Greetings to the Higher Learning Commission Review Team, and welcome to Indiana University South Bend!

Indiana University South Bend is a comprehensive undergraduate and postgraduate campus that serves North Central Indiana. As the largest of six regional campuses of Indiana University, we have served this area since 1916. Our mission is to develop engaged citizens prepared to build strong communities.

Our students value our small classes, working with faculty on undergraduate research and creative activity, and participating in a variety of co-curricular activities. Over the past decade, approximately 95% of students attending IU South Bend are from Indiana and about 75% are from St. Joseph and Elkhart counties. We enroll nearly 5,400 students who are increasingly full-time and traditional age, however they are primarily commuters and working full or part-time. Over 40% of our students are either first-generation, Pell-eligible, or both while over 75% of our degree-seeking undergraduates receive some financial aid. In addition, well over 1,500 high school students enroll in the Advanced College Program through our campus, meaning that we reach in total almost 7,000 individuals with our undergraduate, graduate, and certificate programs.

We offer 65 bachelor degrees and 17 master programs through seven schools. After careful study of our regional needs, we are expanding both undergraduate and graduate degree programs. For example, we will add three new graduate programs in the healthcare field to be offered at the Elkhart Center. These programs will help meet our goals of growing the number of graduate programs and expanding enrollment by 2020 to meet regional needs.

To support a new division in enhancing student engagement and success, a recently competed $4.4 million renovation located the services of Admissions, Career Services, Financial Aid, Human Resources, Student Services, the Testing Center, and the Titan Success Center together in an open office format. The goal was to enhance more communication between offices, create an inviting atmosphere for students, and facilitate one-stop completion for students seeking student support services.

About 65% of our 28,000 alumni remain in the area, contributing to our vibrant local culture and economy, while others have settled in all 50 states and 47 foreign countries. Many have gone on to earn advanced degrees to become doctors, lawyers, professors, etc. A large and active Alumni Board supports the campus, particularly through raising money for student scholarships. We have studied public perception of the campus and have launched several media campaigns to communicate the success of our alumni and the satisfaction of employers with our graduates.

Our faculty members are award-winning teachers and nationally recognized scholars who are also heavily involved in campus, community, and professional service. We have about 250 full-time and 200 part-time faculty. The University Center for Excellence in Teaching (UCET) has provided extensive faculty development for teaching and careers since 1998. A similar Center for Excellence in Research and
Scholarship (CERES) has been approved and will open in fall 2018 to support both faculty and undergraduate scholarship.

We are particularly proud of our ties to the local community through the 25-member Chancellor’s Advisory Board and programs such as the Civil Rights Heritage Center, the American Democracy Project, the Center for a Sustainable Future, and the expanded Health and Wellness Center in partnership with HealthLinc. Many students are involved in service-learning projects throughout the community and many faculty serve as public intellectuals in service to our region. We are currently working on our application for Carnegie Community Engagement classification, leading to better coordination of our multiple services to the community. Because our students come from and largely return to the region, our “town and gown” are tightly integrated.

IU South Bend has demonstrated its commitment to evidence-based improvement. Our academic programs are gathering and using more assessment data about student learning to improve programs. Especially during the past five years we have been focusing on student success, and have made substantial progress in graduation rates. We have a 2020 strategic plan that continues to inform our priorities, especially for our budget.

The IU South Bend community looks forward to this opportunity to share our story with the Higher Learning Commission.

Sincerely,

Terry L. Allison
Chancellor
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.)

Argument

1.A.1. Mission statement process

The mission statement of Indiana University South Bend has been developed through a process consistent with our tradition of shared governance. The mission statement was drafted in 2009 by the Campus Directions Committee of the Academic Senate as part of the 2009 Strategic Plan. The mission statement was approved by the Academic Senate (November 2009), endorsed by the Vice Chancellor of Academic Affairs and the Chancellor, and approved by the Indiana University Board of Trustees (February 2010). The mission of IU South Bend is:

**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.**

IU South Bend is one of the eight campuses of Indiana University and one of the six regional campuses under the Office of the Executive Vice President for University Academic Affairs (OEVPUAA). The OEVPUAA was established in 2010 to work with the regional campus chancellors and faculty to bring a shared vision for the regional campuses. This work culminated in IU Blueprint for Student Attainment and subsequently Blueprint 2.0. These blueprints focused on the IU’s Bicentennial Priorities: a commitment to student success, a community of scholars, and building a prosperous and innovative Indiana.

The IU South Bend mission statement affirms our role as a regional campus of Indiana University committed to serving the educational needs of North Central Indiana. Each year, we draw more than three-quarters of our enrollment from two counties: St. Joseph County (the location of the main campus) and Elkhart County. In fall 2015, 95% of the 7574 students (includes High school students) attending IU South Bend were from Indiana and 77% were from St. Joseph and Elkhart counties. These numbers have been consistent over the past decade. In 2007, the IU South Bend Elkhart Center
was built to better serve the greater Elkhart area students. Approximately three dozen classes are taught at the Elkhart Center each semester. The impact of our graduates on the local community is significant as approximately 65% of our alumni remain in our geographical service region upon graduation. There are currently more than 28,000 IU South Bend Alumni.

1.A.2. Mission-consistent programs and services

IU South Bend is committed to the mission of serving as a comprehensive institution that provides both undergraduate and graduate degree programs. We currently offer 65 bachelor degrees and 17 master programs. For the 2016-17 academic year, 80.2% of the degrees awarded were bachelor degrees (808 students) and 15.9% were master degrees (160 students), with the remaining degrees being associate degrees and certificates. The number and percentage of students earning Master’s degrees declined from a high of 225 students (22.3% of degrees) in 2010-11 to a low of 126 students (13.1% of degrees) in 2014-15. The most significant enrollment losses were in the School of Education (SOE) and in the Judd Leighton School of Business and Economics (B&E). The decrease in student enrollment in SOE was due primarily to the passing of Rules for Educator Preparation and Accountability (REPA) in 2010 by the State, which removed raises based on college coursework or graduate-level degrees and the need for graduate-level coursework to add licensure areas. The decrease in B&E was due to increasing competition from online graduate programs. In response to the external factors, both Schools have significantly restructured their programs, including the offering of a redesigned AACSB International accredited MBA program in B&E, which includes two eight-week sessions per semester and courses offered in a hybrid format with 50% in-class and 50% online. We are also expanding our graduate degree programs, and plan to add two new programs in the healthcare field to be offered at the Elkhart Center. These programs will help meet our goals of growing the number of graduate programs and expanding enrollment by 2020 (2014-2020 IU South Bend Strategic Plan Objectives III.ii and III.vii).

IU South Bend also continues to develop undergraduate programs to serve our students. In fall 2015, IU South Bend began offering the Bachelor of Science in Health Sciences (BSHS) with concentrations in Health Promotion, Health Systems Leadership, and Sports and Exercise Science. The program was designed to help facilitate student degree completion for those who were unable to gain entry into the highly competitive nursing, dental hygiene and radiography programs (2015-2017 average program admission rates of 61%, 57%, and 50%, respectively) and to provide further career opportunities for our students in the ever growing healthcare field (e.g., Bureau of Labor Statistics projects a 17% growth for medical and healthcare services managers between 2014 and 2024). The Vera Z. Dwyer College of Health Sciences partnership with HealthLinc allowed IU South Bend Health and Wellness Center to relocate and expand into the renovated Riverside Hall in 2017. The partnership will allow a public clinic to be located on campus and provide opportunities for our students to work with patients who need access to low-cost health care services. The College has also partnered with South Bend Medical Foundation to establish a bachelor’s degree in Clinical Laboratory Science, an area of increasing local need.

In 2016, we also were approved for Indiana University’s first all-campus online degree, the Bachelor of Applied Science (BAS).

In the spring of 2015, The Titan Success Center (TSC) was established to deliver direct intervention to support freshman and sophomore students identified as having academic difficulty through FLAGS (Fostering Learning, Achievement, and Graduation Success), our early student performance alert system. The TSC is staffed by a Director and academic success coaches to provide early intervention and help students address their academic issues, which as detailed on their website, (https://www.iusb.edu/titan-success/) include course registration, schedule changes, time
management, study strategies, switching majors, and strategies on being successful in college.

In August 2017, the Division of Student Engagement and Success was established. The division encompasses Admissions and International Student Support Services, Disability Support Services, Financial Aid and Scholarships, Housing and Student Life, Registrar, Retention and Student Success Offices, Student Conduct, and Student Counseling; and is responsible for enrollment management efforts including: research, strategic planning, program implementation, budgeting, and assessment. The Division is led by the Vice Chancellor for Student Engagement and Success. Prior to the reorganization, the Office of Student Affairs was led by the Associate Vice-Chancellor for Student Services, who reported to the Executive Vice-Chancellor for Academic Affairs. In addition to the hiring of the Vice-Chancellor, the position of Executive Director, Retention and Student Success (RSS) was created to provide overall leadership and direction for departments within the Office of Retention and Student Success (Academic Centers for Excellence, Career Services, Making the Academic Connection, Student Support, and Titan Success Center) in support of student success, retention and completion, with a focus on student development.

To support the new division in enhancing student engagement and success, a $3.6 million renovation located the services of Admissions, Career Services, Financial Aid, Human Resources, Student Services, the Testing and Proctoring Center, and the Titan Success Center together in an open office format. The design was to enhance more communication between offices, create an inviting atmosphere for students, and facilitate one-stop completion for students seeking student support services.

1.A.3. Mission-aligned planning and budgeting

In 2013, Chancellor Terry Allison called for the Campus Directions Committee (CDC) to develop a six–year strategic plan as part of Indiana University’s Bicentennial in 2020. The Campus Directions Committee (CDC) is an appointed committee of the Academic Senate that works closely with the campus administrative officers to assess and recommend changes to the mission statement and the objectives, priorities, initiatives of the campus strategic plan. Once developed, recommendations are made to the Academic Senate for ratification.

Upon adoption of the 2014-2020 Strategic Plan, the CDC developed an Outcome Grid in 2015 to monitor and report progress on the measurable goals from all units on campus. The outcome grid was approved by the Chancellor. The CDC includes the Institutional Research and Effectiveness Officer as an ex-officio member to facilitate the gathering and reporting of institutional qualitative and quantitative data. The alignment of the budgeting priorities with the Mission and Strategic Plan is more fully articulated in section 5.C.1.

Sources

- Indiana Department of Education.REPA.2011
- IU.Blueprint2
- IU.BlueprintStudentAttainment
- IU.OEVPUA.pdf
- IUSB.Academic Senate.Campus Directions Committee.Strategic Plan Key Performance Indicators Update 2016-17
- IUSB.Academic Senate.CDC.pdf
- IUSB.Assoc VCAA. TitanSuccessCenter
- IUSB.Chancellor.Mission Statement
- IUSB.Chancellor.Strategic Plan.2014-2020
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.

Argument

1.B.1. Mission documents

In 2014, IU South Bend implemented the 2014–2020 Strategic Plan as part of the university-wide strategic plan for 2020, the bicentennial of Indiana University. The heart of the strategic plan brings to life the Mission of the Campus. The plan was developed by the Campus Directions Committee (CDC) upon request by Chancellor Allison. The CDC is a long-standing committee of the Faculty Academic Senate and is charged with assessing and making recommendations on the campus mission statement and strategic plan to the appropriate administrative officers and Academic Senate.

The Committee membership was expanded to include a broad representation from across the campus (15 members) and engaged Dr. Renée Curry, a strategic planning consultant, to facilitate the work of the CDC. As detailed in the Strategic Plan, a survey was completed by 222 respondents from all campus constituencies. During the development of the plan, each draft of the plan was shared with the Campus through our electronic bulletin board, the Titan Daily Digest. The developed Strategic Plan was formally approved by the Academic Faculty Senate and the Chancellor.

1.B.2. Current and explains emphasis

The IU South Bend Strategic Plan contains: (1) a Vision Statement, (2) strategic objectives to achieve that vision, and (3) measurable goals. The Vision Statement aligns well with the Campus Mission Statement and establishes the overarching goals for the 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.

To effect this vision and further the mission of IU South Bend nine strategic objectives were identified:

I. Improve student success via increased recruitment, retention, and graduation rates for all populations, increased merit- and need-based financial aid, and strengthened and more proactive
II. Become truly student-centered by enhancing and expanding student support and career services, particularly among underrepresented populations, increasing the flexibility of curricula and transferability, and expanding campus activities like athletics and clubs.

III. Encourage vision, effectiveness, and innovation in programs and curricula.

IV. Increase high-impact educational practices including student research, learning communities, internships, service learning, international experiences, and other experiential learning opportunities.

V. Strengthen and expand scholarship and creative activity among both faculty and students (including faculty-student collaborations).

VI. Build a culture of assessment, transparency, and continuous improvement across campus, and in collaboration with IU regional campuses

VII. Promote professional and leadership development and maximize recognition of employee potential

VIII. Advance diversity and open-mindedness and create a civil, welcoming and caring culture for all.

IX. Foster engagement of all campus constituents with our community, increase the use and visibility of resources we provide, and strengthen our reputation by improving our advancement efforts and through superior strategic marketing.

Each of the nine objectives has associated goals and each goal has measurable outcomes. Since the plan was approved and adopted, the CDC has developed an outcomes grid that delineates the data and documentation required for each goal, the responsible areas for collecting and reporting the data, and the status of the progress towards each goal.

IU South Bend’s Strategic Plan aligns well with the Blueprint 2.0, which is the Bicentennial Strategic Plan for the Regional Campuses of Indiana University. Blueprint 2.0 builds upon the original Blueprint for Student Attainment with continued focus on the collective strategic goals of the regional campuses. The Blueprint 2.0, initiated by OEVPUA Applegate and approved in 2015 by the Regional Campus Cabinet and IU President McRobbie, was a collaborative effort of faculty and staff from the regional campuses. The Blueprint reaffirms the distinct identities and missions of the individual campuses (including their own Strategic Plans), but puts forward a shared mission, vision, and strategic initiatives for enhancing the collaboration and the collective identity of the regional campuses. The shared mission statement is centered on the advancement of the three Bicentennial Priorities of Indiana University: Commitment to Student Success, A Community of Scholars, and Building a Prosperous and Innovative Indiana.

These priorities are also central to the campus Strategic Plan. The regional campuses will be:

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

Like our own Strategic Plan, the Blueprint 2.0 is publicly available and had input from a large constituency. The priorities for Blueprint 2.0 plan were further reviewed by the IU South Bend Academic Senate in 2017 as part of a broader discussion of the goals and values of IU South Bend that would help strengthen our campus (Academic Senate Minutes, February 17, 2017 and March 24, 2017).


Both the Campus Strategic Plan and Blueprint call for engagement of campus constituents with our community. Toward this goal, IU South Bend has initiated an effort to gain accreditation as a Carnegie Engaged Campus by 2020. Professor Gail McGuire, a full-time faculty member from the Department of Sociology and Anthropology, is serving as the Director of IU South Bend’s Carnegie Engaged Campus Task Force.

The kickoff of the initiative was at the IU South Bend Civil Rights Heritage Center on January 27, 2017 and included remarks by the Chancellor, the Director, and the Student Government President on the importance of our commitment to community engagement as a regional campus. Faculty, students, and community members presented ongoing IU South Bend community engagements that have had meaningful impacts.

The campus has embarked on a review of the Campus-Wide General Education Program. Among the goals of this review of the general education program is to determine if changes are required to meet the mission, vision and strategic plan that have been articulated for the campus since the implementation of the general education program in 2005. The faculty task force, chaired by Professor Lyle Zynda of the Department of Philosophy, will bring forth recommendations during the 2017-18 academic year.

A plan to develop a Center for Excellence in Research and Scholarship (CERES) was drafted through support from the Office of Academic Affairs to facilitate the campus strategic initiative to “strengthen and expand scholarship and creative activity among both faculty and students (including faculty-student collaborations)” and the call of BluePrint 2.0 to be “known for a faculty of teacher-scholars who infuse research into the student experience, creating engaging, inquiry-driven learning communities that promote student attainment.” The proposal for CERES was approved by the IU South Bend Academic Senate during fall 2017 with expected implementation at the beginning of fall 2018.
The strategic initiatives at the Campus and Regional Campus levels have been drawn from broad constituencies, publically disseminated, and have secured buy-in from the campus administration, faculty, staff and community partners. The campus has aligned budgetary and human resources to operationalize the initiatives.

Sources

- IU.Blueprint2
- IU.OEVPUA.pdf
- IUSB. Chancellor.Strategicplan-2014-2020
- IUSB.Academic Senate.CDC.pdf
- IUSB.Academic Senate.MeetingMinutes
- IUSB.Academic Senate.MeetingMinutes.Feb17.2017
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.

Argument

1.C.1. Role in multicultural society

Diversity and inclusiveness are both identified in the IU South Bend Mission Statement as campus values. As core values of our mission, diversity and inclusiveness form one of the nine strategic initiatives articulated in the IU South Bend Strategic Plan, 2014 – 2020:

Goal 7: Advance diversity and open-mindedness and create a civil, welcoming and caring culture for all.

1. In 2014, appoint a Diversity Leadership Committee reporting to the Chancellor and charged with the responsibility to develop and assure implementation of a 10-year diversity plan.
2. Improve recruitment and support of diverse populations so our student body is broadly representative of the pool of candidates for admission in our region;
3. Strengthen efforts to recruit and retain diverse faculty and staff;
4. Ensure our web site, marketing, and publications promote diversity and communicate with all campus populations;
5. Increase the number of programs and activities in which students, faculty and staff engage in diverse groups;
6. Enhance orientations, mentoring, and other opportunities for new administrators, faculty and staff to meet, interact, and learn from other people in similar positions;
7. Expand relationships with P-14 institutions that serve diverse populations to increase campus diversity;
8. Provide educational opportunities and professional development for faculty and staff about culturally responsive teaching practices, working with diverse students, and promoting awareness of diversity issues (e.g., race, gender, class, SES) and civility.

The Diversity Leadership Committee was established in spring 2015 and is chaired by the Director of Affirmative Action/Campus Diversity Office. The committee has broad campus representation, including faculty, staff and student members. Each of the above goals has a definitive measurable outcome that will be monitored annually.

1.C.2. Multicultural processes and activities

To promote the academic success of our students, the Making the Academic Connection (MAC) Office provides support services, programs, and advocacy for our minority, 21st Century Scholars and first-generation college students. Programs are designed to support first-year students during their transition to College by establishing support networks (Relay Peer-to-Peer Mentoring Program), directed programming resources (Twenty-First Century Scholars Program) and a summer academic
transition program (Leadership Academy). In addition, students receive further support through the newly established Titan Success Center (TSC).

In 2014, IU South Bend, in partnership with IU Northwest and IU Kokomo, received a three-year $450,000 grant from The Kresge Foundation to facilitate student transfers from Ivy Tech Community College. The grant is designed to facilitate two goals of the Kresge Foundation: creating pathways to and through college and building the capacity of institutions focused on low-income and underrepresented students. The grant was used to create the ABC program (Associates + Bachelors = Career), and funds three ABC Transfer Specialists (IU advisors at each of the participating Ivy Tech campuses) and programming, such as the ABC Residential Summer Bridge program, which provides transferring students a residential experience and programming to help their transition to IU South Bend. Students who are in the ABC program and maintain good academic performance receive transfer scholarships for four semesters.

In addition to the Kresge Foundation Grant, IU South Bend is a member of the Indiana STEM Louis Stokes Alliances for Minority Participation (LSAMP) program (IN STEM LSAMP). The five year $1,787,421 grant, awarded in December 2016, is to be used by the receiving universities to significantly increase the numbers of underrepresented students matriculating and completing degrees in STEM disciplines. As detailed in the grant award, the emphasis of the grant is “transforming undergraduate STEM education through innovative, evidence-based recruitment and retention strategies, and relevant educational experiences in support of racial and ethnic groups historically underrepresented in STEM disciplines.” The member universities were IUPUI (lead institution), IU Bloomington, Ball State University; IU Northwest, IU South Bend; and Ivy Tech Community College.

Our enrollment of minority students is reflective of our service region (SR). Enrollment data for fall 2016 as of census was: African-American, 7.8% (SR: 8.5%), Latino/Hispanic, 9.8% (SR: 10.1%), and Asian-American, 1.5% (SR: 1.8%). Our African American and Asian American enrollments have remained flat over the past five years. However, our Latino/Hispanic enrollment has increased by 2.7%. This increase is due strengthened recruiting and retention efforts and outreach efforts such as the Multicultural Showcase Day, which brings 200-300 high school students to campus to experience the college classroom. The retention rates for first-time full-time beginners from fall 2015 to fall 2016 for African-Americans (50.0%) and Latino/Hispanics (60.4%) were below the campus average of 64.6%. However, in the previous three years, Latino/Hispanic students were retained at a higher average than the campus and African-American retained at increasing rates each successive year.

There is racial diversity in key leadership areas on campus, including at the Dean’s level and upper administration. The racial diversity for tenured and tenure-track faculty is 26%, which is greater than the diversity of IU South Bend’s service region. Moreover, this diversity has been constant for the last five years. At the staff level, additional funding was provided to hire an additional bilingual staff member to help us in the recruitment and retention of Latino/Hispanic students.

In spring 2016, Halualani & Associates were hired to conduct a Diversity Mapping Report to provide a benchmark for our 10-year diversity plan. The summary finding was, “IU South Bend has made headway in the area of diversity and inclusion in the last five years but has more to do in terms of strategic focus and action”. We were identified as having a commitment to diversity, being intrinsically motivated, providing campus resources for diverse students, having a commitment to social justice and engaging in actions to facilitate the success of underrepresented students. Specific actions recommended by Halualani & Associates for IU South Bend were:

- Student retention and graduation for diverse students
Diverse faculty recruitment and retention
Diverse staff recruitment and retention
High impact diversity professional development for faculty

As part of our commitment to a multicultural learning community, our Office of International Student Services actively recruits and supports International Students through the entire process of admission, orientation, and integration into student life and academics. International students comprise about 2.5% of our full-time student enrollment, with significant enrollments from, China, Nigeria, Saudi Arabia, and Thailand. There are a number of sponsored events on campus by and for international students, including the annual International Food Festival.

The Office of International Programs is responsible for student exchange, study abroad programs and the International Studies Certificate. For the student exchange program, IU South Bend has partnered with universities in Germany, Northern Ireland, and France. For the 2017 calendar year, there are five study abroad programs (Costa Rico, Italy, Greece, Japan, England and Belize). Although IU South Bend sponsors their own programs, IU South Bend students have access to participate in all study abroad opportunities offered by the various campuses of Indiana University. In addition to the International Studies Certificate, degree seeking students may also minor in International Programs, European Studies, Latin American/Latino Studies, and East Asian Studies. Students earning B.A. degrees in the College of Liberal Arts and Sciences (CLAS) are required to have minor.

The commitment to developing a culture of an understanding and inclusivity is reflected in the campus-wide general education program (implemented in 2005), which has three major areas of focus: Fundamental Literacies, Common Core (interdisciplinary courses) and Contemporary Social Values. The Contemporary Social Values is designed to help students develop an appreciation for the diversity of human cultures and an understanding of self through coursework in Non-Western Cultures, Diversity in U.S. Society, and Health & Wellness. In addition to the Campus General Education Requirements, each College or School may have further requirements. For example, in the College of Liberal Arts and Sciences (CLAS) one of the requirements for students seeking a B.A. is four semesters of coursework in a language other than English.

Our Summer Freedom Tour is an intensive course in Civil Right history, which includes a two-week study tour of the South. In the most recent offering (summer 2016), students took part in the Freedom Ride celebrations, met with the Freedom Riders and other civil-rights veterans, and attended an anniversary speech in Montgomery by John Lewis. They visited historically important sites for the Civil Rights Movement in Tennessee, Alabama (Birmingham Montgomery and Selma) and Mississippi. As part of the course, students maintain a journal of their experiences.

