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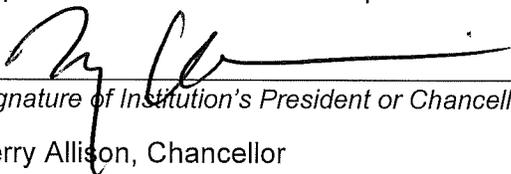FORM

Open Pathway Quality Initiative Report

Institutional Template

The enclosed Quality Initiative report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.

_____   8/21/17
Signature of Institution's President or Chancellor   *Date*

Terry Allison, Chancellor
_____
Printed/Typed Name and Title

Indiana University South Bend
_____
Name of Institution

South Bend, Indiana
_____
City and State

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words. Quality Initiative Reports are to be submitted between September 1 of Year 7 and August 31 of Year 9 of the Open Pathway cycle. Submit the report as a PDF file to pathways@hlcommission.org with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

Date: 8/21/2017

Name of Institution: Indiana University South Bend   **State: IN**

Contact Person for Report: Gwendolyn Mettetal

Contact Person's Email Address: gmetteta@iusb.edu

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Contact: 800.621.7440
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OVERVIEW OF THE QUALITY INITIATIVE
Indiana University South Bend
Final Report
August 2017

EXECUTIVE SUMMARY

IU South Bend's Quality Initiative is a small grants program that focuses campus attention, creativity, and resources on increasing student success. The *Vision 2020 Grants Program* serves as an incubator that provides resources, information, and encouragement to project teams who have creative ideas for increasing student learning, engagement, and other predictors of student persistence, retention, and timely graduation. Projects are funded for a pilot year and may be renewed for up to two further years of implementation, so long as they provide yearly assessment data and make changes based on that data. The maximum is $5000 per year for a total of $15000. After that point, as appropriate, successful projects follow the sustainability plans outlined in their proposals to continue operation.

Goals of the program are to increase student success, increase faculty and staff use of assessment, and to increase faculty and staff collaboration across roles and units.

Between January 2014 and June 2017, 34 proposals were submitted and 25 projects were funded. Of those 25 projects, 10 have been completed or institutionalized, 7 have been renewed for the coming year, and 3 ended prematurely for various reasons. The remaining five just began their projects this summer. All continuing projects provided yearly assessments of progress toward objectives that related to student success. Although it is impossible to establish cause and effect due to many campus initiatives, campus-wide indicators of student success are improving. Campus retention has increased from 63.2% in the Fall 2011 cohort to 64.6% in the Fall 2015 cohort. The four-year graduation rate has increased from 4.7% in the Fall 2006 cohort to 11.1% in the Fall 2011 cohort. The six-year graduation rate has increased from 23.1% in the Fall 2006 cohort to 28.4% in the 2010 cohort.

There have been only a few changes in Vision 2020 over time:

- Vision 2020 has become institutionalized and will be administered by the Office of Research under Academic Affairs in 2017-18.
- We added a requirement for a staff member on each team, to increase interaction between faculty and staff. We allowed long-time adjunct faculty to be team leaders, when that was appropriate.
- The Grants Committee developed a plan to rotate members on and off the committee.
- Rubrics were developed for renewal grants. Rubrics were tweaked the second year to put even more emphasis on the project's potential to impact student success.
- As the grants program became well known, we were able to drop information sessions. Instead, we currently publicize deadlines and offer to consult with anyone who is interested. Most of the faculty and staff are aware of the program and can find details and models at the vision2020.iusb.edu website. (We still make a presentation to the Student Government each fall, because the student body changes. Two students sit on the Grants committee.)

In summary, our Quality Initiative is a small grants program to encourage teams to develop various initiatives to improve student success. It has been well received by the campus and has resulted in a number of innovative and effective practices.

<div align="center">**SCOPE AND IMPACT OF THE INITIATIVE**</div>

Purpose and Goals

In this section, we will first describe the Vision 2020 timeline and then discuss outcomes in relation to purposes and goals.

