# OPEN PATHWAY: Reaffirmation Review

**Visit Date:** 1/29/2018

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<th>Role</th>
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<td>President</td>
<td>Dr. Terry Allison</td>
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<td>HLC Liaison</td>
<td>Barbara Johnson</td>
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<td>Review Team Chair</td>
<td>Kristen Warmoth</td>
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<td>Federal Compliance Reviewer</td>
<td>Larry Grieshaber</td>
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<td>Team Member</td>
<td>Steven Erwin</td>
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<td>Jacqueline Johnson</td>
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<td>Dwyane Smith</td>
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Context and Nature of Review

Visit Date

1/29/2018

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Indiana University South Bend (IU South Bend) was established in 1916 and was initially called the South Bend-Mishwaka Center of the IU Extension Division. Serving residents of north central Indiana, its original focus was to expand preparation opportunities for area teachers. Over the years the institution evolved beyond the vision of Indiana University (IU) which was to create regional centers as two-year feeder schools for students ultimately seeking a Bloomington degree.

Today, IU South Bend is a comprehensive undergraduate and postgraduate campus of Indiana University. As the largest of the six IU regional campuses, IU South Bend has as its mission to develop engaged citizens with the skills needed to build strong communities. The institution offers 60 bachelor degrees and 18 master programs through its seven schools. In response to community needs, plans are in place to offer three new graduate programs in the healthcare field at the school’s Elkhart Center.

IU South Bend is experiencing an enrollment shift toward full-time traditional age students. With approximately 75% of the student population coming from St. Joseph and Elkhart counties, the institution is still primarily a commuter campus with students working full or part-time. The campus enrolls nearly 5,400 students with over 40% being either first-generation, Pell-eligible or both. When enrollment numbers for certificate programs and the Advanced College Program for high school aged students are figured in, IU South Bend reaches a total enrollment of around 7,000.
Recently, the campus completed a $4.4 million renovation to create a one-stop shop environment for students. To that end the renovation brought Admissions, Career Services, Financial Aid, Human Resources, Student Services, the Testing Center, and the Titan Success Center together in a central location. The goal was to enhance communication among offices and to increase service to students.

**Interactions with Constituencies**

Chancellor

Executive Vice Chancellor for Academic Affairs

Vice Chancellor for Administration and Finance

Vice Chancellor for Student Engagement and Success

Vice Chancellor for Advancement

Chief Information Officer

Chief of Staff

Associate Vice Chancellor for Academic Affairs

Director of Facilities

Director of Housing and Student Life

Director of Office of Online Education

Assistant Director of International Student Services

Faculty Senate President

Director of Admissions

Assurance Argument Team (Co-Chairs and Criterion Chairs): 11

Center for Online Education Advisory Board Members: 4

University Center for Excellence in Teaching (Director and Staff): 5

Campus Directions Committee: 16

IU Board of Trustees: 2 in person, 1 via video conferencing

Chancellor’s Advisory Board: 13

General Education Committee: 7

General Education Task Force: 4
Academic Cabinet: 9
Faculty Who Recently Led Program Reviews: 6
Assessment Committee Members: 5
Unit Assessment Coordinators: 4
Open Forum Attendance: 37 Faculty, 47 Staff, and 15 Administrators
Drop-in Sessions Attendance: 5

Additional Documents

Additional items that were requested can be found in the Addendum area.

Additional Websites Visited:

https://academics.iusb.edu/assessment-committee/
https://www.iusb.edu/oiss/admissions/explore/transfers.php
https://admissions.iusb.edu/apply/transfer/index.html
https://transferguide.iusb.edu/
http://bulletins.iu.edu/iusb/2017-2018/
https://academics.iusb.edu/ucet/
https://academics.iusb.edu/academic-senate/standing-committees.html
https://academics.iusb.edu/general-education/
http://bulletins.iu.edu/iusb/2017-2018/general-education/contemporary-social-values.shtml
https://www.iu.edu/~uirr/reports/standard/factbook/2016-17/South_Bend/Student_Data/Retention
https://www.iu.edu/~uirr/reports/standard/factbook/2016-17/South_Bend/Student_Data/Graduation_Rates
1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

The mission of Indiana University South Bend (IU South Bend) was adopted by the Indiana University (IU) Board of Trustees in 2010:

Indiana University South Bend is the comprehensive undergraduate and postgraduate campus that serves North Central Indiana and is a regional campus of Indiana University. The campus values excellence in teaching, student-faculty interaction, research and creative activity, diversity and inclusivity, a global perspective, and collaboration in life-long learning. IU South Bend develops engaged citizens prepared to build strong communities.

According to the Assurance Argument, the current mission statement was drafted in a process that is consistent with the institution’s tradition of shared governance. The inclusive nature of this process was confirmed in discussion with members of the campus community during the site visit. The current mission statement was drafted in 2009 by the Campus Directions Committee of the Academic Senate, approved by the Academic Senate, and endorsed by the Vice Chancellor of Academic Affairs and the Chancellor prior to adoption by the IU Board of Trustees in February 2010.

IU South Bend’s academic programs, student support services, and enrollment profile is consistent with its stated mission. The University’s mission affirms the institution’s role as a regional campus committed to serving the educational needs of the north central Indiana region. More than three-quarters of the University’s enrollment comes from the two-county region that is home to the main campus and the Elkhart Center; a statistic that has been consistent for the past decade. Additionally, approximately 65% of alumni remain in the institution’s service region upon graduation.

The University offers 60 bachelor degree programs and 18 master degree programs. The University is
responsive to the needs of students and the region in its development of undergraduate programs. For example, in 2015 the University implemented a Bachelor of Science in Health Sciences with various concentrations (health promotions, health systems leadership, and sports/exercise science) designed to help student degree completion for those who were unable to gain entry into other highly competitive health science areas (nursing, dental hygiene, radiography) but who wanted to continue to pursue career opportunities in the growing range of healthcare fields. The introduction of this degree program meets the needs of the region in filling a growing demand over the next decade for qualified employees as medical and healthcare services managers.

Responding to a significant downturn in number of students earning Master’s degrees from a high of 225 in 2010-11 to a low of 126 in 2014-15, the University is working to restructure the two graduate programs that experienced the most significant declines. The Judd Leighton School of Business and Economics saw a downturn due to increased competition from online graduate programs. In response, the Judd Leighton School of Business and Economics begin offering a redesigned AACSB International accredited MBA program formatted in a redesigned two eight-week sessions per semester with courses offered in a hybrid format (50% online/50% in-class). The School of Education saw significant declines in graduate enrollment due to a change in State of Indiana rules which removed salary increases based on graduate level coursework or degree obtainment or the need for graduate coursework for licensure. The School of Education is exploring options to address the challenge including collaborative programs with other institutions and introducing alternate ways of achieving licensure.

The University has taken specific steps to enhance services, programs, and facilities in support services to students. The establishment of the Titan Success Center in 2015 was designed to deliver direct support intervention to freshman and sophomore students identified through an early student performance alert system as having academic difficulties. In August 2017, the University established the Division of Student Engagement and Success, elevating the organizational presence of student services functions to divisional status within the University led by a Vice Chancellor. Additionally, within the Division of Student Engagement and Success, the position of Executive Director of Retention and Student Success was established to provide overall direction and leadership for a number of key departments in support of student development and success as well as retention and completion. Also, a $4.4 million renovation was implemented to physical space to provide a one-stop student support services area.

IU South Bend follows a detailed campus budgeting and planning process designed to tie expenditure of funds to strategic priorities in support of the University mission. Budget proposals are submitted on templates formatted to demonstrate the tie between a request for new funding and the campus strategic plan. Proposals are reviewed in shared governance hearing settings that yield a recommendation to the Chancellor’s Cabinet. The Assurance Argument references that the teaching focused mission and emphasis on undergraduate education has been appropriately supported in the budget process, citing that instructional costs represented 56.2% of the overall operating budget for 2014-15. The 2015 (revised) IU South Bend Peer Institution Benchmarking Report indicates that the University ranks first among its ten peer institutions in percent of budget expenditures for instruction, research, and service. Additionally, the Assurance Argument notes that funding of the Titan Success Center, growth in converting courses to an online format, increased scholarships for the growth of the Honors Program, and faculty/staff compensation increases to draw closer to market averages as examples of budget decisions directed by the mission and strategic plan. (See response in 5C for related discussion).
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

IU South Bend shares its mission via the University's website under the "About" tab in the navigation bar of the institution's homepage and in the online version of the Bulletin. A direct statement of the mission does not seem to appear at any other location on the University website or in the text of the 2014-2020 Strategic Plan. The Vision Statement is contained in the 2014-2020 Strategic Plan:

*By 2020, Indiana University South Bend will be recognized as a premier regional comprehensive master's institution that is committed to exceptional teaching and scholarship, strong curricula and programs, and that values inquiry, creativity, and innovation at all levels. We will be a diverse, caring, and student-centered campus with a culture that inspires community engagement, good citizenship, and effective leadership.*

Elements of the mission and vision are communicated and illustrated through various university publications distributed for student recruitment, alumni engagement, and donor cultivation. Conversations with campus constituents and governing board members during the visit demonstrated that stakeholders broadly understand and apply the mission, vision, and strategic plan objectives.

The 2014-2020 Strategic Plan was developed by the Campus Directions Committee (CDC), with the guidance of a strategic planning consultant. The strategic plan identifies nine objectives to advance the vision and further the mission. For each of the nine objectives, the University has developed goals, each with measurable outcomes. Following approval and adoption of the plan, the CDC identified the data documentation required for each goal as well as individuals responsible for the collection and reporting of the data and facilitates the maintenance of status of the progress towards each goal.

Several examples of high impact educational practices, co-curricular student engagement opportunities, and faculty instructional support and development programs were shared that illustrate the University’s value of excellence in teaching, student-faculty interaction, research and creative activity, diversity and inclusivity, a global perspective, and collaboration in life-long learning.
Additionally, the University's planned review of its general education curriculum as well as the projected implementation by Fall 2018 of a Center for Excellence in Research and Scholarship provides further affirmation of its commitment to these elements of its mission.

The mission documents communicate the primacy of service to the north central Indiana region, through a focus of enrollment of students from the region and preparing them to become engaged citizens of the community. Several examples of mutually beneficial partnerships with businesses, community-based organizations, educational institutions and government agencies in the region were provided in the Assurance Argument. These partnerships include supporting the business activities of the region through operation of The Bureau of Business and Economic Research and The Center for Economic Education and contributing to the civic vitality of the region through participation in the American Democracy Project and The Civil Rights Heritage Center.

The language of the University's mission and vision as well as the objectives of its strategic plan aligns with Blueprint 2.0: The Bicentennial Strategic Plan for the Regional Campuses of Indiana University. Approved in 2015, Blueprint 2.0, built on a previous effort (Blueprint for Student Attainment) and extends a continued focus on the distinct strategic plans of the regional campuses while advancing a shared mission, vision and strategic initiatives for enhancing the collaboration and the collective identity of the regional campuses. Blueprint 2.0, a collaborative effort of faculty and staff from the regional campuses, advances the three Bicentennial Priorities of IU: Commitment to Student Success, A Community of Scholars, and Building a Prosperous and Innovative Indiana.

The University's mission, vision, and strategic plan as well as Blueprint 2.0 call for the University to create educational and social value, advance economic prosperity, and engage constituents in civic and cultural development. The University's work to achieve the elective Carnegie Community Engagement Classification by 2020 provides evidence of their commitment to develop engaged citizens prepared to build strong communities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating
Met

Evidence

IU South Bend’s mission statement notes "diversity and inclusivity" among its specific values and articulates the goal to "advance diversity and open-mindedness and create a civil, welcoming and caring culture for all" in its current strategic plan. The University has a Diversity Leadership Committee (DLC) that was established in 2015. Chaired by the Director of Affirmative Action/Campus Diversity, the DLC is charged with advancing action items and measurable outcomes associated with this goal. In 2016 the University contracted with a consulting firm (Halualani & Associates) to create a Diversity Mapping Report as a benchmark for their 10-year diversity plan.