The Summer Freedom Tour has an impact on students; students returning from the first tour in 2000 were the driving force for the founding of the Civil Rights Heritage Center (CRHC) at IU South Bend. The CRHC was initially focused on the pursuit to record the struggle for social justice in our own region and includes the Oral History Project with more than 50 recorded interviews of African-American and Latino community leaders. In 2010, the Engman Natatorium, was leased from the South Bend Heritage Foundation and this has become the home of the CRHC for use by IU South Bend and Community Organizations. The renovated building has become symbolic of the legacy of the civil-rights struggle and triumph in South Bend and continues to be used today by the CRHC for advancement of its mission:

“‘The Civil Rights Heritage Center (CRHC) at Indiana University South Bend, is committed to the advancement of civil rights and social justice research, education, and outreach, especially in the Michiana region. It fosters empirical and analytical research, sponsors student inquiry and activities
and convenes faculty, visiting scholars, policy advocates and others to examine and discuss issues of
importance to racial and ethnic minorities, to the poor, gays and lesbians, and to other potential
beneficiaries of civil rights advances. The CRHC's programming work focuses on civil rights
education, economic justice, and voting rights.”

The campus is committed to diversity in the broadest sense. Within the College of Liberal Art and
Sciences (CLAS), the academic department Women and Gender Studies (WGS) explores the
complexities and interplay of race, ethnicity, locality, class, gender, and sexuality. The campus also
has an active Campus Ally Network (CAN), dedicated to supporting all LGBTQ members of the IU
South Bend community. CAN provides training is for those who are interested in joining the campus-
wide network. More than 125 members of the campus community have received training. The Human
Rights Campaign most recent Municipal Equality Index places the City of South Bend third in
Indiana for LGBT inclusion.

Additionally, The Department Chair of WGS, April Lidinsky, founded the program, Bringing
Recovery, Voices & Engagement (BRAVE) with support from a Vision 20/20 Grant. The program
seeks to create a learning environment free from sexual violence through an interactive curriculum for
bystander training and encouraging survivors of sexual assault to use the IU South Bend Counseling
Center. The program has grown in the services offered and reputation since its founding in 2014 and
has been noted as one of our strengths in the area of prevention resources for sexual violence.

Sources

- IUSB.AcademicAffairs.ABCprogram
- IUSB.Affirmative Action.CAN.2017
- IUSB.Assoc VCAA. TitanSuccessCenter
- IUSB.Assoc VCAA.Gen Ed.General Education Curriculum
- IUSB.Chancellor.Strategic Plan.2014-2020
- IUSB.CLAS.Civil Rights Heritage Center
- IUSB.CLAS.CRHC.EngmanNatatorium
- IUSB.CLAS.Freedom Summer 2018.pdf
- IUSB.CLAS.WGS
- IUSB.InternationalPrograms.Office of Intl Programs
- IUSB.Student Engagement and Success .StopSexualViolence
- IUSB.StudentServices.MAC.21stCenturyScholar
- IUSB.StudentServices.MAC.LeadershipAcademy
- IUSB.StudentServices.MAC.Office
- IUSB.StudentServices.MAC.RELAYMentoring
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.

Argument

1.D.1. and 3. Serves the public and Responds to needs

Our actions show that we serve the public in this region. For example, the American Democracy Project (ADP) sponsors a variety of activities that foster civic engagement by students and our communities. Voter registration drives, issue panels, candidate debates and voter guides are some of the activities supported by the ADP.

In addition to the ADP, the College of Liberal Arts and Sciences (CLAS) houses two other centers with outreach missions to the community: The Civil Rights Heritage Center (CRHC) and The Center for a Sustainable Future. As previously detailed CRHC includes a community extension in the form of the Natatorium, a formerly segregated public swimming pool that now offers the community programming, meeting rooms, and exhibit spaces. The Center for a Sustainable Future has as part of its mission “to work with the campus and community to find innovative and engaging ways to meet the needs of the present without compromising the ability of future generations to meet their own needs.” The Center hosts a variety of public events, including an annual Earth Day reception on campus, as well as educational programs for the community.

For many years, IU South Bend has been active in providing healthcare and prevention outreach to the local community. The IU South Bend Dental Education program, housed in the Vera Z. Dwyer College of Health Sciences, offers public preventive dental services through its Dental Clinic. Students provide services such as cleanings under the supervision of qualified dental professionals. Through the collaborative work of the Dental Education with the Office of International Programs, the program also offers a two-week study-abroad opportunity for its students in Costa Rica. As part of the program, students gain experience in offering preventive dental hygiene and healthcare education. The Vera Z. Dwyer College of Health Sciences partnership with HealthLinc will allow IU South Bend Health and Wellness Center to relocate and expand into the renovated Riverside Hall during fall 2017. The partnership will allow IU South Bend to have for the first time public healthcare services for the uninsured and under-insured in the local community.

The Judd Leighton School of Business and Economics includes two centers supporting the business activities of Michiana: The Bureau of Business and Economic Research (BBER) and The Center for Economic Education (CEE). The BBER houses a database of local economic indicators and conducts research on local and regional issues and publishes quarterly reports of the regional economic conditions. The CEE works with K-12 educators to help local schools meet Indiana’s academic
standards for economics. In addition to these Centers, the Judd Leighton School of Business and Economics has a community partnership with the Indiana Small Business Development Center (ISBDC). The ISBDC provides one-on-one consulting, strategic planning, market research, loan assistance and networking to entrepreneurs. IU South Bend has served as host for the North Central ISBDC office since 2015.

To integrate these and other activities that engage our community, IU South Bend has recently resolved to achieve the Carnegie Engaged Campus designation by 2020. Building on the variety of campus engagement activities that have been largely uncoordinated to date, the Director of Community Engagement is working with a campus task force to inventory engagement activities, identify community partners, and build relationships between campus and community. A Carnegie Engaged Campus Initiative blog has been established to begin documentation of community activities.

Indiana University South Bend engages with its identified external constituencies and communities of interest and responds to their needs. An array of advisory boards help the Chancellor, deans and directors to engage external constituencies and communities and keep the campus responsive to their needs. The IU South Bend Advisory Board consists of leaders of government, business and community organizations in Michiana, including our alumni of which approximately 65% reside in this area. Colleges and schools that also have advisory boards with external memberships include The CLAS Advisory Board and the Raclin School of the Arts Foundation Board. In addition to their normal outreach activities, The Civil Rights Heritage Center (CRHC) and The Center for a Sustainable Future (CSF), also engage the community through their boards.

Faculty members also engage with constituencies and communities by sitting on the advisory boards of local organizations. The service in this area is significant as detailed in the Faculty Community Board Service table. This service includes K-12 school boards, community college boards, financial organizations, non-profit organizations, healthcare, and other boards.

1.D.2. Primacy of educational responsibilities

Service to our community is an important component of our responsibility as a regional university, but IU South Bend’s educational responsibilities take precedence over other purposes, with instructional costs accounting for roughly 55% of the campus budget and student services and maintaining campus facilities completing the remainder of the budget. As illustrated in the 2018 Budget Summary Document and detailed in the Criterion 5.A.2 argument, IU South Bend is a public university and its financial transactions are a matter of public record. Additionally, the budget construction process involves active participation of the Academic Senate Budget Committee and is open to the campus community. This helps insure that the campus educational mission remains at the forefront our enterprise.

Sources

- IUSB. Health Sciences.Dental Clinic
- IUSB.Academic Affairs.CarnegieEngagedBlog
- IUSB.Bus&Econ.Business and Economic Research
- IUSB.Bus&Econ.Center for Economic Education
- IUSB.Chancellor.Advisory Board
- IUSB.CLAS.AmericanDemocracyProject
- IUSB.CLAS.Center for a Sustainable Future
- IUSB.CLAS.CRHC.EngmanNatatorium
- IUSB.CLAS.CRHC.Events
1.S - Criterion 1 - Summary

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

Summary

Strengths:

- The IU South Bend mission as a regional public university guides our actions, from the students we recruit to the community engagement of our faculty and students.
- The IU South Bend Strategic Plan, based on wide consultation, has provided goals and metrics that align with the campus mission.

Considerations:

- Seeking the Carnegie Engaged Campus designation will give IU South Bend the opportunity to better engage our alumni.

Sources

There are no sources.
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.

Argument

IU South Bend operates with integrity and has established policies and processes of fair ethical behavior for its governing board, administration, faculty and staff. The university works to uphold laws and regulations at the federal, state, and university levels. As one campus within a multi-campus state university, IU South Bend is subject to governance, rules and regulations at a university-wide and a campus level. Below we briefly describe each of these levels of governance and accountability structure, and provide details regarding faculty, staff and student accountability.

The IU Board of Trustees is the governing board for the entire Indiana University, including Indiana University South Bend. The nine-member board derives its authority and its responsibility from the State Code of Indiana. The Board’s Bylaws specify its composition, including its rules of procedure. As the board of a public institution, it is governed by state law on public meetings, public records, and conflict of interest. In the spirit of transparency, the Board’s meetings are open to the public. The nine annual meetings of the board rotate among different IU campuses.

The President of IU is responsible for the operation of the entire University and is appointed by the Board of Trustees. He is assisted by a set of Vice Presidents whose portfolios include, among others, Diversity, Equity, and Multicultural Affairs; International Affairs; Public Affairs and Government Relations; and Research Administration. The President is also assisted by three Executive Vice Presidents. The Executive Vice President for University Academic Affairs has university-wide responsibility for providing coordination and consultative services to campus chancellors and academic vice chancellors. He also ensures coordination of university academic matters, strategic plans, external academic relations, enterprise systems, and the University’s academic policies. In essence, the Executive Vice President for University Academic Affairs has significant oversight of the regional universities, including IU South Bend.

At the campus level, Chancellor Terry Allison is the chief executive officer, and oversees the academic, budgetary, student service and external communications program of the campus in consultation with each of the chief administrators who has oversight of these areas. Accountable to the Board of Trustees through the President’s Office, the Chancellor is responsible for the conduct of the affairs of the campus in accordance with all policies and procedures of Indiana University, all relevant state statutes and the legislative authority of the faculty. On campus, he consults with the Vice Chancellors, the IU South Bend Board of Advisors, and faculty and staff members who hold expertise in particular areas of concern to the campus. Regular consultation occurs through the Chancellor’s Cabinet meetings, monthly reports to the Academic Senate, open office hours and other
regularly scheduled and ad hoc meetings.

By necessity, from 2014-2016 the budget hearing process focused on aligning revenue, budget, and expenditure patterns. Under Chancellor Allison efforts are underway to make the campus budgeting process more public and transparent by publishing the budget process and the criteria to be used (which respond to the campus’ strategic plan) in January of each year. Once criteria are published, major campus units present budget requests in a public forum. These presentations are evaluated against the criteria by the Academic Senate Budget Committee that forwards its own recommendations to the Chancellor’s Cabinet, which establishes the final budget. As this is a relatively new budgetary process for the campus, some difficulties have been experienced. As such, the Academic Senate Budget Committee is working with Chancellor Allison to initiate the procedure earlier and to disseminate increased information on the timing and location of the budget hearings.

As chief executive officer, the Chancellor provides updates to the campus from the Board of Trustees meetings. Periodically, the Board of Trustees may also make special requests for data from the campus or initiate new projects. Such requests are channeled through the Chancellor’s Office; from there they are routed to the appropriate unit(s) for a campus response. The campus routinely reports to the Board of Trustees on the following items:

- Tuition and Fee Rates
- Salary increases by employee group
- Diversity and Affirmative Action
- Operating Budgets
- Parking Fees
- Major capital and renovation projects
- Student bad debt write-off information
- Student housing rates
- Internal Audits

While all legal authority over the IU South Bend campus rests with the Board of Trustees, the IU South Bend Advisory Board (comprised of twenty-four community leaders, outstanding alumni and a member of the IU Board of Trustees) meets with the Chancellor and is briefed on campus developments. Board members play an important role in the life of IU South Bend, are often involved in major fund-raising efforts and administrative searches, and serve as a bridge between the university and the local community it serves.

On campus, IU South Bend also has a strong tradition of faculty governance that is exercised through the IU South Bend Academic Senate as well as its standing and elected committees. All tenure-track faculty, full-time lecturers and instructors, and up to fifteen representatives of the associate faculty are members of the Academic Senate that meets monthly. Thus, all faculty have a voice in the governance of the campus.

The Constitution of the Academic Senate grants legislative authority to establish campus policies and procedures regarding standards of admission and retention of students; determination of curriculum; class scheduling and the academic calendar; standards and procedures for faculty appointments and reappointments, promotion and tenure and conduct and discipline; standards and procedures for the appointment of academic administrative officials; standards and procedures concerning athletics; standards and procedures concerning student conduct and discipline; and conferring of degrees. The Senate exercises these powers through its Standing Committees.

The Executive Committee of the Academic Senate, which is elected, makes appointments to its
Standing and Ad Hoc Committees, facilitates and monitors implementation of legislation passed by the Senate, and consults with campus administrators as the faculty’s representative, among other responsibilities. This committee meets at least once per month, and the Chancellor usually attends for a portion of each meeting. The Senate’s President also meets monthly with the Chancellor and sits on the Academic Cabinet of the Executive Vice Chancellor of Academic Affairs. An example of broad consultation between administration and key constituent groups were the campus-wide brainstorming sessions that contributed to the IU South Bend 2014 Academic Master Plan. In addition to open forums and discussions, the final draft of this Academic Master Plan was a product of internal surveys and discussions with each campus unit; surveys of regional businesses, non-profits, health care and educational institutions; and questionnaires sent to students and their advisors.

The University is also committed to the highest level of financial transparency. The Indiana State Board of Accountants conducts an annual financial audit of the University that also includes an OMB Circular A-133 federal compliance audit. Auditors visit each campus to conduct the necessary audit work and to determine whether all federally sponsored programs are administered in accordance with the applicable laws and regulations. The auditor presents the results of the audit in person to the Board of Trustees. Annual audit reports from 2005-2015 are publicly available on the University’s website. (http://researchadmin.iu.edu/GrantContract/ge-gfo/gfo_audits.html).

Internal audits are conducted by the IU Internal Audit department that reports to the Indiana University President and to the Finance and Audit Committee, a standing committee of the Board of Trustees. The department establishes an audit schedule based on areas of fiscal risk, areas requested by the campuses and perceived problem areas. The department also works to determine campus compliance with university policies, such as purchasing. Following the conclusion of each internal audit, the Internal Audit department prepares and distributes a final report to the operating management and reporting supervisor of the unit being audited, the university’s Chief Financial Officer, Chief Accountant and President, and the Board of Trustees. The Director of the Internal Audit department also submits an annual written report to the Finance and Audit Committee on the preceding fiscal year’s internal audit activity. The Internal Audit department has adopted the Codes of Ethics issued by the Institute of Internal Auditors and the Information Systems Audit and Control Association.

Campus diversity, equal opportunity, and affirmative action are of utmost importance to IU South Bend. The Office of Affirmative Action and Campus Diversity works as a resource to educate the community about equal opportunity, affirmative action and inclusive excellence and to prevent all forms of harassment and discrimination. An Affirmative Action/Equal Employment Opportunity Institution, IU South Bend strives for fairness and transparency in its employee practices. To that end, its Office of Affirmative Action reviews IU policies and enforces them, along with federal, state, and local laws. The Office also investigates complaints of discrimination and harassment brought by students, faculty, staff, or visitors to the university through its complaint procedure, which place a strong emphasis on resolving complaints informally in a fair, prompt, and confidential manner. If a complaint is not resolved in this manner, formal procedures are available. Because the University believes that education is the best tool for preventing discrimination and harassment, the Office of Affirmative Action also conducts customized workshops for departments interested in providing education to their staff, faculty, or students on affirmative action, equity, and diversity-related issues. The Office of Human Resources also provides comprehensive personnel services to staff and employee benefits administration to faculty. The office administers the following policies relating to employment:

- Policy on Appointed Staff Starting Salaries
- Policy on Changes in FTE Percentages
Many of the policies and processes of fair **ethical behavior** for administration, faculty and staff are articulated in a series of handbooks which provide clear rules and regulations that guide university operations. In addition to being bound by IU-wide policies and regulations, a series of IU and IU South Bend handbooks also provide clear rules and regulations guiding much of faculty, staff and student life, and define policies and procedures regarding grievance processes. These include the **IU South Bend Academic Handbook** and the **IU Code of Student Rights, Responsibilities and Conduct**.

The Office of Student Conduct, which reports to the Vice Chancellor for Student Engagement and Success, Dean of Students, adjudicates violations of the student code of conduct. This Vice Chancellor handles formal student complaints. Faculty grievances and conduct are governed by two committees of the IU South Bend Academic Senate, the Faculty Misconduct Committee and the Faculty Board of Review. Additional policies governing campus conduct and procedures include:

- **IU South Bend Personnel Policies**
- **IU South Bend Affirmative Action Policies and Procedures**
- **IU South Bend FERPA Policy**
- **IU South Bend Academic Progress Policy**
- **Indiana University Libraries Privacy Policy**
- **IU South Bend Community User Policy**
- **IU Sexual Misconduct Policy**
- **IU South Bend Procedures for Academic Misconduct**
- **IU South Bend Procedures for Personal Misconduct**

Finally, the Franklin D. Schurz **Library** and Wiekamp Educational Resource Commons support and advance excellence in teaching, learning, research and outreach on the IU South Bend campus. The faculty and staff of the Library are committed to the core values of equity of access, fair use of copyrighted materials, intellectual freedom, privacy for users and of user records, professional neutrality, and respect for the individuality and diversity of all people. In August 2013, the library initiated the Scholarly Communication Program to raise awareness of scholarly communication issues, including copyright and intellectual property, open access and alternative publishing models, scholarly publishing economics and alternative metrics, among other things. Among the foci of the Scholarly Communications Program are education and copyright consultation. Presentations on open access, copyright, and altmetrics can be scheduled for any department or organization through the Library. Currently, the library is positioning itself as a copyright resource to answer any questions faculty or students might have about copyright issues. Detailed information on the copyright policy can be found on the Library’s Copyright at IUSB page.

Integrity and transparency at IU South Bend are exemplified through a system of strong faculty governance, transparency in practice, and an accessible executive. These traits manifest themselves in everyday ways, too, through updates in the form of a biannual newsletter and regular Facebook updates from the Chancellor. In addition, informal teas, breakfasts and other campus gatherings as well as a general spirit of collegiality reinforce a culture of community involvement and a transparency in process—one that empowers all of IU South Bend’s constituencies.

Sources
• IU.Board of Trustees.Authority of President.1987
• IU.Board of Trustees.Authority of Trustees(2)
• IU.Board of Trustees.Bylaws of Board of Trustees.2010
• IU.Board of Trustees.Internal Audit.2016
• IU.Board of Trustees.Nature of Trusteeship
• IU.Board of Trustees.Organizational Chart.2016
• IU.Office of Research Administration.Internal Audit Reports(1)
• IUSB. Student Engagement and Success. Office of Student Conduct.Procedures for Personal Misconduct
• IUSB. Student Engagement and Success.satisfactory academic progress
• IUSB.Academic Affairs.Academic Handbook.2014
• IUSB.Academic Senate.Academic Master Plan.2014
• IUSB.Academic Senate.Academic Senate Committee
• IUSB.Academic Senate.Academic Senate Executive Committee
• IUSB.Academic Senate.Constitution of Academic Senate.2010
• IUSB.Academic Senate.StandingCommittees
• IUSB.Affirmative Action & Campus Diversity.Affirmative Action office.2015
• IUSB.Affirmative Action & Campus Diversity.Complaints Procedure.2015
• IUSB.Affirmative action.ua-03-sexual-misconduct
• IUSB.AffirmativeAction.Office of Affirmative Action and Diversity
• IUSB.Chancellor.Advisory Board
• IUSB.Chancellor.Board of Trustees.Parking Fees
• IUSB.Chancellor.Campus Housing Costs
• IUSB.LibraryCommunity User Policy
• IUSB.Student Engagement and Success. Office of Student Conduct.Student Complaint Procedures.2014
• IUSB.Student Engagement and Success.FERPA
• IUSB.Student Engagement and Success.Office of Student Conduct.Proceedures for Academic Misconduct
• IUSB.Student Engagement and Success.Office of Student Conduct.Proceedures for Academic Misconduct
• IUSB.Student Engagement and Success.Office of Student Conduct.Proceedures for Personal Misconduct
• IUSB.VCAFA. Write Off (002)
• IUSB.VCAFA.10 Year Salary Increase History
• IUSB.VCAFA.Budget Book Combined 2007-2018 Updated
• IUSB.VCAFA.Human Resources. Appointed Staff Starting Salaries
• IUSB.VCAFA.Human Resources.Changes in FTE Percentages
• IUSB.VCAFA.Human Resources.Policy on Counter Offers
• IUSB.VCAFA.Human Resources.Policy on Temporary Pay Adjustments
• IUSB.VCAFA.Human Resources.Posting of Promotional Opportunities
• IUSB.Vice Chancellor Admin & Finance. Bursar.Tuition and Fees.2014
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.

Argument

IU South Bend maintains clear and accurate communication with its students and outside audiences regarding its programs, requirements, its faculty and staff, its costs and accreditation relationships. It does so through a series of documents, including the IU South Bend Bulletin, its website and social media, as well as several alumni publications. These documents undergo continual review and editing to ensure that they reflect accurate, up-to-date information as outlined below.

Means of Communication

IU South Bend communicates its programs, requirements, faculty and staff many ways. The IU South Bend Bulletin is the main document describing academic regulations, policies and procedures; program and degree requirements; and course descriptions to current and prospective students. Published biannually, each new version of the Bulletin is carefully reviewed and revised by every program and department to ensure currency and accuracy. The Office of Academic Affairs, through the University's Bulletin Coordinator, oversees this process, which begins in June of each year when links of current sections of the Bulletin are sent to department chairs and directors of programs for editing. This allows programs to revise their current course offerings and curricula as well as to include any new courses, majors, minors, certificates and degree programs that have been added in the interim. Faculty and staff listings are also updated, as are course descriptions. The Bulletin is available online and in pdf format.

The IU Code of Student Rights, Responsibilities, and Conduct, which is provided to students upon initial registration at IU South Bend and available on the Office of the Registrar and the Office of Student conduct websites, contains the rules and regulations by which students must abide. This extensive document includes information on student rights and responsibilities, complaint procedures, misconduct, disciplinary procedures, and due process. While clearly articulating the university's expectations for students, the Code also ensures that the rights of our students are protected and respected.

The procedures for academic misconduct as well as for personal misconduct are campus-specific and adjudicated by the IU South Bend Office of Student Conduct, which reports to the Vice Chancellor of Student Engagement and Success, Dean of Students. While the Office of Student Conduct adjudicates violations of the student code, all formal student complaints are handled by the Vice Chancellor for Student Engagement and Success, as outlined in the Student Complaint Procedures. In compliance with federal regulations, the University completes publicly available record keeping, including Clery Act reporting, without including personally identifying information.

Recognizing that today’s students are increasingly technologically sophisticated, the University continues to expand its communication with prospective audiences using the IU South Bend website, Facebook, Twitter, LinkedIn, Instagram and other forms of social media. The IU South Bend website continues to be the primary public medium for external audiences to learn about IU South Bend, and continues to replace hardcopy informational materials for internal audiences as well. IU South Bend
uses a system-wide web content management system (WCMS) to create and update its webpages. While each department has primary responsibility for creating, revising and updating its departmental website using the WCMS system to ensure currency and accuracy of policies and facts, IU South Bend webpages are managed by the Office of Communications and Marketing which also oversees the University’s Facebook page, LinkedIn, Twitter and Instagram accounts that are used to communicate with both internal and external audiences. Office staff post informational materials, campus accomplishments, and important reminders and monitor these sites to ensure their accuracy.

In addition to overseeing IU South Bend's social media presence, The Office of Communications and Marketing also works with schools, colleges, departments and programs to assist in the development of marketing and other materials, including ads, magazines, brochures, posters, postcards and programs for campus and off-campus events. Working with directors, chairs, and deans, the Office of Communications and Marketing assists in the development of these materials in either print or electronic format. Acting as IU South Bend’s in-house advertising agency, the Office develops materials that reinforce the goals and brand of IU South Bend.

To this end, the Office has assisted in the production of a number of campus publications. A few examples are illustrative. Annually, the Office also publishes Foundations, an alumni magazine produced by the Office of Development in conjunction with the office of Alumni Affairs and the IU South Bend Alumni Association. Each issue features stories that highlight alumni, current students, and special events or projects on campus. Additionally, a number of other annual magazines published by various colleges and schools inform internal and external audiences of campus developments, including faculty and student research, artistic performances, and alumni highlights. Each of these publications aims to reinforce the fundamental values and mission of each college or school at IU South Bend. These include Aspire (the annual publication of the Ernestine M. Raclin School of the Arts), Currents (the College of Arts and Sciences magazine), and the Judd Leighton School of Business and Economics Annual Review. Mailed to alumni and other community members, these magazines are also shared with current and prospective students and their parents as opportunities arise.