Phase One--Planning and Launch

The Quality Initiative Director was Dr. Gwynn Mettetal, one of the HLC team co-chairs who also directs the University Center for Excellence in Teaching (UCET). We started in Spring 2013 with a group of nearly 40 faculty and staff who brainstormed potential Quality Initiative projects. At the HLC Conference that spring, we learned of the Mesa Community College Informed Improvement initiative that encouraged evidence-based decision-making to improve student success. After consultation with Dr. Brian Dille of MCC, we decided to adapt their process into a small grants program that would focus on student success, using assessment for improvement, and collegiality, which had been identified as priorities for our campus. Teams could be funded for up to $5000 per year, and could apply for second and third year funding provided they collected and used assessment data to improve their project. Chancellor Terry Allison agreed to fund the grants program out of one-time monies for about $35,000 the first year, increasing each year so that at full capacity there was a budget of $100,000 per year to fund projects in their first, second, and third year.

The grants program was named Vision 2020 because the year 2020 will mark Indiana University's Bicentennial. In fall of 2013, Chancellor Allison led the campus in an exercise envisioning our campus in the year 2020. We used the tag line, "What's YOUR Vision" and a pair of glasses in our publicity for the Vision 2020 grants.

Committee members were assigned to one of three sub-committees: Grants, Resources, or Assessment. The Grants Committee was charged with developing the grants process, devising a rubric, and reviewing proposals. Led by Dr. Dave Vollrath (an HLC committee co-chair), the committee members represented each major academic unit, professional and bi-weekly staff, and students. The Resources Committee located a number of useful articles, books, and websites on student success, and Librarian Linda Fisher (one of the HLC committee co-chairs) organized those into a resource guide (LibGuide) on the Library website that could be accessed by anyone on campus. Members included a number of student affairs professionals and faculty who were well versed in the student success literature. The Assessment Committee was charged with assessing the overall effectiveness of the Vision 2020 grants program. Members included several faculty and staff with assessment skills, including the Institutional Researcher.

Once the grants process was developed, a campus web developer, Ms. Teresa Sheppard, created a new website, vision2020.iusb.edu. This website provides an overview of the grants process, current call for proposals, current rubric, information on budgets, links to the resource guide, and copies of all funded proposals. In Fall 2013, the campus was made aware of the Vision 2020 Grants through publicity flyers and postings on the Daily Titan electronic bulletin board, presentations to multiple campus groups, and longer workshops that explained High Impact Practices, methods of assessment, and grant-writing. Because this was a new program, QI Director Mettetal and Contracts and Grants Coordinator, Ms. Erika Zynda consulted closely with many of those interested, particularly in developing the assessment and budget pieces.

Phase Two--Implementation

First grant cycle 2014. In March 2014, the Grants Committee reviewed 11 proposals and funded 8 of them. The Projects began in the summer or fall semester. We were pleased to see a wide variety of projects, ranging from High Impact Practices in a freshman course for conditionally admitted students to a Library concert series featuring student-musicians to increase student pride and connections to campus. Projects began the summer or fall of 2014 and were eligible for renewal in Feb. 2015.

Second grant cycle 2015. As the second year approached, we made several changes. We required each team to include at least one faculty member and one staff member because we felt that would strengthen collegiality as well as provide more resources to the projects. We developed a rubric specifically for the renewal grants so that the committee would consider the actual assessment data and its use to improve the project. We dissolved the Assessment Committee when we realized that the data needed to assess the overall Vision 2020 program (indications of student success, use of assessment, and diverse teams) were available from the initial and renewal grant proposals. QI Director Mettetal compiled and reported that data to the Campus Assessment Committee and used it inform changes in the Vision 2020 program. The Resources Committee was also disbanded because the bulk of the collection of resources had been done and Librarian Fisher could easily keep the LibGuide updated.

In Spring 2015, there were two grant deadlines. Projects from the prior year submitted renewal proposals on Feb. 1. To receive continued funding, projects had to show assessment data and discuss how they were using the data to improve their project. Although projects had only been in place for a semester and some were still in the planning phases of a three-year project, all had some sort of data except for one, which ended when a re-organization resulted in most of the participating team leaving the university. Based on their assessment data, most teams made changes to their projects to increase effectiveness. Thus, seven of the original eight projects were renewed.

