

IU South Bend Academic Master Plan

March 28, 2024

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OVERVIEW

An academic master plan is a dynamic strategic plan focused on the academic portfolio of the campus and provides a roadmap that responds to the demands and needs of the campus and community. The overall outcomes for the IU South Bend Academic Master Planning (AMP) process were to:

- Undertake a comprehensive review of our academic program portfolio to explore programs we might develop, grow, sustain, revitalize, or sunset
- Ensure our program review process is sustaining vibrant programs focused on our institutional mission and strategic priorities

The approach to the AMP process was to use data to inform planning to:

- Align the academic portfolio with the institutional mission
- Support our strategic priorities
- Enhance enrollment growth
- Increase revenue and reduce cost (time and money)
- Serve the community and region

Academic Master Planning at IU South Bend was a year-long process (2022-2023) coordinated by a committee (Raman Adaikkalavan, Jill Pearson, Mallory Roberts, Carolyn Schult, Susan Thomas) and involving a large group of faculty and deans. These 40-50 faculty were selected by their deans to represent the array of disciplines and programs from within each school/college. Most were department chairs, program directors, and/or assistant/associate deans. The faculty group met for four, 2.5-hour work sessions on Fridays throughout the academic year with each session having different goals.

- October 7, 2022 goals were:
 - to discuss our 2014 AMP outcomes
 - to introduce the new AMP goals and approach
 - to introduce U.S. census data, IU South Bend enrollment and degree completion data, and occupational data (South Bend-Elkhart regional partnership labor market study, hoosierdata.in.gov, CAEL, EAB Market Insights) in preparation for making suggestions for new program explorations during the next session
 - to discuss and analyze the purpose and components of program review
 - homework for this session was to submit ideas for new programs
- November 4, 2022 goals were:
 - to map potential new programs on a matrix using EFIC parameters and scale (low, medium, high)
 - Enrollment potential
 - Feasibility in both cost & time for implementation
 - Institutional mission (specifically, connection to our mission)
 - Community & workforce needs
 - to discuss and analyze the purpose and process of program review
- January 27, 2023 goals were:
 - to provide context for the need to right-size our academic program portfolio
 - to share parameters for evaluating programs for sunsetting or revitalization
 - to review and discuss enrollment/completion data in context of established parameters
 - homework for this session involved a request for academic units to discuss and submit a survey response for each of their programs (majors, minors, certificates)

- February 10, 2023 goals were:
 - to review and share unit input about sunset/revitalization of programs from the 1/27 meeting and homework
 - to discuss ideas related to growing and sustaining existing programs
 - to have open conversations and Q&A session

Following the large working group meetings, three small working groups of faculty, deans, and administrators came together to synthesize the outcomes of the four work sessions and prepare this document. The outcomes are organized in three categories: 1) recommendations for the *Program Review Process*, 2) *New Programs* to be evaluated for development, and 3) recommendations for the existing *Academic Program Portfolio* to grow, sustain, or sunset programs. A draft was shared for input from the faculty work sessions participants in May 2023. Revisions were then made before sharing this draft plan with the entire campus for input in Fall 2023.

Throughout this process, some exciting possibilities have surfaced to take an innovative, collaborative, or future-focused approach. This kind of creative thinking is exactly what we need, especially because of the reduction in enrollments and looming enrollment cliff¹. IU South Bend cannot sustain the same number of programs with current enrollments and number of required course sections within our resource limitations if we want to invest in new programs and initiatives. As outlined in our campus Financial Sustainability Initiative, maintaining the status quo is not an option. Higher education is in a state of dynamic flux across the country. IUSB is not immune to the forces driving change in how students perceive the value of degrees or the demands of industry, employers, and communities to educate the members of our society. We have a responsibility to be proactive in responding to these needs, making post-secondary education even more accessible, attractive, and attainable. That means, going forward, our programs may not look like they currently do or be offered in their current mode or structure. Our approach to academic master planning must help the campus realize budget efficiencies, right size program offerings, and invest in growth. This will require continued collective engagement, and also honest and authentic reflection and contributions as we implement an Academic Master Plan that will guide program review, development, and sustainability for years to come.

