Assurance Argument
Indiana University Southeast - IN

8/21/2019

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1.

Since IU Southeast's original mission statement and its mechanisms for development and adoption were outlined in Criterion I of the campus' 2009 self-study (2678) for re-accreditation, the following discussion focuses on changes that were made to the mission statement after the last comprehensive visit. The original mission was approved by the Indiana University Board of Trustees on November 4, 2005 (2679).

IU Southeast is one of five regional campuses within Indiana University. Representatives from the IU Regional Campus community collaborated to identify and develop objectives for advancing the campuses, resulting in the 2015 Blueprint 2.0: The Bicentennial Strategic Plan for the Regional Campuses of Indiana University (0792) that aligns with the Bicentennial Strategic Plan for Indiana University (0350). One objective arising out of Blueprint 2.0 was for each regional campus to prepare and apply for the Community Engagement Classification determined by the Carnegie Foundation for the Advancement of Teaching, and changes to the mission statement were part of this process.

During 2015, faculty, staff, students, and members of the IU Southeast Board of Advisors worked together to finalize the 2016-2021 IU Southeast Strategic Plan (0299), aligned with Blueprint 2.0 and accompanied by the campus' revised mission and vision statement (for progress made in the individual areas of the Strategic Plan, please see: 2773). IU Southeast's revised and current mission statement provides a foundation for the institution's strategic plan. The Mission Statement for IU Southeast (2332) reads:

Indiana University Southeast is the regional campus of Indiana University that serves Southern Indiana and the Greater Louisville metropolitan area. As a public comprehensive university, IU Southeast provides high-quality programs and services that promote learning and prepare graduates for productive citizenship in a diverse society and contributes to the intellectual, cultural, civic, and

economic development of our region.

Our faculty engage in research and creative activity that support teaching and learning and create opportunities for students to participate in applied learning. We are committed to constructive engagement in our local and regional community, marshaling our institutional and human capital toward the strengthening of our region as a place to work, build productive lives, and ensure the prosperity of future generations.

This revision was vetted through numerous constituents, including the Schools and the Academic Policy Committee. It was then sent through the Faculty Senate on April 06, 2017 (2681) and was ratified on June 16, 2017 by the IU Board of Trustees (2680).

1.A.2.

The IU Southeast mission statement commits the campus to providing both undergraduate and graduate programs to its constituencies. Currently, IU Southeast offers 52 bachelor-level programs and 12 graduate-level programs (2677). As of the 2018 fall semester, undergraduate and graduate student enrollment was 91 percent and 9 percent of the total enrollment, respectively (2774). Increasing graduate enrollment is a priority for the institution, reflected in the recent creation of the position of Dean for Research and Graduate Studies (for responsibilities, see: 1564).

In line with the "collaborative imperative" of Blueprint 2.0 and the campus' mission, academic units are collaborating to create shared programs across the regional campuses. Such degrees include the Master of Arts in Mental Health Counseling (1521), the Master of Arts in English (2494; 2495), and the Master of Science in Criminology and Criminal Justice (2496; 2497). Regional campuses also share courses, particularly those offered online or delivered using video-conferencing, extending the academic options available to students (1478).

The demographic profile of IU Southeast enrollment aligns closely with the mission statement. IU Southeast's primary service area is Southern Indiana, but recruitment also encompasses the Greater Louisville metro area. Each year, student demographic data indicate that the highest proportion of IU Southeast students come from the immediate geographic area. In Spring 2018, 69.2 percent of enrolled students were Indiana residents and 29.6 percent were from the Louisville metro area (1504). In an effort to fulfill the philosophy of a comprehensive regional institution, the campus provides tuition at in-state rates for students from seven counties in Kentucky via reciprocity agreements (1597). IU Southeast also participates in Kentuckiana Metroversity, Inc. (1574), a consortium of eight Louisville institutions where students at participating universities can, after meeting eligibility requirements, take courses at other member institutions while paying the rate of tuition from their home campus (1545).

