awarded two grants to the School of Education, totaling more than $250,000, to work with administrators and teachers in Scott County on two high-priority projects: to improve student learning through a standards-based curriculum, and to develop effective teaching strategies for high-ability students in an effort to increase the number of college-bound students in a county with an extremely low number of residents who hold bachelor's degrees.

 • In response to Indiana legislation promoting post-bachelor's teacher certification, the School of Education initiated the Elementary and Secondary Transition to Teaching programs for candidates who already hold a bachelor's degree and are interested in becoming elementary school teachers or secondary teachers in content areas such as language arts, mathematics, science, and social studies.

 • IU Southeast works with area high schools to provide opportunities for academically talented 11th and 12th grade students to earn college credit while still in high school. There are two such "dual credit" arrangements available. The first is IU Southeast's "Bridge to College" program, in which the campus provides an instructor who goes to the high school and teaches an IU Southeast course during the regular high school schedule. High school students take the course for college credit and for credit toward meeting their high school's graduation requirements. The second option is through a partnership with the "Advance College Project" (ACP) at IU Bloomington. The ACP model employs high school teachers who are selected with the approval of IU Bloomington and IU Southeast faculty and who then receive training at the Bloomington campus on how to teach at the college level. The teachers then offer a course as part of their high school teaching duties that also carries Indiana University credit. In addition to helping select teachers, IU Southeast faculty serve as mentors to those teachers and regularly visit their classes to observe and offer assistance.

IU Southeast also engages in partnerships with other institutions of higher learning that are designed to maximize the use of personal and institutional financial resources while making a high-quality college education available to residents who need and desire it. Examples of such partnerships include the following:

 • The University partners with the Purdue University School of Technology to provide bachelor of science degrees in computer graphics technology, electrical engineering technology, mechanical engineering technology, and organizational leadership and supervision. Purdue awards the degrees. Purdue faculty members teach degree-specific technology courses while IU Southeast faculty members teach support courses in mathematics, science, and general education courses. The educational synergies created by this partnership benefit both institutions.

 • Transfer and articulation agreements between IU Southeast and Ivy Tech Community College, Jefferson Community and Technical College, and Vincennes University enable students to complete an associate degree at a participating two-year institution and then transfer to IU Southeast. The University also has a deferred admission agreement with Ivy Tech that allows students who are initially denied admission at IU Southeast to take a specified number of transferable courses at Ivy Tech and with an appropriate grade point average, be guaranteed admission to IU Southeast for a subsequent semester. Ivy Tech students in this "Partners" program are also eligible to live in IU Southeast's student housing.

 • A unique bi-state educational partnership is the tuition reciprocity agreement between Indiana and Kentucky that allows residents of four Kentucky counties that border the Ohio River to attend IU Southeast and residents of Clark, Floyd, and Harrison counties in Indiana to attend the University of Louisville at in-state rates. As described in the introduction of this self study, the reciprocity agreement has significantly increased IU Southeast's enrollment and diversified its student

body while enabling Indiana residents who wish to pursue degrees in fields that IU Southeast does not offer to obtain them locally at the University of Louisville.

• IU Southeast is a charter member of Kentuckiana Metroversity, a consortium of seven public and private institutions of higher education in the metropolitan Louisville region that enables IU Southeast students to enroll in courses and use the libraries of other member institutions.

Partnerships with the Business Community

Reflecting its core value of "Connectedness," which supports the idea that "many communities to which we belong and from which we draw our strength and potential," IU Southeast has become deeply involved in and provides services to the business community whose success is essential to the economic vitality of the University's service region. Examples of such partnerships and services include the following:

• IU Southeast has taken a regional leadership role in economic development through collaboration with organizations such as Greater Louisville, Inc., One Southern Indiana, and the Southeast Indiana Small Business Development Corporation.

• The faculty member who holds the endowed Sanders Chair in Business conducts research on various topics of interest and importance to economic development in the Kentuckiana region and the state of Indiana at large and regularly shares his findings with the regional business community.

• The Regional Economic Development Resource Center functions as a community resource for economic development information and as a key liaison to the business community. The director is active in several economic development initiatives and is the community contact for various projects throughout the region.

• Each fall the School of Business hosts an annual Economic Outlook Breakfast at which the Sanders Chair and members of the Indiana University Kelley School of Business faculty present their regional, state, and national economic forecasts for the coming year. The event is one of the largest of its kind in the region and typically attracts more than 300 participants.

• School of Business faculty members conduct ongoing management development and training programs for selected companies.

• The School of Business has organized a "CEO Roundtable" which invites the heads of a variety of companies in the region to discuss issues of mutual concern with the assistance of faculty members. The roundtable is structured to include small and large companies, manufacturing and service firms, and both well established and newly established companies. The composition of the group encourages candid discussion and sharing of perspectives. The roundtable is a year-long program initiated with Lilly Endowment funding; the program is now self-funded. With a recent grant from the Lilly Endowment and support from banks in rural areas, the school has begun to organize short-term versions of the program in outlying areas of the University's service region as a step toward strengthening the economy in rural communities.

Initiatives in Response to Community Needs

IU Southeast has undertaken numerous other initiatives during the past decade in response to educational, social, and cultural needs expressed by the both internal and external communities alike. Examples of such initiatives include the following:

 • The curriculum has grown in direct response to community demand for programs in criminal justice, informatics, journalism, and human resources.

 • Major capital initiatives, such as new residence halls, renovation and expansion of the Life Sciences Building, classroom improvement projects, the University Center renovation, and leasing of the Jeffersonville Graduate Center, are carefully vetted and studied to ensure that they address needs expressed by the campus community and the community at large.

 • The Applied Research and Education Center, a team of IU Southeast faculty and students, responds to requests from community and neighborhood organizations for locally focused research on complex social and ecological problems. AREC currently employs seven student research assistants who receive scholarships based on their overall academic performance and their work with AREC. A total of 24 students have worked as research assistants at AREC in the past five years. AREC conducts studies, evaluations, and needs assessments for agencies whose concerns include domestic violence, educational opportunities, workforce preparedness, housing, recreation and leisure opportunities, aging, transportation, childcare, and community growth and development. AREC's work provides valuable applied learning experiences for students as well as useful services for its community clients.