In March, the Grants committee considered 12 proposals for new projects and funded 8. Again, the projects were quite diverse. One of the most unusual was a request for new furniture to encourage group work in the Math Tutoring Center, which included a robust literature review supporting likely increase to student success. (The next year they provided data showing an increase in student use of the Center, and requested funds to paint the walls with whiteboard paint.)

Third grant cycle 2016. At this time, we cut back the number of information sessions and worked mostly through consultations. We still publicized the deadline for new proposals heavily, but just reminded continuing project directors through email. Six proposals were submitted and 4 were funded, including Titans Feeding Titans, a food pantry run by faculty and students from Social Work in collaboration with Campus Housing.

The Grants Committee worked out a plan for rotating members on and off the committee. We realized that as projects ended, either through being institutionalized or completing their mission, that we needed a mechanism to collect the assessment data from their final year. We developed a final report template based on the renewal proposal template, but we found that it was very difficult to get a full report without the "carrot" of renewed funding. In some cases, it took repeated efforts to get a short email summary, even though conversations indicated that the projects were very successful.

Fourth grant cycle 2017. This year, the first group of projects were "aging out." We were pleased to note that of the original 8 projects, 5 had been institutionalized and 1 had been completed and did not require further attention. One final project had strong assessment data but had not been institutionalized because of several personnel changes. Chancellor Allison agreed to give them one further year of funding.

Five new grant proposals were submitted and all five were funded. Projects included the development of place-based courses and linking composition and information literacy courses with an embedded tutor. The most unusual is a Human Library Event, which will provide a diversity experience for students who will "check out" individuals from diverse backgrounds for brief conversations.

Phase Three--Institutionalization

In the fall of 2016, Chancellor Allison agreed to institutionalize the Vision 2020 grants program under the office of the Executive Vice Chancellor of Academic Affairs. QI Director Mettetal wrote a proposal asking for $80,000 annually to fund the program. The program will be housed in the Office of Research alongside other small grants programs for research, curriculum development, and undergraduate research. That Office will handle publicity and the grants process. The program will be moved during the 2017-18 academic year.

Vision 2020 had three main goals, which were accomplished:

Increase student success (defined broadly): Vision 2020 brought people together to improve student success. Almost all of the projects had positive results, and some were outstanding. For example, High Impact Practices in U100 contributed two major strategies that are now being adopted more widely across campus--a unit to teach students about Mindset and a critical thinking game (modeled on Apples to Apples) called 13 Fallacies. IUSB Brave developed a sexual assault prevention program that has educated hundreds of students during orientations, groups sessions, and in individual sessions. Surveys indicate that students find the information to be very valuable, and a recent diversity mapping report by Halualani & Associates found that our students believe the campus is making significant efforts in sexual assault training. Changes in furniture and adding whiteboard paint to the Math Tutoring Center resulted in more student visits for help. In its first year, the Titans Feeding Titans Food Pantry gave out $6000 in food to over 200 students, who had an average of 3 people in their household. Their collaboration with Student Housing for food drives has multiplied their available resources and they will be moving to a larger space this fall.

It is hard to determine exactly what impact a particular project had in long-term student success, but student retention and persistence have increased in the time since Vision 2020 began. Campus retention has increased from 63.2% in the Fall 2011 cohort to 64.6% in the Fall 2015 cohort. The four-year graduation rate has increased from 4.7% in the Fall 2006 cohort to 11.1% in the Fall 2011 cohort. The six-year graduation rate has increased from 23.1% in the Fall 2006 cohort to 28.4% in the Fall 2010 cohort.

Increase understanding and use of assessment: Initial proposals were required to have an assessment plan. We favored simple assessment tools that team members could understand such as participation rates or short surveys, and existing data such as assignment grades or course grades. Renewal funding required the use of that assessment data in continuous improvement and we encouraged revision of projects based on data. For example, Disability Student Services developed summer workshops for new students. Attendance was associated with better fall grades, but not many attended. The team changed to a shorter, more intense format and more students participated. The Vision 2020 initiative has reinforced our long-standing tradition of Scholarship of Teaching and Learning (SoTL). Teams have been encouraged to seek IRB approval so that their assessment data can be turned into SoTL presentations and publications. Several teams have presented at our Midwest Regional SoTL Conference, which is in its 18th year.