Discussions during the campus visit confirmed the University's success in forming and maintaining collaborations with representatives of community, regional, state, and national programs and agencies to support underrepresented students. The University provides a variety of multicultural programming on campus and in the community to support its role in a multicultural society. For instance, in 2000 the University founded the Civil Rights Heritage Center, a program committed to the advancement of civil rights and social justice research, education, and outreach, especially in the region. The University’s campus-wide general education program includes Contemporary Social Values as one of its areas of focus. Coursework is designed to help students develop an appreciation for the diversity of human cultures and an understanding of self.

IU South Bend’s enrollment of minority students is generally reflective of the demographics of the region. The Assurance Argument indicates that Fall 2016 enrollment data consists of 7.8% African American students (8.5% service region population), 9.8% Hispanic/Latino students (10.1% service region population), and 1.5% Asian American (1.8% service region population). International students comprise approximately 2.5% of the enrollment. The Assurance Argument reports a racial diversity of 26% for tenured and tenure track faculty, indicating stability of that percentage over the past five years. Fall 2016 IPEDS data submitted by the University reported racial diversity of 20% for their full-time instructional staff.

IU South Bend offers courses related to human diversity and academic program minors in International Programs, European Studies, Latin American/Latino Studies, and East Asian Studies. A number of support services are available to minority, underrepresented, and low-income students including the Making the Academic Connection Office, the Relay Peer-to-Peer Mentoring Program, the Twenty-First Century Scholars Program, and the Leadership Academy (a summer academic
transition program). Two grant funded programs in partnership with other higher education institutions in the state are aimed at creating pathways to and through college for low-income and underrepresented students and to increase the numbers of underrepresented students matriculating and completing degrees in STEM disciplines. The Campus Ally Network offers support services to LGBTQ students and offers training to those wishing to join the campus-wide support network.

**Interim Monitoring (if applicable)**

_No Interim Monitoring Recommended._
1.D - Core Component 1.D

The institution’s mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

IU South Bend serves its students and the regional community as a center for cultural activity and intellectual engagement. The University's mission highlights its realization of its public obligation through its commitment to impact the north central Indiana region. The University’s vision statement emphasizes its commitment to facilitating community engagement, good citizenship and effective leadership among its students. The University’s strategic plan includes as one of its nine objectives the engagement of campus constituents with the community and increasing use of its resources by the community. The Assurance Argument references a number of campus initiatives that serve the public ranging across service learning, civic engagement, strategic partnerships, educational outreach, environmental sustainability, social justice, ethnic heritage, cooperative education, and economic development.

IU South Bend has no external investors or parent organization and is governed by the IU Board of Trustees. The University prioritizes its academic mission, directing tuition revenues toward instruction and student support areas, emphasizing activities of strategic priority and fulfillment of the most pressing student needs. The Assurance Argument indicates that IU South Bend’s instructional expenditures, as a percent of total expenditures, is approximately 57%. The 2015 (revised) IU South Bend Peer Institution Benchmarking Report indicates that the University ranks first among its ten peer institutions in percent of budget expenditures for instruction, research, and service.

The Assurance Argument provides examples of programs and engagement activities to demonstrate the University’s commitment to the public good. These include two centers in The Judd Leighton School of Business and Economics, one of which houses a database of local economic indicators and conducts research on local/regional issues and the other which works with K-12 educators to meet state academic standards for economics instruction and student learning. A number of community service and engagement initiatives were noted in the Assurance Argument including the American Democracy Project which works to foster civic engagement of students and the community through sponsoring of voter registration drives, issue panels, candidate debates and voter guides.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Evidence

IU South Bend’s mission statement was drafted by the Campus Directions Committee (CDC) of the Academic Senate and endorsed by faculty governance and senior administration before adoption by the IU Board of Trustees in 2010. The mission statement as well the University’s Vision Statement can be found in various university documents and publication and is well disseminated throughout campus. It was clear in on-campus meetings that university stakeholders understood and could articulate the mission.

The mission states among other things the University is committed to serving the north central Indiana region. This commitment is evidenced by the high enrollment students from the immediate two-county area (over 75% from these counties) and the retention of approximately 65% of alumni to live and work in the service region after graduation. Programs that contribute to improvement of the community and the region provide further evidence.

The use of the mission to guide decision making is evident in the strategic planning process and the budgeting process.
2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

The Trustees of Indiana University have clearly defined guidelines for membership, terms of office, responsibilities, powers and electoral procedures. Each of these areas are governed by the Indiana State Code that provides parameters for public meetings, public records, and conflict of interest disclosure. Indiana University (IU) policy states that Trustees have the duty and responsibility to “dismiss, suspend, or otherwise punish any student, faculty member, or employee of the institution who violates the institution’s rules or standards of conduct, after determination of guilt by lawful proceedings”.

The IU Office of Research Compliance website provides guidance about the process for research-related disclosure. Information about who must disclose, when, what, and how to disclose is provided. Also outlined is information about the conflict of interest review process, the role of the review committee, and management/resolution options.

It is IU policy to recruit, hire, promote, educate and provide services to persons based upon their individual qualifications. This mission is carried out at IU South Bend through the Office of Affirmative Action and Campus Diversity. Linked on their homepage are policies and procedures that include documents communicating the American with Disabilities Act; policies on sexual misconduct; the Academic Handbook; the Code of Student Rights, Responsibilities, and Conduct; Staff Personnel Policies; and the Complaints Procedure and Grievance process. Also found on this page are links to Title IX information along with education and training opportunities.

Policies for specific areas of IU South Bend are found within those departments. For example, the Office of the Registrar's website links to a number of relevant policies including immunization and residency requirements, course auditing guidelines, fee payment, nondiscrimination, grade grievance, grade replacement, to name a few. Another example is the Community User Policy of the Franklin D. Schurz Library and Wiekamp Educational Resource Commons which outlines the appropriate use of information and technology resources including the use of passwords. These guidelines are further defined in IU Policy IT-01 along with consequences of misuse. When appropriate, the policies
reviewed listed a due process and course of action.

IU South Bend makes publicly available policies and procedures guiding fair and ethical behavior on the part of the Board of Trustees, administration, staff, and faculty. Evidence supporting this statement was found on the institution's websites and was corroborated during the visit through conversations with IU South Bend constituents.

A review of materials and conversations with campus constituents confirms that IU South Bend operates with integrity and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

Although sometimes difficult to navigate, IU South Bend’s homepage hosts a diverse array of information for students and the public. Facts about enrollment, alumni, and student geographics are available. Also found is information about academic programs, off-campus programs, technology on campus, the Franklin D. Schurz Library, undergraduate tuition for in-state and out-of-state students, Campus Life, the Student Activities Center, and phone numbers for campus offices. The Office of the Registrar web page alerts students to a number of important considerations including a link to the academic calendar which lists registration time periods, policies for auditing a class, using the pass/fail option and satisfactory/failing grades.

Requirements for individual degrees and programs are found on schools and colleges websites. When appropriate, accreditation is also displayed there. On the IU South Bend homepage, the "Academics" link takes the viewer to a listing of schools and colleges, degree programs and the course catalog. The "Course Catalog" link opens to the IU South Bend Bulletin page which gives the viewer additional information about administrative leadership, degree programs, financial aid, General Education, graduate programs, courses, faculty, and academic regulations and procedures.

Information about Indiana University's (IU) Board of Trustees and administration is not easily found via the IU South Bend website. Someone looking for this information must complete a search which takes him/her to related links. Eventually, someone who is persistent may land on the IU homepage which will yield information about the Trustee board. More information about IU's Board of Trustees is found in 2.C.

On the IU South Bend's homepage is an "Accreditation" link. There the reader is able to find information about the Higher Learning Commission accreditation process, but not about program-specific accreditations. These accreditations are found by accessing the information pages for IU South Bend’s schools and colleges. For example, the Judd Leighton School of Business and Economics and the School of Education both display their accreditation status on their program pages. These program-specific accreditations are an important part of the University curricula. The institution might consider sharing information about program accreditations on the Accreditation web page thus creating a more complete picture for consumers.

In spite of some difficulties with website navigation, IU South Bend is successful in presenting itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

Indiana University (IU) South Bend is one of eight campuses in the Indiana University (IU) system. The IU Board of Trustees govern all campuses and is comprised of elected and appointed members. As the legal owner of Indiana University, the Board of Trustees has final authority over the University’s financial, physical, and human assets. The board's membership is made up elected and appointed individuals.

When appropriate, the board holds public hearings to provide a venue where constituents may be heard. As verified in conversations with IU trustees, this is the case when tuition and fees are set. Additionally, holding trustee meetings on IU campuses encourages interaction between board members and the campus communities.

The interests of IU South Bend's internal and external constituents are communicated by a trustee who also serves on the Chancellor's Advisory Board (see Component 5B for further detail). This individual is deeply invested in the institution and conveyed to the visiting team that he ensures that IU South Bend has a voice in Bloomington.

The IU Board of Trustees are governed by state laws requiring a disclosure of any relationship or business affiliation that might constitute a conflict of interest. They are required to sign a conflict of interest disclosure statement to this effect.

In 1987, explicit authority was given to the IU President to manage and administer IU in accordance with the policies and resolutions adopted by the board. This move recognized the president as the educational leader and gave him the responsibility for presenting recommended policies for consideration and action. Regional chancellors, however, report to IU's Executive Vice President for University Academic Affairs (EVPUAA) and do not often interact with the president. A phone conversation with EVPUAA Applegate indicated that he is respectful of the independence of each campus and that the regional chancellors are responsible for meeting the needs of their constituents.
Further conversations on campus, however, pointed out that if the constituent need involved adding a new degree program the plan may be blocked by other campuses.

A review of trustee websites and conversations with campus and university administrators, indicate to the team that although regional chancellors do not have a direct communication line to the University president, needs are communicated through alternate channels. The visiting team concludes that the unique relationship between IU Bloomington and South Bend does present challenges with regard to protecting individual campus needs; however, it appears that the institution is sufficiently autonomous to make decisions that are in the best interest of its faculty, students and staff.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

The IU Academic Freedom policy addresses faculty right to academic freedom when accompanied with responsibility. The policy states that no limitation is placed on a faculty member’s freedom to teach in ways that are relevant to the content of the course. Additionally, when faculty speak or write publicly the policy mandates that they are free of institutional control; however, they must avoid appearing to be a spokesperson for the university. This policy also guarantees a lack of censorship of campus librarians as they select and make available “materials supporting the teaching, research, and general learning functions of the academic community.”

During open forum sessions, faculty indicated that they felt no censorship when choosing classroom materials and topics. In fact, more than one faculty member stated that IU South Bend was recognized as the community venue for civil and political discourse. The general consensus was that the campus was viewed as a safe environment for difficult conversations. Further evidence of the institution's commitment to social justice is found in the American Democracy Project and the campus Civil Rights Heritage Center.

The Code of Student Rights, Responsibilities, and Conduct document guarantees the right to freedom of association, expression, advocacy and publication. Students have the right to engage in peaceful and orderly protests, demonstrations, and picketing that do not disrupt functions of the university. Student publications have the right to be free of university censorship. Student groups or organizations are not required to register or be approved by the university as long as they comply with university, federal, state, and local laws. At IU South Bend, students have the opportunity to express themselves through the Student Government Association (SGA). The SGA website states their purpose is to formulate policy, represent the interests of IU South Bend students, represent the student viewpoint on administration and faculty committee, and to protect the rights of all students. The Student Publications committee of the Faculty Senate provides faculty advisors for a number of publications including the Undergraduate Research Journal, the Analecta (literature and arts journal), New Views on Gender, the Preface (student newspaper), and the Undergraduate Research Journal of History. All of these publications are edited by students as is the Graduate Research Journal.