Building Bridges Among Diverse Communities

Reflecting its core value of creating a Nurturing Environment that fosters "a caring campus community that honors diversity, innovation, loyalty, teamwork, mutual respect, and fair play," IU Southeast endeavors to build bridges of opportunity for residents of its service region whose aspirations for higher education have been limited by economic, social, and cultural factors. Examples of such efforts include the following:

 • Student Affairs offices are involved in a broad array of K-12 outreach efforts through programs that promote college readiness and community understanding for members of diverse communities, especially minority groups who are underserved and underrepresented in college.

 • On-campus diversity initiatives like the Safe Zone program, events celebrating gay and lesbian history, and events about African American history foster a welcoming, inclusive atmosphere.

 • Individual faculty and staff are actively engaged as consultants, volunteers, and board members in a broad range of activities that enrich the social, cultural, and economic life of the community. See the Campus Engagement Report located in the Resource Room.

SUMMARY, CORE COMPONENT 5c

As the activities discussed above suggest, IU Southeast demonstrates its responsiveness to the constituencies that depend upon it for service in a variety of ways, at both the institutional level through major strategic initiatives and at a more granular level through the individual community activities of its faculty and staff. Such partnerships give IU Southeast faculty and staff opportunities to listen to the University's constituencies and build effective bridges among its diverse communities. These partnerships also uphold the integrity of IU Southeast's mission, vision statement, and core values. These principles are further implemented through the IU Southeast strategic plan, with specific goals aimed at increasing campus diversity, strengthening community relationships, and creating a better image for the campus.

The following examples of evidence demonstrate IU Southeast's responsiveness to constituencies that depend on it for service:

* IU Southeast participates in a broad range of collaborative ventures with other higher learning institutions and educational sectors, including the Purdue University College of Technology, Kentuckiana Metroversity, and area public school systems.

* IU Southeast's engagement in the educational needs of the community it serves is demonstrated by the $1.04 million grant, awarded in 2007 by the United States Department of Education, which enables the School of Education to partner with regional school systems to strengthen their English as a Second Language programs.

* IU Southeast's curriculum has expanded during the past 10 years in direct response to demands by the community for programs in criminal justice, informatics, journalism, and human resources and for innovative programs like the School of Education's Transition to Teaching program.

* IU Southeast has been able to build effective bridges across state lines and among diverse communities through the tuition reciprocity agreement between Kentucky and Indiana.

* IU Southeast fosters student access to higher education through its transfer policies, which include clear guides for the transfer of credits from Ivy Tech Community College, Jefferson Community College, and Vincennes University, and by participating in articulation agreements that ensure both the quality of an IU Southeast degree and the portability of credits for students transferring to the University.

* IU Southeast has become a leader in regional economic and community development partnerships thorough its engagement in collaborative ventures with organizations such as Greater Louisville, Inc., One Southern Indiana, and the Southeast Indiana Small Business Development Council and through campus resources and programs such as the Sanders Chair in Business, the Regional Economic Development Resource Center, the Economic Outlook Breakfast, and the Applied Research and Education Center

The following strategic initiatives will further develop IU Southeast's capacity to demonstrate its responsiveness to those constituencies that depend on it for service:

* IU Southeast will develop and maintain effective communication strategies to promote awareness of and foster participation in the activities of the campus.

* IU Southeast will develop and expand collaborative partnerships with Purdue Research Park of Southern Indiana, the Southeast Indiana Small Business development Center, and other organizations that are focused on improvement of the region.

* IU Southeast will promote use of campus facilities that are available to meet community needs to further the goals of the campus and the region and make the campus a destination of choice for the community

5d

Core Component 5d: Internal and external constituencies value the services the organization provides.

INTRODUCTION

"One Southern Indiana would not have been able to do many of the things we've achieved for the community without assistance from IU Southeast," said Michael Dalby, president of One Southern Indiana, in a focus group interview in 2008. The University's contribution, he continued, includes assistance with high-speed Internet access initiatives, capital infrastructure such as conference and meeting space, professional and technical expertise that help area businesses and managers adapt to changing conditions, as well as contributing to area diversity "by hiring people from a variety of races, cultures, and geographic backgrounds."

Jerry Finn, executive director of the Caesars Foundation of Floyd County (now the Horseshoe Foundation), echoed those sentiments, and singled out the contributions made by IU Southeast students: "I love it when IU Southeast students get involved in community service projects," said Finn. "Youth philanthropy initiatives that involve fraternities, sororities, and other organizations not only help the community, they also help students get accustomed to participating in service and philanthropy, and that pays dividends in the future."

The true measure of a university's contribution to its communities of engagement is the degree to which those communities value it, and the comments of Dalby and Finn hint at the ways in which IU Southeast has worked to increase its value to its constituencies. In addition to personal testimonials, in accordance with "Strategic Plan, 2005-2009", IU Southeast collects and analyzes a broad array of data that indicate the ways in which the University is perceived and valued by its internal and external constituencies.

CONTRIBUTION TO THE COMMUNITY

An abundance of survey and facilities usage data; community participation in on-campus events; flourishing partnerships between the University and other

community organizations in the business, education, and not-for-profit communities; and philanthropic financial support attests that IU Southeast's contribution to the community is highly valued.

Examples that demonstrate this point include the following:

• A wide variety of survey data suggest that area employers are generally very positive about their experiences in hiring IU Southeast graduates. See Core Component 4c and materials in the Resource Room.

• In focus groups, area leaders in community development, philanthropy, education, and business speak very highly about the University's positive impact on the community. For example, Horseshoe Foundation executive director Jerry Finn described the University's impact by saying, "Everywhere you look in Southern Indiana, you see IU Southeast graduates in leadership roles. IU Southeast has transformed this area."