¹ Estimating 15% decline beginning in 2025. Schuette, A. (2023). *Navigating the Enrollment Cliff in Higher Education. Spotlight Report Brief.*

PROGRAM REVIEW PROCESS

Based on the feedback of the Academic Master Planning work sessions group, the Program Review working group recommends to:

- Confirm alignment of the *Goals for Program Review* (presented below) with the campus community's expectations for the process.
- Update the Program Review and Self-study Guidelines as needed to align with those goals.
 - Include an analysis of the involved processes to identify efficiencies and/or ways to streamline to minimize workload.
- Develop a program viability assessment that can be completed annually in a manageable and realistic way.
 - Best practice research describes this as a '5-minute viability review' which includes a review of focused data (pulled in advance for units) with goal setting and monitoring as needed to address concerning trends in enrollment that could affect fiscal sustainability.
 - The program review process is separate from the program viability evaluation process; however, the self-study for program review must include a summary of program viability assessments, actions taken to address concerns, and the outcomes of those actions.

GOALS FOR PROGRAM REVIEW

The required Program Review process provides units (departments or divisions) a mechanism to inform their planning and decision-making. A unit that has multiple programs may choose to conduct the review of their programs at the same time. Program reviews are conducted every 5 to 7 years and include the self-study (processes of reflection, self-assessment, and strategic planning), an external review, and an action plan.

The program review has three primary goals.

1. Evaluate the curriculum, student learning outcomes, student success measures, and all aspects of the student learning experience associated with the program(s).
2. Evaluate program resources (including human resources, organizational structures, facilities, equipment, library resources, and budget).
3. Create an agreed upon action plan with campus administration based on a critical evaluation of the program(s).
 - Action plan is not finalized until all parties agree on outcomes and resource commitments.

NEW PROGRAMS

Programs listed here are prioritized based on regional workforce needs and campus/community input. Within each category, programs are listed alphabetically. Before pursuing development, an analysis of regional student interest and potential return on investment (ROI) must be completed to ensure the viability potential of any program. Additional collaborative conversations on campus and in our region will be needed to determine the most beneficial focus and degree level for the possible new programs currently listed with a broad scope. As noted above, this list was developed based on regional needs and campus/community input. Understanding that needs will change over time, the campus is not limited to this list. Additional ideas and opportunities may come forward and can still be explored for viability. Finally, due to resource limitations as well as to further assess a program's potential viability, the campus should explore scaffolded ways to pilot programs, such as a track within an existing major.

First Priorities:

- Athletic Training MS
- Data Analytics
- Hospitality, Tourism, Recreation, Leisure, Event Management
- Sales/Sales Management
- Supply Chain Management

Second Priorities:

- Computer Science MS (collaborative online)²
- Health Sciences MS (collaborative online)
- Organizational Leadership track in MPA, Ed Leadership, or collaborative online Leadership program

Other curricular ideas generated by the campus³ that can be prioritized as units are able and as beneficial to individual programs & recruitment:

- Expansion of accelerated dual degree programs (paired UG/Grad degrees in 3:2 or 4:1; or 4-year dual bachelor's degrees) both internally (e.g., BS in Biology and MS in Medical Lab Science) and with external partners (e.g., BS in Physics and MS Engineering with UND).
- Development of both for-credit and not-for-credit microcredentials to meet regional needs for skill development, upskilling, and professional development.

² IUPUI has recently added this to their online program portfolio. At this time, it is unclear if IUSB will be able to pursue this program.

³ These ideas came both from the AMP process and the August 2023 Regional Retreat, where microcredentials were discussed and there was notable interest expressed by IUSB faculty.

ACADEMIC PROGRAM PORTFOLIO

A comprehensive review of our academic program portfolio was an ambitious undertaking in this year of multiple change initiatives. The herculean effort of the faculty, chairs/program directors, assistant/associate deans, and deans in reviewing our program portfolio is both noteworthy and a testament to the passion they have for our students and programs. Thank you to them for their thoughtful analyses and thorough responses.

Below is a summary of recommendations focused on our existing undergraduate majors and graduate degrees. The recommendations were based on input from department chairs/program directors and deans, after review of program enrollment and completion data, and history of low-enrolled courses. After reviewing the unit's initial assessment of program recommendations and additional input on potential plans to grow, revitalize, or sunset programs, the EVCAA, in consultation with the deans, categorized programs below.

