Assurance Argument

Indiana University Southeast - IN

8/21/2019

Criterion 4

Teaching and Learning:
Evaluation and Improvement

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

4.A.1.

In accordance with policy ACA-65 (1923) adopted by the University Faculty Council on April 13, 1993, IU Southeast has implemented a system of regular program reviews for all academic programs (1764; 1917). Review schedules for programs such as Education, Business, and Nursing are synchronized with their specific program accreditation schedules. Data points for the Program Review Self-Study Report Template (1918) are provided mainly by the Office of Institutional Effectiveness (OIE: 2624). The current program review process, which was adopted in 2014 in response to suggestions learned about during a Higher Learning Commission conference in Chicago, follows an annual timeline set by the Executive Vice Chancellor for Academic Affairs (EVCAA: 1703) in collaboration with faculty (1765; 1917). Program review entails a multi-step review and evaluation process by the faculty, dean, and EVCAA as well as analysis and provision of support data by OIE. Major steps include conducting a comprehensive self-study and reporting with an outside peer reviewer mutually agreeable to the faculty and administration.

Completed reports are submitted to the Office of Academic Affairs (e.g. 2498). Beginning in 2018, program review presentations are subsequently made to the Academic Council. This practice was established to push information out to academic and campus leadership for the purpose of linking assessment, planning, and budgeting (see an example of meeting minutes: 2251).

4.A.2.

IU Southeast complies with state guidelines related to the transfer of credit and evaluates all transcripted credits. Transcripts are submitted to the Office of Admissions (1647) and are reviewed by a transfer specialist to determine (or confirm) IU Southeast course equivalencies.

IU Southeast, in partnership with IU and its regional campuses, is exploring responsible ways to award credit for experiential learning. We have a successful history of awarding credit to military members and veterans, following the American Council on Education's Guide to Evaluation of Educational Experiences in the Armed Forces, granting credit on the basis of education gained through military service, training, and other educational experiences (1916; 2130). IU Southeast also offers testing opportunities as forms of evaluation of prior learning to earn college credit: e.g. DSST and CLEP (2500; 2501).

4.A.3.

The Office of Admissions oversees transfer credit. Articulation agreements and Indiana's Core Transfer Library (1919) guide the work of the transfer specialist, who consults with applicable departments and faculty members as necessary. Program coordinators work to assure that the transfer specialist is provided with specific and consistent guidelines for deliberation, in accordance with both IU and ICHE expectations.

The University Transfer Office (2623) provides overall support for transfer students; however, transfer credit policies are the purview of the academic units. Online resources at IU Southeast, including credit transfer policies and an online searchable database of course equivalencies, guide potential transfer students through the application process (1920; 2129; 2502; 2503; 2567). IU Southeast credit transfer policies include specific transfer articulation policies for our partners in Indiana (1560; 1572) and Kentucky (1516; 1519) for seamless continuation of student education.

4.A.4.

IU Southeast has defined and articulated processes to guide the adoption and approval of all new courses (1751; 1753). Prerequisites for such courses are included on course proposal forms. Once a course is approved, the prerequisites are published in the Bulletin (see online Bulletin course listing: 2504) so that students, advisors, and faculty members are all aware of them.

The campus assures the quality of its coursework through faculty, curriculum committee, and administrative oversight. The program assessment process allows opportunities for departments to identify courses that might not be sufficiently rigorous or meet our learning objectives (1754). The annual faculty review process allows similar opportunities (1853; 2337). The Institute for Learning and Teaching Excellence (ILTE) provides support for faculty who wish to improve their teaching effectiveness and/or revise the structure and content of particular courses (1567).

Curricular matters – including program development and review – are developed by IU Southeast faculty formally through the Faculty Senate and its subcommittee structure (see Constitution and By-

Laws of the Faculty Senate: 1726; see Faculty Senate meeting minutes from 2011 to 2019 for examples: 2606). Processes and procedures relating to faculty hiring and other faculty matters are found in the Faculty Manual (2250).