Increase collegiality across ranks and disciplines: Each team was required to include a faculty member and (starting the second year) a staff member. The rubric for reviewing proposals gave more points for team diversity in rank and discipline, including student members. Although some teams resisted at first, these collaborations usually had a positive impact on the project outcomes. QI Director Mettetal facilitated networking and matching, by making suggestions of collaborators. As described more fully in question 6, to date our teams have included 150 faculty, staff, and students working together to improve student success. Many of these team members did not know each other before their Vision 2020 grant. Bringing these varied groups together on projects has been an effective way to improve communication and collaboration between varied roles and units.

Impact of the Initiative

The Vision 2020 Grants program has resulted in 25 diverse projects to improve student success. Although a few of these projects might have been undertaken without the grants, most required too much time or money to proceed without the grant assistance.

The grants program itself has been a change to usual policy--existing campus grants programs were available only to faculty (Research & Development, Curriculum Development, etc.), but this program was open to everyone, although a faculty member and a staff member are required for each team. We found that staff, particularly those in Student Services, were eager to participate.

The major focus of Vision 2020 is on student success, thus most of the projects focused on learning and curriculum: U100 High Impact Practices, Scholar Athletes, DSS support, Math Tutoring Center Improvements, Supporting our Students, First Year Writing, Playful Learning, and Internships for CLAS. Student motivation and resilience are intervening variables for student persistence and graduation, so these were also a focus of quite a few grants: IUSB Brave (preventing sexual assault), Titans feeding Titans (food pantry), Titans leading Titans (student leadership training), Supporting international students. Student peer advocacy (mental health support), peer mentors for Women and Gender Studies students, and the Student Concert series and the summer bridge program (pride and commitment to campus).

IU South Bend participates in the NSSE survey, and freshmen are surveyed each spring. We were able to use our 2012 data as a pretest and the 2015 data as a post-test, at least for the first round of Vision 2020 funding. Eight proposals were funded in spring 2014, so there was a good chance that many freshmen had been exposed to at least one of these initiatives. However, this is a very tenuous link since the Vision 2020 projects would be only several of many campus initiatives. With that caveat in mind, between 2012 and 2015 our ratings from freshmen improved on items related to effective teaching strategies and learning strategies, topics of many Vision 2020 grants. As mentioned previously, retention and graduation rates have also been improving.

We have been impressed by the synergy created by the number of projects, use of assessment, and increased collegiality. For example, one of the first projects proposed bringing several High Impact Practices to the U100 freshman seminar for students admitted on probation. Dr. Kathy Sullivan, the U100 director, led the project. The 11-person team included an Educational Psychology professor, Dr. Julia Gressick who taught a U100 section and Mr. Joel Langston, who teaches a section and also heads Instructional Media Services. Their assessment data showed that one of the most successful strategies was a critical thinking game they developed called 13 Fallacies. They followed up in subsequent years with variations, learning that playing the game was more effective than direct instruction in teaching critical thinking--in fact direct instruction could be completely omitted. The success of this game led the Gressick and Langston to propose a new 2020 grant for 2015 focusing on educational gaming. Their

team has provided worships, demonstrations, and consultations to faculty who want to use gaming in their classrooms. This team still has a year of funding, but they will be working with UCET, the campus teaching center, to make "edu-gaming" the theme of the spring Active Learning Institute. Using the assessment data required by Vision 2020, these two projects (HIP in U100 and Playful Learning) have resulted in 6 workshops, 6 peer-reviewed presentations, 3 peer-reviewed published conference proceedings, and a peer-reviewed journal article. Gressick is using educational gaming as a major theme in her tenure and promotion dossier for both teaching and scholarship.

New Tools and Data

The Vision 2020 grants program itself is the primary outcome of this initiative, including the structure of the grants committee, call for proposals, and rubrics. The program is explained in detail in other sections.