Institutional research

Much of the data and facts needed for such publications are generated by the Office of Institutional Research, which acts as a resource for data, research, and the assessment process. The Office provides raw data, summaries, and reports about the institution to members of the campus community. This data, much of which can be accessed through the Office’s website, provide the basis for planning and decision-making by the administration, faculty, and staff and are updated annually. Student and enrollment data, student aid, information on faculty and staff, finances and other information can be easily accessed at the above website.

Institutional characteristics

Accreditation status is also listed on the University’s website and in the Campus Bulletin. Individualized accreditation for the Judd Leighton School of Business and Economics, the School of Education, the Vera Z. Dwyer College of Health Sciences, as well as the Master of Public Affairs Program and the Bachelor of Science in Chemistry are also posted, both on the website and on the accreditation page of the Campus Bulletin.

Tuition and Fees are reported on the Office of the Bursar as well as the Office of Financial Aid and Scholarships webpages. Tuition and fees for international students are also posted on the Office of International Student Services webpage. Students are provided access to the Indiana Net Price
Calculator through links on the Office of Financial Aid as well as the Office of the Registrar’s webpages. The Calculator helps students estimate the net cost of attending IU South Bend after grants and scholarships.

In short, through a variety of mechanisms, some of which have been highlighted above, IU South Bend attempts to maintain clear and accurate communication with its students and outside audiences regarding its programs, requirements, its faculty and staff, as well as its costs and accreditation relationships. Through continual review and editing of these mechanisms, the university strives to communicate accurate, up-to-date information about itself and its programs to its various and diverse constituencies in Michiana and beyond.

Sources

- IUSB.Academic Affairs.IU South Bend Campus Bulletin
- IUSB.Student Engagement and Success. Office of Student Conduct.Student Complaint Procedures.2014
- IUSB.Student Engagement and Success.Office of Student Conduct.Procedures for Academic Misconduct
- IUSB.Student Engagement and Success.Office of Student Conduct.Procedures for Personal Misconduct
- IUSB.VCAFA.Campus Police.Clery Crime Log. 2017
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.

Argument

The Board of Trustees of Indiana University has been guiding the development of the university for nearly two hundred years. The Board is the University’s governing board as well as its legal owner and final authority. There are nine members of the Board; they hold the University’s financial, physical, and human assets and operations in trust for future generations.

2.C.1. Board deliberations reflect priorities

Members of the Board hold the University’s resources in trust for future generations. By state law, the Board's responsibilities encompass all aspects of Indiana University and its campuses:

- The power to set tuition and fees and requirements to hold public hearings on same
- The power to prescribe curricula
- The power to enter into agreements with governmental units and other educational units
- The power to determine admission standards for all students
- The power to buy, sell, lease and determine the use of property
- The power to invest funds
- The power to award financial aid
- The power to appoint a president and other executives
- The power to hire faculty and to approve its promotion and tenure
- The power to determine codes of conduct for students, faculty and staff, and to prescribe disciplinary measures when codes of conduct are violated.

2.C.2. Board decision making

Members bring the perspectives and interests of a range of constituencies to the Board deliberations. Three members are elected by IU alumni (one per year), while the other six (including one student member) are appointed by the state governor. Each year the Board of Trustees meets on several campuses of Indiana University, which promotes interaction with a variety of internal and external stakeholders. Relevant interests are also reflected in the Board's set of standing committees, each of which is focused on defined goals and duties. The committees of the Board include:

- Academic Affairs Committee
2.C.3. Board independence

Members of the Board of Trustee members are expected to maintain independence and they are expected to make all decisions that promote the best interests of the institution and the public good. All Trustees are required to sign a conflict of interest disclosure statement disclosing any relationships and business affiliations that could reasonably give rise to a conflict of interest.

2.C.4. Board delegation of management

The Delegation of Authority resolution approved on September 11, 1987, states that the President of the University has the duty, responsibility and authority to manage and administer the University in accordance with Board policies. It further states that the President should present recommended policies of the University for consideration and action by the Board. Finally, the Delegation of Authority also affirms that the President should be delegated authority by the Board to manage and administer the University in accordance with Board policies and to establish the University’s routine administrative procedures.

Sources

- IU.Board of Trustees.about
- IU.Board of Trustees.Committees.pdf
- IU.Board of Trustees.Nature of Trusteeship
- IUSB.Office of Trustees.Delegation of Authority
2.D - Core Component 2.D

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

Argument

IU South Bend protects freedom of expression and the pursuit of truth in teaching and learning. Student’s freedom of expression is provided for in the Code of Student Rights, Responsibilities, and Conduct. Part 1. Student Rights, Section A Rights in the Pursuit of Education states students have the right to “learn in an environment that supports the freedom of self-expression and association” and to “participate in an exchange of ideas, pursuant with his or her constitutional rights” and in the Preamble of this Code, “free of conduct that impedes either an instructor’s ability to teach or the student’s ability to learn.” In this section the Code further defines the right of freedom of expression and the right to pursue truth in learning by stating that students “have the freedom to raise relevant issues pertaining to classroom discussion (including personal and political beliefs), offer reasonable doubts about data presented, and express alternative opinions without concern for any academic penalty. Students have the right to expect that their work will be evaluated by academic standards alone.” Part 1. Section E of the code protects student’s rights of association, expression, advocacy and publication. Student’s right of expression is further protected in the university’s new sexual misconduct policy. The section entitled Intellectual Inquiry and Debate, the mere expression of unpopular, controversial or offensive views during debate or dialogue are not prohibited or considered hostile.

Students may further express themselves through a variety of avenues, such as the Student Government Association, nearly one hundred student clubs, and a number of publications. Publications include The Preface, the student newspaper, Analecta, a literature and arts journal, New Views on Gender, a women and gender studies journal, the Undergraduate Research Journal, the Undergraduate Research Journal of History, and the Graduate Research Journal. All of these publications are edited by students. Although all of these publications have faculty advisors and are overseen by the Student Publications Committee, the "committee has no right of pre-publication censorship."

The campus also protects the pursuit of truth in teaching and learning. The university’s Academic Freedom policy states that “[n]o limitation shall be placed upon the teacher’s and librarian’s freedom of exposition of the subject in the classroom, or library, or on the expression of it outside.” The policy further states that “[n]o censorship shall be imposed on the librarian’s freedom to select and make available any materials supporting the teaching, research, and general learning functions of the academic community.” The Code of Academic Ethics further outlines faculty members’ rights and responsibilities in the pursuit of teaching and scholarship. Academic freedom of the faculty is protected by tenure, which requires the reciprocal responsibility of maintaining "high standards of teaching, research, service, and professional conduct."

Procedures have been developed to enforce these policies and to provide for redress. For example, the student code contains procedures for complaints against faculty and other university personnel. The Code of Academic Ethics contains procedures for initiating complaints of ethics violations and for administrative action to address violations. The Academic Freedom policy provides redress of
violations of academic freedom.

Sources

- IU.Academic Freedom Policy
- IU.Board of Trustees.Code of Student Rights, Responsibilities and Conduct.Freedom of Association
- IU.Board of Trustees.Code of Students Rights, Responsibilities and Conduct. Rights in Pursuit of Education
- IU.Code of Academic Ethics.Enforcement Policy
- IU.Code of Ethics.Faculty and Librarian Tenure.Principle of Tenure
- IU.Sexual Misconduct Policies
- IUSB.Academic Senate.Student Publication Committee
- IUSB.Student Engagement and Success.Office of Student Conduct.Student Complaint Procedures.2014
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.

**Argument**

**2.E.1. Research and scholarly practice**

Each fall all faculty and other campus personnel involved in research must complete a Research-Related Conflict of Interest Disclosure Form. This form must be resubmitted anytime during the year when one’s status changes. If an outside financial interest is disclosed, a review is conducted by the Conflict of Interest Committee. The committee may determine that (a) no action is needed, (b) the interest be managed, reduced, or eliminated or (c) that a best practices memorandum be put into place. If a disclosure form is not completed, study approval and/or release of research funds may be delayed.

The IU Research Integrity Office was created in 2014 to provide the university with robust resources devoted to not only research misconduct case adjudication but also the proactive education and prevention of research misconduct. By housing the educational resources, coordinating the responsible conduct of research and case management under one office within the Office of Research Compliance, Indiana University leverages its existing resources and relationships to best serve the mission of compliance and research integrity across its campuses.

Since July 2015 the review of human subject research has been conducted centrally by the IU Human Subjects Office (HSO). The Office’s Human Research Protection Program (HRPP) is accredited by the Association for the Accreditation of Human Research Protection Programs (AAHRPP). All human subject research is submitted for review via a web-based system. All submissions are reviewed by either trained HSO staff or by the full IRB Board.

The Institutional Animal Care and Use Committees (IACUC) at Indiana University advise the University President and the Institutional Officials regarding all aspects of the responsible use of animals in university research and instructional activities. Dr. Peter Bushnell, Professor of Biological Sciences, heads the IACUC on the South Bend campus.

Prior to submitting external grants, all proposals for external funding are reviewed by the Contracts and Grant Coordinator at IU South Bend and the IU Office of Research Administration. Each proposal is checked to ensure that federal and state guidelines are met and university policies are followed. After an award is made, the IU South Bend Contracts and Grants Coordinator acts as Fiscal Officer on all grant accounts to ensure financial compliance.

**2.E.2. Student guidance**

The campus considers competence in modern information gathering and evaluation to be a
fundamental literacy. Thus, the campus wide general-education curriculum requires students to complete COAS-Q 110, Introduction to Information Literacy. This one credit hour class is taught by Schurz Library faculty as well as adjunct faculty, most of whom are practicing librarians. Upper level classes within each discipline teach proper and ethical research methodology. Additionally, the campus offers COAS-Q 510, Topics in Information Literacy, a graduate course.

The Office of Student Conduct provides students with a web page on plagiarism and ethics and an online tutorial on avoiding plagiarism. In addition, ACE, the Academic Centers for Excellence, offers students one-on-one assistance in proper citation. The library also maintains a webpage on citing and style guides. This link is prominently displayed on the library's homepage. Moreover, the library maintains a webpage on copyright and fair use.

2.E.3. Policies

IU South Bend students have the responsibility to uphold and maintain academic and professional honesty and integrity. Article II, Section G, of The Code of Student Rights, Responsibilities, and Conduct prohibits academic misconduct, including all forms of cheating, fabrication of information or data, plagiarism, and interference and violation of course rules. To prohibit plagiarism and promote original writing, the campus has access to the services of Turnitin. The university supports faculty use of Turnitin through the University Center for Excellence in Teaching, which maintains a web site that provides a tutorial, brochures, and other documentation on the use of Turnitin. UCET has developed a template on the use of Turnitin that faculty can include in course syllabi.

Acts of academic misconduct are dealt with through the Procedures for Academic Misconduct. These procedures were updated and streamlined during the 2014-2015 academic year.

Sources

- IU.Office of Research.COI.disclosure
- IU.School of Education.How To Recognize Plagiarism.2016
- IUSB.Grants.Proposal Routing
- IUSB.Library.Q110
- IUSB.Office of Student Conduct.Plagiarism and Ethics.2011
- IUSB.Office of Student Conduct.Procedures for Academic Misconduct
- IUSB.Schurz Library.Copyright and Fair Use
- IUSB.Schurz Library.Style Guides
- IUSB.Student Engagement and Success.Code of Student Rights.Academic Integrity
- Turnitin.Syllabus Template
2.S - Criterion 2 - Summary

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

Summary

Strengths:

- IU South Bend operates with integrity and transparency in its policies and processes.
- IU South Bend benefits from its relationship with the IU system such as utilizing its governing board, human resources and legal department.

Considerations:

- Campus website improvements should provide easier access to university policies and information for students, faculty, and staff.

Sources

There are no sources.
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).

Argument

3.A.1. Courses and programs are current and appropriate

Since 2010, IU South Bend, like all IU campuses, had adhered to the Essential Learning Outcomes from the AAC&U LEAP (Liberal Education, America’s Promise) initiative for its General Education curriculum. All proposals for new courses in this curriculum must address how they will meet these outcomes. Individual college requirements re-emphasize these outcomes at a more advanced level; for example, while all students must take a first-year writing course, the College of Liberal Arts and Sciences also requires that students take a second writing-intensive course after they have completed 56 hours. The LEAP outcomes also inform the philosophy of individual programs, many of which have incorporated the high impact practices upon which LEAP is founded into their curricula. For example, 24 majors include a capstone course.

IU South Bend has instituted a number of measures to ensure the quality, relevance and currency of its degree programs. All new courses and programs must go through the remonstrance process before they can be added to or removed from the curriculum. This process includes approval by curriculum committees at the college/school, campus and university levels; the course/program is then posted in the IU-wide remonstrance list so that campuses can respond if they have questions or issues with it. The same process applies to an existing course when changes are proposed to its catalogue description, instructional method or credit hours. Proposed additions to the General Education curriculum must first be reviewed by the General Education Committee, which then forwards approved proposals to the Curriculum Committee. Through the Core Transfer Library, Single Articulation Pathways established with Ivy Tech and other articulation agreements, IU South Bend has ensured that the courses it accepts from other universities meet the standards for its General Education and degree programs. As covered in Criteria 4, all programs are required to submit an assessment report each year and receive feedback from the Assessment Committee, and some programs also undergo accreditation by national accrediting bodies.

IU South Bend has made substantial revisions to its offerings since its last accreditation visit. Between
2013-2017, the Curriculum Committee approved 16 new majors, 14 new minors, 7 new concentrations, 3 new Master’s degrees, and 105 new courses. Recently, the campus has recognized that courses that it no longer teaches have remained in the Course Master List; consequently, all units are diligently reviewing their sections of the list and requesting courses to be removed that they have not offered in ten years. In 2016-17 the Curriculum Committee approved 178 such requests. All of the committee’s decisions on curriculum revisions are included in its annual reports, which are posted on the Academic Senate website.

3.A.2. Learning goals

IU South Bend has over a hundred undergraduate degree programs, seventeen graduate programs, and seventeen certificate programs. Every program must be approved through the remonstrance process described in 3.A.1 to ensure that its learning goals and requirements are appropriate to the degree level. Program requirements are outlined in the IU South Bend Bulletin, which is updated annually, and a link to the sections for a department’s programs is posted on its website. Learning goals must be articulated and reviewed in the annual assessment protocol (see Core Component 4) and are expected to be included on course syllabi. Graduate programs are governed by the Graduate Programs Policy approved by the Academic Senate (2007), which specifies eight learning goals specific to graduate instruction. The Graduate Council, which includes the Directors of all programs, is responsible for reviewing these goals and ensuring that programs adhere to them.

3.A.3. Modes of delivery and locations

IU South Bend delivers courses on both the South Bend and Elkhart campuses, as well as an increasing number of online courses. Regardless of the place or mode of instruction, courses have to undergo the remonstrance process described in Core component 3.A.1. They must likewise adhere to the same program goals and use the same learning management system. The student evaluations are the same for all courses, and all instructors must include the results in their annual reports, which serve as the basis for evaluation by their chair/director and dean.

The South Bend and Elkhart campuses have a highly collaborative relationship: the vast majority of faculty who teach in Elkhart likewise teach on the South Bend campus, and faculty are increasingly taking advantage of Eagle Eye technology to enable students to take the same class from either location. Since there are no full degree programs in Elkhart yet, students who take classes there will also have to fulfill degree requirements on the home campus. Consequently, it is vital that programs maintain consistency between the courses they offer on the two campuses, since most students will move back and forth between them. Elkhart courses are therefore subject to the same approval, evaluation and assessment protocols as South Bend courses. To give one example, all first-year writing instructors, whether they teach in South Bend or Elkhart, are expected to attend three program teaching workshops per semester and to undergo a portfolio review with the program director. Such measures ensure that even those few instructors who teach only in Elkhart maintain a close relationship with the parent program.

IU South Bend also offers an increasing number of online courses, and in 2016, it received HLC approval to offer online degree programs. Most online courses are taught by the same full-time and part-time faculty who teach face-to-face courses. To ensure that online courses have the same instructional quality as their face-to-face counterparts, faculty new to online teaching complete a semester long UCET Course Design Institute along with those designing face-to-face and hybrid courses. Recipients of the course development grant share how they applied what they learned and many of them serve as peer mentors for instructors who are new to online teaching. UCET also offers a Quality Matters Certification program and provides additional training through regular workshops.
and webinars provided by the Online Learning Consortium.

Whether they teach full or part-time, in Elkhart or South Bend, face-to-face or online, all new faculty attend orientation sessions that include an introduction to best practices in course design and teaching strategies. More extensive instruction is available to these faculty through institutes, workshops, and consultations provided throughout the year by the University Center for Excellence in Teaching, as described in Core Component 3.C.4. UCET provides programs to promote excellent teaching for all modes of instruction and for all faculty ranks.

Sources

- IUSB.Academic Affairs.Remonstrance
- IUSB.Academic Senate. Finalgradpolicies
- IUSB.Academic Senate.Campus Bulletin.Degree Requirements
- IUSB.Academic Senate.CDC.pdf
- IUSB.Academic Senate.Curriculum Committee.pdf
- IUSB.Academic Senate.Gen Ed Committee.pdf
- IUSB.Academic Senate.Graduate Council
- IUSB.Academic Senate.Senate Committee on Assessment
- IUSB.Assoc VCAA.Essential Learning Outcomes Association of American Colleges Universities
- IUSB.Assoc VCAA.TransferIN.net - Core Transfer Library
- IUSB.Grants.Course Development Grant Awardees
- IUSB.Grants.Online Education Grants
- IUSB.Online Education.Faculty Peer Mentors
- IUSB.Online Education.Faculty Videos
- IUSB.Online Education.Online Certifications and Training
- IUSB.UCET.New Faculty

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.

Argument

3.B.1. General education program is appropriate

Instituted in 2005, the IU South Bend General Education program closely adheres to the LEAP Essential Learning Outcomes, even though the IUSB program was created prior to the publication of those outcomes. All new undergraduate students are required to complete the 39-credit General Education curriculum, while transfer students with 56 or more credit hours are required to complete an abbreviated version of it. In addition, as required by ICHE, every Indiana public university has a state transfer General Education core (STGEC) that allows for seamless transfer among Indiana campuses. The STGEC curriculum closely follows the campus-wide curriculum.

3.B.2. General education is grounded

The General Education curriculum is structured to adhere closely to the values that IU South Bend articulates in its mission statement. “Fundamental Literacies” consists of 19 credits that provide students with the foundational skills—critical thinking, quantitative reasoning, written and oral communication—that they will need to “create” and “apply knowledge” in their future courses, and the other sections of the curriculum are designed to reemphasize these skills so that students can continue to hone them. For example, the topics-based courses in the “Common Core” are required to stress one of those fundamental literacies while providing a “strong liberal arts and sciences” education in the following knowledge areas: the natural world; literary and intellectual traditions; arts, aesthetics and creativity; and human behavior and social institutions. While each of these requirements focuses on a specific branch of the liberal arts and sciences, all courses are required to be interdisciplinary so that students learn how these different approaches to knowledge speak to one another. Moreover, all students must take one of these courses at the 300-level, which is distinguished from 100-level core courses by a required research component, in line with the campus mission’s emphasis on student research. The third section of the General Education program, “Social and
Contemporary Values,” focuses on IU South Bend’s commitment to fostering “diversity, civic engagement and a global perspective.” In these courses, students grapple with critical social issues of the day, such as globalization, and learn about the importance of health and wellness. Taken together, then, the General Education curriculum provides students with the skills, broad knowledge, and social awareness critical for life in the 21st century, as IU South Bend stresses in its mission statement.

IU South Bend is always working to improve its General Education program in line with its goal to “support student learning, access and success.” Based on recent national research on student success, the university instituted a “first-year seminar” (FYS) as part of its General Education program to help better prepare incoming students for the challenges they would encounter in college. For more information on FYS, see Core Component 3.D.2.

The fundamental literacy courses described in Core Component 3.B.1-2 are devoted to teaching students the skills that are fundamental to “collecting, analyzing, and communicating information,” while the core courses focus on introducing students to “modes of inquiry or creative work.” These skills are further developed in students’ majors and minors through curricula that move students from introductory to advanced levels of knowledge and skill. Majors at IU South Bend include courses devoted to teaching students the modes of inquiry current in their disciplines, such as “Critical Practices” in English, “Qualitative Research Methods” and “Quantitative Research Methods” in Sociology, “Fundamentals of Computing Theory” in Computer Science and “Microeconomic Theory” and “Macroeconomic Theory” in General Business.

In many cases, students are required to publicly communicate their findings in at least one major course: for example, the fine arts require students to participate in art shows, concerts, and theater performances; communication courses require public speech nights; and business students engage in group projects that they present at various professional business conferences. Each year, several courses require students to present their work at the annual Undergraduate Research Conference while others strongly encourage it. Many majors at IU South Bend culminate in a senior experience where students must demonstrate the research and creative skills they have learned in their majors: 24 majors require a capstone seminar while 26 majors offer a practicum or internship course (for more information on practicums/internships, see Core Component 3.E.1-2).

3.B.3. Information, inquiry or creative work, and skills

IU South Bend recognizes that most college graduates today are likely to change careers three or more times during their lifetimes. Consequently, it strives to give them the fundamental skills that they will need to adapt to a changing world. It is for this reason that all students are required to take a 300-level core course, which gives them advanced skills in one of the fundamental literacies, which are the most important to adapting to changing environments. IU South Bend also encourages students to acquire a diverse skill set through its 71 minors and 17 certificate programs. Minors are required for students in both the College of Liberal Arts and Sciences (CLAS) and the School of the Arts. Units also have individual requirements that broaden the skills that students will need to adapt to a globalized world and a changing marketplace. Both CLAS and the Arts have a foreign language requirement, and courses in foreign languages are also “highly encouraged” by the School of Business. Both CLAS and Business require second-level writing courses to ensure that students have the communication skills that are so valued by employers today. Because IU South Bend recognizes that the skills sought by employers are always evolving, it conducted an extensive “Survey of Community Businesses and Organizations on Academic Program Needs” as part of its 2014 Academic Master Plan Report, which has informed its subsequent decisions about program development. IU South Bend therefore works to ensure that its graduating students enter the world with the skills that they will need to pursue a wide range of career opportunities.
3.B.4. Human and cultural diversity

IU South Bend’s General Education program requires that students complete six credit hours related to Contemporary Social Values, including a three-credit Non-Western Cultures course and a three-credit Diversity in U.S. Society course. Many different courses are offered for students to meet these requirements. In addition, several majors and minors are offered to allow students to focus on areas of diversity. IU South Bend offers a major in Women’s and Gender Studies, as well as minors in International Studies, East Asian Studies, African American Studies, Latin American Studies, and International Business. Certificates are offered in International Studies and Social & Cultural Diversity.

Moreover, IU South Bend places a high premium on learning experiences that foster student engagement with peoples and cultures other than their own. For example, IU South Bend’s Office of International Programs offers a rich array of Study Abroad and student exchange programs that usually fulfill General Education or unit requirements (for more information about study abroad, see Core Component 3.E). Another example is the Freedom Summer course, which gives students the opportunity to explore the American South of the Civil Rights era and to engage with current and past civil rights leaders. Service learning is becoming an increasingly important component of degrees at IU South Bend, and many students actively volunteer in South Bend and in surrounding communities through efforts like Titans Feeding Titans, co-organized by the Department of Social Work and Student Services. The upsurge in such efforts has led IU South Bend to organize a Task Force, led by Professor Gail McGuire, to apply for Carnegie Engaged Campus designation in 2020. This initiative will promote more civic learning and service learning and document existing campus involvement in these areas.

IU South Bend supports this academic focus with an array of extracurricular learning activities. The Civil Rights Heritage Center (CRHC) offers a series of events each year that focus on issues of diversity and inclusion, which faculty encourage, and sometimes require, their students to attend. Faculty have also held their courses at the CRHC to take advantage of the array of resources in local civil rights history that the center provides. In AY2016-17, the CRHC set an attendance record, with over 4,000 visitors, many of whom were students. Other events that showcase human and cultural diversity include the East Asian Heritage Festival. This annual event, organized by students and faculty, includes a range of activities and cuisines that showcase Asian cultures. Students can also participate in a host of organizations that focus on human and cultural diversity, such as the Black Student Union, the Chinese Student Association, the Feminist Student Union, language clubs (German, Japanese, Spanish and French), the International Student Organization, the Latino Student Union, the Muslim Student Association, and the Queer Straight Alliance.