For information on dual credit, please refer to Criterion 3.C.2.

4.A.5.

IU Southeast maintains specialized accreditation for its professional schools: School of Business (AACSB: 0791), School of Education (CAEP: 2536), and School of Nursing (CCNE: 2537). Additionally, the Indiana Department of Education has approved all IU Southeast teacher education programs (2538), and the Bachelor of Science in Chemistry is accredited by the American Chemical Society (1743). Public notification of these accreditation statuses are maintained on multiple websites: e.g. IU Southeast HLC Accreditation (2506), 2017-2019 Bulletin (2194), School of Business (1721), School of Education (1725), and School of Nursing (1736).

4.A.6.

Surveys are administered annually to undergraduate and graduate alumni at intervals of six months, three years, and five years post-graduation (1929). These surveys include questions on employment, salaries, employers, and post-graduate placement (e.g. 2539; 2540; 2541; 2542). Respondents may express a preference to be contacted by the Career Development Center for further employment assistance. Survey results are disseminated to deans and unit heads by program if so requested. This is intended to help complete the feedback loop, to put tools for improving student success in the hands of those best positioned to do so.

In addition, IU Southeast uses a number of sources to measure and contextualize the success of its graduates, including U.S. Department of Education data; the Indiana Commission on Higher Education Return on Investment Report (1930); the Gallup Undergraduate Alumni Scorecard (2047); customized surveys from individual schools and programs (2554; 2555; 2556); and professional licensure pass rates (e.g. Nursing exam (2566), CPA exam (2358), and Teacher Candidate exam (2352).

Sources

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- (2624) Website - IU Southeast Office of Institutional Effectiveness (OIE) Mission and Goals - 04 April 2019

4.B - Core Component 4.B

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

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

Argument

4.B.1.

IU Southeast has undertaken systematic efforts to clearly articulate goals for student learning at the course, program, and institutional level (e.g. 2529; 2530; 2531; 2532; 2533; 2534; 2535). At the course level, in the spring of 2016, the Faculty Senate approved a policy that all course syllabi were to include measurable student learning outcomes (1933). These measurable student learning outcomes (SLOs) are designed for direct assessment of how well students are achieving these learning goals. Direct evidence of student learning is a part of annual review, promotion review, tenure review, and consideration for campus teaching awards (e.g. 2507; 2508; 2509).

At the program level, SLOs have been established by the faculty and staff members responsible for each program and are posted throughout the IU Southeast 2017-2019 Bulletin (2122) and on the Office of Institutional Effectiveness (OIE) website via Watermark (1922). These program-level SLOs form the foundation for assessment goals. The Academic Assessment Committee, a Faculty Senate committee, monitors assessment of academic achievement in undergraduate and graduate programs, provides oversight and guidance for academic units in the development of their assessment programs, and makes recommendations to support the accreditation process.

IU Southeast faculty work directly with OIE to develop, implement, operate, and maintain assessment programs (e.g. 1385; 1387; 1388; 1389; 1395; 1400; 1401). As part of this programmatic assessment, each program should have developed a curriculum map that aligns instruction with desired program goals and SLOs (e.g. 2560). Those programs lacking curriculum maps are strongly encouraged to develop them because their achievement on the OIE rubric reflects this deficiency.

Effective Fall 2013, IU Southeast adopted the updated Statewide Transfer General Education Core (2404) for all incoming students. General Education at IU Southeast includes both campus-wide requirements that apply to all baccalaureate degrees and requirements that are specific to each degree. The Faculty Senate General Education committee requires programs to design evaluation tools prior to submitting courses to the General Education curriculum (1789). General Education goals and student learning outcomes (between three and nine outcomes per requirement) have been established by the faculty based on curriculum and state-mandated standards. These goals and learning outcomes are posted on the IU Southeast website (1709; 1790).