Evidence gathered by the visiting team indicates that IU South Bend is committed to freedom of expression and the pursuit of truth in teaching and learning.
No Interim Monitoring Recommended.
The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

The IU Office of Research Compliance website provides guidance on the research-related disclosure process. Information about who must disclose, when, what and how to disclose along with information about the conflict of interest review process, and the role of the review committee. On the IU South Bend campus, each fall faculty and staff involved in research must complete a Research-Related Conflict of Interest Disclosure Form. If outside financial interest is disclosed, a review is conducted to determine if action is needed. The IU Human Subjects Office (HSO) is a department within the IU Office of Research Compliance. This department administers the human research protection program and is accredited by the Association for the Accreditation of Human Research Protection Programs. HSO staff are experts in human subjects protections and several have achieved the Certified IRB Professional certification.

Also part of the IU Office of Research Compliance, is the Institutional Animal Care and Use Committee. This committee advises the IU president and institutional officials in all aspects of responsible use of animals in university research and instructional activities.

As part the general education curricula, undergraduates must complete COAS-Q 110, Introduction to Information Literacy. The course requires that students demonstrate competence in finding and evaluating print and electronic information. In addition, students are introduced to issues regarding ethical and legal use of materials. Graduate students complete a similar course, COAS-Q510, Topics in Information Literacy.

The IU Code of Student Ethics includes a clear definition of plagiarism as part of its discussion of academic misconduct. The IU Code of Student Rights, Responsibilities and Conduct requires students “uphold and maintain academic and professional honesty and integrity”. The definition of academic misconduct includes – but is not limited to – cheating, fabrication, plagiarism, interference of another student’s work, violation of course rules, and facilitating academic dishonesty.

At IU South Bend, the School of Education and the Computer and Information Sciences department have information on their websites about what constitutes plagiarism and how to give due credit. In January 2016, the Office of Student Conduct developed a series of online tutorials to educate students about plagiarism. To assist students with proper citation of sources, the Schurz Library offers online
assistance with style guides, citation support and the option to engage in a real-time chat with a librarian. Information about Copyright Law and Fair Use is also found on the library site.

IU South Bend contracts the services of Turnitin to encourage students to engage in original writing. Students submit electronic versions of their work to Turnitin.com and a report is generated which compares the student’s paper to content on the Web and other databases. The report allows the student to see where possible plagiarism is noted and can be used as a learning tool. The University Center for Excellence in Teaching supports faculty in the use of Turnitin and provides a template that faculty can include in their syllabi.

The Office of Student Conduct has web materials informing students about plagiarism and ethics. Also included is information about IU South Bend’s policy concerning the consequences of plagiarism and ethics violations. Open forum conversations with faculty validate that consequences for academic dishonesty range from lowered grades to expulsion. First-time offenders complete an online tutorial designed to educate them about instances of plagiarism in an effort educate in a non-punitive way.

After conversations with faculty and a review of several sources of evidence, it is apparent that IU South Bend provides policies and procedures that guide responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

A review of materials and conversations with campus constituents confirms that IU South Bend operates with integrity and follows policies and processes for fair and ethical behavior. Evidence gathered by the visiting team indicates that IU South Bend is committed to freedom of expression and the pursuit of truth in teaching and learning.

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. It was noted in 2B, however, that although program-specific accreditations are located on the appropriate college websites the institution should consider adding information about these specialized accreditations to the "Accreditation" link on the IU South Bend home page.

Finally, although the unique relationship between IU Bloomington and South Bend does present challenges with regard to protecting individual campus needs, it appears that the institution is sufficiently autonomous to make decisions that are in the best interest of its faculty, students and staff.
3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

IU South Bend follows the Essential Learning Outcomes from the AAC&U LEAP Initiative. The LEAP Initiative provides a blueprint of student preparation through General Education by obtaining:

1. Knowledge of Human Cultures and the Physical and Natural World
2. Intellectual and Practical Skills,
3. Inquiry and analysis
4. Personal and Social Responsibility

As such, new courses must show that they meet the outcomes of LEAP. In addition, utilizing LEAP as a guide, IU South Bend ensures that courses and programs are current, are at a level of performance and a quality appropriate to the degree awarded. For instance, the College of Liberal Arts and Sciences requires students to take an additional writing-intensive course upon completion of 56 credit hours. Along the same line a review of requirements showed that 24 majors required students to take a capstone course.

IU South Bend is part of the Indiana University's reiterative process to ensure that new courses and programs meet the standards and academic quality set by the institution. The approval process is exhaustive with approvals required by a variety of academic stakeholders.

The Curriculum Committee provides leadership over the quality and integrity of degree programs. This committee consists of faculty representing all IU South Bend schools and colleges. Since 2013, 16 majors, 14 minors, seven concentrations, three master degrees and 105 courses were reviewed and approved. The remonstrance process described above provides evidence that learning goals and
requirements are appropriate for degree levels.

The visiting team verified that there is a differentiation between undergraduate and graduate programs learning goals. However, the learning goals are not evident for certificate programs. This observation is discussed in more depth in Criterion 4. In a meeting with graduate faculty, the team verified that undergraduate and graduate course syllabi differ in a number of ways including higher expectations when awarding grades.

Graduate programs are governed by eight learning goals:

1. Students will acquire the ability to read critically, evaluate, and apply research and other scholarship to problems in their chosen area of study/practice.
2. Students will acquire the ability to actively engage in scholarship as defined by their graduate program.
3. Students will acquire the ability to analyze problems and issues within their area of study or practice.
4. Students will acquire depth of content that is intellectually demanding and/or intended to build specialized professional skills.
5. Each program will provide opportunity for students to acquire the communication skills necessary for effective participation in their chosen area of study or professional practice.
6. Each program will provide opportunity for students to acquire the technological expertise expected by their chosen area of study or professional practice.
7. Each program will provide students with opportunity to learn the ethical principles governing scholarship and professional practice as appropriate to their chosen area of study/practice.
8. Students will receive orientation to the field of study/professional practice, mentoring, and a variety of formal and informal opportunities to interact with faculty and other experts in the field.

IU South Bend offers students the opportunity to complete courses online and remotely at the Elkhart center. In 2016, the HLC approved IU South Bend’s request to offer online degree programs. Since that time, approximately 200 courses have been taught online. To ensure quality in the online modality, faculty are given the opportunity to participate in a Quality Matters Certification program. All faculty, full and part-time, participate in new faculty orientation which includes training in online course design and teaching strategies. Additionally, conversations with campus constituents verified many online courses are taught by the same faculty who teach the course on campus. These opportunities and requirements apply to faculty teaching off campus at the Elkhart center, thus ensuring a consistent level of quality.

After a review of policies, syllabi and discussions with campus constituents, it is clear that IU South Bend has mechanisms in place to ensure that its degrees are appropriate to higher education, have expectations and requirements that differ with undergraduate and graduate degrees, and that course quality is consistent regardless of mode of delivery or location.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Rating

Met

Evidence

IU South Bend’s General Education Committee provides leadership over the General Education curriculum. The curriculum is composed of three areas that require a total of 33 to 39 credit hours of coursework, depending on their transfer status:

   I. Fundamental Literacies Courses (13-19 cr.)
   II. Common Core Courses (12 cr.)
   III. Contemporary Social Values Courses (8 cr.)

Each area has as its focus an intent that aligns with IU South Bend’s mission. For example, the third area focuses on the institution’s commitment to fostering “diversity, civic engagement, and a global perspective.” It is evident that the General Education curriculum complements the institution’s mission to value excellence in:

...creative activity, diversity and inclusivity, a global perspective, and collaboration in life-long learning. IU South Bend develops engaged citizens prepared to build strong communities.

After the visiting team met with the General Education Committee and the General Education Task Force, it appeared that the institution had multiple versions of student learning outcomes located in multiple places on campus. There seemed to be differing thoughts on the purpose of General
Education which then makes it difficult to coalesce behind a set of student learning outcomes. However, in open forum discussions faculty and staff agreed that the general education program should prepare students for a diverse, global community and equip them with a knowledge base that complements any discipline.

This difficulty and the resulting problem in assessing the effectiveness of General Education is further discussed in 4.B.

The institution provided evidence that the education offered students recognizes human and cultural diversity. To that end, IU South Bend has a Disability Services Office that provides academic and social support to students with disabilities, the Civil Rights Heritage Center is utilized for curricular and co-curricular activities and sponsors events throughout the year, the Black Male Coalition Network engages African-American male students for academic success, and the East Asian Heritage Festival exposes the IU South Bend community to Asian Cultures. Faculty report that these activities are in some cases a student’s first exposure to cultural diversity. Many diverse student organizations support campus-wide diversity efforts. These organizations include, the Black Student Union, the Chinese Student Association, the Feminist Student Union, the Muslim Student Association and the Queer Straight Alliance - to name a few.

IU South Bend offers a 300-level common core course which is designed to give them "advanced skills" in one of the fundamental literacies. Additionally, students are required to communicate publicly their research finding in at least one major course.

The institution supports scholarship, creative work and the discovery of knowledge through faculty and student research.

...A candidate for promotion and/or the granting of tenure will normally excel in at least one of the areas of teaching, scholarship, or service and exhibit at least satisfactory performance in the remaining areas.

Faculty have the opportunity to vie for institutional research funds up to $8,000 from the Office of Research. Other grants that support faculty research include the IU New Frontiers in the Arts and Humanities Grant. To date, faculty have received more than $7.7 million in external research funding. As discussed in 2.D., students have multiple opportunities to participate in research opportunities and have their work published.

It is apparent that although there is still work to be done with the General Education curriculum, that IU South Bend has created a campus culture that encourages intellectual inquiry and the application and integration of its learning skills to its educational programs.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

IU South Bend has a total of 451 full and part-time faculty which equates to a 14:1 student faculty ratio. The expectation is for faculty to provide service to the university through their department, university committees, and community engagement. All faculty are qualified either with a terminal degree in their subject matter or a master's degree.

The Policy for Experientially Qualified Faculty defines the qualifications for faculty to teach General Studies courses. According to the policy these faculty "may have" a graduate degree, and/or possess relevant professional experience in the area of responsibility. All professionally qualified faculty teach from a master course syllabus.

The University provides funding for faculty to attend regional, national, and international professional conferences. Additionally, Curriculum Development grants are available providing faculty up to $3,000 to develop new courses or to revise current courses. Faculty wishing to incorporate new technology in their teaching can apply for the SEED grant, and adjunct faculty are encouraged to take advantage of the Adjunct Faculty and Lecturers Conference sponsored by the Indiana University Faculty Academy on Excellence in Teaching.

Full-time faculty are evaluated every semester, as mandated by the Faculty Handbook. The process includes classroom evaluations and an evaluation by their department chair. Prior to meeting with their department chair, faculty must complete an annual report which includes student evaluations and
for some departments a peer review of teaching. All faculty are required to post office hours on their syllabi and to be available via email and through Canvas, the University's online Course Management System.

IU South Bend has a job description for every staff position which includes primary duties, responsibilities, and required and preferred job qualifications. Annually, staff are required to complete a performance evaluation which explores year-end performance, departmental objectives and individual objectives. Additionally, staff are encouraged to participate in shared governance through several councils. Professional development opportunities for staff are found in IT training, FERPA training, best practices for student support training and professional development opportunities for tutors.

A review of Assurance Argument items and links and campus conversations confirm that IU South Bend has the faculty and staff needed for effective, high-quality programs and student services.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

IU South Bend provides student support services in several ways. For example, the Academic Centers for Excellence (ACE) and the Titan Success Center provide many services including tutoring, Supplemental Instruction (both face-to-face and online), coaching, and peer mentoring. The Titan Success Center provides support through academic advising and academic coaching for students who are conditionally admitted. Students of Color and first-generation students are assisted through the Making the Academic Connection Office (MAC) and the 21st Century Scholars program assists low and middle-income families with financial assistance. The Disability Services Office provides support for students with disabilities and serves as an advocate for them in the classroom and on campus. Recognizing the holistic needs of its students, the University provides additional resources such as a food bank and mental health programs.

Students are acclimated to the rigors of academic life through a first-year seminar course. Prior to Orientation, all first-time students are required to take placement exams in math and English composition to ensure they are enrolled in courses that are appropriate for their skill level. Students who are accepted conditionally are encouraged to enroll into EDUC-U 100 which assists students in developing study strategies and with locating important campus resources. The University further provides student support by providing on-campus housing which is currently at full capacity. Team discussions with the IU Board of Trustees confirmed that creating additional residence living options for students remains a priority.