The mission statement is supported by the 2016-2021 IU Southeast Strategic Plan (0299), which articulates the campus' intention to: 1) Promote academic and artistic excellence in a global context; 2) Improve student recruitment, persistence, and success rates; 3) Enhance the enrolled student experience; 4) Create structures that enable faculty and staff to thrive; 5) Increase community engagement and economic development; and 6) Implement and utilize technology to advance the overall mission of the institution. The continued development of student support services, which are outlined in more detail in 3.D.1., arises out of the second and third initiatives stated above and forms a key part of improving student persistence and success at IU Southeast, while also enhancing student experience on campus. The campus continues to track its progress in meeting the initiatives outlined in the Strategic Plan (2773).

1.A.3.

The budget season commences in January of each year, when the chancellor sends a campus-wide e-mail with a budget update and priorities for the upcoming year (2318). Since 2014, the chancellor's annual budget e-mail has communicated the following strategic priorities to the campus community:

- Support for programs and services that lead to student retention, success, and completion, by helping us to keep our students on track academically until they graduate.
- Support for innovative, collaborative, and online/hybrid academic programming. This may include proposals for undergraduate and graduate-level degrees in new subject-areas that will attract students, meet economic development needs, and help us to better serve our mission as the liberal and professional education provider in our region.
- Support for programs and services that help us to better reach specific student-populations such as veterans, first-generation students, graduate students, high school students, adult and returning students, working students seeking professional development, or community members seeking lifetime learning opportunities.
- Support for programs and services that help us improve engagement in all areas – student engagement, faculty engagement, staff engagement, and retiree engagement; as well as engagement of IU Southeast students, faculty, and staff with our broader community, including alumni, K-12, businesses, and our citizenry.
- Support for programs and services that help us to improve our operational effectiveness and efficiency, in which we leverage resources across the campus in partnership with other IU regional campuses, university administration, or others throughout the university. This may also involve partnerships in our community with businesses, foundations, and other institutions of higher education.

Within two weeks of the release of the chancellor's budget e-mail, Accounting Services will send the Budget Planning Guide (2035) to all account managers and delegates. The Budget Planning Guide provides detailed instructions, forms, and reference materials to help account managers (deans, directors, and unit leaders) prepare their budget requests for the upcoming cycle. Specifically, account managers must indicate how their budget request(s) will support unit, campus, and strategic plan goals. Account managers must also provide executive summaries of the most recent programmatic assessments and program reviews for their school or department. Lastly, account managers must provide a formal assessment of funding provided during the prior year budget allocation process (for examples of request forms requiring assessment data, please see: 2065; 2780). This process provides a strong linkage between budget planning, assessment, strategic planning, and campus mission, and the process continues to evolve.

See also Criterion 5.C.1.

Sources

- (0299) Strategic Plan - IU Southeast 2016-2021 Strategic Plan - 10 August 2016
- (0350) Strategic Plan - Indiana University Bicentennial Strategic Plan - 5 December 2014
- (0792) Strategic Plan - Blueprint 2.0 The Bicentennial Strategic Plan for the Regional Campuses of Indiana University - 12 August 2015
- (1478) Resource - Indiana University Office of Online Education (OOE) Indiana University Online Class Connect (IUOCC) Memorandum of Agreement - 02 March 2017

- (1504) Data - Spring 2018 Census Quick Facts - 24 January 2018
- (1521) Website - IU Southeast Master of Arts in Mental Health Counseling Degree Information Curriculum - 26 June 2018
- (1545) Website - IU Southeast Office of the Registrar Registration Information Metroversity and ROTC Information - 26 June 2018
- (1564) Website - IU Southeast Academic Affairs About Us Reporting Units - 26 June 2018
- (1574) Website - Kentuckiana Metroversity About - 28 June 2018
- (1597) Website - IU Southeast Admissions Kentucky Students - 28 June 2018
- (2035) Resource - IU Southeast Budget Planning Guide Fiscal Year 2019 - 30 January 2018
- (2065) Resource - IU Southeast Fiscal Year 2020 (FY20) Request for Funding Form - 28 November 2018
- (2318) Email - Annual Budget Construction for Fiscal Year 2020 from the Office of the Chancellor - 29 January 2019
- (2332) Website - IU Southeast Mission Vision and Values - 15 February 2019
- (2383) Data - Spring 2019 Census Quick Facts - 28 January 2019
- (2494) Resource - Indiana University Academic Affairs Memorandum of Agreement for Phase 1 of the Development of a Collaborative Academic Program (MA in English) - 11 November 2015
- (2495) Resource - Indiana Commission for Higher Education (ICHE) Master of Arts in English Approval - 14 June 2018
- (2496) Resource - Indiana University Academic Affairs Memorandum of Agreement for Phase 1 of the Development of a Collaborative Academic Program (MS in Criminal Justice) - 11 November 2015
- (2497) Resource - Indiana Commission for Higher Education (ICHE) Master of Science in Criminal Justice Approval - 18 June 2018
- (2677) Resource - IU Southeast 2018-2019 Fact Brochure - 11 April 2019
- (2678) Self-Study - IU Southeast Self Study Report 2009 (pp. 1.1-1.37 Criterion One) -16 December 2009
- (2679) Minutes - Indiana University Board of Trustees - 04 November 2005
- (2680) Minutes - Indiana University Board of Trustees - 16 June 2017
- (2681) Agenda - IU Southeast Faculty Senate - 06 April 2017
- (2773) Strategic Plan - IU Southeast 2016-2021 Strategic Plan with Status Towards Completion Notes and Documented Support - 18 July 2019
- (2774) Data - Fall 2018 Census Quick Facts - 30 August 2018
- (2780) Resource - IU Southeast Fiscal Year 2020 (FY20) Request for New Faculty Position Form - 02 August 2019.pdf