IU South Bend strives to establish an atmosphere of inclusion where all students feel welcome and supported in their educations. It backs up its diversity statement through organizations like the Campus Ally Network (CAN), which offers training to support LGBTQ students, faculty, and staff. IU South Bend also offers a number of offices devoted to supporting students of different identities and from various cultural backgrounds and to enriching their educations. Information about these support services can be found in Core Component 3.D.1.

3.B.5. Scholarship, creative work, and the discovery of knowledge

IU South Bend faculty are expected to participate in research and/or creative activity as part of the responsibilities of their academic appointments. Faculty embrace all aspects of the faculty role and in fall 2017, the Academic Senate approved a Teacher-Scholar model that provides support and rewards
for teaching, scholarship, and service. The Office of Research offers internal funding opportunities to support such research, including a summer research grant up to $8000. Since 2007, this grant has been awarded to 156 faculty for a total of $1.1 million in funding. IU South Bend faculty are also eligible for several research grants from Indiana University. Since 2010, 92 faculty have received university-wide research awards for a total of over $1.17 million in funding; six of these faculty received the prestigious IU New Frontiers in the Arts and Humanities Grant—a highly competitive $60,000 award for which faculty on all IU campuses can apply. Faculty have likewise been quite successful obtaining external funding for their research: since 2007, they have received external research grants totaling over $7.7 million. As a result of such support, the research of IU South Bend faculty is frequently on the national or international stage: to give just a few recent examples, Biologist Peter Bushnell’s research on Greenland sharks was recently featured on the cover of Science; English’s David Dodd Lee was named to the American Academy of Poets; and physics Professor Ilan Levine was a recipient for the 2016 Breakthrough Prize in Physics for his contributions to the Solar Neutrino Observatory (SNO) collaboration, another member of which won the 2015 Nobel Prize in Physics.

IU South Bend also recognizes the value of Scholarship of Teaching and Learning (SOTL). It is part of the Midwest Regional SoTL Consortium and hosts the annual Midwest SoTL Conference, at which IU South Bend faculty have given more than 50 presentations between 2012 and 2016. The University Center for Excellence in Teaching supports SoTL research through a variety of grants and a host of research resources. Each year, several IU South Bend faculty are inducted to the All IU Faculty Academy on Excellence in Teaching, which stresses SoTL research; 29 faculty received this honor between 2007-2016. During the same period, five IU South Bend faculty received Mack Fellowships from FACET, which sponsor “ambitious research in the Scholarship of Teaching and Learning”.

IU South Bend faculty regularly include students in their research, and the university provides funding to encourage them to do so. The Student/Mentor Academic Research Teams (SMART) Program offers generous summer fellowships up to $3,400 to students to pursue an innovative research project with a faculty member. From 2007-2016, 37 of these fellowships were awarded for a total of $139,400. During this same period, SMART also awarded over $60,000 to 95 students to fund trips to present at regional and national conferences and provided over $20,000 in funding for materials that students needed to pursue their research. By enabling students to work closely with faculty on complex research projects, the SMART Program helps to prepare them for advanced work in their fields. In 2014, three previous participants in the program received the prestigious National Science Foundation Graduate Research Fellowship to pursue doctoral work at top-tier universities. This was the largest number of such awards received by students from any university in Indiana. Other recent SMART recipients have gone on to Ph.D. programs in English, Art History, and other fields. IU South Bend received over $400,000 to participate in the Louis Stokes, Advancing Minority Participation in STEM fields. Over the course of the next five years, 32 student scholars from underrepresented groups will be awarded scholarships to work in labs with IU South Bend faculty.

While IU South Bend is proud of those students who pursue graduate school, it is the university’s goal to provide opportunities for all students to participate in research. Students have the opportunity to publish their work in several campus undergraduate research journals, including the campus-wide Undergraduate Research Journal and disciplinary journals like the Analecta Literary Journal and New Views on Gender. In 2009, IU South Bend instituted an Undergraduate Research Conference, at which over 100 students have presented each year. In 2015, the campus added a similar conference for graduate students. All students who publish in campus journals or present at campus conferences must have a faculty sponsor, who works closely with the student to revise his or her work. Finally, IU South Bend offers several field study courses, like the Archaeological Field School, that give students the opportunity to do hands-on research alongside faculty in a professional setting.
IU South Bend recognizes the research accomplishments of its students through several awards. The SMART Undergraduate Research Awards honor undergraduates with distinguished records of research and creative activity; the Library Prize rewards the piece of student research that makes the best use of library resources; and the Student Writing Awards celebrate the best literary pieces written by students. Even freshman research is celebrated through the First-Year Writing Contest, which honors the best research papers in freshman writing courses.

Through these research opportunities, IU South Bend encourages students to work closely with faculty to continue to hone the work that they produce in the classroom.

Sources

- IUSB.Academic Affairs.Graduate Programs.Multidisciplinary Graduate Conference
- IUSB.Academic Senate. Teacher Scholar Model and Support 11.2017
- IUSB.Affirmative Action.CAN.2017
- IUSB.Assoc VCAA.Gen Ed.General Education Curriculum
- IUSB.Assoc VCAA.Gen Ed.Statewide Transfer General Education Core.STGEC
- IUSB.Chancellor.AcademicMasterPlan
- IUSB.CLAS.Civil Rights Heritage Center
- IUSB.CLAS.CLAS Minor Requirements.2013-2014
- IUSB.CLAS.CRHC.Events
- IUSB.CLAS.English.First Year Writing Contest.2016
- IUSB.CLAS.Freedom Summer 2018.pdf
- IUSB.Grants.Home
- IUSB.Grants.SMART Summer Fellowship
- IUSB.InternationalPrograms.Office of Intl Programs
- IUSB.Office of Research.Undergraduate Research Conference
- IUSB.Office of Research.Undergraduate Research Prize
- IUSB.Research.Undergraduate Research at IUSB
- IUSB.UCET.FACET.Mack Fellows.2017
- IUSB.UCET.FACET.pdf
- IUSB.UCET.SOTL.2017
- IUSB.UCET.Staff Opportunities.2017
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.

Argument

3.C.1. Sufficient faculty

Fall 2017 faculty headcount is 252 Full time, 199 Part time with a total of 451. Fall student enrollment FTE was 4,310. At the time of its fall 2016 report to University Institutional Research and Reporting, IU South Bend had a student to faculty ratio of 14:1 (4310 Student FTE:309 FTE ). In 2016, of the 168 tenure-track faculty, 76 were at the associate level and 62 were full professors. This demonstrates the continuity of our faculty, given that IU South Bend rarely hires above the assistant professor level. The size of IU South Bend’s full-time faculty has only decreased slightly since 2010 (275), as the university adjust to declining enrollment.

All full-time faculty are expected to participate in the academic life of the campus, usually through service on department, unit and campus committees and/or engagement with the community. Tenure track faculty are required to demonstrate satisfactory service to be granted tenure and/or promotion. Expectations for faculty are transmitted through new faculty orientation, unit policies on tenure and promotion (CLAS PTR Guidelines.pdf), and the Faculty Handbook. A faculty committee of the Academic Senate generates policies on and for non-tenure track faculty.

Through its committee structure, the Faculty Senate oversees the Curriculum, university-wide expectations for student performance, and assessment. The Curriculum Committee oversees all areas of curricular review (see section 3A) except General Education, which is overseen by the General Education Committee; the Admissions and Advising Committee oversees the standards for admission and academic standing; and the Assessment Committee reviews and evaluates the assessment of student learning (see Core Component 4). The Faculty Handbook outlines the charge, constituency and terms of service for each of these committees, which summarize the work that they complete each year in an annual report that is made available on the Academic Senate Website. Individual departments and programs also submit annual assessment reports and undergo program review, as
described in Core Component 4. Some of the departments/programs also have internal committees for graduate admissions and curriculum.

3.C.2. Instructors are qualified

Each year, the university reports the academic credentials for instructional staff to Indiana University’s Office of Institutional Research and Reporting: as of spring 2017, 93% of tenure-track faculty have the highest degree in their fields. For those that do not hold the terminal degree, the degrees they possess are one level above (usually a masters) the courses (BA/BS courses) they are assigned to teach. In the rare exceptions where faculty do not hold the terminal degree, a process is in place to evaluate the equivalent experience of such instructors. This process is currently under review by the Academic Cabinet.

In regard to the instructors teaching in dual credit programs, IU has been granted a five-year extension to meet the requirement that all dual credit faculty have a Master’s Degree and at least 18-credit hours of graduate coursework in the subject they are teaching. In Spring 2016, the School of Education and the College of Liberal Arts and Sciences conducted information sessions at local high schools, and English and the Master of Liberal Studies have created streamlined application processes and special tracks to accommodate dual-credit teachers. IU South Bend is also participating in the development of several IU consortial online graduate degrees to better enable teachers who are not close to an IU campus to get the necessary credentials.

3.C.3. Instructors are evaluated

All instructors are required to administer course evaluations at the end of each semester and to include them in dossiers for tenure and promotion. IUSB recently adopted the Explorance Blue course evaluation software after many years of using a campus-created course evaluation system. With Explorance Blue, the campus adopted a set of questions for all courses, to which individual departments and units can add their own evaluation questions. Instructors are also able to include questions specific to their courses as a way to assess particular parts of their teaching.

The policies and procedures for the evaluation of full-time faculty are set forth in the Faculty Handbook “Appointment Policies” and “Guidelines for Promotion, Tenure and Reappointment as IUSB.” All full-time faculty must submit an annual report that includes the course evaluations and the faculty member’s response to them. This report informs the annual evaluation written by the faculty member’s supervisor (usually the department chair), which then serves as the basis for reappointments, promotions and salary increases.

Internal peer review of teaching is an expected component of dossiers for promotion and tenure; for faculty pursuing a case for excellence in teaching, the Faculty Handbook emphasizes that “it is recommended that some external validation of excellence in teaching be sought.” It is also required for the Trustees Teaching Award and admission to the Faculty Academy of Exellence in Teaching (FACET), which are typical pieces of evidence to establish a case for teaching excellence. To ensure that these reviews are consistent and effective, both IU South Bend’s University Center for Excellence in Teaching (UCET) and FACET provide online peer review training. Fifteen IU South Bend faculty have completed the FACET training and 21 more faculty are currently engaged in it. The 2016-17 Chancellor’s Fellow completed a project on encouraging the peer review of teaching, resulting in several units formulating policies on peer review.

3.C.4. Instructors are current
The primary vehicle for teacher training at IU South Bend is the University Center for Excellence in Teaching (UCET). All new faculty attend a multi-day orientation at UCET, where they learn from experienced faculty about college expectations, how to construct syllabi, how to use the campus course management system (Canvas), and other topics essential to teaching. UCET also provides new faculty a host of teaching materials through an open-access Canvas site, which includes helpful handouts and advice on everything from syllabus construction to grading to flipping the classroom. UCET holds regular workshops, Institutes, and consultations all year to help faculty improve and innovate in their teaching. It also provides funding for innovative teaching projects through its Teaching Fellows Program and for faculty from different disciplines to learn from each other through its Teaching and Learning Partnerships Program. Over 200 faculty take advantage of these services each year. Part-time faculty attending UCET sessions receive professional development credits and stipends for their participation through the Learn and Earn program. Recognizing the large numbers of part-time faculty that we have and the low salaries that they receive, the university is committed to promoting their professional development at the same time that we recognize their part-time status creates demands on their time and pocketbooks.

Additional training and support for professional development in online teaching is provided through the Center for Online Education. These efforts are detailed in Core Component 3.A.3.

In addition to these opportunities on campus, faculty are encouraged and supported to attend regional, national and international professional development conferences, and their participation in such conferences is a key component of their dossiers for promotion and tenure. In addition to campus wide allocated travel funds individual units provide additional funding to ensure faculty have adequate funds to attend conferences in their fields. Faculty have also attended conferences, with university support, that focus on assessment, General Education, teaching in the sciences, the first-year experience and other key facets of instruction. For non-tenure track faculty, Indiana University’s Faculty Academy on Excellence in Teaching has sponsored the national FACET Adjunct Faculty and Lecturers Conference (FALCON) for 21 years, in which eight to ten IU South Bend faculty are funded by their units to attend each year. Both tenure and non-tenure track faculty also attend and present at the Annual Midwest Conference on the Scholarship of Teaching and Learning held on our campus; details about this conference and IU South Bend participation are discussed in Criteria 3.B.5. Finally, the university supports part-time faculty professional development through Professional and Travel Grants for Associate Faculty.

IU South Bend also provides a number of grants to support faculty professional development, such as the Online Course Development Grants discussed in 3.A.1. The Curriculum Development Grant offers up to $3000 to develop new courses, substantially revise existing ones, or implement recent pedagogical innovations. Since 2006, the Office of Research has awarded 45 Curriculum Grants for a total of $125,925 in funding. The university also offers SEED Grants to encourage faculty to explore the use of new technologies in their teaching and conducts an annual Teaching with Technology Fair to expose faculty to technologies that they might want to adopt. The campus has awarded $20,750 in SEED Grants since 2006.

3.C.5. Instructors are accessible

All instructors are expected to maintain reasonable office hours, which they post on their syllabi and submit to unit secretaries by the end of the second week of classes. Some units have policies for the minimum number of hours faculty must hold. Faculty are also available by email, which is the official mode of communication at IU South Bend, and through Canvas, the university course management system. Students increasingly prefer to contact instructors through Canvas, which offers a mobile app to make such communication easier for students who rely primarily on this device. For online courses,
faculty typically meet with students during virtual office hours or through Canvas messages.

3.C.6. Staff are qualified, trained and supported

At Indiana University, every position has a Position Description which includes a job summary, primary duties and responsibilities, required qualifications, and preferred qualifications, depending on the type and level of work performed in the position. Applications are completed online via the PeopleAdmin system, and the search process is managed by selected committees under the supervision of Human Resources. All staff complete an Annual Performance Evaluation, in which they assess their performance on regular tasks and their progress on the goals they set for that year, as well as set goals for the upcoming year. The supervisor then responds to this evaluation and meets with the staff member to discuss areas that need improvement and help the staff member refine his or her goals. The evaluation must then be approved by the administration and Human Resources.

The IU Tuition Benefit, a subsidy of covered tuition up to a benefit dollar maximum per semester, is provided to support staff professional development. In addition, staff members are provided with training and professional development opportunities which include the following:

- Participation in local, regional, state, and national professional organizations and conferences
- Webinars and other online training sessions
- Participation in university-wide meetings, workshops, and conferences
- Participation in campus committees and taskforces
- Workshops and information sessions sponsored by the University Center for Excellence in Teaching (UCET)
- Participation in and management of assessment activities using Taskstream

Indiana University-wide councils consisting of directors and representatives from each campus exist for admissions, financial aid, student records, veterans' services, and student financials operations. These councils meet on a monthly basis and provide an excellent opportunity for training, troubleshooting, networking, and the sharing of best practices for campus student support. IT training, student information system training, and FERPA training, including classes and job aids, are also provided by University Student Services and Systems. At the IUSB campus level, Enrollment Services staff meet weekly for planning, training, and information exchange, while all-unit meetings are held on a monthly basis.

The Academic Centers for Excellence provides training for all tutoring staff pursuant to College Reading and Learning Association standards. Supplemental Instruction Leaders receive additional training and mentoring pursuant to University of Missouri Kansas City Supplemental Instructor training guidelines. The ACE director and the ACE administrators also collaborate with academic departments and faculty to provide discipline specific training and mentoring.

Sources

- IU.Admissions.Council on Admissions
- IU.HumanResources.Tuition Benefit
- IUSB.Academic Senate. PT&R. evaluations
- IUSB.Academic Senate.AcademicHandbook.2007
- IUSB.Academic Senate.Committee on Academic Affairs
- IUSB.Academic Senate.Curriculum Committee.pdf
- IUSB.Academic Senate.Gen Ed Committee.pdf
- IUSB.AcademicAffairs.TTA Application.2017
- IUSB.Assoc VCAA. Faculty Qualifications Combined
- IUSB.CLAS.MA English
- IUSB.CLAS.MLS History Track
- IUSB.Grants.Curriculum Development Grants Guidelines
- IUSB.Grants.Travel Grants for Associate Faculty
- IUSB.Health Sciences.Departmental Peer Review of Teaching Nursing 3rd 4.28.17
- IUSB.IR.Faculty Headcount.Fall 2017
- IUSB.IR.Faculty Headcount.Fall2016
- IUSB.IR.HistoricalEnrollment.2016
- IUSB.Student Engagement and Success. ACE.University of Missouri-Kansas City.International Center for Supplemental Instruction
- IUSB.Student Engagement and Success.College Reading and Learning Association
- IUSB.UCET.Annual Reports
- IUSB.UCET.Earn and Learn
- IUSB.UCET.Facet.Application
- IUSB.UCET.Falcon2016
- IUSB.UCET.New Faculty
- IUSB.UCET.New Faculty Agenda.2016
- IUSB.UCET.Peer Review of Teaching
- IUSB.UCET.Peer Reviewer Training
- IUSB.UCET.Programs
- IUSB.UCET.Seed Grant
- IUSB.VCAFA.AnnualStaffEvaluationForm.2016
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.

Argument

3.D.1. Student support services

IU South Bend has multiple services that support students and their various needs. The campus has intentionally and strategically designed services and programs in support of our diverse student populations. These services are designed to help our students become successful and engaged learners, as well as socially and environmentally aware citizens. We recognize and embrace the premise that our services and programs must be delivered in a manner that is seamless, meaningful, and integrated with the academic mission of Indiana University South Bend.

One major area that provides support services is the Student Services unit. All prospective students receive multiple contacts from Student Services prior to placement exam testing and New Student Orientation. The unit continues to enhance student engagement during New Student Orientation where all Student Services offices are actively involved with building connections with students and parents. Students’ academic and personal growth is further enhanced through the Academic Centers for Excellence (ACE) which provides tutoring, Supplemental Instruction (SIs), Coaching, and Peer Mentoring via its Learning Center and Writers’ Room, and in partnerships with the Mathematical Sciences Department (Math Tutoring Center). For more information about ACE, see Core Component 3.D.2.

IU South Bend also offers a number of support services for diverse and underrepresented students. The Titan Success Center provides academic advising and coaching for conditional admitted. The Making the Academic Connection (MAC) Office coordinates organizations and services designed to assist minority and first-generation students with achieving college success. It also supports the state-funded 21st Century Scholars program, which helps low and middle-income families meet the increasing cost of a college education. Disability Support Services ensures that students with disabilities have equal opportunity to participate in, contribute to and benefit from all university programs, services and activities, including test administration. The Office of Veteran Student Services offers assistance to Veterans while the Office of International Student Services supports international students on campus. The Student Counseling Center provides professional,
short-term mental health counseling services, and emphasis on student development and wellness, and sensitivity toward student diversity.

On-campus housing is becoming an increasingly popular option for students; it reached full capacity for the first time in 2016-17, and there is now a waitlist for openings. Housing and Residence Life affords these students not only a home on campus but also the opportunity to experience a full collegiate life. There is an active Residence Hall Association comprised of Resident Assistants and residents which has fostered a dynamic atmosphere that supports students outside of the academic environment. The Honors and Business Learning Communities, where Honors and Business students, respectively, live in the same residence halls, foster tight-knit communities among students focusing on the same program of study. They have added tremendous value for students residing in housing and have increased the level of engagement for other students as well. With the addition of new varsity sports, IU South Bend now has approximately 60 athletes residing on campus. Their presence has enhanced the collegiate experience for all students, especially those living in housing.

3.D.2. Learning support and preparatory instruction

At IU South Bend, learning support begins at orientation, where students are introduced to important university services, receive training in how to schedule classes and manage their responsibilities outside of school, and receive advising to choose their first classes. IU South Bend has increased the number of orientations and added peer mentors to ensure that students get more personal attention. Prior to orientation, first-time students are required to take placement exams in math and English composition so that they enroll in courses appropriate to their skill level. The English exam is administered on campus and is preceded by a 15-minute presentation on tips and strategies on writing a college-level essay. For math, the university utilizes the ALEKS math assessment tool, used by many universities nationwide. This allows students to take the exam at any time from any computer. Based on their result, customized learning modules are available for students to work through in order to improve their score. Students required to take a foreign language who have previously studied French, German, Japanese or Spanish are encouraged to take the World Language Studies Placement Examination before enrolling in a language course. The exam places students into a course at the appropriate level and may be used to earn special credit.

IU South Bend offers two first-year courses to acclimate students to the rigors of college and the opportunities it affords. Students admitted to the university on a conditional basis are encouraged to take EDUC-U 100 Threshold Seminar, which helps first-year students develop study strategies, locate important resources, and integrate into campus life so that they can succeed in their college careers. Students fully admitted to the university are encouraged to enroll in a First Year Seminar course—a version of a common core course for freshmen where they learn not only about the course topic but also about the opportunities and resources that college affords. Through activities that emphasize good study skills, inform students about university services, and help them explore the range of extracurricular activities that the university offers, FYS courses seek to lay the groundwork for students to have a successful and rich experience at IU South Bend. The goal of both U100 and FYS, then, is to facilitate the transition to college life, and both courses are provided with a peer mentor who can serve as a model and resource for that transition. In fall 2016, 60% of IU South Bend freshmen took one of these courses; in the coming years, the university goal is for all first-year students to do so.

Through its programs and partnerships, the Academic Centers for Excellence Office (ACE) provides effective academic and college success support for IU South Bend students at any stage in their academic career while creating work environments in which student tutors grow, learn, and develop leadership skills. Programs and efforts include Supplemental Instruction, drop-in and online tutoring,
Study Smarter Coaching, Writewell Coaching, and a Summer Bridge program. ACE assessment indicates that students who use ACE services have consistently lower average DFW rates and higher average GPAs by course.

The Leadership Academy is an academically focused summer program for minority and Twenty-First Century Scholar students who are graduating from high school and plan on attending IU South Bend in the Fall. Participating students will complete two classes over a six-week period in the summer. Each class prepares them for success and leadership as they enter their Freshman year of college. Students in the academy earn six free college credits through two courses: a three credit-hour course on the history of the Black and Chicano Civil Rights Movements and a threshold seminar that prepares them for the transition from high school to college-level course work and responsibilities. The credits earned will generally meet two General Education requirements, regardless of a student’s major. Successful completion of the academy also provides a jump start on the road to the “15 to Finish” goal set to help students graduate from college in four years.

3.D.3. Academic advising

IU South Bend believes that effective advising is essential for students to succeed in the classroom and complete their degrees in a timely fashion. For this reason, it places an advising hold on students’ records each semester, which is only removed once they have seen their advisors. This ensures that all students receive proper advising before selecting classes. The model for advising differs from unit to unit. Education, for example, relies on three professional advisors, who help students prepare for licensure as well as to choose courses. B&E also relies on professional advisors for course scheduling, but it assigns each student a faculty mentor to provide advice about career preparation. Mentors typically have 30-40 mentees each. Because of its size, the College of Liberal Arts and Sciences has a hybrid model: its three professional advisors focus on exploratory students and conduct a number of events to help them choose a major; those students who already have a major are advised by faculty in their major department. Students in the School of the Arts are advised wholly by faculty in their areas of study (e.g., Digital Media). In all of these units, the student-to-advisor ratio is consistent with or below the median caseload reported in the National Survey of Academic Advising (296/1).

Additional advising support for all units is provided by the Titan Success Center (TSC), which has four staff members who frequently advise first and second-year students. The TSC also handles all first and second-year students who have been identified through our early alert system, FLAGS (Fostering, Learning, Achievement and Graduation Success) where faculty report students who may be at risk of not passing their classes. The TSC staff advises these students about what they can do to improve their performance, routes them to the appropriate support services based on their needs, and/or helps them find an alternative class if it looks like they will not be able to succeed in their current one.

Despite these efforts, the 2015 NSSE Survey indicates that first-year and senior students alike have concerns about the “quality of interactions with academic advisors”. Currently a website is in development that would give students a way to provide input and receive timely responses with solutions. The information would also be tracked to provide metrics. Improving advising will be a focus of attention in the years ahead.