Each semester, academic holds are placed on students that can only be removed by meeting with their advisor. When looking at the quality of advising, NSSE data and the HLC Student Survey data indicated that first-year and senior students were concerned about the quality of their interaction with academic advisors. Currently, the institution is developing a website that would provide students a
way to provide input and receive timely responses with solutions. Other surveys are administered to determine the needs of students. Each college and school is free to develop the model of advising that best fits their majors. For instance, the College of Liberal Arts and Sciences uses a hybrid model while students in the School of the Arts are advised by faculty in their area of study. Titan Success Center also provides advising support.

IU South Bend has a solid infrastructure that supports teaching and learning. For example, the library offers a variety of services and programs to engage students, support curricular needs and support the intellectual capacity of the institution. Though the campus IT Services, students can access 13 computer labs and a Support Center that is staffed to help in the online environment as well as many other technological areas.

The institution encourages research by providing academic support for its students. The ENG-W-131 Reading course teaches students methods to integrate documents within a capstone research project. Additionally, Introduction to Information Literacy is a required General Education course that teaches students how to locate and evaluate the quality of research materials. Online students are supported by distance accessible options for campus services.

It is evident that IU South Bend is committed to providing quality services for its students. The information gathered through document and website review when coupled with conversations with campus constituents provide a picture of institutional support that promotes student learning and effective teaching.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

IU South Bend provides a variety of diverse co-curricular programs that support educational experiences. A growing study abroad program offers trips to Ireland, Hong Kong, Belize, Greece, and Canada to name a few. The institution provides financial support for student research through the SMART program (Student-Mentor Academic Research Teams) which provides small grants to cover expenses associated with student research projects. Many of these projects are published in the IU South Bend Undergraduate Research Journal and presented at the campus-wide Undergraduate Research Conference. Programs such as the Civil Rights Heritage Center provides evidence of the institution's emphasis on "diversity, civic engagement and a global perspective." Recently, a director was hired to provide center leadership.

The University participates in the American Democracy Project which is a national program to engage students in the political arena. The institution supports an array of activities that expose students to nationally recognized speakers. For instance, the Bender Scholar program supports a three-day series of events showcasing speakers in the natural sciences or humanities. Additionally, the Women's and Gender Studies department sponsors and participates in the annual Michiana Monologues in which IU South Bend students perform stories submitted by community members.

Internship opportunities are made available through several avenues. Two examples are the Vera C. Dwyer School of Health Sciences which provides internships at various health organizations and the Office of Student Teaching and Clinical Practice where education majors are placed in student teaching positions.

Students are afforded many co-curricular options at IU South Bend. Research, community engagement and service learning are a few of the programs that create an enriched educational environment for students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

IU South Bend provides evidence that their courses and programs are current and appropriate through is utilization of LEAP. There are differentiated learning course outcomes for the various academic levels (e.g., undergraduate graduate), though learning goals for certificate programs were not evident. The institution was approved to offered online degrees in 2016 and there is a consistency in learning goals in both online and face to face.

The IU South Bend General Education is appropriate for the mission of the institution. The curriculum has three distinct areas and a diverse set of courses from which students can choose. Conversations with faculty and staff show an agreement that the General Education curriculum should prepare students for a global community. Human and cultural diversity is evidenced by the various services the institution provides and the variety of organizations present for diverse student populations.

There is a sufficient number of full and part-time faculty to carry the institution's academic load with the student to teacher ratio at 14:1. Faculty have the credentials necessary to teach with a majority possessing a terminal degree. Faculty are evaluated on a consistent basis and are provided opportunities for research through institutional funding.

Student support services aid in the academic success of a diverse student population. Although NSSE data and the HLC Student Survey indicated a concern with advising, the institution is taking steps to ameliorate the problem.

Finally, IU South Bend provides co-curricular experiences for its students including Study Abroad, student research projects and internship opportunities.
4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcribes, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met With Concerns

Evidence

According to the Academic Review Schedule provided in the Addendum, and verified by members of the team during the visit, programs not overseen by a specialized accreditor are scheduled to participate in the program review process every five to ten years. These programs write a self-study which is sent to an external consultant who visits the campus and prepares a final report. Programs accredited by a specialized accreditor use their accreditation report as their program review and these reviews are conducted based on the schedule of the specialized accreditor. It was indicated during the team visit that the Library also participates in the program review process. Among programs not overseen by a specialized accreditor, according to the Academic Review Schedule provided in the Addendum, at least fifteen programs in the Ernestine M. Raclin School of the Arts and in the College
of Liberal Arts and Sciences have overdue program reviews. Most of these program reviews are scheduled to be completed this spring; however, it was indicated during the visit that a few programs will participate in the program review process in the next year or two. For some programs and certificates, based on the Academic Review Schedule provided in the Addendum, there is no evidence that the program or certificate has ever participated in the program review process.

As noted in 5.C.2 in the Assurance Argument, the Academic Cabinet at Indiana University South Bend (IU South Bend) is due to review the program review process in 2017-2018. Faculty and administrators who participated in the meeting about program review indicated that the University is considering revising the template to make it more meaningful and to change the way assessment data is handled within the report. From conversations during the team visit, it appears that this template would be used mainly by the programs not overseen by a specialized accreditation agency while programs with a specialized accreditation agency, but which have not achieved the external accreditation, would use the guidelines from the specialized accreditor to guide their program review.

As noted in the Assurance Section of the previous HLC re-accreditation team's report, at the time of their review, "Academic Program Review Procedures in the undergraduate curriculum are not fully linked to student learning outcomes" and that "not all departments submit assessment of student learning results in program review documentation." It was also determined during that site visit that "academic departments do not undertake academic program review with the same level of seriousness." During this re-accreditation visit, stakeholders in the program review process were able to articulate the purpose of program review and were able to give examples as to how the program review process led to changes that either strengthened the program or led to a decision to eliminate a course or a program. However, in examining the program reviews for programs not overseen by a specialized accreditor, there appeared to be an unevenness in regards to the content and in the way that results from the assessment process were incorporated into the program review.

IU South Bend is encouraged to develop a uniform cycle length for programs not overseen by a specialized accreditor to participate in the program review process (e.g. every five years or every seven years) and to develop a template that is consistently used by these programs. The University is also encouraged to incorporate student learning outcomes and summary assessment results over the time of the self-study into the program review process to help identify long term trends in strengths and weakness in student learning. Because the program review process is done by all programs, centralizing the oversight of this process would potentially result in a more systematic and regular practice of program reviews; in many institutions oversight of the program review process resides in the Office of Academic Affairs. Because there are programs that are currently overdue in performing their program reviews, the University should also discuss, and communicate to the program faculty, what the consequences will be for programs who do not participate meaningfully in the program review process.

IU South Bend has a process in place to evaluate the credit that is transcripted for undergraduate credit. The Office of Admissions oversees the process with input from curriculum committees, department chairs, and college advisors; instructors and advisors of individual departments make the final decisions about the acceptance of transfer credit. As stated on the "Transferring Student Applicants" web page, Indiana has developed the Core Transfer Library - a list of courses that will transfer among all Indiana public college and university campuses, assuming adequate grades. Also located on this web page is a Credit Transfer Service that allows students to see how the coursework students have already taken will transfer to IU South Bend. As stated in the Assurance Argument, both Academic Affairs staff and Admissions staff as well as an enrollment evaluation committee are embarking on efforts to streamline the course transfer process.
As indicated through conversations with the team, the decision on which graduate courses transfer into IU South Bend is handled in the department that houses the graduate program.

Transfer policies regarding the number of allowable credit hours for undergraduate majors are stated in the 2017-2018 IU South Bend Campus Bulletin (University Bulletin). Information on receiving credit through "appropriate examinations", CLEP, and Military Credit is found in the University Bulletin. Military credit follows the ACE guidelines for awarding credit on the basis of education gained through military service. No information was found on policies addressing credit received for experiential learning, Advanced Placement, or International Baccalaureate. The University should consider adding policies on these types of credit to ensure the quality it accepts as transfer and should make these policies more readily available to provide clarity to students who earn these types of credits.

Policies regarding the transfer of credit for general education are included in the University Bulletin; undergraduate transfer students with fewer than 56 credit hours toward graduation are required to complete all campus-wide general education credit while those students who transfer 56 or more credits towards graduation are required to complete a minimum of one 300-level Common Core course in any of the four areas, one course each in the areas of Writing, Oral Communication, Computer Literacy, and Quantitative Reasoning and one three credit hour contemporary social values course.

Although the team was not provided with specific policies regarding transfer credit and policies on transfer credit were not readily available on the website, the team is confident that policies regarding transfer do exist. If these policies do not currently exist for IU South Bend they should be developed. Transfer policies should be made readily available to students.

IU South Bend college and university curriculum committees oversee all new courses at the undergraduate and graduate level including the prerequisites for courses. According to conversations with the team, departments have the authority to make modifications to existing programs if the modifications do not involve new courses.

The team was unable to find evidence, either in the Assurance Argument or during the site visit, if there is a systematic process in place to ensure that the rigor of courses and expectations for student learning are equivalent among all sections of a course over multiple semesters and multiple modalities. The University is encouraged to develop and enact such a process by the Year 4 Review.

Faculty have access to learning resources through the University Center for Excellence in Teaching which provides workshops on online course development, the use of technology, course assessment, and course design. Students have access to learning resources through the Titan Success Center which works closely with the Office of Disability Student Services, the Academic Centers for Excellence, the Franklin D. Schurz Library, and the Financial Aid Office.

The institution maintains and exercises authority over faculty qualifications for all of its programs.

According to the University Bulletin, programs in the School of Education and the Judd Leighton School of Business and Economics hold specialized accreditation consistent with the educational purposes of IU South Bend. Additional programs that hold specialized accreditation include the Dental Hygiene Program, the baccalaureate and master's programs in nursing, the Radiography Program, the Bachelor of Science degree in Chemistry, the Master of Public Affairs, and the Master of Social Work. As mentioned in 2.B, the University is encouraged to add information about which programs maintain specialized accreditations on their accreditation web-page.
The Career Services offices surveyed a sample of 149 students on Commencement Day in 2016 to evaluate the success of its recent graduates. An alumni survey of 12,000 alumni was administered with 916 (7.6%) of the alumni responding. According to the Assurance Argument, eighty-five percent of the respondents of this survey reported that their education prepared them very well for their careers.

The collection of additional student outcome data varies from program to program. During conversations with the team, examples were given as to how programs evaluate the success of their graduates. One example that was shared with the team was from the Dental Hygiene program which conducts surveys of graduates one year and three years after graduation along with surveys of employers. Graduates of this program as well as employers indicated that graduates needed more skills in interpreting X-rays so additional instruction addressing this concern was added to the curriculum. In surveying their graduates, programs in education discovered that their graduates needed more help with classroom management and departmental faculty have added more practice on this skill to their program. Although it can be difficult to keep track of graduates, the University may want to ensure that all programs are evaluating the success of their graduates and able to provide evidence of tracking by the Year 4 Review.

IU South Bend demonstrates responsibility for the quality of its educational programs through most of its processes and practices. However, the team would have liked to see clear and easily found information on the website regarding transfer policies and specialized accreditation. Additionally, since program review was specifically mentioned as an item needing organizational attention during the last re-accreditation visit, the team was concerned that insufficient progress has been made in ensuring that the institution has in place a regular practice of program reviews incorporating assessment of student learning and in which every program meaningfully participates as scheduled.

**Interim Monitoring (if applicable)**

Submit to the Higher Learning Commission by February 1, 2019

- A program review schedule that indicates that last time each active certificate or program conducted a program review (either using the internal template or the guidelines from the specialized accreditor) as well as indication as to what year each program will next participate in the program review process. This schedule should also include how often the program will participate in the program review process (e.g. every five years or every seven years).