At the institutional level, IU Southeast Student Affairs learning outcomes "inspire holistic development and learning by valuing and engaging each student in experiential opportunities that prepare them to thrive as contributing citizens" (1935). These learning outcomes are captured by the categories of Community & Social Engagement, Leadership and Global Perspective, Health and Wellness, and Character Development. Each of these categories has three specific outcomes that can be found on the Student Affairs Learning Outcomes website.

The Faculty Senate Academic Assessment Committee has started the process for ensuring that all certificates and minors are assessed for student learning assurance, as is done for the academic programs (majors in both undergraduate and graduate programs). This process needs refinement with regards to administrative support in collecting program submissions and in connecting certificate and minor assessment outcomes, measures, and data to larger goals and outcomes within home programs and across campus. OIE is working on adjusting the process to fit the department's current capacity.

4.B.2.

Assessment efforts at IU Southeast, like outcomes statements, embrace course-level, program-level, and institutional-level learning.

Program assessment begins with identifying student learning outcomes which are used to build a layered assessment program with many of the assessment products embedded into courses. OIE works with faculty throughout the assessment process to ensure that assessment tools are aligned with outcomes. Where possible, assessment tools are designed to automatically feed data to OIE. OIE then analyzes the information, providing feedback to the Academic Assessment Committee and to individual programs. Program efforts are scored using a rubric (1939) and placed into one of three assessment cycles, incentivizing good assessment practice and requiring more frequent reporting for programs with underdeveloped assessment (1754; 1945).

The General Education Assessment Committee (GEAC) is responsible for oversight of assessment of student learning for general education at IU Southeast. The committee has established a cycle that ensures student learning in all major goals of general education is continually assessed while formally reporting in consistent time periods (2557). Another example of this oversight is the general education syllabus audit, which was conducted in the Fall of 2018. In sum, the General Education Committee reviewed the syllabi of instructors then teaching general education courses to ensure that they were mapping specific course learning outcomes to the corresponding general education outcomes. The committee chair and the Assistant Vice Chancellor for Academic Affairs invited program coordinators for Fall 2018 general education courses to share a mapping template with faculty. In response, coordinators submitted one syllabus per instructor per course for committee review. Results showed over 92% compliance on average across all academic units offering general education courses during that term (2561; 2562; 2563; 2564). To capture courses taught in the Spring of 2019, the committee is repeating the process, and it is expected to be completed in May 2019.

Through suggested consultation with OIE, faculty choose, customize, and implement assessment measures. OIE aids with collection of assessment data and summarizes the data on an annual basis, providing data and summaries to both the faculty coordinating the General Education courses and to the GEAC at the time of review. The GEAC subcommittees, comprised of one or two committee members, report to the GEAC at the end of the evaluation year, evaluating progress and recommending improvements based on the data. The GEAC reports to the Faculty Senate each year (e.g. 1950; 2298; 2511; 2512; 2513; 2549). This model for collaboration was approved by the GEAC

during the 2010-2011 academic year.

Co-curricular assessment is implemented across some units in Academic Affairs and Student Affairs, and it is forthcoming for the Offices of Administrative Affairs and Advancement. OIE met with Student Affairs unit heads in July 2016. OIE also set a schedule and process for Academic Affairs units (1938) and a scoring rubric (1949) to be used across co-curricular programming. Other assessments include the NSSE, whose administration is triennial, and the FSSE, administered for the first time in concurrence with NSSE in Spring 2018 (2391).

4.B.3.

Academic Programs and General Education are expected to make use of the results of assessment processes (in a triennial or cyclical cycle) to drive data-informed pedagogical change, on behalf of student learning (e.g. 2558; 2559). Evidence of using assessment data for the improvement of student learning is found in the annual Academic Program Assessment Reporting process (1754). Program coordinators are asked for changes to their assessment process through the Watermark software's Learning Achievement Tool (2733; 2734; 2735). These are submitted to OIE, which then consults with coordinators and provides feedback for continuous improvement.