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1.

The mission statement of IU Southeast is articulated in a variety of formats, including:

- The IU Southeast Mission, Vision, and Values website (2332)
- Printed and displayed posters (2682; 2683; 2684)
- Printed and digital copies of the Strategic Plan (0299)
- The digital IU Southeast 2017-2019 Bulletin (2610)
- The digital IU Southeast Reference Book (0821)

These public documents outline the university's purpose, vision, values, goals, and plans. During the 2017-2018 academic year, a series of listening-group sessions sought to ascertain the familiarity of the campus' internal constituents with the statement (revised in 2017 to emphasize community engagement), and to gauge how well they thought the institution is "walking the walk" of the mission (for listening group results, please see 1540; 1541; 1542; 1543; 1544). These sessions yield important insights for ongoing informational efforts.

1.B.2.

In 2016, IU Southeast printed copies of IU Southeast's mission, vision, and diversity statements, as well as the new strategic plan (0299). The plan identifies seven main goals, with supporting initiatives and action steps to implement them. The seven goals are:

1. Promoting Academic and Artistic Excellence in a Global Context
2. Improving Student Recruitment, Persistence, and Success Rates
3. Enhancing the Enrolled Student Experience
4. Creating Structures that Enable Faculty and Staff to Thrive
5. Increasing Community Engagement and Economic Development
6. Implementing and Utilizing Technology to Advance the Overall Mission of the Institution

IU Southeast's new goals and objectives fall in line with the revised mission and vision statements and demonstrate clearly the campus' emphasis on teaching excellence, student success, and

community engagement. IU Southeast's Core Values (2684), constructed in 2010, further emphasize IU Southeast's regional mission as a teaching university dedicated to student success and community engagement. IU Southeast's Core Values stress:

- Creating a Nurturing Environment—Honoring diversity, innovation, loyalty, teamwork, mutual respect, and fair play. We work together to create a culture of inclusion and dignity for all.
- Holistic Learning—Providing a rich educational environment of academic excellence that extends beyond the classroom and supports students in reaching their full potential.
- Integrity—Doing the right thing and being direct in our dealings. We steward our resources by acting conscientiously in our decision-making and behaving ethically.
- Connectedness—Engaging with and supporting the many communities to which we belong, and serving them efficiently and knowledgeably.

1.B.3.

IU Southeast's mission documents are broad and aspirational, but explicitly identify the scope of our programs and services. The mission statement explicitly refers to IU Southeast as "the regional campus of Indiana University that serves Southern Indiana and the Greater Louisville metropolitan area. As a public comprehensive university, IU Southeast provides high-quality programs and services that promote learning and prepare graduates for productive citizenship in a diverse society and contributes to the intellectual, cultural, civic, and economic development of our region."

As our mission documents note, IU Southeast serves "Southern Indiana and the Greater Louisville metropolitan area" and seeks to provide students with the education needed to live consequential lives in a diverse society. IU Southeast therefore affirms a broad and inclusive focus for a diverse set of constituencies.