Submit to the Higher Learning Commission by May 1, 2020

- A template that will be consistently used by all programs without a specialized accreditor. The template should contain clear guidelines on how to incorporate and use results from the assessment process into the program review.
- Program reviews for certificates and programs which have program reviews that are overdue or programs and certificates which appear to have not ever participated in the program review process as indicated by the Program Review Schedule provided in the Addendum. The list of programs includes the following:
  - Communication Studies (M.A.);
  - Communication Studies (B.A.) - all concentrations;
- Integrated New Media Studies (B.F.A. in New Media) - concentrations in Video and Motion Media; Interactive Media Design, Informatics;
- Integrated New Media Studies (B.F.A. in New Media) - group foci in Design, Video and Motion Media, Music;
- Music Education (B.M.E.) - if not accredited by NASM;
- Music and an Outside Field (B.S.) - if not accredited by NASM;
- Music (M.M.) - if not accredited by NASM;
- Theatre and Dance (B.F.A.) - all concentrations;
- Theatre and Dance (B.A.) - all concentrations;
- Fine Arts (B.F.A.) - all concentrations;
- Art Education (Fine Arts, B.A.);
- Alcohol and Drug Counseling (Certificate);
- Medical Imaging Technology (B.S.);
- Computer Programming (Certificate);
- Computer Programming Advanced (Certificate);
- Computer Applications (Certificate);
- Computer and Information Sciences (B.S.)
- Criminal Justice (B.S.)
- Informatics (B.S.)
- International Studies (Certificate);
- Liberal Studies (M.L.S.);
- Physics and Astronomy (B.A.)
- Physics and Astronomy (B.S.)
- Paralegal Studies (Certificate):
- Professional Writing (Certificate);
- Public Safety (Certificate);
- Public Affairs (Graduate Certificates);
- Social and Cultural Diversity (Certificate);
- Strategic Sustainability Leadership (Certificate).

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met With Concerns

Evidence

The institution has clearly stated goals and student learning outcomes for academic programs as well as some non-academic programs as detailed in the document 9_Depts_Programs_Goals_Outcomes_16_17.pdf provided in the Addendum. The assessment process is overseen by the IU South Bend Assessment Committee which was established in 1995 as a Faculty Senate committee with appointees from both Academic Affairs and Academic Senate and includes the Campus Assessment Coordinator. Members of the Assessment Committee assist individual departments and conduct yearly reviews of information found in Taskstream, which was implemented in 2015. According to the Assurance Argument, by 2016-2017, 79% of the outcomes have been included in Taskstream and 69% of the included outcomes have at least one measure with findings. The University is encouraged to complete the process of having all programs participate in the assessment process using Taskstream and in using assessment to improve student learning.

During conversations with employees during the Open Forum on Criteria 3 and 4, faculty indicated that certificate programs are not currently participating in the assessment process but should be. IU South Bend should consider ways of incorporating certificate programs into the current assessment process.

The current general education program at IU South Bend consists of seven Student Learning Outcomes (SLOs) which are combined into one Fundamental Literacy category. The seven SLOs cover writing, oral communication, quantitative reasoning, critical thinking, information literacy, computer literacy, and visual literacy. The remaining seven outcomes are considered to be part of the Common Core and are written in terms of what the student will "learn" instead of what the student will know and be able to do upon completion of the general education program. The wording of the SLOs and Common Core Outcomes differed slightly between the provided report from Taskstream, the list that was approved by the General Education Committee in 2015-2016, the provided curriculum map, and the language found on the general education website. IU South Bend is encouraged to standardize the language of the SLOs and the Common Core Outcomes. Syllabi...
provided by the University did not consistently have the appropriate SLO or Common Core outcome included on the syllabus. It should be determined who has the authority and oversight to ensure that syllabi do contain the appropriate SLO or Common Core outcome and that this SLO or Common Core outcome is being taught and assessed appropriately in the course.

Assessment of General Education is currently not up to date and has not yet been fully implemented. During the last re-accreditation visit, that team noted that the assessment plan for the general education program was not complete. During this visit, the then Director of General Education indicated that the remainder of the plan was scheduled to be in place by the end of spring 2008. As stated in the report from the last re-accreditation team visit "The completion and implementation of the assessment plan is necessary for any determination about the new program's effectiveness in meeting the defined General Education Program goals."

According to the current Assurance Argument, assessment of the written and oral SLOs was conducted in Fall 2012 and assessment of the quantitative reasoning in Mathematics was assessed in 2013-2015. According to the minutes from the November 10, 2017 Assessment Committee Meeting, General Education has not been formally evaluated in Taskstream and the information in Taskstream dates back to 2015-2016. A General Education Task Force was formed in 2016 to examine the curriculum for possible revision and the Task Force has conducted several indirect assessments to determine students and faculty opinions on the current general education program. Conversations with the General Education Task Force confirmed that certain SLOs, such as Critical Thinking, have not been assessed. As the General Education Task Force revises the general education curriculum they are strongly encouraged to ensure that learning outcomes are written clearly and consistently and are aligned with the curriculum in such a way that all students, regardless of their path through the general education curriculum, are taught and assessed on all of the learning outcomes. All courses within a "grouping" of courses (i.e. where students may take one course from a list of courses to satisfy the requirements) should measure whether or not students have learned the skills as indicated in the designated outcome by using a common or comparable assignment with a common rubric if possible. Once established assessment measures are in place, data should be collected in all courses aligned with a particular category or outcome and this data should be analyzed to discover strengths and weaknesses in student learning as it relates to general education.

During conversations with members of the General Education Task Force, members of the General Education committee, and with participants in the Open Forum for Criteria 3 and 4, it appears that there is an understanding of the importance and relevance of the general education program throughout the University. However, members of the General Education Task Force and the General Education Committee acknowledged that there is not currently a coherent assessment plan in place to assess the general education program. Developing a systematic and effective process to assess the general education program and to use data gained from this assessment process to make changes to the general education program would strengthen the general education program. As the institution works on developing an assessment process for the general education program, IU South Bend might want to consider taking advantage of resources offered by HLC such as sessions at the annual meeting or the Assessment Academy.

Since the visit of the last re-accreditation team, assessment has begun for co-curricular and extra curricular activities. According to documents provided in the Addendum, the Student Counseling Center, Disability Support Services, and Student Conduct participate in the assessment process through Taskstream. Non-curricular units such as Athletics, the Center for Online Education, International Programs, Institutional Research, and the University Center for Excellence and Teaching have Goals and Outcomes in Taskstream. During the conversations with faculty and staff engaged with assessment, examples were given on how the use of the Campus Climate Survey was used to
change programming on Title IX issues and how the Counseling Center has used data on wait lists to provide more effective services to students.

Aligning results from the NSSE survey to particular co-curricular offerings and incorporating these results into the assessment process may provide additional information on students' perceptions of co-curricular and curricular activities and may provide information on strengths and weaknesses in these areas.

With the exception of the general education program and certificate programs, IU South Bend uses the information gained from assessment to improve student learning, student satisfaction, and unit effectiveness. As part of the assessment process in Taskstream, programs are asked to respond to the prompt "In looking at [this] year's assessment plan and findings, what does your department plan to do differently from this point forward?" Examples given in the document uploaded in the Addendum include providing additional academic support for students in Athletics, adding two courses to the MBA curriculum and emphasizing throughout the coursework in Political Science the importance of identifying and using proper academic sources. Multiple examples of how programs are using assessment data to improve student learning were readily provided in conversations with members of the Senate Assessment Committee and faculty and staff involved with assessment.

With the exception of the assessment of the general education program and the certificate programs, the institution's processes and methodologies to assess student learning reflect good practice. Members of the Senate Assessment Committee participate in discussions before beginning their review of program's assessment plans and findings in Taskstream. Workshops on assessment activities are offered by the Assessment Committee and the University Center for Excellence in Teaching. Assessment grants are also available to employees to encourage faculty and staff to utilize best practices. Faculty and staff indicated that there has been a shift in attitudes towards assessment over the last ten years with more faculty and staff seeing the usefulness of assessment and more faculty and staff involved with assessment.

In conversations with members of the General Education Task Force, the General Education Committee, the Senate Assessment Committee, and other faculty and staff involved with assessment, employees indicated that additional assessment resources would help in moving the University forward in assessment. Although assessment is ultimately the responsibility of faculty and unit staff, additional support to help with the logistics of assessment such as how to enter information into Taskstream might enable the Assessment Coordinator to spend more time working with programs who might need additional help with the assessment process. IU South Bend may also want to discuss who ultimately is responsible for ensuring that there is an effective and working assessment process for general education and who has the authority to act when courses approved for general education are not participating in the assessment process. The University may also want to consider whether the responsibilities of the Assessment Committee and the General Education Committee are appropriate for the number of people serving on the committees.

IU South Bend demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning for most programs. However, since the assessment of general education was specifically mentioned as an item needing organizational attention during the last re-accreditation visit, the team was concerned that insufficient progress has been made in developing an assessment process for general education that provides robust data that can be used to improve the general education program by determining strengths and weaknesses in student learning.
Interim Monitoring (if applicable)

Submit to the Higher Learning Commission by September 1, 2020

- Assessment plans for all certificate programs which include student learning outcomes, a description of the direct measures used by the program, and a summary of the analysis of the collected data and how that data was used to make (if needed) modifications to instruction, courses, or the certificate program.

- A list of Student Learning Outcomes (SLOs) for the general education program which indicates what students should know and be able to do upon completion of the general education program.

- A curriculum map for (the possibly revised) general education program that includes the "groups" of courses and which SLO the group of courses will be assessing. This map should show that no matter what collection of courses a student chooses for general education they are taught and assessed on all general education SLOs.

- A description of the common or comparable assessment measures, with rubrics if appropriate, that are being administered in a consistent manner in all courses within the same "group."

- A summary of the analysis of the collected data for each SLO and a description of how that data was used to make (if needed) modifications to instruction, courses, or the general education program.

- Syllabi from each section for each of the courses approved for General Education taught during the Spring 2020 semester with the appropriate general education SLO clearly indicated on the syllabus.
4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

Retention (persistence) and graduation (completion) goals for first-time, full-time freshmen at IU South Bend are identified in the University’s Strategic Plan: 2014-2020. There are three sub-goals under Goal 1 relating to retention and graduation rates for first-time full-time freshmen and one sub-goal to increase the total number of undergraduate degrees earned. These goals were recommended by the Campus Directions Committee with input from an external strategic planning consultant and a survey that was distributed to the entire campus community. The goals for the first-time, full-time freshmen are ambitious and appropriate to its mission, student population and educational offerings and including these goals within the Strategic Plan indicates a University commitment to increasing the current rates. The University may want to discuss whether or not it is appropriate to develop persistence and/or completion goals for transfer students, part-time students and graduate students.

Incentives for increases in performance metrics such as the rolling average of the number of degrees conferred to low-income students or the four-year graduation rates for entering freshmen students are included in the budget resources.

Overall retention and graduation rates are available on the University's website through the IU Fact Book. Additional information on retention rates for Veterans are also provided in the IU Fact Book. According to the Assurance Argument, the Institutional Research and Reporting (IR) office provides detailed retention and completion reports broken down by demographic categories to the academic deans each year.

The institution has used retention data in the development of a first-year experience course with peer
mentors and to strengthen existing programs such as learning communities, high-impact practices, and the development of supplemental instruction for first-year courses that have a high drop/fail/withdrawal rate. Another example shared with the team of using data on student success to make improvements was looking at traffic between the Titan Success Center and the Academic Centers for Excellence to see what students are coming in and what students are not and using this data to develop a plan to communicate with students on the importance of using these resources. Data on student retention dis-aggregated by gender and ethnicity prompted the implementation of a Black Male Student Network to help these students navigate the educational system.

The institution uses IPEDS definitions for first-time entering students and tracks these students for retention and graduation rates. As institutions are now being required to report completion rates for transfer students, part-time students as well as summer only and spring start students, the institution is encouraged to use this data to make improvements as warranted by the data.

The institution demonstrates a commitment to educational improvement through ongoing attention to persistence and completion rates for first-time, full-time students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

IU South Bend demonstrates responsibility for the learning environments and support services and demonstrates responsibility for the quality of its educational programs through most of its processes and practices. Learning resources are readily available to students to support their learning and conversations with faculty and staff emphasized the student-centered focus of the campus community.

