

# **ASSURANCE SECTION**

## **REPORT OF A COMPREHENSIVE EVALUATION VISIT**

TO

### **INDIANA UNIVERSITY SOUTHEAST**

New Albany, IN

March 1 - 3, 2010

FOR

### **The Higher Learning Commission**

A Commission of the North Central Association of Colleges and Schools

#### **EVALUATION TEAM**

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## **I. CONTEXT AND NATURE OF VISIT**

### **A. Purpose of Visit**

The purpose of this team visit was to conduct a comprehensive evaluation site review of Indiana University Southeast for the purposes of continued accreditation.

### **B. Organizational Context**

Indiana University Southeast is a regional campus of the Indiana University system. It was established as an extension center in 1941 at Jeffersonville, Indiana, offering only evening courses for four years. In 1945, the Center obtained its first building and began offering daytime courses. The first associate degree program was authorized in 1968 and the first class graduated in 1968.

The first baccalaureate degrees in elementary education were awarded in 1969, the same year that Indiana University Southeast received separate accreditation from the North Central Association. A re-evaluation was conducted in 1973, resulting in continued accreditation as a bachelor's-degree-granting institution and preliminary accreditation for the Master of Science Degree in Elementary and Secondary Education was granted. Re-evaluation occurred in 1975, 1980, 1989, and in 1999, with a recommendation that a focused visit be held in 2002, looking at Assessment and General Education and a recommendation that the next comprehensive evaluation take place in 2010.

### **C. Unique Aspects of Visit**

None

### **D. Sites or Branch Campuses Visited**

None

### **E. Distance Education Reviewed**

Not applicable

### **F. Interactions with Constituencies**

Chancellor

Vice Chancellor for Academic Affairs

Vice Chancellor for Student Affairs

Vice Chancellor for Administration & Finance

Vice Chancellor for Alumni and Community Relations

Outgoing Vice Chancellor for Information Technology and Community Engagement

Dean, School of Business

Dean, School of Natural Sciences

Dean, School of Arts and Letters

Dean, School of Nursing

Dean, School of Education  
Dean, School of Social Sciences  
Dean, Research  
Associate Vice Chancellor for Academic Affairs  
Indiana University Trustees (2)  
Co-Chairs, HLC Self Study Steering Committee  
HLC Self Study Steering Committee (12)  
Faculty Senate Executive Committee (3)  
Open Meeting Faculty (12)  
Open Meeting Staff (56)  
Open Meeting Students (9)  
Open Meeting Non-Traditional Students (28)  
Academic Assessment Committee (2)  
Director, Human Resources  
Affirmative Action/ Training Officer  
Board of Advisors (3)  
Director, Library and Staff (8)  
Director, Honors Program  
Communication and Marketing Staff (6)  
Academic Advisors (16)  
Directors, IT (4)  
General Education Committee (9)  
Directors, Learning Support Units (5)  
Enrollment Management Action Team (11)  
Faculty Colloquium on Excellence in Teaching (5)  
Research Compliance Officer  
Chair, Institutional Review Board  
Director, Development  
Strategic Planning Committee (25)  
Alumni Board (5)  
Staff, Institute for Learning and Teaching Excellence (3)  
Directors, Graduate Programs (3)  
Regional Economic Development (3)  
Diversity Coordinators/Council (9)  
Director and Staff Institutional Research (3)  
Assistant Director, Residential Life  
Directors, Student Life (6)  
Director, Purdue College of Technology  
Manager, Ogle Center  
Directors, Art, Theater and Music (3)

**G. Principal Documents, Materials, and Web Pages Reviewed**

2009-2011 Bulletin, Indiana University Southeast, Purdue College of Technology  
Academic Affairs Program Review  
Academic Affairs Research  
Academic Program Annual Assessment and Planning Instructions  
Academic Success Center – Academic Advising Assessment  
Academic Success Center – Manual  
Academic Success Center – Review Committee Report to the Chancellor  
Academic Units  
Administrative Structure and Organizational Chart  
Admissions – Community Engagement Report  
Adult Student Center - CAS Self Assessment Report  
Advising – Learning Outcomes  
Annual Financial Audits 1998-2008  
Annual Report 2007 Breaking Through  
Area Employer Survey  
Articulation Agreement between Vincennes University and IUS  
Assessment of Student Learning  
Assessment Report Feedback Summaries 2003-2006  
Athletic Department – Community Engagement Report  
Athletic Department – Mission and Vision Statement  
Balanced Scorecard  
Board of Advisors  
Board of Advisors - Minutes  
Board of Trustees  
Business Week  
Campus Life  
Campus Life – Event Report  
Campus Life – Indiana Campus Compact  
Campus Life – Mission Statement  
Campus Profile  
Center for Mentoring – Community Engagement Report  
Center for Mentoring – Noel Levitz College Student Inventory  
Children's Center – Community Engagement Report  
Code of Student Rights, Responsibilities, and Conduct  
Commitment to Excellence Allocation Report  
Commitment to Excellence Funding for Students  
Common Experience Goals  
Common Experience Information  
Community Engagement Report 2007-2009  
Core Values Annual Staff and Faculty Meeting Brochure Text