Sources

- (0299) Strategic Plan - IU Southeast 2016-2021 Strategic Plan - 10 August 2016
- (0821) Resource - Indiana University 2015-2016 Reference Book - 04 April 2017
- (1540) Data - IU Southeast Community Engagement and Service Learning Carnegie Classification Committee Listening Group Results - 27 April 2018
- (1541) Data - IU Southeast Community Engagement and Service Learning Carnegie Classification Committee Listening Group Results - 11 January 2018
- (1542) Data - IU Southeast Community Engagement and Service Learning Carnegie Classification Committee Listening Group Results - 26 October 2017
- (1543) Data - IU Southeast Community Engagement and Service Learning Carnegie Classification Committee Listening Group Results - 07 February 2018
- (1544) Data - IU Southeast Community Engagement and Service Learning Carnegie Classification Committee Listening Group Results - 23 January 2018
- (2332) Website - IU Southeast Mission Vision and Values - 15 February 2019
- (2610) Website - IU Southeast Bulletin 2017-2019 Mission and Vision - 31 March 2019
- (2682) Resource - IU Southeast Mission Poster - January 2019
- (2683) Resource - IU Southeast Vision Poster - January 2019
- (2684) Resource - IU Southeast Core Values Poster - January 2019

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1.

Not only does the IU Southeast mission recognize the diversity inherent within a multicultural society and the necessity to produce graduates who can be productive citizens within such a context, but so too does the official IU Southeast Diversity Statement (2332). It reads:

Diversity is the valuing and respecting of difference, including socio-economic status, race, religion, gender, gender identity, sexual orientation, disability, veteran status, cultural and international origin, and other groups traditionally underrepresented at the university and in society. We grow and evolve as a university through seeing equality and representation as a goal and human right for everybody. Indiana University Southeast is committed to recruiting students from diverse populations and to making the climate and curriculum welcoming and equitable. Students will leave the university with a raised level of awareness of the history of equality and difference and attain international awareness, so that their understanding of academic disciplines, society, and the workplace will be enhanced, and they will be receptive to and promote valuing and respecting difference in their lives and in the workplace.

Similarly, Initiative 1.11 of the 2016-2021 Strategic Plan (0299) demonstrates IU Southeast's recognition of and commitment to diversity via its action step to "set goals to achieve representational diversity" on campus. The strategic plan does not only focus on serving diversity on campus, but also highlights the importance of diversity within IU Southeast's outreach efforts, as is reflected in Initiative 3.7.

The Office of Academic Affairs, overseen by the campus' Chief Academic Officer, publicly discloses on its website its commitment to "fostering diversity for faculty and their students" (2688). This commitment has led to the active development of Diversity Initiatives across campus. Several of these initiatives are discussed below, but it is worth highlighting the development of Diversity Plans for the School of Arts and Letters (2689), the School of Education (2690), the School of Natural Sciences (2691), the School of Nursing (2692), and the School of Social Sciences (2693). These plans outline the Schools' contributions to diversity vis-a-vis the efforts of Academic Affairs. In addition, Administrative Affairs (2694) and Student Affairs (2695) have both developed Diversity Plans to highlight their respective departmental contributions to diversity at IU Southeast.

IU Southeast recognizes and addresses its role within a diverse, multicultural society. Please see Criterion 1.C.2. for direct examples of processes and activities implemented in response to this recognition.

Diversity, in its broadest sense, is a fact of life at IU Southeast. Ethnic and gender diversity are apparent and fully 30% of students are classified as "nontraditional" (2774). The student body includes a significant number of military veterans, working people, and professionals. Respecting both the aspirations of our students and the challenges that many of them face, we endeavor to provide flexible programming, including evening classes, as well as a growing number of online and hybrid courses and degree programs (1587).

A diverse campus population has an important role to play in student success for under-served students. At IU Southeast, several initiatives contribute to promoting equity and diversity in our community. This includes a Council on Diversity and an Office of Equity and Diversity that reports directly to the chancellor. The efforts are working. IU Southeast has grown minority tenured and tenure track faculty by 71%, from 17 in 2005 to 29 in 2016 (2375). The percentage of minority professional and bi-weekly staff increased from 7.8% in 2005 to 10.7% in 2016. This includes full-time appointed (no temporary or temporary student workers) employees. Degree-seeking, minority student enrollment increased from 6.8% in 2005 to 16.7% in 2018 (2775).