IU South Bend has an emerging culture of assessment. Strides have been made to assess co-curricular programs since the last re-accreditation visit. The University evaluates effectiveness for student learning for academic programs in a process designed to promote continuous improvement.

The re-accreditation team that visited the campus in 2007 noted in their report concerns about the program review process and the assessment of the general education program. Because this team found similar issues during this visit, interim monitoring is recommended in order to help the University make progress on addressing these issues.
5 - Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
4. The institution’s staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

During the recession of 2008, Indiana University South Bend (IU South Bend) experienced increased enrollment at the same time that the institution had underestimated revenue and had under-spent. In many ways this was a good problem to have. It allowed IU South Bend to accumulate a surplus that exceeded the requirement imposed upon it by its governing board. When the economy improved and people went back to work (the region that IU South Bend serves has one of the lowest unemployment rates in the country) the campus faced a decline in enrollment which resulted in a structural deficit. Over the next three years, a total deficit of $8.1 million was managed through budget reductions and by using reserve funds. The campus provides evidence of these facts in its Assurance Argument and in materials submitted to the addendum at the request of the HLC 2018 visit team.

In a meeting with the Chancellor, the Executive Vice Chancellor, and the Vice Chancellor for Administration and Finance, several members of the HLC 2018 visit team learned that the budget was right sized in a number of ways: first, by declining to fill open positions. The new Executive Vice Chancellor who joined the campus a year into this challenge along with the Chancellor and others began the process of effecting a culture change at IU South Bend, in which open positions were no longer regarded as an "entitlement", automatically to be refilled, and in which faculty chairs and deans had to provide data driven arguments for adding or filling new positions. In addition the
campus took advantage of resignations, Indiana University (IU) offered a retirement incentive package, and some staff were able to be relocated within the IU system.

While there were a few individuals whose positions were eliminated and while there are still individuals on campus who are dissatisfied with this culture change according to the Executive Vice Chancellor, the campus seems to have weathered this storm well. The Assurance Argument provides evidence that campus reserves currently stand at $9M, well above the state mandated level. In addition, the campus has put in place new initiatives aimed at improving student success, in particular retention and persistence, recognizing that while recruitment of new students is important, retaining them is even more important as a predictor of financial stability.

While on site, several members of the team held an open forum discussion attended by approximately thirty faculty and staff members to discuss criterion 5. The conclusions referenced in the paragraphs above were reinforced, and there was a robust discussion of the structure of the budgeting process, which involves both a Budget Committee and an Academic Personnel Committee of the Academic Senate. Chairs of both of these committees were present.

The institution has adequate and well qualified faculty and staff members. See criterion 3 for a more specific discussion and evidence.

Buildings on the IU South Bend campus represent a variety of architectural styles and time periods. While some are state-of-the-art (the Sports facility, which also houses a number of student activity offices; the Fine Arts Performance Hall), others are badly in need of repair (Northside Hall). Evidence in the Assurance Argument shows that an IU Master Plan exists that does document the physical repair needs of buildings on all IU campuses, and about half of those on the IU South Bend campus are designated as unsatisfactory. An IU Board of Trustee member whose special assignment is to represent the regional campuses expressed confidence in an on-campus meeting with members of the 2018 HLC visit team that the physical needs of the campus could be addressed successfully by 2020.

IU South Bend is one of only a few regional IU campuses to offer housing for its students, with beds currently available for 387 undergraduates. The system mandates that regional campuses can house no more than 10 percent of their students on campus, and IU South Bend is below that number. While campus residences were initially under-subscribed, that is no longer the case, and the desire and possibility of adding additional student housing was expressed in several different venues, including on a campus tour led by the Director of Facilities, the Vice Chancellor for Administration and Finance, the Associate Vice Chancellor for Student Affairs, and the Housing Director. Rationale for this includes not only student demand but also reference to national data that show that student persistence and retention is positively impacted by living on campus and realization that the student demographics have changed in the past several years, shifting from part time, non-traditional age commuter students to a more traditional age full time student population.

The Assurance Argument and meetings on campus confirm that being part of a major Research I university is an asset in relation to technological infrastructure. The lead staff member for technology on the IU South Bend campus is responsible to both the local campus and to the broader university. The campus is well equipped technologically, in part because of this broader relationship and reporting structure.

As a public institution, financial records and disbursements are available for review. There is no evidence to suggest that the campus resource allocation process is allocating funds to areas that would be contrary to its mission or to any superordinate entities.
The campus strategic plan was developed soon after the arrival of the new Chancellor and was widely referenced in a variety of on campus meetings. Clarity about and support for the institution's mission is referenced under criterion one of this report. The budget process requires continuing and new budget requests to be "heard" in light of nine strategic goals which the campus named in its plan. The campus furthermore links its own strategic plan to the regional campus plan, Blueprint 2.0. Examples of regional campus collaboration that benefit IU South Bend were provided in open meetings, as well as examples of collaboration with and support from IU Bloomington.

The Assurance Argument provides evidence for faculty degree attainment. The report also includes a copy of the policy for experientially trained faculty. In criterion 3, discussion and evidence of staff qualifications are presented.

Although previously held budget hearings were suspended in 2010, they were reinstated in 2013 with the arrival of a new chancellor, thus adding a level of transparency and openness to the budget process. A Budget Committee that reports to the Academic Senate is responsible for conducting these hearings, which include new and recurring requests. They also include staff requests. Requests for faculty positions are overseen by another committee of the Academic Senate, the Academic Personnel Committee. Requests and recommendations are forwarded to the Chancellor and his Cabinet, who have final authority in decision making. The process is well understood and executed. As a public institution, budgets are a matter of public record.

Documents presented in the Assurance Argument and interactions while on campus provide evidence that the institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

**Interim Monitoring (if applicable)**
5.B - Core Component 5.B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

Indiana University South Bend (IU South Bend) is governed by a nine person Indiana University Board of Trustees. Three are elected by Indiana University (IU) alumni and six (including one student) are appointed by the governor. These trustees have responsibility for both the Indiana University Bloomington campus and the eight regional campuses. The trustees hold a meeting on the IU South Bend campus every two years. In addition, one trustee has special assignment to the regional campuses, including IU South Bend. Additional details are included in criterion 2.

The 2018 HLC visit team held an onsite meeting with the Chancellor's Advisory Board (a group of regional and other leaders and alumni who provide counsel to the Chancellor on a variety of matters, but who do not have authority). Several IU trustees attended this meeting. The attendees included the Chair of the IU Board and the trustee who is the regional representative to the campus. This individual oversees the Board's Facilities Committee, and spoke knowledgeably about the campus facilities needs. Another trustee attended by phone and chairs the Board's Finance Committee. This trustee was also knowledgeable regarding the campus mission and financial situation.

As noted above, the governing board of IU meets regularly on the South Bend campus; engages with the Chancellor; and appoints one member to serve as a liaison to the campus. The Chancellor of IU South Bend reports to an Executive Vice President for University Academic Affairs who has specific responsibility for all the IU regional campuses and who reports to the IU President. IU South Bend has an Academic Senate that is faculty driven and a number of senate committees that include not only faculty but staff and students as well. The Assurance Argument includes a link to the Academic Senate Constitution. Evidence provided in the Assurance Argument shows that the Chancellor regularly meets with the Senate. The campus also has an active student government, and a growing number of student organizations. The Chancellor and other officers of the University regularly engage with the Student Government Association. IU South Bend alumni engage with and are engaged by the University in a number of ways, including the representation of many of them on the
Chancellor's Advisory Board, which meets four times per year. Many campus policies and procedures are lodged within Indiana University as a whole. For example, IU recently moved to a single tuition rate for all the regional campuses (the IU Bloomington campus tuition rate is higher than the regional campuses). Other items, like the Master Plan, are developed centrally and provided to the campus, with its input.

Faculty have a singularly strong voice in IU South Bend's academic requirements and policies, from curriculum approval to policies regarding student conduct. Several open forums related to this criterion and criteria 3 and 4 provide evidence of faculty and staff engagement in these matters. For example, several faculty members in the open forum for criteria 3 and 4 spoke forcefully about their rights and responsibilities to teach controversial subject matter and their responsibilities to the community to comment when asked, in contrast to another campus in their community where faculty might not be so free.

Students are provided with the opportunity to sit on Senate committees. The Executive Vice Chancellor meets regularly with the deans and with the directors in the academic area. Some policies are housed within Indiana University as a whole, but at an open forum staff members and academic leaders noted opportunities to meet with their counterparts from other campuses to formulate shared policy.

It was apparent to the visiting team that the institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

The Assurance Argument references and meetings on campus reaffirm widespread knowledge about and support for the strategic plan which is currently in the process of being reviewed and updated: it is a living document. The campus uses a template for the budget hearings and approval process that requires units requesting resources through the Academic Senate Budget Committee to demonstrate specifically how the request for funds ties to one of the nine goals in the strategic plan. All on-campus forums conducted by the 2018 HLC visit team affirm that this knowledge about and support for the strategic plan is widespread and further affirm that the allocation of resources is tied to it and to campus mission in a process that is widely understood. While campus leaders (committee chairs and faculty) acknowledged in these discussions with the team that this process can of course produce tension--good ideas that don't get approved, faculty lines that don't get replaced--there was a strong sense that the process is reasonable, necessary, and fair.

As noted earlier, the campus has developed and uses a template for the budget process that requires requests to be aligned with one of the 9 goals in the strategic plan. At an open forum for criterion 5, a number of student affairs offices (e.g., disabilities services; tutoring) referenced data that they are keeping and using to assess the effectiveness and impact of their programs. In one case, a staff member referenced a request for a new initiative that had been made. Funds were awarded, but the program was subsequently determined to be unsuccessful, and therefore it was ended. The Assurance Argument includes examples of several unit budget proposals for funds that are tied to the strategic plan--Political Science; the Judd Leighton School of Business and Economics; and Psychology --several of these are based on feedback from external reviewers. The report also includes as evidence a budget timeline, an enrollment services unit support document tied to the strategic plan, and an April 2016 Budget Committee memo to the Chancellor's Cabinet with recommendations. A meeting with the 2018 HLC visit team and the Chancellor and his Cabinet further affirms these observations.
However, there was acknowledgement at the open forum for criterion 5 that more work regarding assessment tied to planning and budget needs to occur. In addition, several individuals indicated that they would appreciate more feedback from the Chancellor and the senior leadership team about final budget decisions, although they also acknowledge that there is communication—they just want more.

The 2007 report from the HLC visit team notes that IU South Bend needed to work on strategic planning, and the school appears to have really taken this on. Over 200 people responded to a survey regarding vision, strategies, and measurable goals. The Campus Directions Committee (CDC) which includes faculty, staff, and students, has leadership in both shaping and monitoring the strategic plan. In addition, the Chancellor's Advisory Council, which consists of alumni, community business leaders, and a member of the IU Board of Trustees, played a role in shaping and continues to evaluate the plan through regular updates from the Chancellor at its meeting, which happen four to six times a year. Evidence for this is found in Advisory Council minutes. Evidence of system planning is found in the *Blueprint 2.0*, including a guide for new program proposals.

IU South Bend has shown its ability to be nimble in the face of economic downturns and upturns, as evidenced in the response to the unanticipated increases in enrollment during the recession of 2008 and the strategies it was able to enact to affect the structural deficit that resulted when enrollment declined. The campus further has been responsive to the state of Indiana's adoption of performance based funding and is benefiting from increases in critical areas like graduation rates and retention. The strategic planning effort has resulted in the creation of a complex enrollment plan which includes specific strategies to increase enrollment. At a variety of open forums held by the 2018 HLC visit team, campus constituents expressed agreement about the need to focus on student success, and in particular through investing resources leading to increased retention and persistence.