Challenges and Opportunities

The Vision 2020 grants program targets increasing student success, a goal that everyone on our campus shares. However applying for the grants pulled most people out of their comfort zone in one way or another. Faculty were familiar with grant writing, but many did not know the student success literature. Staff (particularly those in Student Services) knew the success literature, but not how to write grant proposals. Many were unfamiliar with assessment strategies appropriate to these projects. We developed a LibGuide for the literature and provided workshops on grant writing and assessment. QI Director Mettetal also consulted with teams, providing feedback and suggestions.

A related challenge/opportunity was increasing collaboration across units and ranks. As at many universities, people tend to work in silos with those nearby. In our first year, we only required a faculty member per team, but we realized that teams who included staff seemed to bring more insight and nuance to their projects. When we added the requirement of a staff person, some faculty thought that there were no suitable team members. However, we were always able to come up with several good suggestions of staff members who could add to the project. As people are working together more and more, we are finding that this is no longer an issue.

One major concern was that teams would not "close the loop" by using their yearly assessments to improve their project. We solved this by requiring teams to submit a renewal grant each year that included assessment data and resulting changes. This worked beautifully. However, we still find it difficult to get a detailed final report, because there was no more funding to use as a "carrot." We have simplified our final report template and hope that will result in more timely reports.

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COMMITMENT TO AND ENGAGEMENT IN THE QUALITY INITIATIVE

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Individuals and groups involved and their perceptions of worth and impact.

The Vision 2020 Initiative was led by Dr. Gwynn Mettetal, Chancellor's Professor of Psychology and Education, Director of the University Center for Excellence in Teaching (UCET) and co-leader of the campus HLC Team. The program was funded by Chancellor Terry Allison and oversight was provided by Executive Vice-Chancellor for Academic Affairs Jann Joseph. Perhaps the greatest indicator of the Chancellor's perception of the worth and impact of the Vision 2020 program was his willingness to institutionalize the program as of Fall 2017, housing it in the Office of Research alongside other internal funding programs.

Vision 2020 Committees. Much of the work of Vision 2020 was handled by committees. In the first year, Committee members were assigned to one of three sub-committees: Grants, Resources, and Assessment. At this point, only the Grants committee is in place.

The Grants Committee was charged with developing the grants process, devising a rubric, and reviewing proposals. Its 10 committee members represent each major academic unit, professional and bi-weekly staff, and students. Grants and Contracts Coordinator Erika Zynda, and Associate Vice Chancellor of Academic Affairs and Dean of Undergraduate Studies Linda Chen serve as Ex-officio members. The committee has kept a representative structure of academic units, professional staff, bi-weekly staff, and students, with individuals rotating off and being replaced. The committee reviews and revises the rubric each fall and reviews renewal grants in February and new grants in March. In addition to determining award amounts, the committee provides formative feedback to both successful and unsuccessful grants teams.

The Resources Committee located a number of useful articles, books, and websites on student success and Librarian Linda Fisher organized those into a LibGuide on the Library website that could be accessed by anyone on campus. They also designed a website for Vision 2020 that provided information and publicity for the program. The committee's 16 members included a number of student affairs professionals and faculty who were well versed in the student success literature. Ex-officio members were College of Liberal Arts and Sciences Dean Elizabeth Dunn and Web Developer Teresa Sheppard. We found that once the resources were put into place, the LibGuide could be easily maintained by Fisher and Sheppard could maintain the website, so after a fairly inactive second year, the committee was dissolved.

The Assessment Committee was charged with assessing the overall effectiveness of the Vision 2020 grants program. Its 7 members included several faculty and staff with assessment skills. Ex-officio members were Michelle Bakerson, who was Director of Campus Assessment and Biniam Tesfamariam, who is Director of Institutional Research. After our first grant cycle, we realized that the Grants Committee was able to gather the data that we needed through the project proposals themselves and that it only took one person (QI Director Mettetal) to report that information to our Campus Assessment Committee. Thus, this committee was also dissolved.

Project teams. The other key players in Vision 2020 are the project teams who write the grants and implement the projects. (See the table at the end of this report for a full listing.) We are now in our 4th year of grants, and 25 teams have been funded, many for multiple years. Team size ranges from 2 to 13, with an average of 6 members. Just looking at each team's membership in its first year (since sometimes teams change over time), there have been 150 team members. Some people have served on several teams, thus there have been 115 unique team members. Broken down by campus role, teams have included 60 faculty (45 unique), 63 staff members (43 unique), and 27 students (all unique). Since most teams work together for two or three years, the number of campus members participating on teams in any given year is high. Among staff, student services professionals were most often involved, but teams also included coaches, police officers, and instructional technology professionals. Although not required, a number of teams included students.