Chancellor's Advisory Council on Diversity

The Chancellor's Advisory Council on Diversity is comprised of faculty, staff, and students appointed annually by the chancellor (2633). Three diversity coordinators lead the Council: the dean of students, the director of staff equity and diversity/title IX deputy, and an appointed faculty member. The Council also includes the chancellor and chief of staff. All campus community members are invited to offer suggestions to any council member. This group meets monthly during the fall and spring semesters. The Chancellor's Advisory Council on Diversity is charged to:

- Advise the chancellor and the chancellor's cabinet regarding diversity plans and priorities.
- Work with and advise campus community partners on implementation of campus diversity plans.
- Serve as a high-level think tank to make recommendations to cabinet-level leadership.
- Provide a mechanism for information sharing and programmatic coordination of diversity efforts across the campus.

Office of Equity & Diversity

The Office of Equity & Diversity (1643) promotes confidential, fair, and equitable treatment for students, staff, and faculty. The value of diversity is encouraged through consultation, community outreach, education, training, and hiring strategies. Collaborative efforts with the offices of Human Resources and Academic Affairs promote compliance with university policy and Affirmative Action/Equal Employment Opportunity guidelines.

Discrimination and harassment complaint processing, legal compliance training (Title IV & Title IX), and best practices for employee recruitment are services provided by this office (0290; 2700; 2736; 2738). The Office of Equity and Diversity attempts to resolve all complaints of discrimination internally in a fair and equitable manner. The Office of Equity and Diversity does this by:

- Conducting a fair and objective investigation into the allegations of discrimination, harassment and/or sexual misconduct;
- Making recommendations for appropriate action to persons of authority in the department or unit involved based on the results of the investigation;
- Notifying the Vice Chancellor and/or the Complainant and Respondent of the university's

action;

- Handling conflict resolution through consultation, training, and/or mediation;
- Facilitating equal opportunity/affirmative action training workshops and distributing compliance materials.

The Office of Diversity at IU Southeast "is committed to making the university a welcoming, inclusive, and diverse environment in and outside the classroom," and it supports initiatives and programs that actively support the diversity efforts of the campus. The office includes the Director of Staff Equity and Diversity, the Faculty Diversity Coordinator for Academic Affairs, and the Student Diversity Advocate (2696), all of whom help to support the diversity needs of students, faculty, and staff at IU Southeast.

Chancellor's Diversity Award

The Chancellor's Diversity Award is given annually to one faculty or staff member to recognize exceptional performance in promoting and enhancing diversity efforts on the IU Southeast campus. It will support IU Southeast employees and units with innovative projects for advancing the diversity agenda outlined in the IU Southeast strategic and diversity plans. Recipients of this award are recognized publicly and receive a small stipend to use at their discretion to support a diversity initiative of their choice (2586; 2587).

1.C.2.

IU Southeast's vision to be an outstanding, top-tier regional university is based on its core values, including a nurturing environment that fosters a caring campus community that honors diversity, innovation, teamwork, mutual respect, and fair play (2332). Its long-term vision for diversity is to be an inclusive and equitable campus with innovative and exemplary efforts and to become a model for the support of diversity in Southern Indiana. By working together to create and sustain a culture of inclusion and dignity for all and respect for difference, the campus will gain an edge in educational and research opportunities for all faculty and staff and in preparing students for living and working in an increasingly diverse and global society. Through a methodology known as "diversity mapping," Halualani & Associates, an outside consultant hired by Indiana University, examined all of the diversity efforts created and implemented by IU Southeast from January 1, 2010 through December 2015 (0410).

Such a mapping is similar to "asset mapping" or an analytical process through which a past record of activity is examined in order to identify strengths, resources, and untapped opportunities. In such a mapping, a "diversity effort" was defined as "any activity or program that promotes the active appreciation of all campus members in terms of their backgrounds, identities, and experiences, as constituted by gender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disability, regional origin, nationality, occupation, and language, among others, as well as any activity or program that brings together any of these aspects." Through the diversity mapping analysis, Halualani concluded that IU Southeast produced a significant record of activity in diversity, equity, and inclusion efforts from 2010 to 2015. IU Southeast engaged in 220 diversity efforts over the five-year assessment period. According to Halualani & Associates, "This amount is equivalent to what we have typically found in the last eight years for larger-sized colleges and universities that house approximately 18,000 - 25,000 students. While the quantity of efforts reflects on IU Southeast's diversity and inclusion 'work,' the fact that 95% (209) of these diversity efforts are primarily focused on diversity or centrally designed to promote and address diversity, inclusion, and or equity, indicates that IU Southeast's diversity efforts are of higher quality and represent much

more than 'diversity window-dressings.'