• NSSE results and surveys of both graduating and continuing students consistently suggest that nearly 90 percent of IU Southeast students are "Satisfied" or "Highly Satisfied" with the educational experiences the campus offers. See Core Component 2c.

• Members of the community serve willingly and enthusiastically on the IU Southeast Board of Advisors, individual school advisory boards, and as members and officers of the IU Southeast Alumni Association.

• Faculty in the School of Education maintain strong, productive connections with area K-12 schools and other educational institutions in Indiana and Kentucky. These connections take myriad forms, including supervision of student teachers, consulting on educational standards and practices, organizing events like the Science Olympiad, participation and leadership in literacy programs, working with area schools to introduce emerging technologies in classrooms, and consulting on educational practices for students with disabilities.

• Faculty in the School of Business are actively engaged in a variety of regional and local efforts that are valued by the community, including the Regional Economic Development Resource Center, Center for Economic Education, the CEO Roundtable, Volunteer Income Tax Assistance (VITA), and Entrepreneurship Training programs.

• In the Applied Research and Education Center (AREC) a team of IU Southeast faculty and students responds to requests from community and neighborhood organizations for locally focused research on complex social and ecological problems. Some of the organizations that AREC has served in the past 10 years include:

- Blue River Services
- Hoosier Uplands
- Kentuckiana College Access Center
- Community Action of Southern Indiana
- Metro United Way
- Clark/Floyd County Minority Tobacco Coalition
- Jewish Family and Vocational Services

- New Albany-Floyd County Parks and Recreation
- Governor's Commission for a Drug Free Indiana
- Jefferson County, Ky., Division of Planning and Development Services

AREC actively solicited projects in its early days, but it recently has been sought out by agencies based on the quality of the work it has performed.

• Attendance at musical and theatrical productions by both IU Southeast and professional performing groups in the Paul W. Ogle Cultural and Community Center testify to the University's value as a community artistic and cultural resource. Total public event attendance at the Ogle Center during 2008-09 was 24,479. See Ogle Center Box Office Records in the Resource Room.

• Public attendance at Common Experience events, such as presentations by community activist Christopher 2X, poet Sena Jeter Naslund, anthropologist David Hurst Thomas, and others affirms the University's contribution to the community's intellectual life.

• Public use of conference and meeting facilities, especially those in the newly renovated University Center, illustrates the University's value as a community social and economic resource. In 2006-07 use of these facilities by people from off campus was 9,545; the following year, when most meeting rooms were closed for several months during renovation, the number of off-campus users dropped to 7,422. With completion of the renovation, attendance by off-campus users rose to 10,692 in 2008-09.

• More than 200 high school students enrolled in dual credit courses offered through IU Southeast during the 2008-09 academic year. This number included 68 students enrolled in IU Southeast's "Bridge to College" program and 167 students enrolled in the "Advance College Project" offered by IU Southeast in partnership with IU Bloomington.

• Project AHEAD, which provides academic enrichment programs for academically talented students in grades 2 through 6, typically attracts 200-300 participants in each of its three sessions per year. In the evaluations following the most recent program, 100 percent of parents indicated that their child had a positive learning experience and 95 percent indicated that their child had learned new skills and ideas. The Arts Institute, which offers private instruction in music and theater for students from preschool through adulthood, has attracted an average of more than 300 participants annually since 2002.

• IU Southeast has been a finalist for the regional "We CARE" Award, sponsored by Republic Bank in Louisville, in 2008 and 2009. This award recognizes employers whose volunteer activities make a significant difference in the community they serve.

• A generally strong pattern of philanthropic support also suggests that IU Southeast is valued by its constituencies. The capital campaign at the beginning of the decade generated significant giving, including $1.5 million in 2000, more than $1.7 million in 2001, more than $1.6 million in 2002, and $2.2 million in 2003. Giving declined to $1 million in 2004 and then fell below $800,000 in 2005, 2006, and 2007. But it surpassed $2.1 million in 2008, when IU Southeast experienced a 20 percent increase in the overall number of donors and

a 14 percent increase in the number of alumni donors, the highest level in the University's history in both categories.

SUMMARY, CORE COMPONENT 5d

As part of its "Strategic Plan, 2005-2009", IU Southeast articulated its intention to "Enhance its image, raise its profile as a regional leader and resource center, and strengthen community relations." Several campus initiatives and activities have grown from these intentions, and there is little question that careful planning, institutional support, and the concerted efforts of the campus faculty, staff, and administration have contributed enormously to a significant rise in the campus's self-image, its image in the community, and its role as a regional leader and resource during the last decade.

The following examples of evidence demonstrate that internal and external constituencies value the services that IU Southeast provides:

* IU Southeast's evaluation of its services involves the collection and analysis of data from both the internal and external communities it serves, and the resulting data indicates high levels of community support for and engagement with the University and its programs.

* IU Southeast faculty, staff, and students are deeply involved in volunteer activities throughout the University's service region, and these activities, as exemplified by finalist status twice for the Republic Bank's "We CARE Award," are well-received by the communities they serve.

* IU Southeast's economic and community development activities and services are highly valued by One Southern Indiana, the Horseshoe Foundation of Floyd, and other civic and business leaders throughout the region.

* IU Southeast's external constituencies participate broadly in activities and co-curricular programs such as Common Experience and cultural arts programs.

* IU Southeast's facilities, such as the Conference Center and the Paul W. Ogle Community and Cultural Center, are available to and heavily used by the community at large.

* IU Southeast provides a range of programs to meet the continuing education needs of the education and business professions.

* IU Southeast's recent upsurge in philanthropic support from alumni, individuals, and corporations provides a concrete financial measure of the value the community places on the services it provides.

The following strategic initiatives will further enhance the value that IU Southeast's internal and external constituencies place on the services it provides:

* IU Southeast will continue to provide and refine a campus liaison structure that supports the community engagement activities of the campus.