3.D.4. Infrastructure and resources support teaching and learning

As the intellectual center of the campus, the IU South Bend Libraries support and advance excellence in teaching, learning, research and outreach by providing access to, and facilitating the use of, a broad array of quality information resources for students, faculty and staff. Its many services and programs
promote academic engagement, respect diverse approaches, further information and digital literacy, encourage life-long learning and foster intellectual discovery. The Libraries are committed to providing students, faculty and staff the highest level of customer service to fulfill this mission. Subject librarians at the Schurz Library work in collaboration with faculty members to purchase library materials and offer faculty members and their students research assistance in the form of formal class sessions, brief presentations, appointments or brief tutorials. Librarians can also be added to courses in Canvas in order to offer assistance to students. The Wiekamp Educational Resource Commons houses a K-12 library, computer/work station area and a production area. They assist in the creation and preparation of materials used in lesson units, classrooms, and presentations. Staff is available to assist patrons with the operation of any equipment or to answer any questions.

Through University Information Technology Services, students have access to 13 computer labs across campus, plus one at the Elkhart Center, all of which are updated on a continuous basis to provide the latest software. A support center is staffed full-time to provide assistance on a wide variety of technology issues. A computer lab was recently converted into a Testing and Proctoring Center available for online courses or any other course in which an instructor requires exams in a proctored environment. The Testing Center also administers the English Placement Exam and the Core Academic Skills Assessment (CASA) exam for future educators. Instructors utilize Canvas, a web-based classroom management tool which can be used for communicating course syllabi, submitting assignments, and viewing current grades. They can arrange for iPad or laptop carts, as well as other instructional technology, through the Office of Media Services. Students have unlimited cloud storage via Box, which provides a simple, secure way to store and share files and folders online. Through agreements with various software providers, IU is able to offer numerous software programs to students and faculty free of charge through IUWare and IUAnywhere.

The university has two large auditoriums for musical and theatrical performances: the Northside Auditorium seats 800 and the recently endowed Louise D. Addicott and Yatish J. Joshi Performance Hall seats 225. These facilities are also used for invited speakers, as is the 126-seat auditorium in the Education and Arts Building. The Fine Arts Building houses studios for art, photography and print making, and Education and Arts features an art gallery. The university also includes a number of instructional labs, including 13 for the natural sciences, the Material Cultures Lab for anthropology students, and a psychology lab. The Northside Observatory, featuring a telescope with a 16-inch diameter mirror, was added in 2013.

The Dental Clinic provides learning experiences for students enrolled in the Dental Hygiene Program. The Clinic is open to the public and provides preventative dental services 10 months out of the year from September until June. All services are provided by students in the dental hygiene program. Students are overseen by licensed dentists and registered dental hygienists in the state of Indiana.

The first floor of the Administration building was renovated to provide better coordination of student support services. At the same time, directors of the Student Affairs offices were involved in a year long process to build greater cohesiveness and consistency across all their services areas. Their goals were transparency, a welcoming environment and increased collaboration.

3.D.5. Research and information resources

IU South Bend begins emphasizing the effective use of research and information resources in the first year. All students are required to take ENG-W131 Reading, Writing and Inquiry (or the Honors equivalent ENG-W140) and to pass that course with a C or above. W131 focuses on how to integrate and document sources and concludes with a large research project. Introduction to Information Literacy (COAS-Q110) is also a General Education requirement. Taught by librarians, this
introductory course teaches students how to find and evaluate the quality of research material. Librarians are often asked to provide upper level research instruction as well. Students are encouraged to take ENG-W131 and COAS-Q110 together, and in fall 2017, instructors began offering linked versions of these courses. Finally, IU South Bend reemphasizes effective use of research and information resources by requiring one 300-level core course, which is differentiated from the 100-level courses by a substantial research component and instruction in research. In addition to these General Education courses, many majors require research courses, such as “Non-experimental Research Methods” in Psychology or “Qualitative Research Methods” in Sociology, and 24 majors require a capstone course where students must demonstrate that they have mastered the research methods in their fields.

The library provides students with a number of resources to help them in the research process. They can receive real-time assistance in locating resources through the “Chat with a Librarian” function on the library homepage or peruse one of the many help guides that the library provides on specific aspects of the research process. Finally, each department or program is assigned a subject librarian, who maintains library pages identifying resources specific to them. Students can contact the subject librarian through these pages to get help with research for a specific course. Faculty can also work with their subject librarian to design library resource pages specific to their classes.

Online students complete a self-readiness survey, called iu-ready to determine whether they have the time-management, study skills, computer literacy, etc. to succeed. Students receive instant feedback and faculty can follow-up with questions and support.

Sources

- IUSB. Health Sciences. Dental Clinic
- IUSB. Student Engagement and Success. ACE Services and Assessment Summary portrait
- IUSB. Academic Affairs. UCET. iu-ready
- IUSB. Assoc VCAA. TitanSuccessCenter
- IUSB. International Programs. Office of Intl Programs
- IUSB. IR. NSSE. Student Engagement. 2015
- IUSB. Library. Department Librarian
- IUSB. Library. HomePage
- IUSB. Library. Q110
- IUSB. Student Engagement and Success. Orientation
- IUSB. Student Engagement and Success. Office of Veteran Affairs
- IUSB. Student Engagement and Success. ACE
- IUSB. Student Engagement and Success. First Year Seminar
- IUSB. Student Engagement and Success. MAC Office
- IUSB. Student Engagement and Success. On Campus Housing. Residence Hall Association
- IUSB. Student Engagement and Success. U100
- IUSB. Student Services. Placement Exams. World Language
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.

Argument

3.E.1. and 2. Co-curricular programs contribute to educational experience

Through its variety of co-curricular programs, IU South Bend demonstrates its commitment to research, community engagement and economic development, as stated in its mission. It “foster[s] student-faculty collaboration in research and learning” through programs like the Student-Mentor Academic Research Teams (SMART), which was established in 1989 to provide small grants to cover expenses for students working on research under the guidance of a faculty member (see 3.B.5 for more information about the SMART program). Student participation in the SMART program often results in collaborative publications and presentations with faculty. The university also furthers its mission to “create, disseminate, preserve and apply knowledge” through the many venues that it provides undergraduates for sharing their research, including the campus-wide Undergraduate Research Conference, the Undergraduate Research Journal and discipline-specific journals like Analecta and New Views on Gender. In the Ernestine Raclin School of the Arts, students participate in public exhibitions of artwork with faculty and give public musical and theatrical performances under their direction.

Students also apply what they learn through both classes and co-curricular activities in which they work on real-world projects in their disciplines. Students in anthropology, for example, can participate in the Archaeological Field School, where they undertake a dig under the supervision of Professor Jay VanderVeen. Under the mentorship of Professor David Dodd Lee, English majors help to select finalists for the national 42 Miles Press Poetry Prize and to edit the winning manuscript. This opportunity to collaborate with faculty on research has resulted in a strong record of admission to top graduate programs.

Our co-curricular programs also further our mission’s emphasis on “diversity, civic engagement and a global perspective.” As detailed in Core Component 3.B.4, the Civil Rights Heritage Center offers an extensive array of programs and events that foster these values. IU South Bend also promotes civic engagement through the Center for a Sustainable Future (CSF), where students maintain a community garden and work with the center’s “fellows” and local sustainable businesses on problems specific to our region. Last year, students in one sustainability class helped artist and fellow Dave Blodgett to create a sustainability mural at Green Sense Farms, one of the center’s community partners. The project was so successful that the students have been invited to China to help create a mural there. The CSF is currently pursuing a Sustainability Showcase, for which architectural designs have already been produced, that will consist of several urban gardens, tiny houses, and learning areas (Sustainability Showcase.pdf). It will provide South Bend with a new vibrant community space where its citizens can learn about sustainability practices that can improve life in our region.
Such engagement efforts are the hallmark of the American Democracy Project (ADP), which involves students in many aspects of the political process, from registering people to vote to helping produce Politically Speaking—a PBS show hosted by professor Elizabeth Bennion. The CRHC, ADP and Center for Sustainability illustrate how IU South Bend serves as a “vibrant cultural resource” not just for our students but for the entire region. These programs will be key components in IU South Bend’s application for the Carnegie Engaged Campus designation, for which a task force was organized in 2016.

IU South Bend fosters a “global perspective” through the study abroad experiences offered by our Office of International Programs. Students can earn 3-6 credits during an intensive 2-4 week trip to countries including England, Greece, Costa Rica, Italy, Germany, Mexico, and Japan. These trips often involve home stays or extensive interaction with students and scholars from the country the students visit. 133 students took advantage of this opportunity in 2017.

IU South Bend also contributes to the culture of the region through a variety of public lecture series. The Bender Scholar program brings a prominent speaker in the natural sciences or humanities to campus each year for a three-day series of events that culminates in a public lecture. The Gloria Kaufman Lecture in Women’s and Gender Studies is usually preceded by an event where members of the community are invited to join the speaker to discuss an issue relevant to gender politics in Michiana. WGS also organizes the annual Michiana Monologues, where students perform anonymous stories submitted by community members. This public event is staged at various venues around the community. Public performances in the School of the Arts, as well as their Guest Artist Series, enrich the community’s appreciation of the arts and their value in the world.

Finally, IU South Bend recognizes that it is a force for “economic development of its region,” given that over 70% of its students continue to live and work in Michiana after they graduate. Consequently, it has worked with community partners to increase its focus on internships that will enable students to apply what they learn in real-world situations. The Vera C. Dwyer School of Health Sciences offers internships at various health organizations around the region and its nursing program requires both practicum and clinical hours(http://bulletins.iu.edu/iusb/2016-2017/schools/dwyer-college-health-sciences/school-nursing/nursing-bsn-curriculum.shtml). The Office of Student Teaching and Clinical Practice places over 200 Education majors in student-teaching positions each year. While the state requires a minimum of four weeks of full-time student teaching, Education students are encouraged to teach in this capacity for half a semester. The university also seeks to spur such economic development through efforts like the Bureau of Business and Economic Research, which provides valuable data about the local economy to the Michiana business community.

IU South Bend is therefore fulfilling its mission to provide its students with the intellectual tools and experience to help shape a positive civic and economic future for its region.

Sources

- IUSB.Bus&Econ.Business and Economic Research
- IUSB.CLAS.AmericanDemocracyProject
- IUSB.CLAS.Bender Lecture.2017
- IUSB.CLAS.Center for a Sustainable Future
- IUSB.CLAS.MichianaMonologues.2017
- IUSB.CLAS.Sustainability.Mural
- IUSB.Grants. SMART
- IUSB.Health Sciences.BSN
- IUSB.Health Sciences.Internships
- IUSB.InternationalPrograms.Office of Intl Programs
- IUSB.Office of Intl Programs.Study Abroad.2018
- IUSB.School of Arts.Events
- IUSB.School of Education.Student Teaching
3.S - Criterion 3 - Summary

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

Summary

Strengths:

- Well-qualified faculty are supported in their teaching by the University Center for Excellence in Teaching (UCET) through institutes in course design, active learning techniques, and more.
- Students have opportunities to participate in undergraduate research, study abroad, internships, Honors, sports, and a variety of other co-curricular programs.
- Student Services has recently reorganized to provide centralized, integrated services and improved physical space.

Considerations:

- IU South Bend is considering a new model of general education and will need to balance best practice in general education with practical concerns about transferability.
- Future online offerings should be planned to promote student success.

Sources

There are no sources.
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 transcripts, 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).

Argument

4.A.1. Regular program reviews

Professional programs in the Colleges of Education, Health Sciences, and Business have followed a practice of regular program reviews. Programs in the School of the Arts and the College of Liberal Arts and Sciences are planning reviews in the next year in order to return to a cycle of regular reviews. Overall, Academic Affairs has crafted a 10-year schedule for internal reviews in order to follow through on the IU South Bend commitment to regular program reviews to ensure the quality of its programs. In 2016, oversight from Academic Affairs over this process has increased in order that programs complete their reviews in a timely manner.

The following chart provides examples of the reports and responses of external program reviews or accreditation reports.

<table>
<thead>
<tr>
<th>Program</th>
<th>Latest Review</th>
</tr>
</thead>
</table>
Additional program reviews can be found in evidence under IUSB.EVCAA.Program Reviews.

4.A.2. Evaluation of credit

IU South Bend complies with state guidelines related to the transfer of credit and evaluates all credits that are transcripted. Transcripts are submitted to the Office of Admissions and are reviewed to determine IU South Bend course equivalences.

Very few credits for experiential learning are accepted for IU South Bend transfer credit. One exception is for military service, and Indiana University follows the “American Council on Education's Guide to Evaluation of Educational Experiences in the Armed Services” in granting credit on the basis of education gained through military service, schools, and experience.

The General Studies program also allows for the transfer of some other credits. They consider the recommendations of the following two publications when awarding credit for noncollegiate or company-sponsored programs or courses: “American Council on Education: The National Guide to Education Credit for Training Programs” and “The National College Credit Recommendation Service.” In order to apply for credit for noncollegiate educational programs students have successfully completed, they must ask the awarding organization to send official records of program or course completion.

Requirements for internships and other forms of service or experiential learning are decided on a unit level. The following are some examples of programs that incorporate internships into their academic programs: Women and Gender Studies, History, Sociology & Anthropology, General Studies, Health Sciences, Psychology, Political Science, and Business. Students may also apply for competitive SMART internships and research awards. Study abroad programs are vetted through the Overseas Studies Advisory Council; gaining approval for a study abroad program requires that faculty submit a proposal and letters of reference from colleagues and the Chancellor.

Students who completed foreign language courses at the high school level may take a foreign language placement exam and begin study at a level higher than year one.

4.A.3. Quality of credit

IU South Bend Office of Admissions oversees transfer credit. Articulation agreements guide decision-making in the Admissions office. In general IU South Bend accepts no more than sixty credits from Community Colleges in transfer and only accepts credits from regionally accredited institutions. Curriculum committees, department chairs, and college advisors work together to evaluate the credits and course equivalencies. Instructors and advisors of individual departments make the final decisions about the acceptance of transfer credit. Both Academic Affairs staff and Admissions staff are
embarked on efforts to streamline the course transfer process in a way that would allow students to satisfy additional course requirements. Admissions staff are working to address the problem of students entering IU South Bend with a large number of undistributed courses. The general education taskforce will also consider transferability as part of their evaluation of the IU South Bend general education program. Finally, an enrollment evaluation committee led by Executive Vice Chancellor Joseph is evaluating ways to streamline the process of transferring credit into IU South Bend.

The state of Indiana moved toward a process that would allow an easier transfer of credit in Senate Enrolled Act 182, which required the establishment of a common general education core curriculum that would be transferable among all public institutions. As part of the reforms associated with the Core Transfer Library, students who complete 30 credits of general education credit do not need to retake general education courses if they transfer to a new institution within Indiana. Students who enter IU South Bend with 56 units have a different and more limited set of IU South Bend General Education requirements than students who do not transfer units into IU South Bend.

4.A.4. Authority and assurance

Course prerequisites

IU South Bend College and University curriculum committees oversee all new courses, and the prerequisites for any course must be included on course proposal forms. Prerequisites are also listed in the college bulletin. After new courses receive department, college, and IU South Bend approval, key course information is entered into the CARMin online system for evaluation across IU. Department chairs have one month to propose objections to any proposed course through the course remonstrance process.

Rigor of courses

IU South Bend ensures the high standards of its coursework through administrative, faculty, and curriculum committee oversight. Each year department chairs submit annual reviews for each full-time faculty member to their Dean. The annual review process and assessment processes allow units to identify courses that may not be sufficiently rigorous. The University Center for Excellence in Teaching provides support for faculty who wish to improve their teaching effectiveness; staff members at UCET offer workshops on course assessment, course design, and teaching performance. Finally, the growing Honor’s program provides new incentives for faculty to develop courses with added rigor.

According to the Bulletin, 100-level courses are meant for first-year students, 200-level courses for second-year students, 300-level courses for third-year students, and 400-level courses for students in their final year of study.

Expectations for student learning

IU South Bend has established the following as core values: We value education as essential to democracy and the quality of life; we value open and free inquiry; we value academic freedom and an unfettered exchange of ideas in a spirit of shared governance; we value self-directed learning and independent thought; we value collaborative learning between professor and student; we value pluralism and diversity in all its manifestations; we value education that leads to appreciation of and participation in the arts; we value life-long learning; and we value civic engagement, global awareness, and environmental sustainability.
The General Education program supports the development of these values in that it establishes a learning environment that serves the academic, civic, cultural, and career needs of an educated citizen within the global community. The campus-wide general education curriculum provides students with knowledge of the basic tenets of a variety of academic disciplines and the skills to function effectively in positions of responsibility and leadership. It instills in students an appreciation of the interconnectedness of disciplines, the diversity of human cultures and experiences, self-awareness conducive to personal growth, and a love of learning.

The General Education curriculum complements the depth and focus of our major programs and ensures that graduates will have the breadth of experience that enables them to think critically, communicate clearly, act professionally and ethically, and appreciate wisdom and beauty. In this way, it prepares students to be successful in their chosen professions and become valued citizens and leaders within their communities, individually enriched by their studies and stimulated by the spirit of discovery.

Access to learning resources

The learning resources available to IU South Bend students are described in 3.D.4. Ensuring students find the academic, technological or personal support that they need is in part the mission of the newly founded Titan Success Center. This Center works closely with the Office of Disability Student Services, the Academic Centers for Excellence, the Franklin D. Schurz Library, and the Financial Aid Office.

Online courses are a growing part of IU South Bend offerings. In 2016, IU South Bend received approval to offer fully online degree programs. The Center for Online Education has led efforts to bring increased numbers of online courses to our campus. An eighteen member online education advisory board and subcommittees draw input from across the campus and oversee the growth of online education at IU South Bend.

As of 2017, the Center for Online Education has funded the development of 201 online and hybrid courses. Currently there are five collaborative programs offered with other IU campuses.

The academic Senate Budget Committee, Academic Senate Library Affairs Committee, the Academic Senate Facilities Management Committee, Academic Senate Campus Directions Committee, the Academic Senate Vendor Review Panel, Academic Senate Athletics Committee, and the Academic Senate Academic Affairs Committee provide input to the Senate and the Executive Vice Chancellor for decisions connected to maintaining and exercising authority over access to learning resources.

Faculty qualifications

Over 90% of tenure-line faculty members have achieved the highest degree in their field, and IU South Bend faculty have earned the highest percentage of distinguished teaching awards among all eight campuses in the IU system. IU South Bend offers students an IU degree program with the personal attention of a 14:1 student-faculty ratio.

Annual reviews for pre-tenure faculty, the tenure review process, and the promotion process for lecturers create opportunities for faculty members to be evaluated by committees of their peers as well as the department chairs, deans, and upper administration. The IU Faculty Handbook notes that tenure-line faculty members are expected to produce original research or creative works that are deserving of publication or production (in the case of a work of music or art). Quality of production is
considered more important than mere quantity. Candidates for tenure should possess a definite continuing program of studies, investigations, or creative works. Candidates for tenure and promotion must be ranked “satisfactory” in the areas of teaching, research, and service as well as be ranked “excellent” in at least one area.

The IU Academic Handbook notes that Lecturers (full-time non-tenure-track) are academic appointees whose primary responsibility is teaching and whose assigned responsibilities may include research and service only in support of teaching. Lecturers are expected to follow and be protected by University policies, including those pertaining to faculty hiring and faculty annual reviews. The process for appointment with probationary status or appointment with a long-term contract goes through the ordinary procedures for faculty appointments. Lecturers are promoted to Senior Lecturers upon their being appointed to long-term contracts following a probationary period. The criteria for granting long-term contracts after a probationary period is analogous to the criteria for granting tenure except that lecturers must earn the right to a long-term contract on the basis of their excellence in teaching.

**Dual credit**

High school seniors and in the summer rising high school seniors are eligible for dual enrollment on the IU South Bend campus. High school sophomores and juniors are considered for dual enrollment on a case-by-case basis. They take courses like other IU South Bend students and receive both high school and college credit. Students who have completed course work through any of the IU campuses, whether as a dual-enrolled high school student, a guest or non-degree student, or a degree-seeking student will be able to see the course work for which they enrolled at any IU campus on a single IU transcript.

**ACP**

Policies and procedures related to the transfer of ACP credit are regulated centrally by IU. Indiana University's Advance College Project (ACP) is an accredited member of the National Alliance for Concurrent Enrollment Partnerships (NACEP), a charter organization formed by IU and six other founding institutions. Its work is to safeguard the quality of this type of program. Evaluation is a major component in the NACEP standards that Concurrent Enrollment Partnerships (CEPs) must meet in order to be accredited. The Higher Learning Commission has recently determined that high school teachers of ACP courses that may count for college credit must meet new requirements of 18 graduate credits in the discipline they teach and a Master’s degree. Indiana schools have until 2020 to meet these new requirements.

**4.A.5. Specialized accreditation**

*The Ernestine M. Raclin School of the Arts* music program is accredited by the National Association of the Schools of Music (NASM). This new accreditation began after a rigorous review in 2014 and is for 5 years. NASM is an association of approximately 653 schools of music, primarily at the collegiate level, but also including postsecondary non-degree-granting schools of music. After the initial five-year period of accreditation, further institutional review memberships will be given for ten-year cycles.

*The Judd Leighton School of Business and Economics* is accredited by AACSB International --The Association to Advance Collegiate Schools of Business. The review is a five-year process and the newest accreditation period began in 2015. The accreditation by AACSB involves a review that includes student achievement, faculty qualifications, and availability of facilities. The school assesses
multiple learning skills and has a program designed to close the loop on gaps in students’ skill sets. Only 739 business schools in 48 countries and territories have earned AACSB Accreditation from amongst tens of thousands of business schools. Similarly, only 182 institutions hold an additional specialized AACSB Accreditation for their accounting programs. The school has this accreditation for all our degree programs. The next review will be in 2019-2020.

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). National recognitions for certification are through the different Specialized Program Associations (SPA) and are undergoing the renewal process during the 2017-2018 academic year. These SPA accreditations include:

- Elementary Education – Association for Childhood Education International (ACEI)
- Elementary and Secondary Education- English as a New Language -Teachers of English to Speakers of Other Languages (TESOL)
- Special Education - Council for Exceptional Children (CEC)
- Educational Leadership - Educational Leadership Constituent Council (ELCC)
- Secondary Education – National Council for the Social Studies (NCSS), National Council of Teachers of English (NCTE), and National Science Teachers Association (NSTA)

The Indiana Department of Education has approved all IU South Bend teacher education programs. The next accreditation visit will be in fall 2019 through the Council for the Accreditation of Educator Preparation (CAEP), which replaces NCATE accreditation. The Counseling and Human Services programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Within the Vera Z. Dwyer College of Health Sciences, the Dental Hygiene Program is accredited by the American Dental Association Commission on Dental Accreditation (CODA). The baccalaureate and master’s programs in the School of Nursing are accredited by the Commission on Collegiate Nursing Education, a national agency for the accreditation of baccalaureate and graduate-degree nursing education programs. The undergraduate program is accredited through 2020 and the graduate program through 2015. The Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

The School of Social Work and the Master of Social Work are accredited by the Council on Social Work Education (CSWE).

In the College of Liberal Arts and Sciences, the Bachelor of Science degree in chemistry is accredited by the American Chemical Society (ACS). The Master of Public Affairs is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).


IU South Bend draws on diverse forms of data that measure the success of its graduates. The different sources used include US Department of Education data, survey of graduating students conducted by the career services office, the NSSE survey, the Indiana state wage and workforce measures report, and customized alumni surveys from individual schools.

In a recent survey conducted by the Career Services office on Commencement Day 2016, a sample of 149 students were asked about their employment status data. Less than a fifth of the students were still searching for jobs. Others had either accepted new jobs, were promoted in their current firm, were
staying in current jobs, evaluating job offers received, considering graduate school, were going into military service or not currently seeking work. Students had salaries ranging from below $30,000 to over $100,000 per year. Only about 12% of students who reported their salaries on graduation day said that they were making less than $30,000. About half the students did not report their salary.

In terms of other measures of students’ success, the Wage and Workforce Measures Summary Report 2015 shows that over 60% of our students (undergraduates and graduates) work within Indiana in different economic regions of the state at salaries ranging from $30,000-$50,000.

Student Clearinghouse Student Tracker Service (NSCTS) collects data about graduate enrollment as required by the Higher Education Opportunity Act. Between academic years 2011/2012 and 2013/2014, 2,329 students graduated from IU South Bend, and 18% (421) pursued further education. 16% (67) sought education in the health professions, 11% (46) in education, 10% (42) in business, among others.