Halualani & Associates assessment revealed the following key findings:

- IU Southeast has demonstrated a commitment to diversity through completed diversity efforts and activities.
- All of IU Southeast's main divisions are involved to some degree in its diversity efforts.
- IU Southeast has contributed a multitude of diversity effort types while also pursuing a diversity-centered strategic focus.
- IU Southeast's commitment to and action towards diversity and inclusion over the last five years has been internally motivated.
- IU Southeast is strongly positioned in a diversity action stage with an "eye" towards diversity impact assessment.
- IU Southeast's diversity efforts are mostly specific group-focused as opposed to being overly "broad."
- As a unique finding, IU Southeast's diversity efforts define and frame diversity in more complex and advanced ways than other campuses.
- IU Southeast's efforts feature a blend of approaches to diversity with a major focus on the active appreciation of cultures and perspectives.
- IU Southeast's diversity-related events mostly engage campus members (and students) on critical framings of diversity in terms of power differences, structured inequalities, and social injustices as well as perspective taking.

The Indiana University (Bloomington) Office of the Vice President for Diversity, Equity, and Multicultural Affairs collaborates efforts with diversity officers university-wide to collect and publish data that measures progress in specific areas Halualani highlighted as optimal action zones for the next five years (2375). The annual report focuses on diverse student enrollment, retention, and graduation rates, and the recruitment/retention of diverse tenured and tenure track faculty. This will be implemented through Initiatives II.1.5, II.1.6, III.1.2, III.3.5, III.3.6, IV.2.6, and V.6.2 of the 2016 – 2021 Strategic Plan (0299; 2747).

As a result of the first strategic plan, IU Southeast diversity efforts included:

- The implementation of the Chancellor's Diversity Award annually;
- Diversity fellows positions, ADIE (1575), and hosting diversity symposia, financed by $122,000 in diversity funding from IU's President;
- The promotion of cultural trips led by faculty, diverse student leadership conference attendance, and safe zone trainings due to the awarding of the annual diversity fund budget starting in 2010-2011.
- The promotion by Campus Activities Board and other groups of regular Black History month and Hispanic Heritage month events;
- The development of a $5,000 Minority Scholarship Award;
- The administration of the 2011 Diversity Climate Survey (2742).

The campus began the Reduce Bias in Language campaign in 2013 to promote a more welcoming environment in classrooms (2491) to support the strategic plan and the findings of the climate survey. More emphasis has been placed on diversity programming through a special Diversity Events web calendar (2744), diversity-related general education courses (2322), and a Diversity and Intercultural Competency Certificate program (2740).

The campus minority enrollment in Fall 2018 was 16.9 percent compared to 9.7 percent in 2008 (2748). This has reflected the campus's significant increase in minority/diversity events, from 24 events in 2008 to 155 events in 2018 (2745). This increase was reflected in the Halualani Report (0410) which observed expanded efforts beyond Campus Life and the Common Experience activities. Additional efforts include events by academic student organizations, diverse student groups, forums by academic schools, the Ogle Center, multicultural guest speakers, service projects, speech contests, international education and study abroad promotion, and professional development speakers (reflected in the previous annual report to Board of Trustees: 2743). Since 2013, IU Southeast has dedicated a full-time person to support the 21st Century Scholars program to address low-income students in the areas of involvement, advising, career development, and financial literacy. The first year retention rate for first-time, full-time, degree-seeking 21st Century Scholar recipients increased from 53.8 percent in 2012 to 59.8 percent in 2017 (2777; 2778), the latter comparable to the campus average of 59.1 percent. While we do not yet have 6-year graduation rates from our most recent cohorts, the 6-year graduation rate of these Scholars was 25.2 percent for the 2008 cohort compared to 26.0 percent for the latest cohort (2375; 2746). In 2017, IU Southeast implemented a bias incident reporting system online to address behaviors such as insensitive or offensive remarks, micro-aggressions, harassment, or other discriminatory concerns reflected in preliminary findings of a second Diversity Climate Survey administered in 2018 (2741).