* Using both quantitative and qualitative information gathered from the campus and community it serves, IU Southeast will continue to review and assess the effectiveness of its community engagement activities on a regular basis.

Appendix One
Federal Compliance

This section provides information related to IU Southeast's compliance with federal laws and regulations as required by Higher Learning Commission (HLC) policies.

TITLE IV COMPLIANCE

More than 4,500 students at IU Southeast receive some sort of financial assistance. In the 2008-09 academic year financial aid awards totaled more than $34.9 million. This represented a 66 percent increase from five years earlier. Of that $34.9 million, $21.8 million was student loans and $12.8 million was gift aid. Gift aid has seen a 63 percent increase over the past five years.

The close of the 2007-08 federal A-133 audit marked IU Southeast's third year without written findings of material weaknesses. In both 2003-04 and 2004-05, the A-133 audit cited IU Southeast specific findings of material weaknesses. These findings were the result of two years of turnover in the financial aid director position and the University's 2004 conversion to PeopleSoft. A lack of clearly defined policies and procedures as well as a processing structure that lacked sufficient controls to counter human error created an unstable environment that did not fare well through the change in leadership and software.

Since PeopleSoft was an Indiana University-wide software, all Indiana University campuses had issues with the implementation. The 2004 implementation of PeopleSoft as the student information system lacked proper training for the financial aid office. This resulted in significant delays and errors in the processing of student aid. In addition to the lack of training, there was also a lack of reporting to be able to identify errors. The turnover in the director position exacerbated these issues for IU Southeast.

To ensure that compliance is maintained through times of staff turnover, a reorganization of the office, as well as in-depth staff cross training regarding Title IV regulations, was enacted. The cross training has ensured at least two individuals are knowledgeable on the regulations and processing of all aid programs. Although the director still audits processing at multiple points in the aid year, each staff member is also responsible for running audit reports at predetermined intervals.

In addition to cross training, an out-of-date policy and procedure manual was replaced with an online version that is reviewed annually to ensure accuracy with regard to processing as well as regulatory compliance. Particular attention was given to academic-related policies, including a complete review of the satisfactory academic progress policy. This policy was reviewed not only to ensure compliance with federal regulations but also to ensure maximum student benefit for persistence to graduation. Although IU Southeast is not an attendance-taking institution, a grading policy was implemented to identify students who unofficially withdraw from the institution. Students who simply stop attending a course receive a "FN" grade instead of a "F." The "FN" grade also states the student's last date of attendance to enable financial aid to correctly process the return of Title IV funds calculation.

The financial aid Web site was also completely redesigned and reviewed. A "Consumer Information" page was created to ensure compliance with Title IV disclosure regulations. The comprehensive Web site provides easy access to information regarding campus crime reporting, graduation rates, equity in athletics reports, and other required consumer information. The Web site is reviewed twice annually, once in March prior to sending the next year's incoming freshmen award letters and once in September prior to sending the annual consumer information communication to all students.

The IU Southeast default rates for both the Stafford and Perkins loan programs are consistently below the national averages. All students must accept offered loans through Indiana University's OneStart portal before the loans are processed. In conjunction with annual loan disclosures, this active acceptance helps ensure students are aware that the funds they are receiving are loans. In compliance with Title IV regulations, the financial aid office tracks the enrollment of all loan borrowers. When a borrower drops below half-time enrollment, graduates, or does not return the following award year, the financial aid office sends the student a communication with a link to online exit counseling. The counseling explains repayment and deferment options to help reduce the default rates.

Table A3-1

Average Stafford Default Rates (Percent)				Average Perkins Default Rates (Percent)	
Cohort Year	IU Southeast	National		IU Southeast	National
2003	2.9	4.5		0.48	8.29
2004	3.7	5.1		2.28	8.12
2005	2.7	4.6		3.31	8.1
2006	3.3	5.2		1.59	7.81
2007	3.7	6.7		2.82	9.59

Source: U.S. Dept of Education

PROGRAM LENGTH AND TUITION

IU Southeast courses are offered on the semester system. Each semester is 14 weeks long, plus a final exam week. Two academic sessions of six-week durations are offered each summer. The typical three-credit-hour course meets for two hours and 30 minutes per week during the fall and spring semesters and for six hours per week in the summer sessions. These meeting times exceed the policy adopted by the Indiana University Faculty Council, which states that "the usual three-credit lecture class shall meet for a minimum of approximately 2,000 minutes, excluding the final examination period." Courses of more or less than three credits meet for times proportional to these. As is typical of academic practice, lab and studio courses meet for longer periods of time per credit hour than do lecture courses.

The number of credits required to earn degrees at IU Southeast are within the range typically seen in higher education. The range of credit hours required for certificates is 15 to 29, for associate's degrees is 60 to 63, for bachelor's degrees is 120 to 134, and for master degrees is 33 to 48.

All academic programs are reviewed at multiple levels at IU Southeast and within Indiana University, including final review and approval by the Board of Trustees, and programs of 30 credit hours or more are also reviewed and approved by the Indiana Commission for Higher Education. These reviews ensure that programs meet basic standards of academic integrity, including appropriate requirements and program length.

Tuition and fees for IU Southeast are determined by the Indiana University Board of Trustees, after consultation between the campus administration and Indiana University administration. Current tuition rates are published on the IU Southeast Web site and are available by request in the Office of the Bursar. Tuition at IU Southeast is assessed on a per-credit-hour basis, as are mandatory student activity and technology fees. The Trustees have approved a program-specific fee for all students enrolled in the BS in Nursing program as of fall 2009. The nursing program fee applies at all IU campuses and is justified by the additional costs of recruiting and retaining both full-time and part-time clinical faculty in nursing. There are no other program-specific tuition rates at the undergraduate level. At the graduate level, tuition rates are higher for the graduate programs in Business than they are for the graduate programs in Education or Liberal Studies. The higher rates in Business are justified by the higher salaries required to recruit and retain faculty at an AACSB-accredited business program.