Criterion Five Working Group Minutes  
Disability Services  
Diversity Committee  
Diversity Plan  
Donation Trends Report  
Empowering People Indiana University's Strategic Plan for Information Technology 2009  
Enrollment Management Plan  
Equity and Diversity - Reports  
Evaluation Summary Sheet  
External Contracts and Grants Awarded 2005-2009  
FACET  
Faculty Manual  
Faculty Senate Constitution and By-Laws  
Faculty Senate minutes 2009  
Faculty Survey Spring 2008  
Faculty Survey/Part-Time Spring 2008  
Faculty/Staff Meeting State of the Campus Address 2007  
Financial Aid  
First Year Experience Program  
Focus Group Summaries  
General Education Approved Courses  
General Education Assessment  
General Education Committee Assessment Reports 2007-2009  
General Education Committee Minutes  
General Education Goals  
General Education Purpose, Philosophy and Goals  
General Education Requirements  
HIRE  
HLC Focused Visit Team Report 2002  
HLC Team Visit Report 2000  
Honors Program  
Honors Program – Enrollment Management Plan  
Honors Program – Manual and Mission Statement  
ILTE  
Indiana University 2007-08 Financial Report  
Indiana University 2008-09 Financial Report  
Indiana University 2009-10 Operating Budget (Southeast)  
Indiana University Southeast Administrative Affairs FY09 Annual Report, July 30, 2009  
Indiana University Southeast Faculty Senate Minutes, March 19, 2009  
Indiana University Southeast Faculty Senate Minutes, November 19, 2009  
Indiana University Southeast Faculty Senate Minutes, October, 15 2009  
Indiana University Southeast Public Relations – News January 6, 2010 “Meade County, Ky.  
Joins tuition reciprocity agreement with IU Southeast”  
Indiana University Southeast, 2009-2010 Student Planner  
Indiana University Southeast, Self-Study Report 2009  
Information Technology – Campus Computing Project

Information Technology – User Satisfaction Survey 2009  
Institutional Research and Assessment  
IU Academic Handbook  
IU Problem or Grievance Resolution  
IU IT Strategic Plan 1  
IU IT Strategic Plan 2  
IU Staff Handbook  
Master of Liberal Studies  
Memo from President Michael A. McRobbie to IU Faculty, December 4, 2009  
    “Statement on Funding of Higher Education Indiana”  
Memo from Sandra R. Patterson-Randles, Chancellor, January 21, 2010 “Budget Update”  
Memo from Sandra R. Patterson-Randles, Chancellor, February 2, 2010 “FY11 Budget  
    Requests”  
Metroversity  
Mission Statements IU and IU Southeast  
Mission, Vision and Values  
Music Department Facilities  
Ogle Center  
Ogle Center – Barr Gallery Schedule  
Ogle Center – Events and Attendance Records  
Ogle Center – Events and Attendance Records (Music and Theater)  
Organizational Profile  
Professional Staff Manual  
Program Assessment Evaluation Feedback Form  
Program Assessment Evaluation Rubric  
Reciprocity Agreement between Indiana and Kentucky  
Record of Status and Scope  
Regional Economic Development Resource Center (REDC) - Reports  
Report “Reinforcement of General Education Goals in the Major”  
Report First Year Undergraduates 2005 Cohort and Transfer Students 2005 Cohort  
Report of a Focused Visit to Indiana University Southeast November 2002  
Report of a Visit to Indiana University Southeast November 1999  
Ronald L. Barr Gallery  
Staff Council - Minutes  
Staff Council – Bylaws  
Staff Council – Mission Statement  
Staff Handbook, The Essential Guide for Professional, Support, and Service Staff 2008  
State of the Campus Address to Indiana University Southeast 2009 Faculty/Staff Annual  
    Meeting, September 3, 2009  
Statement of Affiliation Status  
Statement of Revenue and Expenses (FY09 and FY10)  
Strategic Plan 2005-2009  
Strategic Plan Draft 2010-2015  
Student Affairs – Mission Statement  
Student Affairs – Student Learning Outcomes 2008-2009  
Student Housing Proposal

Student Learning Objectives and Goals by Schools from Bulletin and Assessment Plan  
Student Survey Entering  
Theater Department Facilities  
Volunteer Initiative Programs 2006-2007

## **II. COMMITMENT TO PEER REVIEW**

### **A. Comprehensiveness of the Self-Study Process**

The Self Study at Indiana University Southeast included a broad cross-section of all parts of the campus. Interviews affirmed that the campus community, faculty, staff, administration and students were highly involved in the Self-Study process. The review process was thorough and included every aspect of the institution. The organizational structure of the review process provided a platform for open and honest review.

### **B. Integrity of the Self-Study Report**

The team found the Self Study document to be an outstanding Self Study. It was most helpful in determining how well Indiana University Southeast fulfilled the Criteria and Core Components for accreditation. The document was well written, candid in its approach, and contained thoughtful evaluation of the institution. The team commends Indiana University Southeast for engaging in a process that has already led to improvement and has connections to the strategic plan. This process, in addition to the strategic planning process, has clearly assessed the institution in ways that will lead to further improvement.

### **C. Adequacy of Progress in Addressing Previously Identified Challenges**

The team considers the response of the organization to previously identified challenges to be adequate.

### **D. Notification of Evaluation Visit and Solicitation of Third-Party Comment**

Requirements were fulfilled.

## **III. COMPLIANCE WITH FEDERAL REQUIREMENTS**

The team reviewed the required Title IV compliance areas and the student complaint information. A worksheet on Federal compliance is at the end of this report.