**Internships** are part of a suite of high impact practices that improve student retention in undergraduate programs and prepare students for professional careers after graduation. The Judd Leighton School of Business and Economics has a [CTSCenter](#) for Experiential Learning which assists students in locating internships. Three CLAS faculty received a Vision 2020 grant to coordinate and expand internships in the College of Liberal Arts and Sciences. They created a database of past, present, and potentially future internships in CLAS, consulted with individual departments within CLAS on ways to promote internships, and met with faculty to discern how best to implement an organized, unified, and accessible internship opportunities through credit-bearing coursework.

The National Survey of Student Engagement (NSSE) is another tool that provides evidence of the perceptions of our students about the quality of education they received at IU South Bend. 83% of our senior students say they have had a good or excellent educational experience at IU South Bend. Also 78% said they would choose IU South Bend again if they could start their college career over.

Yet another tool IU South Bend has employed is an [alumni survey](#) of 1000 alumni including graduates from the 1960s to the present. Eighty five percent of IU South Bend alumni reported that their education prepared them very well for their careers. A supermajority of alumni felt that IU South Bend prepared them well to find a job soon after graduation. Lastly, as a direct measure of the returns on their investment here, a majority of alumni (over 90%) agreed that their education here was well worth their time and money invested. For those who went on to graduate schools, over 90% thought that their education here prepared them very well for further education.

Several units at IU South Bend collect data independently on their graduates.

The Judd Leighton School of Business and Economics participates in a national exit exam conducted by the Educational Testing Service that measures our graduates’ knowledge against thousands of students of other schools. Leighton School students routinely stand in the top 10% of all students on this exam. In other assessments, marketing and advertising students participate in national level competitions to make an integrated marketing communications campaigns. Since 2010 alone, our student teams have been honored by these national bodies seven times (reaching Bronze and Silver). Accounting students have been heavily recruited by a major national firm headquartered in South Bend for internships and subsequent employment. The MBA program has also initiated its own jobs data collection in light of the major overhaul of the degree program beginning Fall 2015. A consequence of all these achievements has been the ranking of the business school in a number of prestigious listings of colleges. For example, the Princeton Review’s “Best 294 Business Schools” book has ranked the school as an “Outstanding Business School” for seven consecutive years. The
Leighton School is also ranked 68th best part-time MBA program in the nation and 15th best in the Midwest according to rankings by Bloomberg Businessweek. Alumni feedback is a significant part of the measures that feed such rankings.

The Indiana Department of Education recently released state teacher evaluation data for the first time. First, second, and third-year teachers across the state were given one of four ratings: highly effective, effective, needs improvement, or ineffective. In keeping with new reporting policies, candidates were linked to their teacher education programs of origin. Overall, 92% of currently employed teachers from IU South Bend’s School of Education programs were rated as highly effective or effective.

The School of Education also maintains its latest consumer information on its website. 70 students or 67% of students from 2011 – 2012 program graduates obtained positions as licensed teachers in the Michiana area schools (defined as the seven counties in northern Indiana and southern Michigan). The School of Education also conducts detailed alumni satisfaction surveys that allow it to identify areas of improvement and excellence in its educational delivery tools.

For the Vera Z. Dwyer College of Health Sciences, employment among graduates of the BSN program in December 2015 was 94%, and board passing rates were 100% for first quarter 2016 and 80% second quarter 2016.

In the College of Liberal Arts and Sciences, remarkable evidence of student success came in 2014 when NSF grants were given to three IU South Bend students (one each from Physics, Biochemistry, and Physics & Applied Math) out of the total seven received by Indiana in that year. Departments have collected their own data and have monitored the progress of their alumni. For example, Ann Grens, professor of Associate Professor of Molecular & Developmental Biology, collected data that shows that a majority of their graduates were employed in an area relevant to their degree.

Many IU South Bend programs have recently increased their interactions with the Office of Institutional Research to track the success of their students. For example, data has been sought by the business school on the comparative performance of their majors in terms of enrollments and graduation rates. Other data analyzed includes the DFW rates of online and face-to-face classes. Given the current focus on 4 and 6-year graduation rates and first-year retention, these reports provide additional insight into the success of our institution’s strategies. Institutional research has also created and hired a full time research analyst to tackle this increasing workload who began in May 2016.

Sources

- IUSB. IR.Indiana Wage & Workforce Measures survey
- IUSB.Academic Affairs.articulation agreements
- IUSB.Academic Affairs.core values
- IUSB.Academic Affairs.course-approval-process-remonstrance-procedures
- IUSB.Academic Affairs.GenEd-TransferStudents
- IUSB.Bus&Econ. internships
- IUSB.Bus&Econ.CTS Center.pdf
- IUSB.Bus&Econ.Internships
- IUSB.Bus&Econ.SelfStudy.2015
- IUSB.Chancellor.Alumni Survey
- IUSB.Chancellor.Policies
- IUSB.Chancellor.RemonstranceList
- IUSB.CLAS.Anthropology Sociology.Internship
- IUSB.CLAS.Biology.Ann Grens Data
- IUSB.CLAS.English.SelfStudy.2010
- IUSB.CLAS.Internships.history
- IUSB.CLAS.MLS.SelfStudy.2004
- IUSB.CLAS.MPA self-study 2011
- IUSB.CLAS.Physics.NSF student awards
- IUSB.CLAS.WGS.ExternalReview.2007
- IUSB.Education.SelfStudy.2012
- IUSB.Grants. SMART
- IUSB.IR. Alumni survey.2016
- IUSB.Online Education.Center for Online Education
- IUSB.Online Education.OnlineEducationAdvisoryBoard
- IUSB.SchoolofEducation.ConsumerInformation
- IUSB.Student Engagement and Success.Career Services Survey 2016

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.

Argument

4.B.1. Learning goals and assessment processes

IU South Bend campus uses the General Education Learning Outcomes for assessment of student learning, and the IU South Bend assessment committee oversees this process. Charged with “promoting and supporting the continuing development of assessment efforts at IU South Bend,” the committee was established in 1995 as a faculty Senate committee with appointees from both Academic Affairs and Academic Senate. The campus assessment coordinator is also a member of this committee. The assessment committee members advise the Executive Vice-Chancellor for Academic Affairs, who maintains primary administrative responsibility for IU South Bend assessment efforts. The committee members assist individual departments in establishing learning goals, student learning outcomes, and assessment measurements. Members also oversee and coordinate assessment activities by collecting annual assessment data from individual units and conducting periodic assessment reviews of units and of general education. In addition, the assessment committee members oversee assessment grants and opportunity for professional development through conferences, speaker series, workshops, and collaboration with UCET.

Each unit has an assessment plan that includes goals, outcomes, action plans, and findings. (Examples: Political Science, Psychology, Mathematics, English and Disability Services). Commitment to the assessment process is outlined in the Assessment Committee Plan adopted in 2013 and revised in Fall 2016.

Administrators and faculty members continue to develop their commitment to assessment using the general education goals and outcomes as the foundation for campus-wide assessment. As a result of assessment findings, faculty initiate new course-related improvements and revise departmental offerings and courses.

From 2007-2011, program reports and reviews were submitted annually in a template format designed by the assessment committee and submitted to them in paper copy. Assessment committee members conducted formal reviews every three years. At this time the university began assessing co-curricular units in compliance with HLC guidelines. Although submission rates of annual reports prior to 2012 ranged from 55% to 70% the participation rate for third year reviews was 100%.

In an effort to institutionalize assessment in the 2012/2013 academic year, IU South Bend
implemented the use of WEAVE evaluation system to consolidate and evaluate program assessment. The assessment committee members were trained in WEAVE and worked with the faculty. It became apparent early on that a number of faculty members found the system difficult to use. For example, the WEAVE system did not allow features such as mapping to goals outside of the department. In addition, the resources for assessment did not meet the requirements for implementation. During the first year, 2012-13 participants were asked to provide only mission, goals, and outcomes. The first-year participation rates were low with only a few programs submitting the requested components. In response, the assessment committee held study halls and worked with individual programs. The following year measures, targets, findings, and action plans were also included. While results from the second year showed improvement, participation was still a primary concern. In 2012/13 just under 30% of programs submitted data for mission, goals, and outcomes, but these participation rates increased to over 60% for the 2013/2014 year.

In Spring 2015, IU South Bend leaders decided to transfer assessment data from WEAVE to a new assessment system, Taskstream. WEAVE depended on a complicated cloud based system, and it became apparent that the WEAVE evaluation system no longer fit the assessment processes at IU South Bend. Training in the Taskstream system began in the Fall of 2015 with the new assessment coordinator working with Taskstream to input information from the 2012/2014 WEAVE documents and closing out the cycle. Program assessment coordinators were trained in Taskstream, and the participation rate more than doubled. Faculty and administrators soon could see that the Taskstream system assisted in the full-scale implementation of assessment.

**Overall Statistics**

2014-15

- **87%** (377/435) outcomes were included
- **93%** (350/377) of outcomes included have at least one measure specified
- **72%** (270/377) of outcomes included have measures with findings specified
- **53%** (192/365) goals were included
- **78%** (150/192) of goals included have at least one action specified

2015-16

- **82%** (375/456) outcomes were included
- **87%** (327/375) of outcomes included have at least one measure specified
- **73%** (275/375) of outcomes included have measures with findings specified
- **68%** (258/379) goals were included
- **80%** (206/258) of goals included have at least one action specified

2016-17

- **79%** (430/545) outcomes were included
- **93%** (400/430) of outcomes included have at least one measure specified
- **69%** (297/430) of outcomes included have measures with findings specified
- **55%** (262/473) goals were included
- **88%** (231/262) of goals included have at least one action specified

Some of the less intuitive parts of Taskstream such as the mapping features were not initially
implemented by the units, but the assessment coordinator is working with unit members to develop
their technical skills. The 16/17 cycle showed marked improvement in mapping outcomes to goals,
and goals to institutional outcomes and/or the strategic plan.

As new programs are approved in the curriculum process and ultimately at the state level, it is
appropriate to then add the standing requirements to the Taskstream system (mission, goals,
outcomes, and curriculum map). As students enter into the program the assessment plan becomes part
of that year’s assessment plan, although findings may not be evident until students complete the
designated artifacts. Therefore, in the final reports for the year the assessment plans will be in various
stages of implementation for new programs.

4.B.2. Assessment of curricular and co-curricular programs

The assessment of learning outcomes remains an institutional priority, and the previous three years
have seen increased faculty and institutional support for assessment processes and increased
understanding of closing the loop and implementing action plans based on quantitative assessment
findings. A new assessment cycle was introduced to promote more timely reports. Programs
collaboratively develop a set of outcomes relevant to their mission and degree program. Academic
programs and co-curricular areas have assessment plans that include information on achievement of
outcomes. To that end, a number of instruments are used as part of the assessment process. Data from
assessment processes are analyzed annually to provide continuous improvement. IU South Bend uses
direct and indirect program-specific assessment for accreditation and program review processes to
measure achievement of outcomes.

General Education assessment continues to be a work in process, and the campus has not always
followed through on the General Education assessment plans that have been proposed. Goals 1-4 as
defined in the common core have been assessed in an interdisciplinary assessment plan piloted in
2015-2016 but not yet fully implemented. Fundamental Literacies have been assessed through ENG-
W131 assessment in the Fall of 2012. Mathematics assessment was conducted in 2013-2015 and
Speech 121 in Fall 2012. A Writing Task Force report was also written as a response to the annual
report question, “Which fundamental literacy is in most need of attention?” (Math, Speech, English,
Writing) Currently, a curriculum map in Taskstream defines the courses that match each goal.

A General Education task force was formed in 2016 to examine the curriculum for possible revision.
As part of this change the LEAP Essential Learning Outcomes have been linked with the General
Education Outcomes in a chart for additional mapping. Currently, task force charge and timeline as
well as faculty forums are also documented in the Taskstream General Education workspace. In Fall
2017 the General Education task force presented three models to the faculty.

4.B.3. Use of assessment data to improve learning

Through information gained through multi-level assessments, academic and non-academic programs
use data to inform their decision-making and implement changes to improve student success.

Assessment practices and responsive improvement from 2006-2011 are documented in a chart. For
example, in 2011 the Chemistry Department added a Biochemistry major based on assessments from
surveys and capstone experiences. In 2010 the History department eliminated courses, improved
advising and internships, and added new faculty as a result of assessment using portfolio assessment,
exit questionnaires, and alumni surveys.

Each year departments submit an annual report, currently housed within the Taskstream website and
are asked to respond to the prompt: “Please provide a summary of the department's or program’s assessment work. The paragraph will be placed on the IU South Bend Assessment web site.” The paragraph is designed to track program improvements in a succinct manner in a place accessible on the Assessment Committee website.

4.B.4. Assessment reflects good practice

Assessment practices inclusive of faculty and co-curricular staff are outlined in the Assessment Committee Plan (2016) and posted on the Assessment Committee Website.

The members of the Office of Institutional Research work closely at the department and institutional level on requests for information to include in their program assessment plan. They serve the IU South Bend campus by acting as a resource for data, research, and the assessment process. The office provides raw data, summaries, and reports about the institution to members of the campus community. These data provide the basis for planning and decision making by the administration, faculty, and staff at IU South Bend.

To encourage faculty and staff to utilize best practices, assessment grants are available. The assessment committee has monies available to subsidize participation in the Higher Learning Commission conference and the nationally recognized Assessment Institute organized by IUPUI. The assessment committee and UCET have offered professional development through workshops and consultants.

Sources

- IUSB.Academic Affairs.course-approval-process-remonstrance-procedures
- IUSB.Academic Senate.Three Plans for Revised Gen Ed (Full Version) (002)
- IUSB.Assessment. Assessment practices & Responsive Improvements, 2006-2011
- IUSB.Assessment. participation rates
- IUSB.Assessment.2012-2014_Weave[1]
- IUSB.Assessment.Assessment Committee. Annual Report to Senate2013_14
- IUSB.Assessment.Assessment CycleRevised
- IUSB.Assessment.Assessment grants chart
- IUSB.Assessment.Disability Support Services 2014
- IUSB.Assessment.Form response for Annual Report 15-16
- IUSB.Assessment.Gen Ed Common Core Map
- IUSB.Assessment.GenEd and LEAP comparisons revised (2) (1)
- IUSB.Assessment.General Education Goals
- IUSB.Assessment.General Education taskstream Speech S121 Assessment Fall 2014
- IUSB.Assessment.General Education TaskStream Writing Task Force report
- IUSB.Assessment.General Educationont taskstream English W131 assessment Fall 2012
- IUSB.Assessment.Indiana University South Bend Assessment Plan 2016
- IUSB.Assessment.PoliticalScience2010[1]
- IUSB.Assessment.Taskstream2013-17
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.)

Argument

4.C.1. Defined goals

Indiana University South Bend leaders developed well-defined student retention, persistence, and completion goals based on a comprehensive analysis of existing data.

Chancellor Allison asked the Campus Directions Committee (CDC) members to develop a strategic plan during the fall semester 2013 as part of a university-wide strategic plan for goals to reach by 2020, the bicentennial of Indiana University. The IU South Bend plan emphasizes student retention and graduation as one of the most important strategic objectives of the campus.

To track the progress of the institution in this regard, the strategic plan developed measurable goals. Specifically, the strategic plan aims for the total number of undergraduate degrees earned, including Pell-eligible student degrees, to increase by 2.5 percent by 2016 and 5 percent by 2020. The strategic plan also aims for first-to-second year persistence among first-time, full-time freshmen to increase from 63 percent to 66.5 percent by 2016 and to 70 percent by 2020.

The CDC approved these goals through a collaborative and iterative process. The committee began by creating and then distributing drafts of earlier sections for comment via the online campus bulletin board. The campus Office of Institutional Research and Effectiveness provided the necessary historical data to guide the goal setting process. The CDC also consulted with an external strategic planning consultant to facilitate their efforts at goal-setting. Further input was collected through a survey that went to the entire campus community. The committee members, with input from campus constituents, believe that these goals are achievable and appropriate for our students given the institution’s mission and history.

Based on these strategic goals and priorities, the institution launched various strategic initiatives and programs in each of the last three years. The “Degree Maps” are the best example. For students to have a clear curriculum pathway to graduate on time, the degree maps were initiated and are currently
under full implementation for all full-time, first-time college freshman entering IU South Bend. The individualized degree maps are accessible to students through their SIS portal as well as through the academic units’ webpages. We believe the degree maps will benefit students and will provide them a clear structure as they progress in their chosen academic program. Parallel to this effort, the institution has begun advocating for students to take 15 credit hours per semester and 30 credit hours per Academic year (AY). To motivate students to participate in this initiative, starting fall 2016 students are charged a flat tuition fee if they take 15 credit hours per semester. The “15 Credit Hours” per semester initiative is consistent with the performance metrics the Indiana State commission created for all public institutions. This metric is tracked methodically; for example, the state provides incentives if a student successfully persists by completing 30 credit hours in their first year. The state provides $765.00 per student for every increase over a three-year rolling average. The incentive increases to $1530.00 per student if a student successfully persists by completing 60 credit hours within two years. In the 2013/14 and 2014/15 biennium, IU South Bend improved in the number of students who successfully persisted from year one to year two, and from year two to year three. As the result of those improvements, the state offered the institution a total of $333,540.00 per AY. For the biennium 2015/16 and 2016/17 AYs, the state is offering the institution $179,341.00 per AY.

As outlined above, the institution also sets specific retention goals for our most at-risk students; 50% of our students are grant eligible, which indicates half of our students are low-income students. Our focus for this group is based on retention literature and is consistent with the performance metrics of the state. For example, the state provides an incentive of $5503.00 for every change over a three-year rolling average on the number of degree conferred for at-risk students (low-income students). In the 2013/14 and 2014/15 biennium, IU South Bend received $297,162.00 per AY. For the 2015/16 and 2016/17 AYs, the state offered IU South Bend $236,352.00. These are encouraging trends and consistent with our strategic goals. Given our current concerted efforts and our new initiatives, we anticipate that we will continue to witness a direct positive impact of our efforts on the number of degrees we confer to at-risk students.

Ultimately, the goal is for our students to complete their degree on-time (in four years). We understand many of our students may not finish in four years given that they often have other major responsibilities in addition to their academic work load. We recognize and understand the characteristics of our students, and therefore our goals attempt to reflect this reality. Nonetheless, we believe there are substantial numbers of students capable of successfully completing 15 credit hours per semester. As we identify, encourage, and support such students to complete 30 credit hours per AY by providing them incentives such as the flat fee, we aim to improve our current four-year graduation rates. The state also offers incentives if the institution improved in the four-year graduation rates of entering freshman students. Funding is provided by comparing a three-year rolling average of six historical academic years. In the 2013/14 and 2014/15 biennium, IU South Bend did not receive any money as the result of on-time graduation rate, since the institution did not show any improvement, on average, on that metric. For the 2015/16 and 2016/17 biennium, however, IU South Bend did receive $179,341.00, reflecting an improvement in our on-time graduation numbers. The state provides $22,921.00 for every change of on-time graduates over a three-year rolling averages. Thus if we improve in this metrics slightly, not only will students benefit, but the institution itself can also benefit from the state incentive. And as the result of these incentives, the institution can reinvest this money on further student support and retention efforts. In fact, IU South Bend recently created a new office --- the “Titan Success Center,” headed by a Dean of Undergraduate Studies. The primary mission of this office is to provide academic and social support for at-risk and probationary students, and thereby to ultimately improve retention and graduation rates.

4.C.2. Collects and analyzes information
The University Institutional Research and Reporting (IR) office provides detailed retention and completion reports every year. These data are shared with academic deans and, to some extent, publicly on the institutional research web page. The retention and graduation rate report gives the annual overall retention rate for all students and also examines retention rates broken down by demographic categories (sex, ethnicity, first-generation status, first-semester GPA, High School GPA, SAT score, economic status, age categories and residency). Persistence data are presented for first-year and upper-level students and also for beginning and transfer students. Retention reports for each unit are prepared by the IR office using the same format as on the institutional level, that is, broken down by demographic categories (sex, ethnicity, first-semester GPA, SAT score etc.). Furthermore, retention reports are prepared according to students’ primary academic plan (major) to identify if there are patterns at a program level. For example, we have found that students who do not decide their majors at the time of enrollment drop out at a higher rate than students who declared their majors at the time of enrollment. Currently, the retention rate of students who did not decide a specific major (we identify them as “exploratory students”) hovers around 56%. The College of Arts and Sciences has the responsibility to advise and guide exploratory students until they choose a major.

The IR office also works to identify student retention and completion risk factors in collaboration with different units from the university. The IR office, for example, presented two papers at a national conference, the Annual National Symposium on Student Retention. The presentations, utilizing complex statistical analysis methods, were prepared by collaborating with the Department of Computer and Informatics (a department that developed a risk prediction machine) and the Office of Academic Affairs. Results of the analysis also were presented to academic units to guide discussion and develop action plans to aid students. The institution also consistently analyzes the impact of financial aid for low-income students. Based on this analysis, we found that students with the highest unmet financial need were dropping at a much higher rate than the rest of students. The high number of students with unmet financial needs have shaped IU South Bend’s retention rates. IU South Bend leaders are working to address this challenge through the Titan Success Center.

In addition to these efforts, the IR office also prepares ad hoc retention analysis for different constituents within the university. The academic units also track the DFW rate of their courses. Successful course completion is directly linked to retention and persistence. Thus, course completion reports in relation to retention are prepared at the course level, especially for courses that have a high DFW rate. This process provides important and timely information for curriculum development and revision at the course and department level.

At the level of the academic units, concerted efforts are underway to identify students who complete the fall semester of their first year but do not return for the spring. During registration period each fall semester, departments monitor and contact currently enrolled students who have not yet registered for spring semester classes. Other types of tracking are done by the Titan Success Center, the Academic Centers for Excellence which include the Math Tutoring Center and the Writer's room to gauge the impact of their efforts on students’ retention; these reports demonstrate the extent to which students who use these support services improve in their academic performance, particularly in their cumulative GPA. Professional advisors also use student analytics developed by the College Board to track the progress of their students.

As part of the IU system, IU South Bend has adopted the Blueprint for Student Attainment vision. The primary purpose of the Blueprint is to engage the regional campuses in collaborative efforts and encourage faculty and staff to share best practices. As part of this effort, all regional campuses are required to track and document progress in key performance indicators: affordability, access, success, and completion.
4.C.3. Uses information to improve

As the strategic plan stipulates, IU South Bend has increasingly been adopting a culture of evidence-based decision-making. Retention and persistence reports are widely shared among administrators, faculty, and staff. The university and its stakeholders have become sensitized to the fact that 50% of our incoming students come to IU South Bend with limited academic proficiency (as measured by High School GPA and SAT scores) and that a substantial proportion of these students are also from low-income families, making them further at-risk of dropping out or otherwise failing to complete their degrees.

In order to retain and graduate IU South Bend students, we have instituted several new initiatives and bolstered older programs that were designed to support student success. The university has demonstrated its commitment to engage and support students in their coursework and consequently to reduce drop/fail/withdraw (DFW) rates, especially among freshman students. Existing research informs us that success in freshman year is strongly predictive of college completion. To that end, IU South Bend developed first year seminars. Overseen by a Director of First-Year Experience, the program serves all freshman students who are encouraged to participate in either a course designed to include intensive university success strategies (the U100 courses, a threshold learning community class designed for at-risk beginning students), or a First-Year Seminar. In both types of First-Year Experience classes, trained Peer Mentors take an interactive and supportive role in the classroom.

The campus has also worked to strengthen existing programs such as learning communities, high-impact practices, and Supplemental Instruction for first-year courses that have high DFW rates. The university also invests in student support efforts such as the Academic Centers for Excellence and the Titan Success Center, with their attendant programs (Summer Bridge program, tutoring, etc.). In addition, the campus HLC Quality Initiative, The Vision 2020 grants program, has been institutionalized, housed in the Office of Research. This program provides teams with up to $5000 for up to three years to work on an initiative that they believe will contribute to student success. To receive continued funding, teams must collect data and use it to improve their project. Thus far 25 projects have been funded and most have been institutionalized.

4.C.4. Methods reflect good practice

Indiana University’s methods for collecting, analyzing, disseminating, and acting on data regarding student retention and completion reflect good practice. The institution uses IPEDS definitions in determining retention rates. At census --- one week after the beginning of the fall term -- a snapshot of first-time beginner students is taken. Beginner students are then tracked from year one to year two to determine their retention rates. Retention of first-time full-time beginners and first-time part-time beginning students are tracked separately. The same students are tracked after four and six years to determine if they graduate in the four-year or six-year period according to IPEDS requirements.