OFF-CAMPUS LOCATIONS

IU Southeast offers courses at several sites in its service region. However, there is only one off-site location at which a student can earn more than half the credits required for a degree. This location consists of leased space in a commercial office building located at 702 North Shore Drive in Jeffersonville, Ind., approximately nine miles south of the campus. It is possible for a student to earn more than half the credits needed for the Master of Business Administration and the Master of Strategic Finance degrees at this location. IU Southeast has obtained the required Higher Learning Commission approval to offer courses at this location.

TRANSFER INFORMATION

Criteria for Transfer Courses

The criteria for accepting transfer courses at IU Southeast are stated in the transfer policy which is published in the *Bulletin* and in the policy implementation statement which is found on the Office of Admissions Web site.

The policy statement is:

> Students wishing to transfer from other institutions must request admission and transfer of credit by submitting official transcripts from each institution previously attended and by meeting requirements for transfer students. Transcripts should be sent to the IU Southeast Office of Admissions for evaluation.

> Courses completed at an approved institution of higher education before admission to Indiana University Southeast may be applied toward graduation requirements. It is expected, however, that a substantial part of every student's work, especially in the major field of study, will be completed at Indiana University Southeast. Usually, the maximum number of transfer credit hours that may be counted toward the minimum 120 credit hours necessary for graduation is 90, including credit earned at other campuses of Indiana University. Not more than 64 credit hours earned in approved junior colleges may be applied toward a degree.

> No credit will be allowed at Indiana University for courses taken at another institution in which students have received a grade of C– or lower. Grades earned at any campus of Indiana University that have been certified as transferable for credit are used to compute grade point averages.

> IU Southeast does not automatically accept transfer credits for college course work taken prior to graduation from high school. Students must report such course work when applying for admission, and may be asked to provide information about the nature and circumstances of the courses so that the request for transfer credit can be evaluated.

Implementation of the policy is more fully explained on the Office of Admissions Web site:

> Transfer students are required to submit official transcripts from all previously attended colleges. Transfer applicants are expected to have earned a cumulative college grade point average of 2.0 or higher on a 4.0 scale. Additionally, transfer applicants who have earned less than 26 semester hours of transfer credit are expected to meet the first year/freshman admission standards.

> Transfer applicants are admitted to the academic schools at IU Southeast if they meet the criteria established by those schools. Transfer applicants who do not meet the criteria for direct admission to a specific school are admitted to the Academic Success Center.

> The Office of Admission, in conjunction with faculty, evaluates courses submitted for transfer credit according to several factors. These include the previous school's accreditation, the content, level, and age of the course, and whether the credits are appropriate to an IU Southeast degree program. Only courses in which a grade of C or higher is earned will transfer. Transfer credit may count toward meeting

the requirements for a degree, but it will not count toward the IU Southeast grade point average. The Office of Admission makes an initial determination regarding the transferability and equivalency of courses submitted for transfer. Individual schools and departments at IU Southeast determine how transferred credits will apply toward degree requirements.

Course equivalencies are maintained in transfer guides, program articulations, historical data, Indiana's Core Transfer Library, and u.select. IU Southeast also works to ensure students are made aware of how their credits will transfer by advising students at the community college level or pre-transfer level on a regular basis.

Veterans may earn college credit for educational experiences in the armed services. A certified DD Form 295 and/or DD Form 214, and/or transcripts from the Army/American Council on Education Registry Transcript Services (AARTS) or Sailor/Marine American Council on Education (SMART) transcript should be submitted with the application materials for consideration.

Credits earned while in high school (dual credit) will be evaluated in the same manner as transfer credit. Students are required to disclose they have taken such courses on their application and are required to submit official transcripts of all work to the admissions office.

Inter-Campus Transfers

Indiana University policy allows students to transfer from one campus to another if they are in good standing at the originating campus (C average and no disciplinary sanctions). Indiana University maintains a single transcript for all students which indicates the campus at which courses are taken. Therefore, all grades earned at any campus count in the student's Indiana University GPA. Degree requirements vary among the campuses; therefore courses on the transcript do not count toward degree completion in the same way at every campus.

Transfer and Articulation Agreements

Indiana University has entered into formal course transfer and program articulation agreements with the two-year public institutions in Indiana (Vincennes University and Ivy Tech Community College) and with the public community college in Jefferson County, Ky., (Jefferson Community and Technical College). These agreements specify which courses from the two-year colleges will transfer to IU Southeast, how they translate into equivalent IU Southeast courses, how those courses will count toward specific IU Southeast bachelor's degrees, and what students who transfer must do to complete their bachelor's degrees at IU Southeast. Information about the details of these agreements is available to students on the Office of Admissions Web site. In addition, admissions counselors regularly visit the two-year institutions in the service region to meet with prospective transfer students.

The public higher education institutions in Indiana, working under the auspices of the Indiana Commission for Higher Education, also have agreed upon the transfer of more than 70 courses among themselves. Information about these courses is maintained by the commission in the "Core Transfer Library," which is publicly accessible via the Web and allows students who are considering transfer to another public institution to see how their courses will count at that institution. (http://www.transferin.net/)

VERIFICATION OF STUDENT IDENTITY IN DISTANCE LEARNING

IU Southeast offers relatively few distance learning courses and most of those employ a "hybrid" format in which students complete part of the course in an online format and the rest in face-to-face interaction in a classroom. All these courses employ OnCourse, the Indiana University course management system, which requires a unique user name and password for login. Students can only access course sites for those courses in which they are enrolled. In addition, many of the hybrid courses conduct all or most of their graded work when students are physically present in the classroom.