## **IV. FULFILLMENT OF THE CRITERIA**

**CRITERION ONE: MISSION AND INTEGRITY.** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

### **1. Evidence that Core Components are met**

a. The IU Southeast mission, vision, core values, strategic plan, and goals for student learning have all been revised in recent years. The mission statement was revised in 2004 to include mission differentiation for the Indiana University System campuses, the core values in 2007, and

the vision statement in 2010. The most recently adopted vision statement was a result of a campus wide vote after alternative choices were proposed. The process involved both internal and external stakeholders. From discussions with faculty, staff and students it is clear that the mission pervades the institution and is reflected in assessment, planning, and decision-making. University documents reflect the mission and scope of the University.

b. The IU Southeast mission expresses a commitment to diversity, "...to provide high-quality educational programs and services that promote student learning and prepare students for productive citizenship in a diverse society." In visiting with students, they were able to articulate that they thought diversity was an important component of their educational experience at IU Southeast. There is a diversity component in the General Education curriculum required of all students. The General Education Committee regularly reviews the learning objectives relative to diversity. These efforts affirm IU Southeast has a commitment to enhancing a campus culture that values diversity.

The team found a high level of understanding of the mission through conversations with trustees, faculty, students, and staff. Each academic unit has used the university mission and aligned the unit's mission to the overall campus mission. Repeatedly the team was informed by the various constituencies that the mission was central to the strategic plan which then determines funding and budget issues. There is broad support for and understanding of the mission.

c. Meetings with faculty, staff, and students demonstrated a clear and uniform understanding about support for the University's mission. The transparent and inclusive strategic planning process has resulted in widespread acceptance of the plan among all sectors of the campus. Budgeting, curricular decisions, and new initiatives are directly linked with the plan which flows from the mission.

d. The Indiana University Board of Trustees has responsibility to govern the Indiana University system's 8 campuses. The IU Southeast Chancellor reports to the IU President and serves as the CEO of the campus. The campus governance and administrative structures reflect common configuration for a university with a Faculty Senate, Student Government Association, and a Staff Council. The governance structure functions well. Additionally, the Chancellor convenes an Advisory Board, Administrative Council, and Executive Council.

e. IU Southeast complies with applicable federal and state laws and regulations. Internal and external audits are conducted and shared with appropriate constituencies. The core values are posted throughout the campus.

**2. Evidence that one or more specified Core Components need organizational attention.**

None

**3. Evidence that one or more specified Core Components require Commission follow-up.**

None

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up.**

None

**Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**CRITERION TWO: PREPARING FOR THE FUTURE.** The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

**1. Evidence that Core Components are met**

a. The 2005-2009 Strategic Plan has had a wide-ranging impact, providing a framework for unit-based planning and alignment of University resources with strategic initiatives across the campus, as well as the Indiana University system more generally. The plan has seven strategic thrusts: educational excellence, effective enrollment management, enhanced diversity, strengthened resources, better image, stronger community relations, and ongoing strategic planning. Review of unit strategic plans, including the Enrollment Management Plan, Housing Plan, IU system Information Technology Plan, School of Nursing Plan and the School of Social Science Plan, shows that they are clearly derivative of the campus strategic plan (as well as the IU system initiatives), focus on items germane to the responsibility of the unit, and incorporate measurable goals. Assessment of the plan shows that 95 % of the plan's goals have been met or are ongoing. Discussions with faculty and staff clearly indicate they are knowledgeable and supportive of the plan and believe that the plan has been the basis for enhanced transparency in campus decision making. Further, it is widely understood that the plan drives resource allocation, as both groups indicated that proposed initiatives must be linked to the strategic plan to receive funding. Importantly, the draft 2010-2015 Strategic Plan builds on the previous plan, while adding an eighth focus on building alumni relations. In summary, IU Southeast has developed an exceptional strategic planning process that engages all campus constituents and has significantly enhanced the transparency of campus decision making.

IU Southeast demonstrates throughout its strategic planning process that it embraces a culture of effective planning that is aligned with the institution's mission. Assessment of the goals in the 2005-2009 strategic plan demonstrates nearly 100% completion of the University's strategic activities and initiatives. IU Southeast's 2005-2009 strategic plan, Strategic Commitments to Growth and Distinction, reflects clear alignment of planning to the budget process, and each academic unit's strategic plan is linked to the University's strategic planning process. IU Southeast's planning process included internal and external constituents. Planning statements and activities are geared toward improving institutional processes, for example, the development of programs such as the Honors Program, First Year Seminar, Student Housing Program (opening of on-campus residential lodges), Information Technology Plan, the new B.S. degree program in Informatics, and the restructuring of academic advising. The University clearly directs its resources effectively, and has positioned itself to meet future challenges

b. The campus has paid close attention to the enhancement of information technologies, especially as it relates to student learning. The Indiana University system, which sets IT goals system-wide, displays a strong commitment to the implementation of technologies that support both academic and administrative functions. In that context, IU Southeast has used a combination of system resources and student fees to ensure currency of technology. Ongoing initiatives include lifecycle funding that ensures that computers campus-wide are not more than three years old, a fact noted by students and faculty alike. The campus has equipped the vast majority of its classrooms with technology, providing the best learning environment possible for students and faculty, and hired an instructional designer to assist faculty with incorporation of technology into their teaching. The campus has also paid attention to infrastructure, providing wireless capability across campus, as well as enhanced network reliability with downtime less than one thousandth of a percent. Finally, the campus benefits from the purchasing power of the entire IU system, especially for software acquisition. In summary, IU Southeast has made a real commitment to the continuous enhancement of technology, much to the benefit of all segments of the campus.