Each program has responsibility for determining the most effective ways of making use of assessment data. For example, in 2015, the General Studies Program effected a systematic plan of program assessment, working with members of the General Studies Committee. The process began with revision of the program goals to show the value-added of the major, establishing five in all. The revised assessment plan identified two measurable outcomes per goal. Following an accepted practice in composition theory, the program developed a rubric with a 4-point performance scale, as well as a glossary of its evaluative terms (2442). Committee members have annually reviewed samples of the senior capstone papers to determine how many met the baseline goal that 70 percent of the samples met or exceeded the 2.0 minimum for acceptable performance. Reviewers debrief at the end of the reading, revisit their views at the next meeting, and the program administrators share results with and seek feedback from capstone instructors.

4.B.4.

IU Southeast's processes and methodologies to assess student learning reflect good practices and are outlined in the seventh chapter of the Faculty Assessment Handbook (2565). Student learning is at the core of our mandate, and thus at the heart of annual faculty reviews, promotions, tenure, and teaching awards. Faculty create their own student learning outcomes within their programs and work with OIE to assess them. The Faculty Senate monitors assessment of student learning by way of the Faculty Senate General Education committee. Faculty members participate in workshops offered by ILTE and Academic Affairs, including one on growth mindset (1944), and train in best practices for online teaching (2510). In addition, High Impact Practices (HIP) Fellows, picked in part for the likelihood that they will export best practices, attest to faculty intentionality when it comes to methodologies in teaching (1363; 1374; 1447). Additionally, the OIE rubric (1939) for annual academic program assessment encourages the substantial participation of all faculty and instructional staff in reviewing student data and making informed decisions based on that data.

The regular cycle of General Education and program review requires intentionality and faculty discussion and collaboration within and across departments and disciplines. Degree in Four, which contains mentoring and scholarship components, and the First Year Seminar (FYS) both involve the leadership of faculty from design through assessment. An example of this type of collaboration is the

annual FYS full day retreat, which includes all FYS instructors and contains a component of intentional discussion each year across areas relating to FYS issues (2550; 2551).

Sources

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4.C - Core Component 4.C

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

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

Argument

4.C.1.

IU Southeast has undertaken systematic and targeted reforms to improve student persistence, retention, and success.

To ensure focused organization and implementation of all efforts relating to this area of academic life, the IU Southeast Persistence and Completion Council (PCC) was formed in July, 2015. Springing from membership in the HLC Persistence Academy, the PCC enables IU Southeast to nurture a culture of transparent, data-informed, and cross-functional goal setting and decision making across campus as they relate to retention initiatives (1951).

As further evidence of the seriousness of our intent, the position of Dean for Student Success and Persistence was created in 2016 to lead efforts to improve campus performance in this area (1952; 1956).

These steps are among the most recent in a long-term reform process.

The Student Success and Persistence Task Force (2010-2012) analyzed advising on this campus and developed recommendations that led to a redesign of academic advising that doubled the advising staff, established the Advising Center for Exploratory Students (ACES) for students who had not yet declared their major, and converted decentralized reporting to a centralized leadership (Student Success and Persistence Report: 1948). The Student Success Action Team (SSAT) 2012-2015 continued the examination of retention and persistence issues (2364; 2365). The SSAT analyzed and drafted recommendations that led to the Enrollment Management Quartile Project (1302), leading to an institutional focus on the "murky middle."

In Summer 2015, the First Year Retention Student Transition (FYRST) Grant (1955) initiated by the

Office of Enrollment Management and Student Affairs provided $212,487 to be used to further the success of students who receive state aid, encompassing 21st Century Scholars and Frank O'Bannon recipients. The FYRST program targeted four programmatic areas: academic performance and persistence, student engagement and enrichment, career readiness and exploration, and financial literacy and debt management. Among other outcomes, this grant helped enable a system for professors to connect with first-year students who had received academic warnings (see below, section 4.C.3.). Academic intervention helped students raise their grades and feel more connected. A career development component to FYRST brought in outside speakers and expanded the program's financial literacy module.