The Assurance Argument notes the advantages in relation to technology infrastructure of being part of a university that is dominated by a Research I. The chief IT officer on the South Bend campus reports to an administrator within IU Bloomington, so he has dual responsibility. Campus officials are aware of demographic shifts in the region and in the upper Midwest and describe as flat the traditional age student population. Officials also note the increased demand for housing on campus, a reflection of a shift in student enrollment from non-traditional age students to students seeking a more traditional undergraduate experience. The campus is responsive to these changes and is dedicating resources to a changing student population.

In addition, the Academic Master Plan Committee consulted regional and national economic reports, gap analysis, and used data from the National Clearinghouse For Students to learn where students leaving IU South Bend have gone. The Office of Institutional Research is able to access state demographics and the Assurance Report provides a link.

Awareness of and support for the strategic plan was evident during the campus visit. Its use as a living document provides further evidence that the institution engages in systematic and integrated planning.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

The Assurance Argument notes that the strategic plan includes specific measurable goals--for example, the need to increase the number of degrees; the need to improve retention and increase on-time graduation. A “key indicators” chart tracks and monitors strategic plan progress. Another example is found in the use of the National Survey of Student Engagement (NSSE). A link to the NSSE snapshot from 2015 documents that the campus has taken the first step in this direction. In an open forum related to criterion 5, participants noted that there is an increased awareness of the need to provide documentation and evidence of performance, especially but not only in relation to budget requests.

As noted, the Assurance Argument includes a link to a “key indicators” chart to measure strategic plan progress. For example, there is a goal to increase honors program scholarships and data to show it has happened; a goal to increase students of color participation in the honors program and data to show this is happening. In some places, the data are more vague and participants in the open forum for Criterion 5 note that as the review and monitoring of the strategic plan continues, it is accompanied by a more pronounced focus on measurable outcomes.

The narrative section of the Assurance Argument includes data on improving graduation rates. The report includes examples of numerous initiatives that have emerged from examining data in relation to the strategic plan's emphasis on student success: for example, a new emphasis on internship experiences with grant applications from the Judd Leighton School of Business and Economics and from the College of Liberal Arts and Sciences (CLAS). The Assurance Argument also discusses the process for planning and goal setting and regular examination of data. This includes alignment with IU overall through mapping to the Blueprint 2.0 document.

Materials provided in the Assurance Argument and conversations with constituents while on campus confirm that IU South Bend works systematically to improve its performance.

Interim Monitoring (if applicable)
No Interim Monitoring Recommended.
5.S - Criterion 5 - Summary

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

Indiana University South Bend has provided evidence that it has the human, technological, economic, and physical resources to fulfill its mission, even in the face of changing demographics and economic challenges. Like many campuses with aging buildings and deferred maintenance, it struggles to keep up with physical plant needs, but the campus grounds and buildings are well tended and very attractive. Technological infrastructure is more than adequate and the campus benefits from being part of a broader university dominated by a Research I. IU South Bend's organizational structure, including its relation to the Board of Trustees of Indiana University is effective in promoting its work. The Chancellor has convened a large and impressive group of community leaders who have been involved in the strategic planning process and who serve as effective and valued counselors for him and the campus. IU South Bend has undertaken an effective strategic planning process that is embraced and well understood on campus and that is being used as a guide for resource allocation. Moreover, this plan aligns with the collective plan of the eight regional campuses of Indiana University. Faculty and staff as well as administrators are well aware of the challenges the institution has faced and will face in the future, and are taking necessary steps to respond to these challenges. Although the institution's use of data in decision making is still somewhat uneven, it is able to provide many examples of how it is incorporating data in its planning for the future and, moreover, recognizes the need to increase its efforts.
## Review Dashboard

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<td>2.C</td>
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<td>2.D</td>
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<td>2.E</td>
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Review Summary

Interim Report(s) Required

Due Date
2/1/2019

Report Focus
Submit to the Higher Learning Commission:

- A program review schedule that indicates that last time each active certificate or program conducted a program review (either using the internal template or the guidelines from the specialized accreditor) as well as indication as to what year each program will next participate in the program review process. This schedule should also include how often the program will participate in the program review process (e.g. every five years or every seven years).

Due Date
5/1/2020

Report Focus
Submit to the Higher Learning Commission:

- A template that will be consistently used by all programs without a specialized accreditor. The template should contain clear guidelines on how to incorporate and use results from the assessment process into the program review.
- Program reviews for certificates and programs which have program reviews that are overdue or programs and certificates which appear to have not ever participated in the program review process as indicated by the Program Review Schedule provided in the Addendum. The list of programs includes the following:
  - Communication Studies (M.A.);
  - Communication Studies (B.A.) - all concentrations;
  - Integrated New Media Studies (B.F.A. in New Media) - concentrations in Video and Motion Media, Interactive Media Design, Informatics;
  - Integrated New Media Studies (B.F.A. in New Media) - group foci in Design, Video and Motion Media, Music:
    - Music Education (B.M.E.) - if not accredited by NASM;
    - Music and an Outside Field (B.S.) - if not accredited by NASM;
    - Music (M.M.) - if not accredited by NASM;
    - Theatre and Dance (B.F.A.) - all concentrations;
    - Theatre and Dance (B.A.) - all concentrations;
    - Fine Arts (B.F.A.) - all concentrations;
    - Art Education (Fine Arts, B.A.);
    - Alcohol and Drug Counseling (Certificate);
    - Medical Imaging Technology (B.S.);
    - Computer Programming (Certificate);
    - Computer Programming Advanced (Certificate);
    - Computer Applications (Certificate);
Due Date
9/1/2020

Report Focus
Submit to the Higher Learning Commission:

- Assessment plans for all certificate programs which include student learning outcomes, a description of the direct measures used by the program, and a summary of the analysis of the collected data and how that data was used to make (if needed) modifications to instruction, courses, or the certificate program.
- A list of Student Learning Outcomes (SLOs) for the general education program which indicates what students should know and be able to do upon completion of the general education program.
- A curriculum map for (the possibly revised) general education program that includes the "groups" of courses and which SLO the group of courses will be assessing. This map should show that no matter what collection of courses a student chooses for general education they are taught and assessed on all general education SLOs.
- A description of the common or comparable assessment measures, with rubrics if appropriate, that are being administered in a consistent manner in all courses within the same "group."
- A summary of the analysis of the collected data for each SLO and a description of how that data was used to make (if needed) modifications to instruction, courses, or the general education program.
- Syllabi from each section for each of the courses approved for General Education taught during the Spring 2020 semester with the appropriate general education SLO clearly indicated on the syllabus.

Conclusion

The team commends IU South Bend for building a strong strategic plan that is incorporated into resource allocation and tied to regional goals. This was an area of concern for the 2008 HLC re-accreditation team and is no longer an issue at this institution. During the visit, the campus's commitment to student service and student success was apparent. Other areas of strength noted by the team is their mission-centric culture, their ability to respond to community needs and an understanding of who they serve. The team observed an appreciation for and an awareness of cultural diversity and a strong tie to the South Bend community.

With that said, though, there is still much to be done in the areas of program review and General Education assessment. It should be noted that the 2008 HLC re-accreditation team had similar concerns which impacted this team's decision to assign monitoring reports for Criterion 4. The current team believes that there is a growing culture
of assessment at IU South Bend and it is being championed by a core group of faculty and administrators. It is hoped that the assigned monitoring reports will guide the institution in building a structure of support and a centralized focus that will result in continued growth in the areas of student learning and effective teaching.

The team recommends that IU South Bend is allowed to choose the Standard or Open Pathway for their next reaffirmation of accreditation cycle. Although three monitoring reports were assigned, the site visit showed the team that progress has been made toward building a culture of assessment and that there are pockets of champions on campus.

**Overall Recommendations**

**Criteria For Accreditation**
Met With Concerns

**Sanctions Recommendation**
No Sanction

**Pathways Recommendation**
Eligible to choose
Federal Compliance Worksheet for Evaluation Teams

*Evaluation of Federal Compliance Components*

The team reviews each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution’s ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: Indiana University South Bend

Please indicate who completed this worksheet:

- [ ] Evaluation team
- ☒ Federal Compliance reviewer

**To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:**

Name: Kristen M. Warmoth

- ☒ I confirm that the Evaluation Team reviewed the findings provided in this worksheet.
Assignment of Credits, Program Length and Tuition  
(See FCFI Questions 1–3 and Appendix A)

1. Complete the Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours. Submit the completed worksheet with this form.

   - Identify the institution’s principal degree levels and the number of credit hours for degrees at each level (see the institution’s Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
     - Associate’s degrees = 60 hours
     - Bachelor’s degrees = 120 hours
     - Master’s or other degrees beyond the bachelor’s = At least 30 hours beyond the bachelor’s degree
   
   - Note that 1 quarter hour = 0.67 semester hour.
   
   - Any exceptions to this requirement must be explained and justified.
   
   - Review any differences in tuition reported for different programs and the rationale provided for such differences.

2. Check the response that reflects the evaluation team or Federal Compliance reviewer’s conclusions after reviewing this component of Federal Compliance:

   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

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Institutional Records of Student Complaints  
(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to by systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
• Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.

• Determine whether the institution has a process to review and resolve complaints in a timely manner.

• Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.

• Advise the institution of any improvements that might be appropriate.

• Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ✓ The institution meets HLC’s requirements.
   
   □ The institution meets HLC’s requirements, but additional monitoring is recommended.
   
   □ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   
   □ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The rights of students are detailed in the Indiana University’s Code of Student Rights, Responsibilities and Conduct. These rights include the right to a judicial process for addressing complaints regarding any violation of those rights. IU South Bend has a clear procedure for addressing complaints against faculty, administration and other employees of the university.

All complaint processes include clear timelines for response and resolution.

The institution revised complaint policies and procedures in 2015-16. The Office of Student Conduct also has developed departmental goals and learning outcomes for institutional training and policy education.

IU South Bend’s Complaint procedure was difficult to find on the web page. The icon that leads to the complaint procedure on the Office of Student Conduct page is titled “Student Compliance Procedures” rather than Student Complaint Procedures. The review team requested the Student Complaint log, complete with actions taken indicated, be uploaded to the Addendum area. A review of the complaint log showed that the institution was logging student complaints and indicating actions taken as a result.

Additional monitoring, if any:
Publication of Transfer Policies  
(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
   - Review the institution’s transfer policies.
   - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
   - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
   - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
   - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - [ ] The institution meets HLC’s requirements.
   - [ ] The institution meets HLC’s requirements, but additional monitoring is recommended.
   - [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution’s overall transfer policy is articulated in the Bulletin. More detailed information is available to students on the web site, including a credit transfer service and a guide for students transferring from associate level institutions. The visiting team reviewed transfer
practices and data during the visit. Guidelines for the transfer of credit are clearly articulated by IU and followed by IU South Bend. Although the institution did not provide the team with a specific transfer policy, it was evident in conversations with constituents that a consistent practice was being followed.

Additional monitoring, if any:

Practices for Verification of Student Identity
(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students’ privacy.

   • Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.
   
   • Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution uses a unique username/passphrase system for signing into its Canvas, its learning management system. Indiana University is currently conducting a pilot of two online proctoring systems, both of which incorporate an additional layer of photo identification.

Additional monitoring, if any:
Title IV Program Responsibilities
(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
   - The team should verify that the following requirements are met:
     - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities.
     - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
     - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
     - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.
     - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
     - **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by
state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC’s website for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC’s website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

- Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor has raised any issues in the A-133 about the institution’s compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.

- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.

- If issues have been raised concerning the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (Core Components 2.A and 2.B).

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- [ ] The institution meets HLC’s requirements.
- [x] The institution meets HLC’s requirements, but additional monitoring is recommended.
- [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
- [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate
Rationale:

No adverse findings were noted in the 2014-15 A-133 audit, the latest found on the institution's website. The institution reports that there have been no adverse findings in the past nine years. The visiting team requested and was provided with a current audit which verified the lack of adverse findings. This audit has been uploaded to the Addendum area.

Federally required disclosures are found on the institution’s Registrar Office page. The visiting team requested and reviewed Campus Crime information and Equality in Athletics information because these areas were noted as omissions by the Federal Compliance reviewer.