c. The institution's planning reflects a keen understanding of declining state legislative support, and IU Southeast has taken steps to reallocate its resources to meet the priorities of the campus and its service community. In an effort to be more efficient in reducing expenses, while expanding services, IU Southeast has taken advantage of the energy savings program, which has allowed the campus to fund capital projects related to energy savings and improvement of the campus' physical facilities.

d. The campus has paid close attention to ensuring that budget resources are adequate to meet ongoing instructional needs, support innovation and change guided by the strategic plan, fund ongoing facilities maintenance, and buffer the campus against the vagaries of enrollment declines and revenue shortfalls at the state level. This strong institutional focus on budget planning and development can be traced back to the unanticipated enrollment decline experienced in 2003 and 2004 which resulted in a \$1,800,000 shortfall. Since that time, the campus, much to its credit, has been conservative in its approach to budgeting. In this regard, the current reduction in state funding of \$1,002,000 has been met by a combination of campus reserves and enrollment growth, without affecting academic programs and ongoing planning initiatives. Based on discussions with the Chancellor and Vice Chancellor for Administration & Finance, as well as examination of campus level budget documents that included fund balances and contingencies, it is clear that IU Southeast has the resource base to support its educational programming. Importantly, the campus is now developing budgets that will assist with ongoing deferred maintenance and purchase of major equipment for instructional purposes. Finally, review of IU Southeast's projected budget for the coming three years at the system level shows that the campus will have the resources to meet its mission in the coming years. Based on review of IU Southeast documents and interviews of campus leaders, it is clear that IU Southeast understands and is committed to budget development designed to buffer the campus against the vagaries of enrollment and state appropriations, while keeping a sharp focus on supporting student learning and success.

e. Processes for ongoing evaluation and assessment at the institution provide reliable evidence of institutional effectiveness, while also suggesting strategies and direction for continuous

improvement. Each academic program at the institution is subject to periodic review, which includes a self study developed by the faculty followed by an outside review by at least one external peer reviewer; the same is true for student affairs areas. Based on review of self study and planning documents, it is clear that both areas use the results of the review process for program improvement. Having effective internal processes for evaluation and assessment supports the institution's commitment for improvement, and positions IU Southeast for being able to respond appropriately to future challenges.

f. Development of the 2005-2009 Strategic Plan was broad-based, engaging campus constituents, faculty, staff, students, and administrators, as well as over 80 individuals and organizations from the community. Similarly, the campus has engaged multiple on-campus and off-campus constituents in the development of the 2010-2015 Strategic Plan, currently in draft format. Review of unit strategic plans from several academic (Nursing, Education, Business) and support units (Enrollment Management, Information Technology), reveals close linkages between planning in individual units and the institutional strategic plan. Unit diversity plans also address the University's strategic goal of enhanced diversity. Further, the responsibilities of 11 of 17 Faculty Senate Committees (including Academic Assessment, Budgetary Affairs, General Education, Information Technology, International Programs, and Research and Grants) specifically reference faculty input to the University's ongoing strategic planning process. Taken together, it is clear that planning has been integrated both vertically and horizontally within the University, demonstrating the University's recognition of the complex interrelationships between educational quality, learning, diversity, globalization, and student success.

**2. Evidence that one or more specified Core Components need organizational attention.**

a. In Core Component 2c of IU's Self Study document, it is stated that "all three levels of staff -- bi-weekly, professional and supervisory -- are reviewed annually, in accordance with a Performance Review and Development Process coordinated by the Office of Human Resources." However, a random review of files (in the Human Resources Office), at each of the staff levels, revealed inconsistencies in annual evaluations. Neither of the files selected included evaluations for each of the employees' years of service.

b. The team discovered in interviews with students that there were misunderstandings relative to the faculty role in facilitating students with documented disabilities, especially amongst the adjunct faculty. The team would encourage IU Southeast to reevaluate the faculty orientation program to make sure that all new faculty, full and part-time, are aware of and understand IU Southeast policies and practices. In this context, policies relative to federal compliance and legal issues related to The Americans with Disabilities Act Amended and Family Education Rights to Privacy Act deserve special attention.

**3. Evidence that one or more specified Core Components require Commission follow-up.**

None

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up.**

None

**Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

**1. Evidence that Core Components are met**

a. During the last comprehensive visit in 1999, the team raised the concern that “IU Southeast lacked a systematic, campus-wide approach to assessment of student learning, and that an understanding of the role of assessment in improving student learning was not pervasive throughout the institution.” The team’s concerns resulted in a Focused Visit on assessment in 2002. During that visit the team “commended the campus for its progress in addressing these issues and called for a progress report to be filed in 2005.” The Progress Report was filed and the University has continued to develop and refine student learning goals and assessment processes to evaluate student learning. Comments from faculty and administration, as well as documentation provided by the University, support the fact that assessment is now a more mature process on campus with the results being used to make improvements to programs and to help secure funding for learning improvement initiatives.