From a curricular standpoint, IU Southeast provides curricular and co-curricular opportunities for students to develop strong competencies for working and living as engaged, contributing members of a global society. For example, IU Southeast's General Education (1709) curriculum embraces Diversity as one of its learning outcomes, encouraging students to effectively:

1. Articulate multiple perspectives (including one's own) on (an) issue(s) that affects one or more socially diverse groups
2. Articulate the social and cultural influences that shape multiple perspectives (including one's own) on (an) issue(s) that affects one or more socially diverse groups.
3. Evaluate multiple perspectives (including one's own) on (an) issue(s) that affects one or more socially diverse groups.

Also, the aforementioned Schools' Diversity Plans (see Criterion 1.C.1.) reflect attention to diversity within programmatic curricula across campus, and many programs contain courses with diverse themes.

IU Southeast also recognizes diversity in how students differ in their preparedness for entering college and that some face significant challenges as they begin their university studies. The Student Success Center (1612) provides educational support services (1550), tutoring (1614), testing services (1613), video tutorials (1616), and supplemental instruction (1609). Disability Services (1523) works with students with diagnosed learning disabilities, emotional health disabilities, chronic health disabilities, and sensory impairments, so that their educational needs may be met (1566). To assist all of our students in transitioning to college life, the Advising Center for Exploratory Students (ACES: 1513) encourages students to identify their strengths and explore their interests as they begin to define their educational goals (1510). Our Center for Mentoring (1517) pairs students with a faculty or staff member to help guide them through their university career (1506). Additionally, the First Year Experience is designed to provide a high level of support to assist incoming students with the academic, social, and personal adjustments needed for a successful transition to IU Southeast (1586; 1960).

In order to more fully meet the needs of our diverse student body, the Adult Student Center (1576) provides a gathering place and resource hub for older or nontraditional students (1607). Veteran Services (1615) works to support the success of present and past military personnel, as well as their family members, while on their college journey. Numerous other campus organizations, governed by students themselves, represent active forums of understanding and support (1604). The Children's Center (1579) helps parents begin or continue their university education in pursuit of a degree or certificate. Personal Counseling Services (1605) are available to all IU Southeast students at no charge.

According to the 2018 Gallup Undergraduate Scorecard (2047), 65 percent of alumni surveyed between 1990 and 2017 said that IU Southeast is a "good place" for racial and ethnic minorities, and 51 percent said the same for LGBT students. (The balance, 32 percent and 47 percent, respectively, was a finding of "don't know".) Addtionally, according to our most recent Graduating Student Survey (administered upon application for graduation), when asked if our graduates have serious conversations with people of different races or ethnicities, forty-eight percent said 'often' and forty-three percent said 'sometimes' (total: 91%) (2776).

Our faculty, staff and students also recently completed our IU Southeast 2018 Campus Climate Survey. For the following questions, respondent totals of 'agree' and 'strongly agree' are combined and provided for each role. 'IU Southeast demonstrates a commitment to diversity', Faculty 87%, Students 83%, Staff 81%. 'IU Southeast has a diverse student population', Students 76%, Faculty 71%, Staff 66% (2741).

For additional information on IU Southeast's efforts to support diversity, please see Criterion 3.B.4.

Sources

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- (0299) Strategic Plan - IU Southeast 2016-2021 Strategic Plan - 10 August 2016
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- (1506) Website - IU Southeast Center for Mentoring About the Mentoring Program - 26 June 2018
- (1510) Website - IU Southeast Advising Center for Exploratory Students (ACES) About Us - 26 June 2018
- (1513) Website - IU Southeast Advising Center for Exploratory Students (ACES) Homepage - 26 June 2018
- (1517) Website - IU Southeast Center for Mentoring Homepage - 26 June 2018
- (1523) Website - IU Southeast Disability Services Homepage - 26 June 2018
- (1550) Website - IU Southeast Student Success Center Mission Statement - 26 June 2018
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- (1575) Website - IU Southeast Diversity Academy of Diversity and Inclusive Education (ADIE) - 28 June 2018
- (1576) Website - IU Southeast Adult Students Homepage - 28 June 2018
- (1579) Website - IU Southeast Childrens Center Homepage - 28 June 2018
- (1586) Resource - First Year Seminar (FYS) Course The Basics - 25 July 2007
- (1587) Website - IU Southeast Flexible Programs for Adult Students Evening and Online Programs - 28 June 2018