As we have become increasingly sensitized to our completion rates relative to peer institutions, we have implemented sound assessment procedures for measuring the effectiveness of new endeavors aimed at improving these rates.

Sources
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.

Summary

Strengths:

- IU South Bend has an established system of internal and external program reviews.
- IU South Bend continues to improve campus assessment processes and participation.
- IU South Bend is committed to improving student success through educational innovations such as first year seminars and supplemental instructors.

Considerations:

- IU South Bend needs sustained emphasis and resources for further improving assessment.
- The new general education plan will need a strong, integrated assessment component.

Sources

There are no sources.
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.

Argument

5.A.1. Resources and infrastructure are sufficient

Fiscal: Like all public universities in Indiana, IU South Bend receives substantial support from the Indiana legislature for both operating expenses and capital projects. The state allocation for operating expenses has remained relatively constant for the last decade at around $23 M. This constitutes a declining fraction of the institution's total budget, though. This fraction fell from about 43% in FY 2008 to 34% in FY 2012, and it currently stands at 37% after recent budget reductions and modest increases in the allocation. Indiana’s Commission for Higher Education has established an incentive funding formula for budget increments that rewards campuses for improvement in credit hours completed, 4-year and 6-year graduation rates, and other measures, and IU South Bend has recently done well under this formula.

In addition to operating expenses, the state allocation includes a component for "Facilities Debt Service." This component of the allocation, sometimes also referred to as "Fee Replacement," funds capital construction projects individually authorized by the legislature.

Indiana law requires that universities maintain a general fund reserve that is at least 3% of the annual budget. The campus reserve currently is over $9M, or about 4.5 times the mandated minimum.

Tuition increases have been very modest in recent years. The 5-yr change in undergraduate tuition and required fees for in-state students has totaled just 5%. A decision to standardize tuition rates at IU's five regional campuses has led to lower tuition increases for the past few years at IU South Bend, where tuition had grown faster than at the other IU regional campuses in the 1990's. As of the 2016-
17 academic year this standardization is complete, so IU South Bend will apply the same tuition increases as the other regional campuses going forward.

In the 2015-16 academic year 77% of degree-seeking undergraduates received some type of financial aid, with 63% receiving gift aid and 51% student loans. The percentage receiving gift aid has risen slightly since 2011-12, while the percentage receiving student loans has declined by almost 10 points since 2011-12. About 4% receive work-study aid, and only about 2% receive aid in the form of parent loans (Fact Book).

**Human Resources:** IU South Bend employed 547 full-time and 188 part-time employees in Fall 2016, for a full-time-equivalent workforce of 603. The Fact Book contains a breakdown of these numbers into academic staff, administrators, and support staff, with subcategories for each.

In the Fall 2016 semester there 248 full-time and 180 part-time faculty members employed by IU South Bend, for a FTE faculty of $301$. These faculty members delivered 69,675 credit hours of undergraduate instruction and 3504 credit hours of graduate instruction, for a student-to-faculty ratio of 16.6 (using 15 undergraduate credit hours = 1 undergraduate FTE and 10 graduate credit hours = 1 graduate FTE). Due to a combination of demographic shifts and local economic recovery, enrollment at IU South Bend went from 8,073 students in 2013 to 7,185 students in 2016. As a result of declining enrollments, full-time faculty ranks went from 280 to 248 in that same time period. Half of the reduction in the full-time teaching ranks came from non-tenure track faculty and the other half from resignations and retirements. At the same time, class sizes continue to be small (averaging 14 – 17 students) for a regional comprehensive university.

**Physical Facilities:** The IU South Bend campus includes 30 buildings with 854,573 assignable square feet, situated on 104 acres of land. Just over half of the Academic-Administrative space is classified by condition as "In-Need-of-Remodeling", with the other half classified "Satisfactory". A detailed accounting of campus facilities can be found in the Facilities section of the Fact Book.

The square footage of classrooms and instructional labs per FTE enrollment are 16 and 17, respectively, which are higher than most of the other IU campuses. The square footage of study areas per FTE enrollment is 14, which is similar to most of the other campuses.

IU South Bend's Auxiliary Enterprise Services Space includes 108,615 sq. ft. in Student Housing. Student housing is currently able to accommodate just under 400 students, which is about half of the limit imposed by ICHE of 10% of the student population.

**Technology:** The technological infrastructure of the campus benefits significantly from being part of Indiana University, which has centralized responsibility for IT. IU takes great pride in its IT infrastructure and administration, and most of its IT services are available on all campuses, including IU South Bend. Technology available to support teaching and research, in particular, is beyond what a regional campus would be able to provide on its own.

Technology provided by University Information Technology Systems (UITS) includes a high-speed campus network with widespread wireless access, central web hosting, a wide selection of free and low-cost software, and supercomputers for data analysis and visualization.

**5.A.2. Resource allocation process**

The institution's budget construction process is transparent, with hearings open to the entire campus community and with active participation by the Budget Committee of the Academic Senate. As a
public institution, the campus’ financial transactions are a matter of public record, and they are subject to monitoring by the Budget Committee. This transparency makes it unlikely that resources that ought to support the campus’ educational mission could be diverted to elective expenditures that do not support this mission.

A small fraction (about 5%) of the campus budget goes to the "university tax," an assessment by the IU central administration for offices that serve the entire university. Examples include support of the centralized information technology services and other shared administrative services, including those functions of the Office of Executive Vice President for University Academic Affairs that deal directly with the regional campuses.

5.A.3. Goals are realistic

The Indiana University South Bend Strategic Plan: 2014-2020 was developed by the Campus Directions Committee (CDC), which includes representatives from the faculty, staff, and administration. As directed by the Chancellor, the CDC developed, with copious input from the campus community, a Vision Statement, a set of nine Strategic Objectives to achieve that vision, and several (from 4 to 12) measurable goals designed to guide pursuit of the Strategic Objectives.

The elaboration with measurable goals of what will be required to accomplish each of the Strategic Objectives, and so to achieve our vision, served to ground the planning process in reality. Not all of the measurable goals will be reached, at least not on the timescale proposed, but they are all realistic given our organization, resources, and opportunities.

5.A.4. Staff are qualified and trained

For the Fall 2016 semester, 93% of faculty member in the professorial ranks, which account for 68% of full-time faculty members, held a doctorate or other terminal degree. Many full-time lecturers, who account for the remaining 32% of full-time faculty members, also hold doctorates. The minimum education qualification for lecturers is a master's degree in the discipline or a master's degree in another field with at least 18 graduate credits in the content area.

Minimum qualifications for part-time faculty members are generally the same as for full-time lecturers. In some cases, individuals may have documented expertise that qualifies them to assume specific teaching duties without this minimum educational qualification ("tested experience"). Policies on tested experience of part-time faculty members are established and applied at the department level, subject to approval at the school/college level.

5.A.5. Process for budgeting and monitoring expense

IU South Bend’s annual budget is an operating plan to match the university’s financial resources with its mission and goals. The budget is an estimate of available resources and the planned uses of these resources. The budget also provides fiscal control by matching anticipated and actual revenue with anticipated and actual expenditures.

IU South Bend uses a traditional, or incremental, system to develop annual budgets. This system assumes that the current budget is basically correct and appropriate. To develop the next budget, a recurring incremental increase or decrease is applied to the current base budget of each unit (account) of the university. In addition, reallocations are identified and effected. These changes remain as a part of the next base budget. Using an historical base for construction of the next year’s budget provides budgetary stability to campus programs and allows units to make long-range plans for
efficient use of limited resources. One-time budget transfers during a fiscal year do not affect a unit’s base budget, but are simply current year budget adjustments.

IU South Bend's budget includes two components, the operating budget and the capital budget.

The annual operating budget is a financial plan of current operations. It includes both estimated revenues and expenditures for one fiscal year. The budget is prepared at the campus level using Indiana University guidelines. The fiscal year begins July 1 and ends June 30. The biennium operating appropriation request is developed for all IU campuses by the Indiana University Budget Office, with input from the campuses. It is also informed by the recommendations of the Indiana Commission for Higher Education.

The biennium capital budget is a financial plan which outlines expenditures for new construction, major repairs, or renovations. It is developed by the Indiana University Budget Office with input from each campus. The Indiana Commission for Higher Education and the State Budget Agency make their own recommendations regarding capital requests to the legislature.

A Biennium budget and two annual operating budgets comprise the budget cycle. The biennium budget requires the approval of the state legislature.

The procedure for developing the annual budget for IU South Bend includes projections of revenue and expenditures.

Revenue: Enrollment projections are developed by the University Budget Office (UBO) as soon as official enrollment statistics for the fall semester are available. Demographic projections are provided by UBO and reviewed by the Chancellor, the Executive Vice Chancellor for Academic Affairs, the Vice Chancellor for Administration and Finance, the Associate Vice Chancellors for Student Services and for Enrollment Services, and the Office of Institutional Research. These administrators determine the enrollment projections to be used by the campus for budgetary purposes and submit them to the UBO.

The Trustees approve campus fee rates which are usually determined by the level of state support. Fee approvals by the Trustees are subject to statutory procedures.

Projections of other revenue, such as gifts, commissions or rents, are determined based upon information obtained from account managers. Factors used to prepare these revenue projections include midyear performance, long-term trends, current and expected level of activity and the anticipated level of fee rates and charges. This revenue projection activity usually occurs no later than mid-March.

Expenditures: The Vice Chancellors work within their units to obtain budget requests and to determine overall division budgetary needs. These budget requests are presented at hearings chaired by the Chancellor and the Vice Chancellor for Administration and Finance, with members of the Chancellor's Cabinet, the Academic Cabinet, and the Academic Senate Budget Committee as the audience.

The Budget Committee develops recommendations based on the budget hearings and submits them to the Chancellor.

Under guidelines developed by the University Vice President for Finance, the University Budget Office (UBO) and the University Treasurer’s Office, estimates of fixed expenses, which include
mandatory university administration fees for the forthcoming fiscal year, are prepared. Included within the category of fixed expenses are such items as principal and interest payments on long term debt, fee income dedicated for student activities, group insurance, retirement program, property and casualty insurance, fee courtesy, computer network charges, University tax, and software agreements.

Various pro forma budget scenarios based on commitments, unavoidable costs and budget guidelines are developed by the Vice Chancellor for Administration and Finance for review by the Chancellor’s Cabinet.

The Chancellor makes final decisions on salary pools, new budget commitments and all other budgetary changes including budget cuts, if necessary.

**Budget Construction:** University-wide guidelines are developed and recommended by UBO and approved by the President. This includes the salary pool range.

Based on the Chancellor’s decisions and University guidelines, the IU South Bend Budget Office prepares the annual budget. The new budget includes approved positions, approved quality improvement items, salary adjustments, and inflation guidelines for other expenditures.

Salary letters informing personnel of their appointment and salary for the next fiscal year are distributed by Academic Affairs and Human Resources following action by the Trustees approving the proposed operating budget.

Prior to the beginning of the fiscal year, the University Budget Office provides the Vice Chancellor for Administrative and Fiscal Affairs with copies of approved budget departmental work papers which are distributed to account managers.

**Monitoring Expenses:** Management positions come with responsibility for the fiscal activity occurring in the corresponding work unit, and therefore the integrity of all accounts assigned to them. Each account has a Fiscal Officer, an Account Manager, and an Account Supervisor. Each of these positions has a critical role in oversight of the expenses processed in each of the accounts under their supervision.

The Account Supervisor has an account leadership role. This person is responsible for the fiscal integrity of the account. This role provides leadership, oversight, and management philosophy to ensure that all funds are spent and managed according to the goals, objectives, and mission of the organization. These persons are also responsible for making sure the accounts to which they are assigned are handled in accordance with pertinent University policies.

The Account Manager ensures that all funds are spent and managed according to the goals, objectives, and mission of the organization, according to the budgeted plan, and that expenditures are appropriate to the function identified for the account.

The Fiscal Officer provides daily oversight on how funds are spent and managed. This oversight includes ensuring funds are budgeted, that they are spent according to fiscal policy, that they are spent in alignment with the account purpose, that processes and controls are in place, that assets are safeguarded, that transactions are recorded and reported properly, that the account is reconciled on a monthly basis, and that either the expenditures are in conformity with the budget, or appropriate budget changes have been made to reflect a change in the original budget. Only the Fiscal Officer can delegate signature authority on an account because signature authority on all financial transactions is inherent to this role.
Sources

- ICHE.Performance Funding FAQ FINAL
- ICHE.Policy on Regional Campus Roles and Missions _final
- IU.Board of Trustees. Minutes 6.3.15
- IUSB.Academic Affairs.CarnegieEngagedBlog
- IUSB.Academic Senate. reserves fund_balances_history_150104.1
- IUSB.Academic Senate.CDC.pdf
- IUSB.Academic Senate.Constitution of Academic Senate.2010
- IUSB.Assoc VCAA. Faculty Qualifications Combined
- IUSB.Chancellor.Strategic Plan.2014-2020
- IUSB.IR.Academic-AdministrativeSpaceByCondition.2016
- IUSB.IR.AuxiliaryEnterpriseServicesSpace.2016
- IUSB.IR.FacilitiesInventorySummary.2016
- IUSB.IR.Fact book.financial aid
- IUSB.IR.Faculty Headcount.Fall2016
- IUSB.IR.FacultyHeadCount.2016
- IUSB.IR.InstructionRelatedSpace.2016
- IUSB.IR.PercentofUndergradAid
- IUSB.IR.RealEstateAcreage.2016
- IUSB.IR.StaffDegrees.2016
- IUSB.UITS.Home Page
- IUSB.UITS.Student Tech Centers
- IUSB.VCAFA.10 year state allocations for IU South Bend
- IUSBS. Institutional Research.fact book.credit hours:faculty
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.

Argument

5.B.1. Board is knowledgeable

The governing board for all IU campuses is the Indiana University Board of Trustees. Six of the nine Trustees are appointed by the Governor, and three are elected by IU alumni to serve three-year terms. The board holds six meetings per year, which include meetings of various committees of the Board and a business meeting of the entire Board. Committee meetings and the business meeting are open to the public. The only sessions not open to the public are executive sessions.

At their meetings Trustees receive information from university administrators, faculty members, and students, and they make decisions on university policy, finances, and personnel. Attendance at Board meetings is mandatory, with state law mandating that "The board of trustees shall declare vacant the seat of any trustee who is absent from two successive meetings of the board of trustees..."

5.B.2. Policies and procedures engage internal constituencies

The chief executive officer of the IU South Bend campus is the Chancellor, who reports through the Executive Vice President for University Academic Affairs to the President of Indiana University. At the campus level, the Chancellor is advised by the Chancellor's Cabinet, which consists of the Executive Vice Chancellor for Academic Affairs, the Vice Chancellor for Administration and Finance, the Vice Chancellor for University Advancement, the Associate Vice Chancellor of Enrollment Management, the Associate Vice Chancellor of Student Affairs, and the Director of Communications and Marketing (who also currently serves as the Chief of Staff to the Chancellor). The Chancellor's Cabinet meets weekly.

The chief academic officer of the campus is the Executive Vice Chancellor for Academic Affairs. The Executive Vice Chancellor is advised by the Academic Cabinet, which consists of the two Associate Vice Chancellors for Academic Affairs, the Deans of the five schools/colleges (College of Liberal Arts & Sciences, Raclin School of the Arts, Leighton School of Business and Economics, School of Education, Dwyer College of Health Sciences), the Dean of Library Services, the Director of Social Work, the Registrar, the Director of the Center for Online Education, the Institutional Research and Effectiveness Officer, the Contracts & Grants Coordinator, the Manager of the Office of Academic Affairs, and the President of the Academic Senate. The Academic Cabinet meets biweekly.
The faculty governance organization for IU South Bend is the Academic Senate. The Academic Senate is directed by an elected President and Executive Committee, consisting of Senate officers and at-large members. The Academic Senate, which includes as members all full-time faculty members and representatives of the part-time faculty, meets seven times per year. The Chancellor and the Executive Vice Chancellor for Academic Affairs attend these meetings when at all possible, and they are regularly invited to report to the assembled Senate. The president of the Academic Senate serves on the Academic Cabinet and meets monthly with the Chancellor and with the Executive Vice Chancellor for Academic Affairs.

The Student Government Association (SGA) represents the students of IU South Bend. The SGA includes an Executive Board, a Senate, and a Judicial Council. Among others, the SGA has the responsibility to recommend the allocation of revenue from student activity fees.

The Chancellor meets regularly with the leadership of the SGA.

5.B.3. Effective structures for involvement in setting academic requirements

Much of the work of the Academic Senate is done in committees, and most of these committees invite the Student Government Association to appoint students as committee members. Students thus have the opportunity to participate in decision making on matters of curriculum, academic affairs, student affairs, admissions and advising, facilities management, and others.

Staff members are represented in the governance structure by the Professional Staff Council and the Biweekly Staff Council. These councils have the standing to bring concerns to the Chancellor's Cabinet, the Academic Cabinet, or the Academic Senate.

Sources

- IU.Board of Trustees
- IUSB.Academic Senate.Constitution
- IUSB.Academic Senate.Constitution of Academic Senate.2010
- IUSB.Academic Senate.HomePage
- IUSB.Academic Senate.SenateConstitution
- IUSB.AcademicAffairs.OrganizationalChart.2017
- IUSB.Chancellor.HomePage
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.

Argument

5.C.1. Resources allocation aligned with mission

IU South Bend engages in systematic and integrated planning from the campus level down through the units. The strategic plan is closely tied to our mission as a regional comprehensive institution and unit plans address those overall goals. The Campus Directions Committee is responsible for developing our Strategic Plan, assessing our progress, and making recommendations regarding revisions.

In the campus Strategic Plan Goals 1-6 all focus on student success and improving the institution’s support for student success through excellent teaching, student success and through the curriculum. Goals 4, 5, and 6 state our intent to extend high impact practices, experiential learning, scholarship and research among both faculty and students, and outline how we will continue to assess what we are doing in order to improve our purpose as a learning-centered institution. And finally, Goals 7, 8, and 9 describe plans for the larger community of the campus that includes staff, the creation of an inclusive culture that reflects the diversity of our region, and particularly to increase and better document our considerable engagement with north-central Indiana communities. All of these goals address our basic mission as a public, comprehensive four-year institution in this region.

The campus has become increasingly sophisticated about documenting how it ties its strategic plan to the budget process. Although deans and other unit heads frequently referred to various plans at budget hearings, a new template now explicitly requests a tie to the campus strategic plan. Each unit presents both a written proposal using the template and provides oral testimony at the hearings. For example, the CLAS Budget proposal included 9 separate items to increase budget lines that fell under the categories of Student Success, Student Centered, Program Innovation, Fostering Engagement, and Faculty/Student Collaborations in the strategic plan. The dean built the request from a combination of priorities in the college plan and those requested by departments. All other units go through a similar process as may be seen in the master workbook.

The Faculty Senate Budget Committee participates in our annual budget hearings, asks questions of the unit heads, has the spreadsheets that tie budget requests to the Strategic Plan, and makes recommendations to the Chancellor’s Cabinet.
Budget decisions in the last few years do indicate that the planning priorities and the mission they support have a significant influence. As a teaching-focused campus, it’s appropriate that we provide the needed resources in that area. Our overall instructional costs for 2014-15, for example, were $40,589,861 or 56.2% and reflect our teaching focused mission and emphasis on undergraduate education.

Because we are intentionally and systematically working to support more students to succeed and graduate, significant resources were utilized to establish the Titan Success Center for coaching students, an Area II priority. In the same area, resources have been available to encourage faculty to convert courses to online formats, and we have seen growth. Improved scholarship resources and new space have supported significant increases in enrollments in the Honors Program, an Area III priority. The growth in the number of credit hours produced in Honors reflects our success - only 81 credits were recorded Fall 2012 but the program produced 173 credits Fall 2017.

Faculty/staff salary increases were prioritized in the 2016 budget as we try to bring our salaries closer to market averages, an item in Goal 7. Goal 9, which seeks to increase and understand our community engagement was supported by resources for the Carnegie Engaged Campus designation project. All of these decisions reflect our stated mission to support student learning and “the changing educational and research needs of the community.”

Non-academic units use a parallel process, providing information and requests as part of the annual budget hearings, filling out the grid and tying those requests to the strategic plan. For example, IT requested additional funds to establish a consistent budget for needed hardware related to our master network insuring that we can continue to serve the learning needs of students and faculty, especially innovation in teaching (Goal 3), support for high impact practices in the classroom (Area IV) and to aid in expanding research (Goal 5).

Faculty line requests are similarly tied to the Academic Masterplan. Academic Affairs maintains a Box file with all line requests from deans. Deans review one another’s requests and the Academic Cabinet discusses them before the Executive Vice Chancellor makes recommendations to the Chancellor. Among other criteria, each request ties the need for the line to aspects of the Strategic Plan and/or the Academic Masterplan. For example, in 2016, the School of Education requested three faculty lines, each tied to the Academic Masterplan, enrollment and demand, retention, and other criteria.

5.C.2. Linked assessment, evaluation, planning and budgeting

Although IU South Bend had regularly conducted budget hearings several years ago, they stopped prior to 2010. The current Chancellor restarted the hearings in 2013 and they have since been an annual event, increasingly well-organized and transparent. The Vice Chancellor of Administration and Finance, in cooperation with the Chancellor and the Senate Budget Committee organizes the process and calendar. Our current budget request spreadsheet includes a column where the request should be tied to the campus strategic plan. The criteria on the spreadsheet were reviewed by the Senate Budget Committee.

Academic units have plans that follow from the Campus Strategic Plan and Academic Master Plan but also grow out of departmental level planning. The CLAS Operational Plan is now updated yearly. Since 2011, program reviews in CLAS are followed by creation of a departmental plan that takes into account what the program learned during their review. This process includes looking at and acting on assessment data. The Academic Cabinet is due to review the program review process for
the entire campus during the 2017-18 academic year.

Academic and non-academic units have assessment plans, outcomes, and subsequent actions inventoried in the TaskStream system. When formulating budget hearing testimony, including reallocation requests and those for new monies, the deans receive input from chairs and directors that includes consideration of assessments and program review discussions. For example, in the Leighton School of Business and Economics, a request was made to improve services at their film lab because assessments demonstrated that the facility and staffing they had was effective, but not available to enough students for timely completion of high quality projects.

In CLAS the dean requests that department chairs send budget needs with rationales so that they can be included in the CLAS budget spreadsheet and incorporated into the dean’s testimony. The Department of Psychology, for instance, requested additional work/study funds in order to extend a pilot peer mentor program to support academic advising. They drew on assessment that was part of their program review. Other academic units proceed similarly.

There are similar requirements for faculty line requests—a key budget decision. The Dwyer College of Health Sciences made faculty line requests for new programs that are prioritized in the Academic Master Plan and have strong student demand. Other units provided similar ties to plans and evidence related to student needs/performance.

Student support units use a master spreadsheet to update progress, goals and resource needs based on operational assessments. Enrollment Services tracks ongoing assessment data and resource needs on the Operational Framework spreadsheet. For example, they set recruiting targets and benchmarks, monitor the funnel data, and note any resource needs that should be part of their budget testimony.

Everything Enrollment Services proposes at budget hearings must relate to the Strategic Plan, and goals are shared in one document that’s dynamic and easily updated. This document is also used for assessment in Taskstream, annual sub-unit reports and performance reviews. The office tracks short term and long term goals, updating the document twice per year. For instance, the Retention and Completion Key Area, Updates column, tracks not only the various strategies that were implemented, but also outcomes, and it references detailed reports. As a result, strategies were implemented that contributed to the reduction in the 3-year cohort default rate (CDR) from 15.1% to 10%.

After budget hearings have been completed, the Senate Budget Committee makes Recommendations to the Senate, the Chancellor, and his Cabinet. Often the Committee has made an independent assessment of budget trends, especially in operations. For example, in the 2016 Senate report, the committee took a close look at the utilities budget, noted a long trend of over-allocation, and recommended a reduction

5.C.3. Planning considers many perspectives

As described in previous sections, the campus developed a new Campus Strategic Plan in 2013-14, using input from across the campus and community. Over two hundred people responded to a survey regarding vision, strategies, and measurable goals. Discussions were held with small groups, and a draft of the vision statement was also distributed across the campus.