The institution reports no contractual or consortial relationships.

Additional monitoring, if any:

Required Information for Students and the Public
(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Catalogs and handbooks appear to be timely and accurate. However, required information is not readily accessible from the webpage links that the institution provided. While on campus, the team verified that there is a robust review process that is followed to ensure that public information is accurate.

Additional monitoring, if any:
Advertising and Recruitment Materials and Other Public Information
(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.

   • Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.

   • Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

   • Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.

   • Verify that the institution correctly displays the Mark of Affiliation on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC’s requirements.

   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The HLC Mark of Affiliation is displayed on the institution’s webpage. Printed materials required as part of Appendix T were not included for review; however, the visiting team reviewed several samples of printed materials while on campus. Additionally, the team visited with staff tasked with ensuring the accuracy of the information.

Additional monitoring, if any:

Review of Student Outcome Data
(See FCFI Questions 32–35 and Appendix V)
1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.

   - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.

   - Review the institution’s explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The collection of student outcome data is the responsibility of the IU South Bend’s Assessment Committee. Outcome data collected varies by program. Retention data have been used to develop a freshman experience program, learning communities, "high-impact practices, and supplement instruction for first-year courses that have a high drop/fail/withdraw rate.

IU South Bend uses US Department of Education and other sources of data to evaluate post-graduation outcomes and satisfaction of students/alumni with their educational experience.

While on campus the visiting team was able to verify that these data are being used to inform improvements in student services and other areas.

It should be noted, though, that Criterion 4 in the team report discusses in more depth the need for consistent program and General Education assessment practices.

Additional monitoring, if any:

**Publication of Student Outcome Data**

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
• Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.

• Determine whether the publication of these data accurately reflects the range of programs at the institution.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC’s requirements.

☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

While outcome data on degrees conferred and retention rates on “tableau” pages appear to reflect the institution’s range of programs, student outcome data were not easily located through the search function of the institution’s home page. Links to webpages provided to University Institutional Research and Reporting pages appear to lead to Indiana University aggregate data rather than IU South Bend data. The team requested and was provided outcome data for the South Bend campus. These data are found in the Addendum section.

While on campus, the visiting team spoke with campus constituents about difficulties in navigating the IU South Bend website. Because this campus is part of Indiana University, some web site construction is beyond their control. A monitoring report was not assigned but the institution should open discussions with IU about making student outcome data more accessible.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies
(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.
Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
- Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
- Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Prior to the campus visit, the team requested and was provided action letters from each specialized accrediting agency. These letters have been uploaded to the Addendum area.

Accreditation affiliations are found on the institution’s homepage as well as on individual college and school websites. It was recommended in the team report that all accreditations are listed centrally on the institution homepage in addition to individual college and school websites.

Additional monitoring, if any:

Public Notification of Opportunity to Comment
(FCFI Questions 41–43 and Appendix Y)
1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

**Note**: If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
- Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- [ ] The institution meets HLC’s requirements.
- [ ] The institution meets HLC’s requirements, but additional monitoring is recommended.
- [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
- [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

The HLC did not receive 3rd party comments for IU South Bend. The team requested and received copies of the Public Notification of Opportunity to Comment. While on campus, the team verified that reasonable efforts had been made to solicit comments from the community.

**Additional monitoring, if any:**

**Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement**

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
• Review the list of direct assessment or competency-based programs offered by the institution.

• Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.

• Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students’ mastery of tasks to assure competency.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC’s requirements.

☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Various pages of the university web site including but not limited to:

The Indiana University Code of Student Rights, Responsibilities, and Conduct (http://studentcode.iu.edu/)

The Indiana University South Bend Academic Misconduct Procedures (https://www.iusb.edu/conduct/know-thecode/Procedures%20for%20Academic%20Misconduct%20FINAL.pdf)

The Indiana University Sexual Misconduct Policy (http://policies.iu.edu/policies/categories/administration-operations/equal-opportunity/sexualmisconduct.shtml)

Transfer Credit From an Associate’s College Applied to an Indiana University Baccalaureate Degree (https://policies.iu.edu/policies/aca-82-transfer-associates-degree-college/index.html)

Credit Transfer Service (https://transferguide.iusb.edu/)

General Education (https://academics.iusb.edu/general-education/)

IVY Tech Partnership Program (https://academics.iusb.edu/general-education/)

ABC transfer Program (https://www.iusb.edu/abc-program/index.php)

Tuition and Fees page (https://www.iusb.edu/bursar/ tuition_and_fees_rates/2017-2018-fees.php)


Campus Police and Daily Crime Log (https://administration.iusb.edu/police/index.html)

University Institutional Research and Reporting – Fact Book 2016-17, South Bend (https://www.iu.edu/~uirr/reports/standard/factbook/2016-17/South_Bend/Student_Aid/ReceivingAid/UG)

Registrar’s Office (https://students.iusb.edu/registrar/index.html)

Academics pages (https://www.iusb.edu/academics/index.html)

Student life page s (https://www.iusb.edu/academics/index.html)

Other documents

2017-18 Bulletin

Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours

Institution Under Review: Indiana University South Bend

Review the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions
Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses
A. Answer the Following Question

1. Are the institution’s calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

   □ Yes   □ No

   Comments:
   Term lengths are typical of those found in higher education and within the range of good practice.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution’s calendar and term length practices?

   □ Yes   □ No

   Rationale:
Indiana University-South Bend follows the Indiana University-Bloomington guideline for the Academic Calendar. The term lengths are consistent with good practice in higher education.

Identify the type of HLC monitoring required and the due date:

**Part 2. Policy and Practices on Assignment of Credit Hours**

**Instructions**
Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team’s review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.

2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).

   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

   - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.

   - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.
3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to Worksheet for Institutions). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

   - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.

   - At a minimum, teams should anticipate sampling at least a few programs at each degree level.

   - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

   - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.

6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to Worksheet for Institutions, consider the following questions:

   - Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?

   - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

   - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

   - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public
institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

- Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours
A. Identify the Sample Courses and Programs Reviewed by the Team

CSCI-A593  Computer Structures
HSC-H402  Health Policy and Advocacy
HSC-H412  Global Health
INMS/FINA-F102  Fundamental Two-Dimensional Design
INMS-N201  Digital 3D Art and Design 1
INMS-N322  Cinema in New Media
MUS-T114 (17245)  Music Theory II (F2F)
MUS-T114 (35222)  Music Theory II (online)
MUS-T190 (16995)  Classical Music and Beyond
MUS-T190 (17563)  Classical Music and Beyond
PHIL-P110 (17183)  Introduction to Philosophy
PHIL-P110 (17298)  Introduction to Philosophy
PHIL-P110 (30238)  Introduction to Philosophy  
PHIL-P393 (34587)  Biomedical Ethics  
PHIL-P393 (35363)  Biomedical Ethics  
POLS-Y595  International Health Care Systems  
POLS-Y615  Capstone in Public Affairs  
SUST-S 610  Measuring Sustainability

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

   a. Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

      ☒ Yes    ☐ No

      Comments:

   b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

      ☒ Yes    ☐ No

      Comments:

      The institution follows IU’s definition of credit hour equivalency. The policy stipulates that one unit of credit should be awarded based on an equivalent of a time commitment of three hours per week for an average student. The policy specifically states, “alternatively, demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes as judged by the appropriate faculty to be equivalent to a traditionally defined unit of credit.”

      Team conversations with faculty confirm that the credit hour equivalency policy is followed regardless of delivery mode.

   c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

      ☒ Yes    ☐ No

      Comments:
d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☐ Yes  ☐ No

Comments:

2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☐ Yes  ☐ No

Comments:

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

☐ Yes  ☐ No

Comments:

In some cases learning outcomes were vaguely stated or absent in syllabi, but in general learning outcomes were consistent with the institution’s policy on awarding credit. This area is discussed further in Criterion 4 of the team report.

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

☐ Yes  ☐ No

Comments:

The team verified that the institution’s policy for awarding academic credit was consistent in courses offered across different delivery formats.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the
learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☑ Yes ☐ No

Comments:

e. Is the institution’s actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☑ Yes ☐ No

Comments:

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution’s credit hour policies and practices?

☐ Yes ☑ No

Rationale:

Identify the type of HLC monitoring required and the due date:

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

☐ Yes ☑ No

Identify the findings:

Rationale:
Part 3. Clock Hours

Instructions
Review Section 5 of Worksheet for Institutions, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☐ Yes  ☑ No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours
A. Answer the Following Questions

1. Does the institution’s credit-to-clock-hour formula match the federal formula?

☐ Yes  ☐ No
**Comments:**

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<th>2.</th>
<th>If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.</th>
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<th>3.</th>
<th>Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)</th>
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**Comments:**

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<th>4.</th>
<th>Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?</th>
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**Comments:**

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<th>B.</th>
<th>Does the team approve variations, if any, from the federal formula in the institution’s credit-to-clock-hour conversion?</th>
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**C.** Recommend HLC Follow-up, If Appropriate

<table>
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<tr>
<th>Is any HLC follow-up required related to the institution’s clock hour policies and practices?</th>
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**Rationale:**

Identify the type of HLC monitoring required and the due date:
**INSTITUTION and STATE:** Indiana University South Bend, IN  
**TYPE OF REVIEW:** Open Pathway Comprehensive Evaluation  
**DESCRIPTION OF REVIEW:** The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date. Comprehensive evaluation to include a Federal Compliance reviewer.  
**DATES OF REVIEW:** 1/29/2018 - 1/30/2018  
☐ No Change in Institutional Status and Requirements

### Accreditation Status

**Nature of Institution**

- **Control:** Public  
  **Recommended Change:** NO CHANGE

**Degrees Awarded:** Associates, Bachelors, Masters  
**Recommended Change:** NO CHANGE

**Reaffirmation of Accreditation:**
- **Year of Last Reaffirmation of Accreditation:** 2007 - 2008  
- **Year of Next Reaffirmation of Accreditation:** 2017 - 2018  
  **Recommended Change:** 2027-2028

### Accreditation Stipulations

**General:** Approved for Bachelor of Applied Science and RN-BSN consortial degrees.  
**Recommended Change:** NO CHANGE
Institutional Status and Requirements Worksheet

Additional Location:
  Prior HLC approval required.
**Recommended Change: NO CHANGE**

Distance and Correspondence Courses and Programs:
  Approved for distance education courses and programs. The institution has not been approved for correspondence education.
**Recommended Change: NO CHANGE**

**Accreditation Events**

**Accreditation Pathway:**
- Open Pathway

**Recommended Change:**

**Upcoming Events**

**Monitoring**

**Upcoming Events**
- None

**Recommended Change:**

**Interim Report on program review - 2/1/2019;**
**Interim Report on Assessment of Student Learning – 9/1/2020**

**Institutional Data**

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<tr>
<th>Educational Programs</th>
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<td>Doctoral Degrees</td>
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**Extended Operations**

**Branch Campuses**
None

Recommended Change: NO CHANGE

Additional Locations
Elkhart Center, 125 E. Franklin Street, Elkhart, IN, 46516 - Active

Recommended Change: NO CHANGE

Correspondence Education
None

Recommended Change: NO CHANGE

Distance Delivery
51.3801 - Registered Nursing/Registered Nurse, Bachelor, Registered Nursing/Registered Nurse

None

NO CHANGE

Contractual Arrangements
None

Recommended Change: NO CHANGE

Consortial Arrangements
11.0104 - Informatics - Bachelor - B.S. in Informatics - Collaborative Online B.S. in Informatics
30.0000 - Multi-/Interdisciplinary Studies, General - Bachelor - Bachelor of Applied Science - Indiana University Consortial
51.0799 - Health and Medical Administrative Services, Other - Bachelor - Applied Health Science - Collaborative Online BS in Applied Health Science
51.0907 - Medical Radiologic Technology/Science - Radiation Therapist - Bachelor - B.S. Medical Imaging Technology - Collaborative Online BS in Medical Imaging Technology
51.3801 - Registered Nursing/Registered Nurse - Bachelor - Registered Nursing/Registered Nurse - Indiana University Consortium

Recommended Change: NO CHANGE