IU Southeast faculty have adopted a university-wide statement on the philosophy, purpose, and learning goals of undergraduate education and assessment of student learning is being conducted at the program, general education, student affairs, and institutional levels. Most faculty have defined student learning goals for their courses; they use classroom assessment to measure progress toward those goals, and they use the results to improve their courses. Documentation provided by the Office of Institutional Research and Assessment indicates that nearly all programs have used assessment results to justify changes to their courses or programs.

b. IU Southeast recognizes and honors teaching excellence through the Trustees’ Teaching Awards, awards for distinguished teaching, and fellowships and grants to promote teaching improvements. To assist with teaching and learning effectiveness, the University uses the Institute for Learning and Teaching Effectiveness (ILTE), which has sponsored more than 90 workshops, webinars, symposia, and working groups, to help faculty provide effective instruction and conducts training and provides guidance for new faculty. Additionally, the campus participates in the Faculty Colloquium on Excellence in Teaching (FACET) which is an Indiana University-wide program designed to promote and develop excellence in teaching at all campuses. The FACET faculty provide peer review for faculty who are interested in improving their teaching and learning process. The policies and practices affirm excellence in teaching as a fundamental criterion for both tenure and promotion.

c. As noted by the visiting team in 1999 the campus provides “a well-maintained, aesthetic campus environment conducive to teaching and learning;” “dedication and commitment of faculty, administration, and staff to students” and that “patterns of evidence indicated a strong achievement in this area.” These statements continue to hold true. The facilities are in excellent repair and have current technology in place and available for teaching. Comments from both faculty and administration clearly indicate a pride in the teaching and learning that takes place on campus.

d. The new IU Southeast Library, the First Year Seminar program, the Adult Student Center, technology available in the Library, Career Services, Student Development Center, Mathematics Laboratory, and Writing Center are all examples of evidence that demonstrate the University’s support for student learning and effective teaching. In conversations with faculty, it is clear that faculty feel supported in their teaching and learning endeavors. Faculty are particularly pleased with the Commitment to Excellence Initiative, which is an Indiana University system initiative that is credited with helping develop the Informatics program, the Music Lab, and the Graphic Design Program. Faculty view the program as one which provides them with the opportunity to be creative with programs and services that support teaching and learning.

**2. Evidence that one or more specified Core Components need organizational attention**  
None

**3. Evidence that one or more specified Core Components require Commission follow-up.**  
None

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**  
None

#### **Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.** The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

**1. Evidence that Core Components are met**

a. The Board of Trustees and the IU system values lifelong learning and provides numerous opportunities for professional development. Programs are brought to the campus from Bloomington. Additionally, faculty and staff are provided funding to take the equivalent of one course per semester. With its long standing mission to serve adult learners, IU Southeast has well established practices to reach out to the community.

b. The campus demonstrates through numerous venues its commitment to the life of the mind. Internal support for faculty research exceeds \$200,000 annually, significantly exceeding comparable levels at IU Southeast's peer institutions, including IU South Bend and the University of Southern Indiana. Additionally, the campus has a program of reassigned time that releases faculty from one course per term (the nominal work load is four courses or 12 hours per term) to pursue research and creative activities. At any one time, approximately 100 (out of 150 eligible) faculty receive reassigned time. Faculty receiving reassigned time are reviewed every three years for continuance based on productivity. The collective productivity of the faculty is reflected in the annual faculty research and creativity reports, which shows a doubling of faculty scholarly work over the last eight years. Annually, the campus recognizes faculty members for research and creativity with the Distinguished Research and Creativity Award. The campus also encourages and supports undergraduate research through a suite of programs funded annually at approximately \$40,000, an eight-fold increase from 2005, through undergraduate research fellowships, travel awards, student assistant grants, and small project grants. A significant indication of the campus support for undergraduate research is the Student Conference, which was launched in 2005 using IU system Commitment to Excellence Funds and annually has well over 100 oral and poster presentations by individuals and teams of students. In summary, IU Southeast students and faculty are actively engaged in research and creative activity reflecting the IU Southeast's commitment to the life of the mind.

c. The campus revised its general education program in 2005, assessed the results of that revision, and in 2007 simplified the program of general education. Currently, the program includes courses in 10 areas, including oral and written communications, critical thinking, quantitative reasoning, information literacy, reasoning about ethical issues, diversity, and central ideas, issues and methods of inquiry in the arts and humanities, natural and physical sciences, and the social and behavioral sciences. The General Education Committee has responsibility for oversight and over the last three academic years has assessed each component of the general education curriculum once, with a second round of assessment currently underway. Based on reading the General Education assessment report and discussions with the General Education Committee, there is general agreement that the program is meeting expectations, but that a second round of assessment will be necessary to identify areas in need of revision and/or elimination. An important element of the general education program is the linkage with the major programs, which reinforce the general education goals. A report provided by the Office of Academic Affairs clearly shows that all majors reinforce multiple general education goals and many utilize the writing assessment rubric to assess writing in the major. In summary, the campus has made significant strides in general education since the last comprehensive visit, both in conceptualizing a general education program that works for IUS and committing to its assessment.

d. IU Southeast provides evidence to its mission of providing "high-quality educational programs and services that promote student learning and to prepare students for productive citizenship in a diverse society" through differentiating applied learning as a curricular focus for preparing students to live and work in a global, diverse, and technological society. Employer evaluations of student performance in applied learning settings associated with field experiences and internships demonstrate that graduates possess the knowledge and skills necessary for success in a global and diverse workplace.

e. IU Southeast has included a requirement for the study of ethical reasoning in the general education curriculum, developed and published policies and procedures regarding conflict of interest, conflict of commitment, intellectual property, and research misconduct. Additionally, IU Southeast has published policies for both academic and personal conduct of students that are described in the Code of Student Rights, Responsibilities and Conduct and the University has in place a process for responding to violations of the code. For human subjects and animal rights protection, IU Southeast has established compliance positions and revised the policies and procedures for review committees and improved training for committee members, faculty members, and student researchers.