Project teams have been very enthusiastic about the program. The most common comment is that the Vision 2020 Grants give them the push to take ideas into realities. The funding, although small, is often enough for pilot projects. The grants deadline pushes them to finalize project plans and the requirement for a diverse team gives them the excuse to contact people across roles and units. Representative comments:

- Our three years of funding allowed us to support and expand internships in the College of Liberal Arts and Sciences. In addition to sharing best practices for internships and practical resources for internship programs, we brought faculty together for the first time to discuss the fundamental elements of a CLAS internship. This funding has laid the foundation for an infrastructure that supports this important high-impact practice. (Gail McGuire, project on internships for liberal arts students)
- Vision 2020 truly helped us achieve lift-off, and we are grateful. (April Lidinsky, IUSB Brave project on sexual assault prevention)

The current chair of the Grants Committee, Cyndi Sofhauser, who has overseen the past three grant cycles, commented, "I have been impressed with the creativity and passion that the teams bring to their projects."

Perhaps the best indicator of worth is that almost all of the projects were completed or institutionalized by their third year. Another indicator of success is that some of the original project team members are now returning with new teams and new ideas.

Students targeted by the programs. The Vision 2020 grants are all designed to improve student success, thus hundreds of students have been impacted by these grants. For example, the High Impact Practices in U100 grant changed teaching strategies for every student enrolled for three years (over 400 students per year). The IUSB Brave project to prevent sexual assault is now a part of orientation for nearly 900 new students each year, and reaches current students with stand-alone workshops and consultations. As part of their assessment efforts, many projects collected student surveys. Overall, response to each project was positive. Here are a few representative comments from the assessment data:

- "I felt part of a group, like I really belonged when playing this game. I now can tell when the politicians are trying to deceive me. Thank you." (Critical thinking game for U100 students)
- Be an active bystander. Be the voice for someone who doesn't know how to use theirs. (Sexual assault prevention)
- This workshop was amazing! It truly helped me review and prepare for the test. The instructors were very friendly and went above and beyond to explain the material. Thank you so much for this workshop. It has definitely prepared me. (Workshops to prepare education students for national exams)

Lessons Learned

Overall, we learned that a small grants program was a great way to tap into the creative problem-solving ability of our campus and direct attention to improving student success. Although the grant amounts were relatively small, many of those involved said that the grants provided the boost needed to move from "someday" plans to implemented projects. The small scale was actually key to success because it was easier to build a small team and hold everyone accountable than to involve an entire academic unit or the whole campus.

We learned that requiring assessment plans for funding and tying use of assessment data to continued funding was an effective way to increase the use of assessment on campus. Although the level of

sophistication varied among projects, each team was able to identify and use some sort of quantitative or qualitative measure of effectiveness.

We learned that requiring diverse teams was sometimes met with resistance, but greatly improved the projects. Faculty and staff were often unaware of the knowledge and skills of others on campus. Other campus grants target only faculty and are rarely team efforts, so this program fills a unique role.

RESOURCE PROVISION

Resources that supported the initiative.

Chancellor Allison promised about $100K/year for the project, however our expenses have been less. We budget $35000 for new projects each year, but sometimes do not spend all of it. The renewal years have been much less due to programs completing their goals or becoming institutionalized.

To date, the Vision 2020 grants program has distributed $79,138 and has promised $35,176 to projects for the coming 2017-18 year for both new and renewing projects. This is much less than the original budget. We have learned that some projects cost less than anticipated, and some complete their work in only one or two years. We have also seen applications level off to four to six per year, after the initial flood of applications.

QI Director Mettetal led the project and spent at least 10 hours/week the first year, but less the following years in organization and consultation. This function will be picked up by the Chair of the Grants committee and the Contracts and Grants Coordinator in the Office of Research.