STUDENT COMPLAINTS

Complaints from students are handled by several offices at IU Southeast, depending on the nature of the issue the student raises. Complaints related to academic matters are handled by the dean of the appropriate school or by the Office of Academic Affairs. Complaints related to student services or to violations of the Code of Student Rights, Responsibilities, and Conduct are handled by the Office of Student Affairs. Complaints related to discrimination prohibited by affirmative action/equal opportunity laws and policies as well as complaints regarding sexual harassment are handled by the Office of Equity and Diversity. The campus recently revised its grievance process and created a flow chart and a grievance form to assist students in determining where and how to file a complaint. (Grievance Process Chart)

All offices that handle complaints maintain records regarding the nature of each complaint and its disposition. In compliance with HLC policy, a log of formal, written complaints received within the last three years will be available for the team's review in the Resource Room.

INSTITUTIONAL DISCLOSURE AND ADVERTISING AND RECRUITMENT MATERIALS

The definitive source for information about IU Southeast's policies on grading, transfer, academic requirements, and other student policies is the *IU Southeast Bulletin*. The *Bulletin* is updated every two years and is published in hard copy and available in its entirety on the institution's Web site. The Office of Academic Affairs solicits information for the revision of the *Bulletin* and coordinates preparation of the final copy. All proposed changes are reviewed by the vice chancellor for academic affairs or his/her designee before they are incorporated in the final copy. Information about the academic calendar is maintained by the Office of the Registrar and is made available on that office's Web site as well as in the printed *Schedule of Classes*. Information about student complaints or grievances is presented in the *Bulletin* and on the Office of Student Affairs Web site noted above.

IU Southeast strives to present accurate information in all its advertising and recruiting materials. The Office of University Communications works closely with the Admissions Office and the Office of Institutional Research to ensure that the *Bulletin*, Student Planner, and Web site, as well as other advertising and recruiting materials, provide fair and accurate information regarding the University's programs and policies affecting students. The Office of University Communications also ensures that the images used in the campus' print and online advertising accurately reflect the diversity of the student body.

The campus Enrollment Management Committee also requires that all advertising,

marketing and recruitment messages be approved by both University Communications and Enrollment Management before being distributed. This control step allows the campus further assurance that IU Southeast is accurately and fairly represented. The Office of Student Affairs requires all advertising and recruitment materials to be reviewed by the University Communications office prior to publication as well.

It is a standard operating procedure of the campus that only the Office of University Communications can manage relationships with third-party contractors who produce advertising materials; therefore, University Communications never loses control of the campus image and can ensure that the advertisements and recruiting materials are fair and accurate. Third-party contractors are also required to operate under Indiana University purchasing policies, which state that the work the vendor created is the property of Indiana University, and that only Indiana University or IU Southeast can utilize the files. Third-party contractors have no right to use the campus image, name, or advertising in any advertising, publicity, or promotion, nor can they express or imply that the University endorses their supplies or services.

IU Southeast discloses its accreditation status with the Higher Learning Commission in the *Bulletin* and on its Web site, as well as in its admissions Viewbook. All official disclosures of the relationship contain the Commission's Web site and toll-free telephone number.

RELATIONSHIP WITH OTHER ACCREDITING AGENCIES AND WITH STATE REGULATORY BODIES

IU Southeast maintains the following professional program accreditations:

- Business – AACSB International

- Education – National Council for Accreditation of Teacher Education

- Nursing – Commission on Collegiate Nursing Education

In addition, programs that lead to teacher licensure are recognized by the Indiana Professional Standards Board, and those that lead to nursing licensure are recognized by the Indiana State Board of Nursing.

Students pursuing a degree in chemistry have an option to pursue a track that is recognized by the American Chemical Society.

There are no sanctions or other adverse actions by any of these organizations.

IU Southeast does not have a relationship with any federally recognized institutional accrediting body other than the Higher Learning Commission.

All public institutions of higher education in Indiana are subject to coordination by the Indiana Commission for Higher Education, which has statutory authority to approve new degrees, approve new campuses, and make recommendations to the Indiana General Assembly regarding appropriations for higher education. The Commission is not a governing body and does not have authority to sanction institutions.

Appendix Two
Institutional Snapshot

I. STUDENT DEMOGRAPHY HEADCOUNTS

1A. Degree Seeking Undergraduate Enrollment by Class Level

	Fall 2008		Fall 2009	
	Count	Percent	Count	Percent
Freshmen	1,842	34	1,938	34
Sophomores	1,185	22	1,314	23
Juniors	1,028	19	1,101	19
Seniors	1,297	24	1,363	24
Total	5,352		5,716	

1B. Undergraduate Students by Degree Seeking and Non-Degree Seeking Status

	Fall 2008						Fall 2009					
	Degree Seeking		Non-degree Seeking		Total		Degree Seeking		Non-degree Seeking		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total	5,352		233		5,585		5,716		227		5,943	
Gender												
Male	2,114	39	80	34	2,194	39	2,287	40	100	44	2,387	40
Female	3,238	61	153	66	3,391	61	3,429	60	127	56	3,556	60
Race/Ethnicity												
American Indian or Alaska Native	27	1	0	0	27	0.5	28	0.5	0	0	28	0.5
Asian/ Native Hawaiian/ Pacific Islander	71	1	3	1	74	1	86	2	5	2	91	2
Black or African American	320	6	6	3	326	6	356	6	7	3	363	6
Hispanic/Latino	83	2	2	1	85	2	114	2	3	1	117	2
White	4,662	87	187	80	4,849	87	4,915	86	163	72	5,078	85
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0
Race/Ethnicity Unknown	171	3	33	14	204	4	192	3	46	20	238	4
Nonresident Alien	18	0.3	2	1	20	0.4	25	0.4	3	1	28	0.5

1C. Graduate/Professional Students by Degree Seeking and Non-degree Seeking Status

	Fall 2008						Fall 2009					
	Degree Seeking		Non-degree Seeking		Total		Degree Seeking		Non-degree Seeking		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total	647		250		897		678		219		897	
Gender												
Male	218	34	61	24	279	31	230	34	61	28	291	32
Female	429	66	189	76	618	69	448	66	458	72	606	68
Race/Ethnicity												
American Indian or Alaska Native	1	0.2	0	0	1	0.1	2	0.3	0	0	2	0.2
Asian/ Native Hawaiian/ Pacific Islander	10	2	1	0.4	11	1	15	2	2	1	17	2
Black or African American	42	6	26	10	68	8	37	5	16	7	53	6
Hispanic/Latino	1	0.2	2	1	3	0	2	0	0	0	2	0.2
White	547	85	213	85	760	85	555	82	197	90	752	84
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0
Race/Ethnicity Unknown	37	6	7	3	44	5	59	9	4	2	63	7
Nonresident Alien	9	1	1	0.4	10	1	8	1	0	0	8	1