**2. Evidence that one or more specified Core Components need organizational attention**  
None

**3. Evidence that one or more specified Core Components require Commission follow-up.**  
None

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**  
None

#### **Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**CRITERION FIVE: ENGAGEMENT AND SERVICE.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

#### **1. Evidence that Core Components are met**

a. IU Southeast actively engages constituents to learn of service needs and expectations through frequent informal and formal activities, including the use of advisory boards and conducting and evaluating surveys from students, faculty, staff, alumni, and employers. By including broad representation of internal and external constituents in all levels of the strategic planning process, the institution demonstrates a commitment to open communication and engagement. IU Southeast's careful analysis and evaluation of constituent needs and the institution's capacity to serve their needs is clearly evidenced in the major and innovative strategic initiative to add residential housing. The comprehensive inclusion of constituents in the planning process and the careful analysis of constituent's needs and expectations as they relate to the institution's capacity to meet those needs demonstrates IU Southeast's strong commitment to learning from and engaging with internal and external constituents.

b. The extent of IU Southeast's commitment to the Children's Center, Adult Student Center, and providing a traditional residential experience demonstrate the institution's capacity and commitment to engaging with the various constituencies and communities it serves. The commitment of substantial resources to build a new Library, renovate the University Center as a

one-stop student services center, and the constructing of new residential housing facilities for 400 students provides evidence of institutional support of programs of engagement and support. This commitment clearly extends beyond the campus as demonstrated by active faculty and staff participation in the community through volunteer activities and philanthropic contributions and the more than 10,000 hours of service provided annually by students. A new initiative, begun with the appointment of a full-time director and an addition to the strategic plan called "Effective Alumni Relations" signals a commitment to develop the potential represented by the 18,381 living alumni of IU Southeast.

c. The U.S. Department of Education grant in the amount of \$1.04 million has enabled the School of Education at IU Southeast to responsibly partner with regional school systems in enhancing and strengthening English as a Second Language programs. Through the reciprocity agreements with five Kentucky counties, IU Southeast has demonstrated evidence of a commitment to create an environment supportive of the mobility of learners while at the same time building effective bridges among diverse communities. Through partnerships with Greater Louisville, Inc., One Southern Indiana, and the Southeast Indiana Small Business Development Council, IU Southeast has demonstrated a commitment to developing and sustaining partnerships focused on shared educational, economic, and social goals. In concert with its mission, IU Southeast's strategic planning initiatives and goals designed to focus on identified and critical regional needs demonstrate evidence of responsiveness to constituencies depending upon the institution for services.

d. One of the initiatives addressed in IU Southeast's 2005-2009 Strategic Plan was the enhancement of the University's image by raising its profile as a regional leader in providing resources and strengthening community relations. In addition to faculty, staff, and student contributions of many thousands of community service hours throughout the service region, as the University provides a wide range of continuing education programs to meet the needs of educators and business persons in the area. The University collaborates and partners with several prominent businesses and agencies, to provide services and programs which benefit members of the University and surrounding communities. Examples include the Regional Economic Development Resource Center (REDRC), Volunteer Income Tax Assistance (VITA) Program, Applied Research and Education Center (AREC), CEO Roundtable, and the CEO Manager on-the-Road Programs.

**2. Evidence that one or more specified Core Components need organizational attention.**

None

**3. Evidence that one or more specified Core Components require Commission follow-up.**

None

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up.**

None

**Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**V. STATEMENT OF AFFILIATION STATUS**

**A. Affiliation Status**

No Change

**B. Nature of Organization**

**1. Legal status**

No Change

**2. Degrees awarded**

No Change

**C. Conditions of Affiliation**

**1. Stipulation on affiliation status**

No Change

**2. Approval of degree sites**

No Change

**3. Approval of distance education degree**

No Change

**4. Reports required**

None

**5. Other visits scheduled**

None

**6. Organization change request**

None Requested

**D. Commission Sanction or Adverse Action**

None

**E. Summary of Commission Review**

Timing for next comprehensive visit 2019-2020

**WORKSHEET ON  
Federal Compliance Requirements  
INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE  
REVIEWED BY THE TEAM:**

Log of Student complaints and resolution of such complaints

Advertising and Student Recruitment Materials

Third party comment solicitation and resultant third party comments

Undergraduate and Graduate Catalogs

Transfer guide

Also please refer to pages 5-8 of this report for listing of documents reviewed by the team

**EVALUATION OF FEDERAL COMPLIANCE PROGRAM  
COMPONENTS**

*The team verifies that it has reviewed each component of the Federal Compliance Program by reviewing each item below. Generally, if the team finds substantive issues in these areas and relates such issues to the institution's fulfillment of the Criteria for Accreditation, such discussion should be handled in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.*

**1. Credits, Program Length, and Tuition:** *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).*

The team has reviewed this component of federal compliance.

**2. Student Complaints:** *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

The team has reviewed this component of federal compliance.

**3. Transfer Policies:** *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

The team has reviewed this component of federal compliance.

**4. Verification of Student Identity:** *The institution has demonstrated that it verifies the identify of students who participate in courses or programs provided to the student through distance or correspondence education.*

The team has reviewed this component of federal compliance.

**5. Title IV Program and Related Responsibilities:** *The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution's administration or oversight of its Title IV responsibilities.*

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements:** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** *The institution has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Contractual Relationships:** *The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.*

The team has reviewed this component of federal compliance and recommends the ongoing approval of such contracts.

**6. Institutional Disclosures and Advertising and Recruitment Materials:** *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

The team has reviewed this component of federal compliance.