In December 2015, IU Southeast was one of 44 institutions selected to participate in the AASCU Re-Imagining the First Year of College project (RFY). The focus of this collaborative learning community was to redesign the first year of college in order to achieve greater student success. As a result of this initiative, the PCC has overseen several wide-scale initiatives targeting student success and retention in the first year. As part of this process we committed to enhancing four specific retention metrics by May 2017 (1947): Credit Accumulation, Credit Completion Ratio, Gateway Course Development, and Persistence (2399). The campus was successful in increasing credit accumulation while maintaining the percentage of students who passed all their courses (2547). During participation, a variety of initiatives were implemented which we continue to scale up (2570). While the RFY learning community has ended, the work has not, for IU Southeast continues to innovate and scale up projects begun during the RFY process. We also continue to develop new ideas in our quest to enhance student success. In Fall 2018, a systematic nudge campaign was implemented (2572), and multi-section course grants were funded to ensure continued expansion of high impact practice on campus (2571).

Preliminary data indicate we have made progress in these areas, but not as much as we had hoped (2547).

4.C.2.

The Office of Institutional Effectiveness (OIE) creates and distributes regular reports relating to student retention and persistence (2706), and these data have defined dissemination pathways (1943). In addition, IU Bloomington's University Office of Institutional Research and Reporting has created a dashboard of these metrics to keep the campus informed (2546). An example of this process can be demonstrated in two DFW reports that were specifically created to improve the campus' retention and persistence rates (2568; 2569). These reports served as the starting points for the development of the co-requisite model (See 4.C.3. for more detail).

Information is also collected and analyzed within individual academic units (2545; 2548). (See below, 4.C.3.)

An example of an effort to collect and analyze information on the retention, persistence, and completion of a specific student population is illustrated in the IU Southeast Adult-Learner Services Assessment Report (2406). In 2016, IU Southeast collaborated with the Council for Adult and Experiential Learning (CAEL) and Ruffalo Noel Levitz to assess the campus' services to adult learners (age 25 or over). Using nine nationally recognized areas for best practice, each identified with a set of operational benchmarks, CAEL's survey instruments examined a) perceptions among faculty, staff, and administrators of campus resources and activities relevant to these services, as well as b) perceptions among adult learners attending in spring 2015 vis-à-vis the importance of and satisfaction with the delivery of services. The campus assessment team of 15 faculty, staff, and

administrators reviewed CAEL's summary report, analyzed all the data, and generated the IU Southeast Adult Learner Services Report, which recognizes both strengths and challenges, along with suggested actions for enhancement. See the related teaching-learning processes guide sheet as an example of closing the feedback loop (2405).

Another example of a report demonstrating the collection of data on the demographics, trends, and priorities of a target student population can be gleaned from the Indiana University Online Updates presentation for the IUOCC Summit (2473). This presentation presents relevant data as well as reflections arising from the analysis of said data

4.C.3.

Departments and programs use persistence and retention data to make informed decisions about the effectiveness of programs and for the enhancement of student success and persistence. For example, the Persistence and Completion Council (PCC) developed a list of strategies in 2017 aimed at enhancing retention by way of various initiatives across campus (0401).

Student success and retention data has been used to develop the required First Year Seminar (FYS) course on campus (0819). Analyses indicated that completing FYS in the fall rather than the spring led to a higher success rate, so now the majority of FYS courses are offered in the fall with a few for new students in the spring. In Fall 2015, analysis indicated that students were retained at a higher rate if the FYS was a full semester course rather than only a seven-week course. Accordingly, in Fall 2016, all FYS sections were offered in the full-semester model.