In the planning and first year, 39 people volunteered to find resources, serve on a grants committee, or help with assessment. In following years, Just the 12 on the Grants Committee continued. Each year the committee reviews 5-7 new proposals and 8-10 renewal proposals.

Web Developer Teresa Sheppard spent many hours designing the webpages and doing updates several times per year. Going forward, the information will migrate to the website of the Office of Research. Now that the program is in its fourth year, much less information and publicity is needed.

PLANS FOR THE FUTURE

Ongoing work and goals

After four successful years, Chancellor Alison has agreed to institutionalize Vision 2020 grants as part of Academic Affairs. It will operate under the Office of Research, alongside other grant programs such as Faculty Research Grants, Curriculum Development, and Student/Mentor Academic Research Teams. This ensures that the program will continue.

Shareable Practices and Artifacts

This small grants program is a powerful way to support teams interested in increasing student success, while also encouraging the use of assessment and collegiality. Other universities could easily adapt the basic structure. We would be happy to share our structure, rubrics, and experiences. Most of the information (including publicity, presentations, call for proposals, actual proposals and reports) is available on the Vision2020.iusb.edu website.

Funded Vision 2020 Grants

Topic	Description	Status 2014	Status 2015	Status 2016	Status 2017
NEW IN 2014					
Disability summer workshops	Summer program for new students with disabilities on taking notes.	funded	renewed	renewed	institutionalized
HIP in U100	Adding learning games, VideoScribe, etc. to increase student engagement and learning.	funded	renewed	renewed	institutionalized
IUSB Brave (sexual assault)	Sexual assault prevention program with workshops, training advocates, publicity.	funded	renewed	renewed	renewed 4th year
Concert series	Funding for student musicians to play concerts in the library and post on youtube to build pride and connection to campus.	funded	renewed	Adopted by others	
Scholar-athlete class	A U100 customized for student-athletes with extra focus on time management.	funded	renewed	renewed	institutionalized
internships	Build contacts and database for all Liberal Arts & Sciences students.	funded	renewed	renewed	completed
summer bridge	Focus on building a sense of community in the summer bridge program for new students.	funded	renewed	renewed	institutionalized
Online alcohol and drug ed	Compare effectiveness of IU online programs on our campus.	funded	Re-org ended		
NEW IN 2015					
Math tutoring center redesign	New furniture for tutoring center, then paint for white-board walls.		funded	renewed	completed
WGS peer mentoring	Peer mentor program for Women's Gender Studies majors.		funded	renewed	not renewed. Lack of progress.
Mentoring through storytelling	Peer mentors, sharing student narratives through Titan Center.		funded	institutionalized	
Rethinking First Year Writing	Create enhanced W131 course for less-prepared students.		funded	renewed	renewed
Playful Learning	Establish/enhance student and faculty learning communities around using games to learn. Consult with faculty to design games.		funded	renewed	renewed
B&E Living Learning Community	LLC for B&E majors living in student housing. Tutors, activities, etc.		funded	never started. Various issues.	
Supporting Our Students	Test prep workshops for Education Pearson tests		funded	renewed	renewed
COEUS for HIP	Track HIPS on transcripts and give award after two.		funded	completed	
			KEY:	Success!	
				Underway	(white)
				Untimely end	

Funded Vision 2020 Grants

Topic	Description	Status 2014	Status 2015	Status 2016	Status 2017
NEW IN 2016					
Titans feeding Titans	Campus food pantry as service learning for Social Work and Housing			funded	renewed
Titans Leading with Integrity	Leadership training program for students			funded	renewed
Supporting International Students	International students trained to mentor other international students			funded	renewed
Student Peer Advocacy	Student-led mental health advocacy support group			funded	completed
NEW IN 2017					
Human Library Event	Diversity experience for students organized by the Library				funded
E-3 Place-Based Educ	Collaboration to develop place-based courses				funded
Living-Learning Communities	A living learning community for B&E students in campus housing				funded
Growth Mindset Forum	Speaker on mindset for U100 students and faculty for first year students				funded
Linked Q110 & W131	Linked courses with embedded tutor for first year students				funded
			KEY:	Success!	
				Underway	(white)
				Untimely end	