**7. Relationship with Other Accrediting Agencies and with State Regulatory Boards:** *The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.*

The team has reviewed this component of federal compliance.

**8. Public Notification of an Evaluation Visit and Third Party Comment:** *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments.*

The team has reviewed this component of federal compliance.

# **ADVANCEMENT SECTION**

## **REPORT OF A COMPREHENSIVE EVALUATION VISIT**

TO

### **INDIANA UNIVERSITY SOUTHEAST**

New Albany, IN

March 1 - 3, 2010

FOR

### **The Higher Learning Commission**

A Commission of the North Central Association of Colleges and Schools

#### **EVALUATION TEAM**

Dr. Leslie Crall, Associate Dean, School of Business, Southwestern Oklahoma State University, Weatherford, OK 73096 (Team Chair)

Dr. Jacquelyn Elliott, Vice President for Student Affairs, Northwest Missouri State University, Maryville, MO 64468

Dr. Douglas Haneline, Professor of English, Ferris State University, Big Rapids, MI 49307

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## **I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION**

In the advancement section of the report, the Team offers its advice and suggestions to Indiana University Southeast in an effort to improve and advance the organization.

The team found that Indiana University Southeast has many tremendous programs and offerings, providing for an outstanding educational opportunity at affordable prices. The management of IU Southeast is participatory with members of the faculty, students, and administration all working together in a system of shared governance. The team found evidence of input from various constituencies from the community and regions of the states of Indiana and Kentucky. The team observed that IU Southeast had extensively participated in the self study process and showed great enthusiasm and momentum to carry the many initiatives into the future. An assessment system was in place and working to improve the educational experience. Most notable among what the team observed was the strategic planning which has occurred on the campus, and its direct effect on budgeting and decision making.

## **II. CONSULTATIONS OF THE TEAM**

### **Topic One: Alumni Relations & Development**

The team members are all from institutions in which the alumni and development offices are combined. This seems to be the most prevalent and natural model for most universities, especially since most university giving is done by individuals with strong ties to the university, i.e., its alumni. Therefore the coordination of alumni relations and the development office is integrally related. In visiting with various campus constituencies it was apparent to the team that because of IU Southeast's affiliation with the Indiana University System there are some things that are handled system-wide and some things that IU Southeast has greater control over. Development and fundraising is an area that is very much organized at the Indiana System level and IU Southeast must operate within parameters largely set by the IU Foundation. However, it is the observation and experiences of the team that great synergies can exist when a robust alumni relations function is integrated with the development office.

Alumni and development functions are independent entities at IU Southeast. The Alumni Office has witnessed significant turnover in recent years. It is anticipated the new Vice Chancellor for Alumni and Community Relations will provide vigor and continuity to engaging alumni. Members of the Alumni Association seek to increase activities and events to draw alumni to campus.

The Development Office has also experienced staff turnover. The new director has been in the position for 2 1/2 years. The IU Foundation provides assistance with prospect research, planned

giving, gift processing, and investment strategies. While giving to the University has increased, significant further opportunity exists.

As the University experiences fiscal challenges, it would benefit from increased cultivation and stewardship of alumni and donors. Although the alumni and development offices are not in the same unit, coordination of these functions should provide seamless identification and solicitation of gifts.

### **Topic Two: New Faculty Orientation**

The team discovered in interviews with students that there were misunderstandings relative to the faculty role in facilitating students with documented disabilities, especially amongst the adjunct faculty. The team would encourage IU Southeast to reevaluate the faculty orientation program to make sure that all new faculty, full and part-time, are aware of and understand IU Southeast policies and practices. In this context, policies relative to federal compliance and legal issues related to The Americans with Disabilities Act Amended and Family Education Rights to Privacy Act deserve special attention.

### **Topic Three: Diversity**

Indiana University Southeast has made many commendable strides in its diversity initiatives, particularly in the areas of the recruitment of multicultural students outlined in the University's strategic plan. The University has articulated a commitment to diversity in its mission statement and strategic planning processes, yet interactions with some members of the campus community suggest that more programs are needed for students from diverse backgrounds. Clarification of the roles of various campus diversity groups (Diversity Council, Diversity Coalition, Diversity Co-Coordinator, and Diversity Task Forces) might eliminate some of the misconceptions that members of the University community may have regarding the institution's progress in the area of diversity.

Students shared concerns relative to how diversity was covered in their General Education courses. Some students related that diversity received little emphasis, with some faculty "throwing" it in at the last minute because they were "required to." The team would encourage IU Southeast to review the coverage of diversity as it relates to the General Education curriculum and further monitor the assessment of learning objectives related to diversity.

Strategic Objective 3.3 addresses campus climate, and cites that IU Southeast will periodically conduct a campus climate survey. However, members of the Diversity Council report that during implementation of the 2005-2009 strategic plan, a campus climate survey was not conducted, nor has the ground work for developing a survey begun. A campus climate survey can be extremely useful in guiding the institution in achieving the guiding principles and objectives outlined in the 2010-2015 strategic plan. The team encourages IU Southeast to move forward on this important task.

In the spirit of collegiality, the team reminds IU Southeast of the Higher Learning Commission's statement on diversity and its role among its member organizations:

Recognizing diversity is one of the values embraced by the Commission in its overall statement of mission and its Criteria of Accreditation. Therefore, member

organizations are encouraged to evaluate their respective missions, visions, values, and character to determine how well they address issues of diversity when providing enriching educational experiences and services for their constituencies. Organizations teach by example; they model approaches to diversity by conducting their operations in an equitable and just manner.