In Fall 2016, the PCC recommended the integration of the Ruffalo Noel Levitz Retention Management System (RMS) into the FYS course. Piloting began in half of the FYS classes during Fall 2015. By Fall 2016, all FYS classes were using this tool. The data collected with the RNL tools are primarily used to implement change within FYS courses themselves (2398), but have also fostered a culture of change across campus, with focused innovations replicated in other areas.

In response to the DFW reports mentioned under Criterion 4.C.2., IU Southeast began offering co-requisite courses in mathematics and writing in Fall 2016. The co-requisite model allows students to skip a developmental course and begin taking a first-year course while receiving additional support within the course. Thus, students can successfully finish a needed general education course in one semester rather than two, reducing the time required for program completion. (1937; 2359; 2381; 2547).

In another evidence-based initiative, a study conducted on campus found that students who read an article on brain growth and completed the corresponding internalization essay assignments were more likely to complete the class for which they read that article. As a result, in Fall 2016 all the lower level mathematics instructors decided to require this assignment, which encourages students to conceptualize learning with a growth mindset (2394). This outcome has inspired wider adoption of the Project for Education Research that Scales (PERTS: 1963) "Growth Mindset for College Students" module, an evidence-based program designed to increase students' academic motivation, resilience, and achievement (1944). The attached report outlines the impact PERTS had on IU Southeast students and offers insight into actionable psychological barriers affecting students (2382).

IU Southeast retention data have indicated that some of our students who completed their first year and were doing well academically still leave during the second year, never to return to college (2395). To address this issue, the Degree in Four Scholarship Mentoring Program was initiated. Its

goal was to identify high-performing students early in their first year and to recruit them if they commit to graduating in four years. Results indicate that students enrolled in this program have in fact persisted and graduated at a higher rate than students with matching GPAs who are not in the program (2492).

Examining past successful practices on the campus led to the implementation of academic planning courses: for example, a past success in the School of Business demonstrated that students who took BUS-X 220 (Career Perspectives) graduated at a higher rate than students who did not. Based on this, in Spring 2012, more academic planning courses were developed targeting the first-year student: COAS-S 154 (Pathways) for students with a major area of interest as well as COAS-S 100 for exploratory students. Both options guide students to develop their academic and career paths during their time at IU Southeast. Data analyses using persistence indicate a clear pattern across time: students who take one of these courses are retained at a higher rate (19 percent higher in 2017-18) than students who do not (2397).

An initiative which utilizes student data to increase student retention and facilitate graduation is the FLAGS (2387) system, an early student performance alert that all undergraduate instructors are requested to use. This is not only necessary to verify attendance/participation to ensure compliance with financial aid requirements but also to identify students of all class levels who need help. The FLAGS alert triggers a series of follow-up interventions by advisors, coaches, and other staff. The position of Persistence Coordinator was created in part to manage increased institutional effort in this area.

The FLAGS initiative was enhanced in Spring 2018, when a new and improved resource known as the Student Engagement Roster (SER: 2388) replaced the older software, allowing for greater granularity and range in faculty reporting on student performance. The SER allows faculty to report on attendance and identify students experiencing academic difficulty like before, but with several added benefits. Instructors can now provide positive feedback on strong academic performance or effort as well as detailed notes for the students and staff SER student records. Additionally, the SER allows users to see when students are viewing their feedback from instructors. The Persistence Coordinator shares SER results with relevant constituents (i.e. Enrollment Management, the Honors Program, athletic coaches, and academic advisors) to assure that students are contacted in an efficient and customized fashion (2390).

In 2013, the Office of Academic Affairs purchased membership (2768) in the Education Advisory Board (EAB: 1961). The EAB collects and disseminates research pertaining to best practices addressing a variety of educational issues affecting higher education, including persistence and completion. The Office of Academic Affairs encourages campus administrators, faculty, and staff to read the materials produced and distributed by EAB and to identify high impact practices and initiatives that could be adapted to the needs of IU Southeast. To date, numerous initiatives have been informed by EAB data.