Minors and certificates play a vital role in achieving our academic mission and boosting enrollments in major courses; however, based on the recent past they are unlikely to generate new revenue or recruit new students to campus. Given this and our limited resources (both time & financial), generally minors and certificates will not be prioritized for growth at this time.

Online collaborative academic programs are excluded from this plan as those would follow different processes for analysis and revitalization. The campus will review online programs' viability and our continued participation in any collaborative program as part of the MOA renewal processes.

Finally, any low-enrolled programs not listed below will be addressed in a separate Low-Enrolled Program Management process over the next few years. This process will allow us to continue to be responsible fiscal stewards, enhance student learning experiences, address workload issues, invest in innovative and growth opportunities, while also addressing the request from IU to reduce low enrolled programs.

RECOMMENDATION TO SUSTAIN

These are programs that have stable and sustainable enrollments in relation to the current investment of resources (time and funding); though we do not anticipate immediate opportunities to grow these programs, the campus needs to maintain sufficient financial and workload support to sustain them. No additional plan is required for programs listed here.

College of Liberal Arts and Sciences:

- Biological Sciences BS & BA
- Computer Science BS
- General Studies BGS
- Psychology BA

Dwyer College of Health Sciences:

- Dental Hygiene BS
- Radiography AS

Leighton School of Business:

- Accounting BSB
- General Business BSB

- Management & Admin Studies MBA
- Marketing BSB

Raclin School of the Arts:

- Fine Arts BA

School of Education:

- Counseling MSED
- Special Education MAT

RECOMMENDATION TO GROW

These are programs that have stable and sustainable enrollments (or are relatively new) and there are opportunities anticipated to grow enrollments through prioritized investment of resources (time and/or funding) to implement strategic changes (e.g., updating curriculum, changing delivery mode/options, rebrand, etc.). Growth plans will need to be developed that consider our available resources as well as other opportunities and/or constraints.

College of Liberal Arts and Sciences:

- Actuarial Science BS
- Applied Math & Computer Science MS
- Criminal Justice BS
- Criminal Justice MPA (newly launched)
- Integrated New Media Studies BFA
- Interdisciplinary Publishing Minor (newly launched)

Dwyer College of Health Sciences:

- Dental Hygiene Completion BS – department recommend transition to online
- Health Sciences BS
- Nursing BSN & MSN (grow to full capacity)
- Occupational Therapy MS (grow to full capacity)
- Palliative & Support Care Minor
- Speech & Language Pathology MS (grow to full capacity)

Leighton School of Business:

- Economics BSB
- Finance BSB
- Human Resource Management BSB
- Management BSB

Raclin School of the Arts:

- Art Education BA
- Communication Studies BA
- Fine Arts BFA

School of Education:

- Elementary Education BSEd
- Secondary Education BSEd tracks – Biology, Chemistry, Computer Science (newly launched), Earth-Space Science, English, Math, Physical Science, Physics, Social Studies
- Special Education BSEd

RECOMMENDATION TO SUSPEND/SUNSET

As faculty, we care about our students and their learning. Consequently, we are invested in our academic programs, as we have designed them with care to provide the structure for student learning. Thus, it is hard to end any program; yet we must reduce programs as part of our holistic approach to right sizing the campus to achieve financial sustainability. Thank you to the units who engaged in challenging conversations and ultimately made these decisions.

Below are the programs that the unit recommended to suspend and/or sunset; those recommendations were supported by the respective Dean, EVCAA, and Chancellor. Suspend/sunset plans will need to be developed in accordance with all campus and university processes and policies.

College of Liberal Arts and Sciences:

- American Studies Minor
- Applied Informatics Post-Bac Certificate
- Biochemistry Minor
- English MAT (this program is not used)
- Environmental Studies Minor
- Geography Minor
- International Studies Certificate
- Nonprofit Management Grad Certificate
- Public Management Grad Certificate
- Social & Cult Diversity Certificate
- Specialized Study MPA
- Strategic Sustainability Leadership Grad Certificate (suspend)
- Technology for Admin Grad Certificate

Dwyer College of Health Sciences:

- Complementary Health Minor
- Health Systems Leadership Minor
- Medical Laboratory Science BS – department recommendation to convert this to master's degree & create a dual degree program, then sunset this degree

Raclin School of the Arts:

- Communication Studies MA (already suspended)
- Mass Communication Minor
- Media, Culture, & Society Minor
- Music MM (this track is not used)
- Photojournalism Minor
- Speech Communication Minor

School of Education:

- Special Ed Recertification Certificate

TIMELINE

For campus-wide outcomes:

- Program Review guidelines & process changes:
 - Will be vetted through faculty governance input, then revised & updated as needed before implementation with work completed no later than Fall 2024
 - Units already in the self-study process for program review will have the choice to follow previous guidelines or new guidelines through AY2024-25.
 - Units beginning their self-study process on or after fall semester 2025 will use the new guidelines.
- The program viability review process will be developed based on best practice research:
 - Data gathering and other processes must be designed for efficiency to minimize workload impact to chairs/directors and deans
 - This will be developed in AY2025-26 with pilot no later than Fall 2026

For the individual school's outcomes, the Deans developed timelines (see table below) for each school within our new organizational structure are based on recommendations from faculty and considering workload availability. IU policies must be followed in every process (e.g., curricular revisions will follow curricular approval processes, program sunsetting will follow the REM processes, etc.) For each of these AMP categories, here is a summary of what will be completed and approved by the Dean, EVCAA, & Chancellor by the date designated in the table below:

- Grow – detailed plan to grow the program including proposed approach(es), data to support recommended change(s), detailed budget with estimated return on investment, and the timeline to launch the proposed changes.
- Suspend/Sunset – required paperwork submitted in accordance with IU policies and, if needed, a teach-out plan for existing students completed.

Prior to implementation, all plans requiring additional financial resources will need to develop a proposal that includes a comprehensive budget. Proposals will be prioritized for implementation based on funding availability, enrollment growth potential, alignment with strategic priorities, and estimated return on investment.

COLLEGE OF ARTS & SCIENCES

SCHOOL	AMP CATEGORY	ACADEMIC PROGRAM	PLAN COMPLETED BY:			
			JUNE 2024	DEC. 2024	JUNE 2025	DEC. 2025
Humanities & Social Sciences	Grow	Criminal Justice BS				X
		Criminal Justice MPA				X
		Interdisciplinary Publishing Minor				X
	Suspend/Sunset	American Studies Minor	X			
		English MAT			X	
		Environmental Studies Minor	X			
		Geography Minor	X			
		International Studies Certificate			X	X
		Nonprofit Management Grad Certificate			X	
		Public Management Grad Certificate			X	
		Social & Cult Diversity Certificate			X	
		Specialized Study MPA			X	
		Strategic Sustainability Leadership Grad Certificate			X	
Technology for Admin Grad Certificate			X			
Natural Sciences	Grow	Actuarial Science BS				X
		Applied Math & Computer Science MS				X
		Integrated New Media Studies BFA				X
	Suspend/Sunset	Applied Informatics Post-Bac Certificate			X	
		Biochemistry Minor	X			
Raclin	Grow	Art Education BA				X
		Communication Studies BA				X
		Fine Arts BFA				X
	Suspend/Sunset	Communication Studies MA (dept. suspended)		X		
		Mass Communication Minor	X			
		Media, Culture, & Society Minor	X			
		Music MM (this track is not used)	X			
		Photojournalism Minor	X			
Speech Communication Minor	X					

SCHOOL	AMP CATEGORY	ACADEMIC PROGRAM	PLAN COMPLETED BY:			
			JUNE 2024	DEC. 2024	JUNE 2025	DEC. 2025
Dwyer	Grow	Dental Hygiene Completion BS	X			
		Health Sciences BS			X	
		Nursing BSN	X			
		Nursing MSN			X	
		Occupational Therapy MS	X			
		Palliative Care Minor	X			
		Speech & Language Pathology MS	X			
	Suspend/Sunset	Complementary Health Minor	X			
		Health Systems Leadership Minor	X			
		Medical Laboratory Science BS			X	
Education	Grow	Elementary Ed BSEd				X
		Secondary Ed BSEd tracks (Math, Sciences, Social Sc)				X
		Special Ed BSEd				X
	Suspend/Sunset	Special Ed Recertification Certificate	X			
Leighton	Grow	Economics BSB				X
		Finance BSB			X	
		Human Resources Management BSB				X
		Management BSB				X