1D. Age Range of Undergraduate Students

	Fall 2008		Fall 2009	
	Count	Percent	Count	Percent
24 and Under	3,693	66	3,980	67
25 and Older	1,892	34	1,963	33

1E. Enrollment by Residency

	Fall 2008		Fall 2009	
	Count	Percent	Count	Percent
In-State Resident	4,614	71	4,702	69
Out-of-State Resident	1,838	28	2,102	31
Non-U.S. Resident	30	0.5	36	1

II. STUDENT RECRUITMENT AND ADMISSIONS

2A. Applications, Admissions, and Enrollments

	Fall 2008		Fall 2009	
	Count	Percent	Count	Percent
Freshmen				
Applied	1,871		1,985	
Admitted	1,624	87	1,688	85
Enrolled	1,070	66	1,094	65
Undergraduate Transfers				
Applied	929		1,013	
Admitted	716	77	740	73
Enrolled	510	71	533	72
Graduate/Professional				
Applied	184		186	
Admitted	175	95	165	89
Enrolled	143	82	128	78

2B. Average Standardized Test Scores

	Fall 2008	Fall 2009
SAT		
Percent Submitted	67.9	64.40
Math	468	470
Verbal	469	467
ACT		
Percent Submitted	33.0	38.8
Math	19	21
English	20	20

III. FINANCIAL ASSISTANCE FOR STUDENTS

3A. Percentage of Students Applied for Financial Aid by Level

	Undergraduate	Graduate	Combined (UG and Grad)
Fall 2007	62	26	57
Fall 2008	67	29	61

3B. Financial Aid Received Overall and by Type

	Fall 2007		Fall 2008	
	Undergraduate	Graduate/ Professional	Undergraduate	Graduate/ Professional
Number of Students Received Aid	3,297	179	3,595	205
Percent of Students Received Aid	61	22	64	23
Type of Aid Received (Percent)				
Loans	42	19	43	19
Work-Study	2	<1	3	<1
Scholarships/Grants	42	5	45	4
Academic Based Merit Based Scholarships	14	2	17	1

3C. Tuition Discount Rate

		Fall 2007	Fall 2008
(I)	Total Inst aid	$618,684	$677,047
(P)	Total Fees	$11,232,730	$12,512,681
(TDR)	Tuition Discount Rate (Percent)	5.2	5.1

IV. STUDENT RETENTION AND PROGRAM PRODUCTIVITY

4A. First-time, Full-time Freshman Retention to the Second Year

	Number Entering (NE)	Number Returning (NR)	NR/NE as percentage
Total	970	607	62.58
Gender			
Males	380	223	58.68
Females	590	384	65.08
Race/Ethnicity			
American Indian or Alaska Native	9	2	22.22
Asian/Native Hawaiian/ Pacific Islander	14	12	85.71
Black or African American	53	28	52.83
Hispanic/Latino	17	11	64.71
White	834	533	63.91
Two or More Races	0	0	0.00
Race/Ethnicity Unknown	40	19	47.50
Nonresident Alien	3	2	66.67

4B. Graduate Degrees Earned by Race/Ethnicity

	Number of Degrees
American Indian or Alaska Native	0
Asian/Native Hawaiian/ Pacific Islander	3
Black or African American	9
Hispanic/Latino	1
White	203
Two or More Races	0
Race/Ethnicity Unknown	5
Nonresident Alien	2
Total	223

4C. Graduates by CIP Code

	2007-08		2008-09	
	Count	Percent	Count	Percent
Agriculture/Natural Resources (1, 3)	0	0	0	0
Architecture/Engineering/ Engineering Technology (4, 14, 15)	0	0	0	0
Biological & Physical Science (26, 40, 41)	27	3	27	3
Business (52)	215	22	234	24
Communications/Communication Technology/Fine Arts (9, 10, 50)	60	6	62	6
Education/Library Science (13, 21, 25)	290	29	256	26
Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)	221	22	237	24
Health (51)	63	6	52	5
Law (22)	0	0	0	0
Mathematics/Computer Science (11, 27)	40	4	27	3
Military Technology/Protective Services (29, 43)	19	2	27	3
Personal Services/Consumer Services/Fitness (12, 19, 31)	0	0	0	0
Psychology/Social Sciences & Services (42, 44, 45)	62	6	52	5
Trades/Production/Transportation Health (46, 47, 48, 49)	0	0	0	0

4D. Licensure Pass Rates by Exam

Name of Test	2007 Pass Rate (Percent)	2008 Pass Rate (Percent)
a. Praxis II: Basic Skills	97	Not Available
b. Praxis II: Academic Content	98	Not Available
c. NCLEX	88	82

V. FACULTY DEMOGRAPHY

5A. Faculty Headcount by Highest Degree Earned

	Fall 2008						Fall 2009					
	Full-time		Part-time		Total		Full-time		Part-time		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total	201		252		453		200		265		465	
Doctorate	145	72	39	15	184	41	144	72	43	16	187	40
First Professional	0	0	0	0	0	0	0	0	0	0	0	0
Master	55	27	181	72	236	52	55	28	195	74	250	54
Bachelor's	0	0	23	9	23	5	0	0	22	8	22	5
Associate	0	0	0	0	0	0	0	0	0	0	0	0
Not Reported	0	0	3	1	3	1	0	0	0	0	0	0
Specialist/Director	1	0	6	2	7	2	1	1	5	2	6	1