The Student Government Association formed a committee to participate and provide input. The Chancellor asked his Advisory Board to review and commented on the strategic plan and the Academic Master Plan described below. This group includes political, business, education, and labor leaders in the region.
The Academic Master Plan was published in October 2014, also after wide consultation from a broad constituency that included academic units, regional employers and advisory boards, and students. The committee held a community summit with area business leaders and campus leaders to discuss programs that were proposed by the academic units.

Deans were asked to analyze and advise about the resources and current capacity that could be brought to bear to support each proposed program. If the campus could offer a proposed program without additional support, that was noted in the plan. If a new program requires significant additional commitments in personnel, equipment, space or other resources, a feasibility study is conducted before proceeding any further. The dean of CLAS established a feasibility study protocol for CLAS that includes market analysis, surveys of other institutions, cost estimates, and evidence of student demand.

5.C.4. Plans are based on current capacity and anticipated fluctuations

In consultation with the Executive Vice Chancellor for University Academic Affairs the campus understands the larger picture of Indiana University and the state overall. In addition, the IUSB President of the Academic Senate and other representatives from the campus participate regularly in university wide governance structures and ad hoc committees that include all IU campuses. IU explicitly lays out goals for statewide inter-campus projects in the Blueprint for Student Attainment which provide multiple opportunities to share and explore statewide trends and issues. The Indiana Commission for Higher Education is also often consulted in order to avoid delays there later in the process since ICHE must sign off on any new degree programs. Many administrators belong to and attend meetings sponsored by important national organizations such as AAC&U, CCAS, and AASC, and feel well informed about national and state trends. Academic Affairs maintains a website with a guide for proposing new programs. Among the items required from ICHE are evidence of need in the labor market, alignment with campus plans, cost of support, projected headcount, the state-wide IU marketing campaign, and several other items.

Enrollments are tracked on the campus dashboard and includes headcounts and credit hours generated back to 2004. In addition, IU makes myriad data available to all its campuses on the Consolidated Business Intelligence app. Data about all aspects of IU campus enrollments is available in the Student Information System (SIS). The Indiana University Information Environment (IUIE) provides additional data on a wide variety of topics including physical facilities, HR information (like titles and classifications), library acquisitions, etc. The key financial information is available in IU’s Business Systems at Kuali.

The Chancellor reports trends in enrollments and revenue regularly to his Advisory Board. For example, at one meeting they discussed the national trends and activities associated with the American Association of State Colleges and Universities, drawing on information gathered when the Chancellor attended one of their meetings. Later in the meeting the Chancellor presented data from a Bloomington sponsored university–wide assessment of diversity on the campuses, including IU South Bend. He also presented details about IU South Bend’s enrollment trends.

IUSB also has peer institutions from across the nation for benchmarking purposes on a variety of data points including the composition of our student body, costs, financial aid, housing expenses, degrees conferred, faculty composition, and others.

IU provides regular e-mail updates through the Statehouse Report, regarding current legislation under consideration at the state legislature and a brief synopsis of IU’s lobbying position. In addition, deans and above are invited each year to IUPUI for the “Government Relations Seminar,” a summary of the
lobbying activity and legislative news at the state level.

All of these systems came into use during two recent transitions at IU South Bend. This campus had an enrollment surge during the recession that began in 2008. Enrollments zoomed suddenly and the campus found itself with more revenues than normal for about 3 years. It was difficult to predict how long these high enrollments might continue, but because of a strong understanding of long-term data about the economy and enrollments, the campus expected that when the economy began to recover, enrollments would take a dip. That began to happen in 2011-12. By fall 2015 credit hours had fallen about 11.5% since the peak in 2010.

Wisely, the campus had done two things: first, funds were steadily added to various reserve accounts; and second, some “one-time” funds were made available to the campus to pursue projects that focused on strategic initiatives. The campus did, however, cautiously increase its revenue projections for 2011-12 which in the end produced a structural deficit. Three spring budget processes in the following years required significant reductions in order to realign campus expenditures to the actual income. This was accomplished through reductions that totaled $8.1 million over the three years. Through a combination of healthy reserves and wise budgeting, IU South Bend adjusted to its budget reality without significant layoffs or painful cuts because they understood the state environment and the regional enrollment situation. (Budget cover letters: 2013, 2014, 2015, 2016).

5.C.5. Planning anticipates emerging factors

During our campus planning processes, environmental scans supported planning and the results reflect a deep understanding of the challenges and opportunities that will shape our future. For example, IU understands that all campuses must devote significant thought and planning to the IT infrastructure that supports learning and research. The Campus Strategic Plan Goal 3 notes that we intend to “ensure technology infrastructure to support innovation, scholarly and creative productivity, and high impact learning.” The budget requests from IT reflect deep understanding of network and device innovations and developments, our capacity to serve our students and faculty, new advances that will protect our data and networks, the future of learning spaces, and various other data that they monitor and study.

The Academic Master Plan Committee consulted regional and national economic reports; did a gap analysis, with the assistance of the Office of Institutional Research, that included area institutions of higher learning; and they studied external requirements for proposed programs. Data from the National Student Clearinghouse provided information about students who left IU South Bend for other campuses and was synthesized to see if there were programs in demand that we did not currently offer.

The IR office has easy access to state demographics through state sponsored sites including http://www.stats.indiana.edu and the Indiana State Library State Data Center at http://www.in.gov/library/isdc.htm.

Sources

- IU.Blueprint2
- IU.BlueprintStudentAttainment
- IU.Government Relations Seminar.2015
- IU.GovernmentRelationsSeminar.Agenda.2015
- IU.HR.Kuali system
- IU.Regional campuses.Deans agenda F17
- IU.Regional campuses.DeansConf-Sept 10
- IU.Statehouse Report 6
- IUSB. School of Education.Faculty Proposal
- IUSB.Academic Affairs.Remonstrance
- IUSB.Academic Senate.2017-2018 Budget Proposal Template
- IUSB.Academic Senate.Budget hearing process 2016
- IUSB.Academic Senate.BudgetCommittee
- IUSB.Academic Senate.CDC.pdf
- IUSB.Academic Senate.CDCSep15Report
- IUSB.Academic Senate.IT Budget Hearing Proposal.2016
- IUSB.Academic Senate.Senate Budget Committee Recommendations 2016
- IUSB.AcademicAffairs.PeerBenchmarkReport.2015
- IUSB.Chancellor.2017-18 Budget Hearing Proposals - Master Workbook 01Feb2017
- IUSB.Chancellor.Academic Master plan.community involvement
- IUSB.Chancellor.Advisory Board minutes 9-24-15-2
- IUSB.Chancellor.Minutes.9-24-16
- IUSB.Chancellor.Minutes.9-24-16
- IUSB.CLAS. operational plan updated F2016
- IUSB.CLAS.Feasibility Study Protocol 2015
- IUSB.CLAS.Poli Sci Planning Grid
- IUSB.CLAS.Psych Budget proposal
- IUSB.CLAS.SOCA.2017-2018 Budget Proposal Hearing
- IUSB.Health Sciences.Request for new Faculty lines.2017
- IUSB.IR.CBI Screen Shot
- IUSB.IR.Dashboard
- IUSB.Online Education.Data for HLC
- IUSB.School of Education.Faculty Request
- IUSB.Student Engagement and Success.Enrollment Services Operational Plan 2015_16
- Updates
- IUSB.Student Engagement and Success.SGA.MeetingMinutes.2013
- IUSB.Student Engagement and Success.SGA.MeetingMinutes.2013 2
- IUSB.UITS Budget Hearing Proposal.2016 (2)
- IUSB.VCAFA.2013 Budget Cover Letter
- IUSB.VCAFA.2014 Budget Cover Letter (1)
- IUSB.VCAFA.2015 Budget Cover Letter (1)
- IUSB.VCAFA.2016 Budget Cover Letter
- IUSB.VCAFA.OBUD Combined PDF
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.

Argument

IU South Bend looks at improvement from a variety of perspectives but primarily focuses on improving our campus as a learning-centered institution. That means that student success is our key concern, but we also expect to see learning practiced among our faculty, staff, and even, hopefully, life-long learning among our alumni. The last indicator is the most difficult to measure and we are at the beginning of understanding our alumni better, contacting them and interacting with them more regularly. The final constituency that we fold into our learning centered concerns is our service region. The campus strategic plan, Strategic Plan: 2014-2020, drives the key goals and indicators and was the result of several months of deliberation by the Campus Directions Committee with input from a widely distributed survey instrument and other preparatory information gathering both on and off campus.

5.D.1. Develops and documents evidence of performance

Metrics for student success are laid out in the strategic plan in Goal 1 and include increasing the number of degrees earned, improving retention and persistence, increasing on-time graduation and the six-year graduation rate. Other types of specific metrics for goals are also provided, including those addressing housing, recruiting, financial aid, overall enrollment, and our relationship to the area school corporations.

Goal 2 of the plan delves more deeply into the support needed for student success and provides goals and metrics for instructional support and curricular delivery career services. It also specifies that we will use NSSE data for a baseline (for NSSE results and information go to https://www.iusb.edu/instl-research/nsse_home/index.php) where relevant, noting that IU South Bend aspires to improve student satisfaction rates at a rate of 2% per year on average. The entire plan proceeds with goals and specific metrics that address increasing scholarship dollars, strengthening support for faculty research and creative activity, supporting the scale-up of high impact teaching practices, addressing increased diversity in a variety of sectors, and ramping up our already energetic community engagement.

Local campus goals and metrics mesh well with the overall Bicentennial Strategic Plan for Indiana University mediated specifically for the regional campuses through The Blueprint for Student Attainment. The first Blueprint was in effect from 2011 to 2015, and we are currently operating under 2.0. Alignments are easy to ascertain. For example, under the general goal 1 in the all-IU Bicentennial Strategic Plan, IU addresses “Excellent Education,” and singles out “academic success and completion” and “innovative teaching.” These areas also appear in the Blueprint 2.0 and map easily onto IU South Bend’s Strategic Plan in Goals 1, 2 and 3. The Blueprint 2.0 document supports all regional campuses in reaching these goals by encouraging collaboration, engagement, and excellence across campus boundaries. For example, Action A of Blueprint 2.0 seeks to support collaboration through institutional structures and by creating affinity groups.
5.D.2. Uses organizational experience to improve

**Student focus**

*Reporting, progress, and actions to improve:* Our first survey to gauge progress related to the current campus Strategic Plan went from the CDC to all units November 3, 2016. Status of each goal and action plan were compiled into a key indicators chart.

The Office of Institutional Research tracks and makes available year by year (sometimes semester by semester) data on other key metrics on their website. In the Enrollment Data, for example, we can see 10 years of data on the retention rates, graduation rates, overall enrollments and other key indicators. Goals to improve are established in the Campus Strategic Plan. For example, Area I of the plan states that we hope to improve the 6-year graduation rate to 30% by 2016 and the 4-year rate to 10% in the same time period. We have moved from 6% to 9% on the 4-year rate (not factoring in the removal of High School students from the total). But it’s possible that some types of students who used to graduate in 6 years and now graduating in 4 years since the 6-year graduation rate actually dipped by 3 points. Other data available here includes student data, student aid data, data on faculty and staff, budget information, IU South Bend’s IPEDS data, and data on our physical facilities.

In addition, we have a new campus dashboard where several metrics, most for ten-year periods are available in accessible formats (https://www.iusb.edu/instl-research/dashboard.php). The dashboard tracks enrollments and majors. IR also makes available an enrollment management report where academic chairs, deans, and others can track capacity and enrollments at the course level.

Baseline survey data in NSSE indicate that the campus has identified appropriate areas where improvement will make a significant difference to students. For example, the data on high impact practices (HIPs) shows that while there are significant opportunities to experience HIPs, we lag behind our peers and others in providing HIPs systematically to reach more students. This is true for both first year and final year students. Scaling up HIPs is a key goal of the campus Strategic Plan. In response, all units have been encouraged to consider how to make HIPs more widely available.

At the unit level, departments have been asked to inventory internships with Career Services, which in turn has developed a website for students. Faculty in the College of Liberal Arts and Sciences received a Vision 2020 internal grant to survey best practices related to internships, inventory College opportunities and practices, generate baseline learning and working standards for students, create standard forms for the College, etc. This project has generated a great deal of discussion around common standards and expectations for internships, ways to pay for their supervision more consistently, how to make them more commonly available, etc.

Through an external grant that created the CTS Center for Experiential Learning, the Judd Leighton School of Business has significantly increased activity around internships. The director coordinates their fall Career and Internship Fair, which in 2016 hosted forty area firms. They have a highly informative website for students, teach a one-credit course on career planning that includes internship information, and the director actively seeks out new opportunities while working closely with Career Services.

Another result set the campus on the path of working toward an application for the Carnegie Community Engagement designation. Resources and leadership have been provided as the campus catalogs its community engagement, learns to track and assess activities regularly, and considers how to embed engagement more systematically in the curriculum as well as co-curricular realms. Our
application is due in 2019 and the campus is focusing increasing attention on this project.

Two other closely related, major academic projects have emerged from our plans and examination of data. (Academic Senate Meeting minutes) One includes the creation of a faculty taskforce to examine our General Education program and make suggestions for improvements and the second is a taskforce to improve first year student experiences. The General Education Taskforce began during the spring 2016 semester and is continuing to collect data with a target date of spring 2017, for preliminary recommendations to the Academic Senate. The “Reimagining the First Year” project uses a Canvas site (IUSB CARES) and pushes out readings, advice, and quick tips for working with first year students. Faculty, staff, and administrators enroll as students on the site (over 50 as of December 2016). The Director sends out a weekly newsletter.

These projects all demonstrate the impact of planning, goal setting and regular examination of the data by key constituents on campus. We begin with a strategic plan that aligns to IU’s overall plans, we have the CDC to examine campus-wide data and progress, those discussions filter into discussions at the Academic Senate, the Chancellor’s Cabinet, the Academic Cabinet, Student Affairs, Fiscal Affairs, and other units as appropriate. Ideas and projects are organized, funded and led by faculty and staff, we measure their impact (every Vision 2020 grant must use data and have an assessment cycle for example), and we run the cycle again.

Other evidence of our continuous improvement approach includes activity related to the Blueprint. Metrics and reports related to Blueprint 2.0 is found on our website. IU South Bend, for example, is currently engaged in a collaboration across the campuses by applying for a grant through the Howard Hughes Medical Institute intended to improve STEM teaching across the regionals. This effort was facilitated by the University Regional Affairs office.

The regional campuses also created five overall goals, closely related to performance funding from the state, with specific quantitative targets to gauge their success. These include bachelor degrees conferred and lowering student debt incurred as a result of pursuing a degree. Data is refreshed once a year. Overall bachelor degrees awarded has seen a steady increase among the regional campuses. The data is broken out into minority, first generation and non-traditional students as well. Unfortunately, the target student loan debt remains elusive, though per capita borrowing remains reasonable across the system at an adjusted rate of $19,315 in 2013-14, the most recent data available.

The 2016 South Bend target setting worksheet indicates that IU South Bend had record or near record numbers of students graduate in 2013 and 2014, reflecting the recession enrollment surge that began in 2008. Growth targets going forward require that the campus succeed while swimming upstream against regional demographics (smaller high school classes for the next several years) and the return of a traditionally manufacturing labor force to an improved job market, particularly in the eastern reaches of our designated recruiting territory. Nonetheless there is a steady improvement when it comes to graduating non-traditional, first generation, students of color, and other categories. This is where the real opportunity presents itself for the campus—supporting success through graduation for underserved students in our region.

IU South Bend’s affordability data has improved in the last two years. The average net price has been lowered for all but the wealthier students with particularly strong reductions in the $30k - $75k family income range. The debt burden is lower, loan default rates dropped from a high of 15.1% to the current 8.8%, and unmet need dipped slightly. This is partly a result of rethinking how student scholarships are awarded, and partly a result of targeted efforts to expand our student work-study program (using institutional funding once we've exhausted our federal allocation). In addition, we
implemented a summer "On Track" institutional award program to help low-income state aid recipients and 21st Century scholars stay on track to meet course completion requirements and to graduate on time. Since finances are a key issue, we instituted a new financial aid counseling model based on a caseload approach, where each student is assigned his/her own financial aid counselor. This helps to ensure that students understand all of their options and avoid missing deadlines, and it facilitates the development of the all-important student/financial aid counselor relationship.

One result of looking at this data is recognition of the need to think and act more systematically to retain students. For example, prompted by discussions at the Academic Cabinet and the desire to set some solid goals for the year, the CLAS Council of Chairs held extended discussions regarding the use of the early warning system, and they set goals to improve both in scope and effectiveness during the 2016-17 academic year. By providing examples and demonstrations to improve chair knowledge of the system and how to see usage data, CLAS significantly improved over the course of the year. The whole campus has improved in its use of the early warning system. Follow-up has improved significantly with the Titan Success Center contacting all flagged first and second year students. Similarly, our use of the note-taking repository for advising, AdRx, is still a work-in-progress but has improved greatly since it became available.

Faculty and staff focus

Plans put forward by the campus include goals for faculty/staff engagement and continuous learning. The Strategic Plan includes both in nearly every area, but particularly focuses on faculty and staff in Goal 7 where morale, compensation, recognition and advancement provide a framework for overall improvement.

Faculty engagement can be tracked through retention, teaching innovations, research productivity, involvement in governance, community outreach. IU evaluates faculty work using calendar years. For the 2016 evaluation, we switched to Digital Measures Activity Insight, which has more reporting capacity than our old reporting system (Faculty Annual Report or FAR). For example, faculty in CLAS reported 58 awards or honors for 2016. This will be our baseline data going forward, and now that we can much more easily count these items, we can set goals and track them. A faculty-led project just underway is a taskforce to recommend a research center that would provide support and professional development for faculty research.

Non-academic units also set goals and track their progress related to the campus strategic plan. Units like Enrollment Services regularly update a comprehensive document that sets, tracks, and assesses progress on their goals. The entire unit uses one shared document that’s dynamic and easily updated. The assessment data and reports are also used for assessment in Taskstream, annual reports, and performance reviews. For instance, strategies implemented that contributed to the reduction in our 3-year cohort default rate (CDR) from 15.1% to 10% can be found on page 23 of the document. And they report that the current CDR is shaping up at 8.9%. Pages 20-24 have other good examples of goals and outcomes with references to more detailed and comprehensive assessment reports.

In addition to detailed assessment reports, Enrollment Services has also documented changes in various institutional award strategies, and conducted an extensive overall financial aid optimization study led by University Student Services and Systems last spring. The results supported our awarding strategies.

Our new Financial Aid Director has taken measures to insure that the unit spends more one-on-one time with individual students to help them better understand how to pay for their education and
graduate with the least amount of debt possible.

Community engagement

The campus has always engaged the surrounding community and region as part of its mission. The campus strategic plan sets goals for this area in goal 9 that include a periodic audit (now much easier with DMAI), a directive to establish a way to evaluate our activities, and development of a campus-wide plan to pursue community engagement as fully as possible. We have made some key decisions at a campus level and committed resources to pursue these goals. The most important decision was to pursue the Carnegie Community Engagement Classification. Academic Affairs organized a faculty-led taskforce in 2016 to prepare our application due in 2019. The chair has reassigned time. They have been collecting data and formulating a plan to make engagement more systematic and the taskforce will create an assessment plan.

Our planning processes prompted a comprehensive survey the local employers of all kinds to explore their unmet needs and suggestions around academic programming. We also held a forum on campus attended by employers, where we made presentations on proposed new academic programming and sought their responses. All of this information helped inform the Academic Masterplan. For example, tier one program plans include manufacturing and services management, education programs, counseling, and a new MS in Mathematics in part because of community needs.

Ongoing community engagement projects include several centers that reside in various academic units. The Leighton School of Business, for example, hosts the Bureau of Business and Economic Research, which issues a quarterly newsletter analyzing area economic conditions. The School of Education in cooperation with the Schurz Library supports area teachers with the Wiekamp Educational Resource Commons. (https://www.iusb.edu/erc/) And CLAS hosts three community outreach centers: The Center for a Sustainable Future, The Civil Rights Heritage Center, and The American Democracy Project. Of the three CLAS centers, perhaps the most unique is the Civil Rights Heritage Center which is housed in a historically significant building on the west side of South Bend. It serves as a place where students and community members come together for a variety of reasons, including arts and heritage programming, discussion groups, film series, and educational purposes around civil rights and social justice. This center hosted well over 4,000 visitors in 2016.

Besides the centers, there are many other examples of service learning and community projects around the campus. The Dwyer College of Health Sciences, for example, provides a reduced rate dental hygiene clinic ten months per year that is open to the community. The School of Education, Schurz Library, and CLAS all provide summer programming for students from k-12 area schools. The Raclin School of the Arts offers over 100 events per year to the community, including art exhibitions and numerous lectures, all open and free to the public, and music and theatre and dance performances, free to all students and children. For example Michele’s Little Hearts Theatre has served over 80,000 elementary-level children since 2004, and has been running since 1963.

These are all just a few examples of the many activities that engage IU South Bend with its communities. Our failings are those of tracking and systematic assessment. But we feel the Carnegie project is putting the campus on the right track to do both.

Facilities and technology

Campus facilities are regularly assessed and plans made to take care of maintenance, remodeling, and creating new spaces. Access to the university space utilization data and inventory data regarding the physical plant can be found under Fast Facts at the IR website. From the utilization and inventories, it
is clear that South Bend has plenty of square footage but we do have deferred maintenance. Our current and appropriate focus is on upgrading the space we already have to create better student services arrangements, more study spaces, and improved classrooms.

The result has been the tear-down of Greenlawn, which was in poor condition and no longer needed, the remodel of the student services area of the Administration Building, the pending remodel of Riverside to accommodate healthcare facilities, new parking lots, the remodel and re-opening of what is now the Education and Arts Building, and the first phases of remodeling and upgrading our largest building, Northside Hall.

IT collects and acts on data regarding our electronic capacities and systems. Upgrades are regularly scheduled and carried out.

**Sources**

- IU.Bicentennial strategic plan
- IU.Blueprint metrics Combined PDF
- IU.Blueprint2
- IUSB.Academic Affairs.Student Engagement Roster combined
- IUSB.Academic Senate.Campus Directions Committee.Strategic Plan Key Performance Indicators Update 2016-17
- IUSB.Academic Senate.CDC.pdf
- IUSB.Academic Senate.Gen Ed Task Force Activities 2016-17
- IUSB.Academic Senate.meeting sept 16th 2016
- IUSB.Academic Senate.Three Plans for Revised Gen Ed (Full Version) (002)
- IUSB.Assoc VCAA. CARES Weekly Newsletter 11_4_ Activities for Increasing Supplemental Instruction
- IUSB.Bus&Econ.BBER Newsletter 3rd Quarter 2016
- IUSB.Bus&Econ.Internships
- IUSB.Chancellor.AcademicMasterPlan
- IUSB.Chancellor.Strategic Plan.2014-2020
- IUSB.Chancellor.TargetSettingWorksheet.2016
- IUSB.CLAS homepage
- IUSB.CLAS. AdRx Contacts- Summary
- IUSB.CLAS.ADP spring report
- IUSB.CLAS.AwardsAndHonors.2016
- IUSB.CLAS.Center for a Sustainable Future
- IUSB.CLAS.Chair min 09062016
- IUSB.CLAS.CRHC Annual Report 2016
- IUSB.CLAS.CSF Annual Report 2016-17
- IUSB.CLAS.FacultyServiceReport.2016
- IUSB.CLAS.FacultyTeachingInnovation.2016
- IUSB.CLAS.Internships2020Vision.2015
- IUSB.CLAS.Summer Enrichment Programs.2017
- IUSB.Grants.Home
- IUSB.Health Sciences.Dental Clinic
- IUSB.IR.CourseEnrollmentManagementReport.2017
- IUSB.IR.Dashboard
- IUSB.IR.GraduationRates
- IUSB.IR.Metrics and Data
- IUSB.IR.NSSE.Student Engagement.2015
- IUSB.Library.WERC
- IUSB.SchurzLibrary.Math Camp.2014
- IUSB.Student Engagement and Success. Career Services
- IUSB.Student Engagement and Success.EnrollmentServicesOperationalUpdate.2016
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.

Summary

Strengths:

- The budget hearing process is increasingly effective in linking budgets to the campus strategic plan.
- Careful planning has allowed us to anticipate and weather major shifts in enrollment and state funding formulas.
- There is a strong sense across the campus that planning matters and makes a difference for implementation of ideas.

Considerations:

- Many of IU South Bend's physical facilities are in need of renovation.
- Data collection should be more systematic, shared, and guide our decision-making.

Sources

There are no sources.