An organization that provides diverse experiences for its constituencies establishes an environment in which greater intellectual development can occur, and from which the its constituencies can learn that focusing on commonalities, while understanding differences, binds peoples and cultures. Valuing diversity relates to experiencing it; thus, people in an environment that encourages inclusiveness and discourages acts of insensitivity and disrespect can become more enlightened. The Commission urges its member organizations to create and maintain teaching and learning environments that provide educational opportunities for diverse individuals and groups. In addition, the Commission urges its member organizations to provide learning environments, larger than its classroom settings, in which students can contribute to and learn from the diversity that broad life exposure offers.

### **III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES**

The IUS administration is visionary, thoughtful, and accountable. The Chancellor and her administrative team have led a thorough strategic planning process which has widespread support across the campus. In addition, her prudent fiscal policy has positioned the campus favorably during this difficult economic period. The campus climate has changed over the ten years since the last accreditation visit. One must assume the vision, leadership, and management by the Chancellor and the administrative team factors strongly in this change. The faculty and staff should be commended for their commitment to IU Southeast; their focus on student achievement, their collegial response to change, and their efforts to engage the community and region. In many regards, IUS appears to be on the cusp of becoming a major influence in Indiana and Kentucky higher education.

IU Southeast has developed a comprehensive, systematic, and integrated strategic planning process that involves a broad-based representation of internal and external constituents in the entire planning process. Throughout the organization, faculty and staff consistently note that the strategic plan drives decision making at all levels of the institution. It is evident that the institution uses data to establish appropriate benchmarks and performance targets for strategic objectives and initiatives. It is clear that budgetary decisions, requests and changes are tied to the strategic plan. Most notable, the institution has tied self study identified improvement opportunities for each criterion into the 2010-2015 strategic plan draft.

IU Southeast is to be commended for its creation of residential facilities on its campus. The five lodges, with a total capacity of 400 residents, were opened in the Fall Semester of 2008. Their construction and staffing were carefully planned so that when the lodges were opened they

would meet the needs of the students. The fact that the lodges were filled virtually to capacity in their first year of operation shows that they met an unfilled demand. These lodges, the first in the history of this heretofore purely commuter campus, have the potential to change the culture of IU Southeast.

The Ogle Center is an outstanding facility which provides state of the art programming and experiences for students in the fine and performing arts. The facility is also strategically used to bring community members to the campus for events and to nurture community/campus relationships. A children's program is sponsored by area businesses. Remarkably, 50 events were attended by over 17,000 children from 80 schools during the past year. The campus is rightfully proud of the Ogle Center and has maximized its potential for educational as well as outreach and community engagement purposes.

*Team Recommendations for the  
STATEMENT OF AFFILIATION STATUS*

**INSTITUTION and STATE:** : Indiana University Southeast, IN

**TYPE OF REVIEW (from ESS):** Continued Accreditation

**DESCRIPTION OF REVIEW (from ESS):** Comprehensive Evaluation Visit

**DATES OF REVIEW:** 3/1/10 - 3/3/10

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**Nature of Organization**

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**LEGAL STATUS:** Public

**TEAM RECOMMENDATION:** No Change

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**DEGREES AWARDED:** A, B, M

**TEAM RECOMMENDATION:** No Change

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**Conditions of Affiliation**

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**STIPULATIONS ON AFFILIATION STATUS:** The University is to inform the Commission of any new programs at the Master's level

**TEAM RECOMMENDATION:** No Change

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**APPROVAL OF NEW DEGREE SITES:** Prior Commission approval required.

**TEAM RECOMMENDATION:** No Change

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**APPROVAL OF DISTANCE EDUCATION DEGREES:** Prior Commission Approval Required

**TEAM RECOMMENDATION:** No Change

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**REPORTS REQUIRED:** None

**TEAM RECOMMENDATION:** No Change

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**OTHER VISITS REQUIRED:** None

**TEAM RECOMMENDATION:** No Change

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**Summary of Commission Review**

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**YEAR OF LAST COMPREHENSIVE EVALUATION:** 1999 - 2000

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**YEAR OF NEXT COMPREHENSIVE EVALUATION:** 2009 - 2010

**TEAM RECOMMENDATION:** 2019-2020

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## ORGANIZATIONAL PROFILE

**INSTITUTION and STATE:** Indiana University Southeast, IN

**TYPE OF REVIEW (from ESS):** ) : Continued Accreditation  
\_X\_ No change to Organization Profile

### Educational Programs

		Program Distribution	<b>Recommended Change (+ or -)</b>
Programs leading to Undergraduate	Associate	11	
	Bachelors	45	
Programs leading to Graduate	Masters	7	
	Specialist	0	
	First	Indiana University	
	Professional	Southeast, IN	
	Doctoral	0	

### Off-Campus Activities

In-State:	Present Activity:	<b>Recommended Change: (+ or -)</b>
Campuses:	None	
Sites:	Indiana University Southeast, IN	
Course Locations:	1	
Out-of-State:	Present Wording:	<b>Recommended Change: (+ or -)</b>
Campuses:	None	
Sites:	Indiana University Southeast, IN	
Course Locations:	None	
Out-of-USA:	Present Wording:	<b>Recommended Change: (+ or -)</b>
Campuses:	None	
Sites:	Indiana University Southeast, IN	
Course Locations:	None	

### Distance Education Certificate and Degree Offerings:

Present Offerings:

Indiana University Southeast, IN

**Recommended Change:**  
(+ or -)