5B-1. Faculty Headcount by Gender and Race/Ethnicity

	Fall 2008						Fall 2009					
	Full-time		Part-time		Total		Full-time		Part-time		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total	201		252		453		200		265		465	
Gender												
Males	106	53	129	51	235	52	105	53	128	48	233	50
Females	95	47	123	49	218	48	95	48	137	52	232	50
Race/Ethnicity												
American Indian or Alaska Native	0	0	2	1	2	0	0	0	1	0	1	0
Asian/Nat. Hawaiian/ Pacific Islander	17	8	4	2	21	5	19	10	6	2	25	5
Black or African American	8	4	12	5	20	4	8	4	13	5%	21	5
Hispanic/Latino	4	2	3	1	7	2	4	2	4	2	8	2
White	172	86	231	92	403	89	169	85	241	91	410	88
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0
Race/Ethnicity Unknown	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident Alien	0	0	0	0	0	0	0	0	0	0	0	0

5B-2. Faculty Headcount by Rank

	Fall 2008						Fall 2009					
	Full-time		Part-time		Total		Full-time		Part-time		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total	201		252		453		200		265		465	
Professor	59	29	0	0	59	13	57	29	0	0	57	12
Associate Professor	46	23	0	0	46	10	47	24	0	0	47	10
Assistant Professor	45	22	1	0	46	10	45	23	1	0	46	10
Lecturer	34	17	250	99	284	63	33	17	263	99	296	64
Instructor	0	0	1	0	1	0	0	0	1	0	1	0
Other	17	8	0	0	17	4	18	9	0	0	18	4

Note: Those counted in "other" are senior lecturers.

5C. Faculty Headcount by CIP Code

	Fall 2008		Fall 2009	
	Count	Percent	Count	Percent
Agriculture/Natural Resources (1, 3)	0	0	0	0
Architecture/Engineering/Engineering Technology (4, 14, 15)	0	0	0	0
Biological & Physical Science (26, 40, 41)	47	10	50	10
Business (52)	53	11	55	11
Communications/Communication Technology/Fine Arts (9, 10, 50)	66	14	76	15
Education/Library Science (13, 21, 25)	63	13	64	12
Health (51)	25	5	32	6
Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)	131	27	129	25
Law (22)	0	0	0	0
Mathematics/Computer Science (11, 27)	54	11	60	12
Military Technology/Protective Services (29, 43)	0	0	0	0
Personal Services/Consumer Services/Fitness (12, 19, 31)	0	0	0	0
Psychology/Social Sciences & Services (42, 44, 45)	43	9	47	9
Trades/Production/Transportation Health (46, 47, 48, 49)	0	0	0	0

Note: The totals in this table do not match those in the faculty tables above due to the time at which the data for this table was pulled from our information system and the criteria settings required to pull the major detail.

VI. AVAILABILITY OF INSTRUCTIONAL RESOURCES AND INFORMATION TECHNOLOGY

A.Provide an account of the technology resources dedicated to supporting student learning (library sites, residence hall hook-ups, Internet cafes, etc.) and explain how you monitor the level of their usage.

The campus observes a three-year replacement cycle for all computer hardware. This ensures that all computing devices stay consistent the with current technology standards. With more than 90 wireless nodes on the IU Southeast network, students have access to a high-speed Internet connection literally anywhere on the campus. The more than 46 network servers enable 100 percent of Indiana University classrooms, residence halls, and faculty to be connected to the campus network and Internet infrastructure. Nearly 900 workstations are provided with roughly 150 software applications in labs, classrooms, and public clusters for student utilization.

Number Wireless Nodes	90
Number of Network Servers	46
Number of Workstations	900
Number of wireless nodes on the campus network	90
Software Applications Available	150
Percent of classrooms connected to Internet	100
Percent of residence hall beds connected to Internet	100
Percent of campus served by wireless network access	100
Percent of classrooms with permanent computer projection capability (85 of 107 potential, with 12 N/A)	79
Percent of classrooms served by wireless network access	100
Percent of faculty connected to the campus network/Internet	100
Commodity Internet, average bandwidth offered	1,000 Mbps

Residential Technology Centers: One located in each of five campus residence halls.

Student Technology Centers: Offer high-speed Internet access, scanning, removable storage, audio/video/multimedia processing; high-speed print capacity.

Adaptive Technology Center in the Library: Services for students with disabilities including adaptive hardware and software, creation of electronic text from print media, conversion of print to MP3 format.

Institute for Learning & Teaching Excellence: A resource designed to assist faculty with advancing and enhancing their teaching and learning.

Statistical data is collected on labs across campus to monitor the level of usage. Helpdesk customer contacts walk in and phone calls are tracked, as are AV support calls. Usage data, contact inquiries, and the biennial IT survey are used to analyze users' needs and make appropriate facility and staffing decisions to meet the expectations of students and the campus.

VII. FINANCIAL DATA

7A. Actual Unrestricted Revenues by Category

Actual Unrestricted Revenues	2007-08	2008-09
Tuition and Fees	23,511,670	26,406,299
State/Local Appropriations (if applicable)	25,144,272	25,674,647
Denominational Income (if applicable)	0	0
Investment and Annuity Income	0	0
Contributions	39,485	45,650
Auxiliary	2,531,735	4,452,626
Other	949,167	944,461
Total	52,176,329	57,523,683

7B. Actual Unrestricted Expense by Category

Actual Unrestricted Expense	2007-08	2008-09
Instructional/Departmental/Library	23,890,540	24,991,047
Student Services	4,124,499	4,633,476
Operation and Maintenance of Plant	3,804,391	4,217,035
Administration	17,382,123	18,618,368
Fundraising	197,977	190,254
Auxiliary	2,757,667	3,729,475
Other	69,993	63,521
Total	52,227,190	56,443,175

7C. Explanation of 2007-08 Deficit

The deficit in fiscal year 2008 is attributed to start up costs for new on campus housing, which opened in fall 2009. The funding to cover the shortfall came from campus cash reserves accumulated from prior year auxiliary earnings.