Another example of IU Southeast's commitment to assist student populations with specific needs, based on data collected, in the successful completion of their degrees can be seen in the campus' application (2440) to become a Lumina Talent Hub for the Kentuckiana Region (i.e. the Louisville metropolitan area, in addition to the Southern Indiana counties served by IU Southeast). The purpose of a Talent Hub is to facilitate degree completion of students with some college. Administrators and professional staff at IU Southeast, Ivy Tech Community College Southern Indiana, WorkOne Region 10, and Kentuckiana College Access met over a dozen times between August 2017-February 2018 to streamline our services in order to more successfully reach

adult learners, single caregivers, students with low income, as well as African American and Hispanic students. Despite not being one of the applications chosen, the connections made during the process have put the participants in a better position to refer students to area resources that any one institution cannot provide, and these efforts clearly demonstrate IU Southeast's intention to better serve specific student populations in their journeys toward degree completion.

The Institute for Learning and Teaching Excellence (ILTE) uses research on best instructional practices that have been shown to increase persistence and completion. ILTE helps faculty to make changes in teaching based on this research. Examples include cohort training (1518), workshops on high impact practices (1447), online modules for professional development training (1556), and the annual Scholarship of Teaching and Learning Conference (1571).

4.C.4.

IU Southeast's processes for collecting and analyzing retention, persistence, and completion information, as detailed above in sections 4.C.1-3., reflect good practice and form an essential part of our culture of continuous improvement (2544).

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4.S - Criterion 4 - Summary

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

Summary

At IU Southeast, the student experience unfolds within a culture of assessment, analysis and improvement.

IU Southeast has undertaken systematic and targeted reforms to improve student persistence, retention, and success. Our assessment efforts embrace course-level, program-level, and institutional-level learning. Stemming from our participation in the HLC Persistence and Completion Academy, the IU Southeast Persistence and Completion Council (PCC) was formed to nurture a culture of transparent, data-informed, and cross-functional goal setting and decision making across campus as they relate to retention initiatives. Created in 2016, the position of Dean for Student Success and Persistence leads efforts to improve campus performance in this area, while the Student Success and Persistence Task Force (2010-2012) analyzed advising on this campus and developed recommendations that led to a redesign of academic advising.

Student learning is at the core of our mandate, and thus at the heart of annual faculty reviews, promotions, tenure, and teaching awards. Program assessment begins with identifying student learning outcomes which are used to build a layered assessment program with many of the assessment products embedded into courses. The Office of Institutional Effectiveness (OIE) works with faculty throughout the assessment process to ensure that assessment tools are aligned with outcomes. Where possible, assessment tools are designed to automatically feed data to OIE. OIE then analyzes the information, providing feedback to the Academic Assessment Committee and to individual programs. Academic Programs and General Education are expected to make use of the results of assessment processes to drive data-informed pedagogical change. Evidence of using assessment data for the improvement of student learning is found in the annual Academic Program Assessment Reporting process.

To supplement and enhance our efforts, we have acquired and implemented a variety of resources and tools that aid in assessment, analysis and improvement, including the Ruffalo Noel Levitz Retention Management System (RMS), the Student Engagement Roster (SER), Watermark Software's Learning Achievement Tool, and membership in the Education Advisory Board (EAB).

IU Southeast has also used grants and collaborations to bolster retention and persistence. In 2015, the First Year Retention Student Transition (FYRST) Grant, furthering the success of students who receive state aid, helped enable a system for professors to connect with first-year students who had received academic warnings, among other outcomes. IU Southeast was one of 44 institutions selected to participate in the AASCU Re-Imagining the First Year of College project (RFY). The focus of this collaborative learning community was to redesign the first year of college in order to achieve greater student success. We continue to innovate and scale up persistence initiatives across campus. For example, FLAGS is an early student performance alert used to identify students of all class levels who need help, has transitioned into the Student Engagement Roster (SER) which allows for greater

granularity and range in faculty reporting on student performance.

Sources

There are no sources.