- (1604) Website - IU Southeast Grenadier Central Organizations - 28 June 2018
- (1605) Website - IU Southeast Personal Counseling Homepage - 28 June 2018
- (1607) Website - IU Southeast Adult Students Services and Locations - 28 June 2018
- (1609) Website - IU Southeast Student Success Center Supplemental Instruction (SI) - 28 June 2018
- (1612) Website - IU Southeast Student Success Center Homepage - 28 June 2018
- (1613) Website - IU Southeast Student Success Center Testing Services - 28 June 2018
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- (1615) Website - IU Southeast Veteran Services Homepage - 28 June 2018
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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1.

IU Southeast articulates its commitment to the public good via a number of published documents, including the Indiana University-wide Mission, Vision and Values Statements (1533) and the IU Southeast specific Mission, Vision, and Values Statements (2332). These statements speak not only to the university's critical focus on academic excellence, but also on other important public goods, including diversity, sustainability, access, affordability, economic development, and building strong connections with stakeholders throughout communities of service.

The IU Southeast mission statement reflects the understanding that the campus has public responsibilities. As the concluding sentences of the mission statement suggest, "We are committed to constructive engagement in our local and regional community, marshaling our institutional and human capital toward the strengthening of our region as a place to work, build productive lives, and ensure the prosperity of future generations" (2332).

Many of the campus' largest majors, including in the Schools of Nursing, Education, and Business, prepare students for careers that are generally pursued within the IU Southeast service region. Additionally, their internships and field experiences, many of which are brokered by the Schools themselves and/or the Career Development Center, take place within IU Southeast's service region (2758).

Further, the IU Southeast 2016-2021 Strategic Plan (0299) illustrates the understanding of the responsibility to serve the common good. Strategic Priority V calls upon IU Southeast to "Increase Community Engagement and Economic Development" and sets forth a series of ideals and initiatives in the service of this priority.

In addition, IU Southeast maintains an active Board of Advisors (2653), and faculty work closely with regional employers and constituents in developing new programs and degrees.

1.D.2.

IU Southeast does not have investors, a parent organization (the campus is part of one University), or external interests.

1.D.3.

IU Southeast engages with its identified external constituencies and communities in a number of ways, while always doing so within the scope of our mission and capacities. One such example is the IU Southeast Library (1598) being open and accessible to the general public. Community members have borrower privileges at the library (1515) and can register for computer and internet privileges that allow them to access the many databases offered by the library. The library is also a congressionally designated repository for U.S. Government documents, with public access to the government documents collection guaranteed by law (1529).

The Applied Research and Education Center (AREC: 1514) brings the research skills and expertise of the university together with the practical knowledge and experience of local agencies to help organizations improve programming and services that benefit the community (1528; 1565). AREC currently provides evaluation services for Jump Start, a five-year Pre-K pilot program targeting low-income children in Harrison County, and works with the Jeffersonville Homelessness Initiative (1520). AREC's publications (1563), which are publicly available on its website, include "Vision 2025: A Strategic Plan to End Homelessness in Clark and Floyd Counties" (1573).

Another example is the IU Southeast New Neighbors Center (1553), launched in 2007 from within the School of Education. New Neighbors was created "as a means to develop a network among higher education, school districts, local schools, and educators with the goal of increasing the success of English Language Learners (ELLs)." A 2017 report on the success of this grant-funded program states, "New Neighbors operates in school districts experiencing significant demographic changes. This population comes from multiple regions of the world and brings diverse languages and cultures to the EL population in local schools" (1554). New Neighbors has undertaken a holistic approach, bringing families, most of whom do not speak English, into the educational process, and spurring the creation of the diversity programming in the School of Education. In 2013, the New Neighbors program joined with AREC to investigate the impact of investing in ELL education in Southern Indiana, and the resulting report is publicly available (1561).

IU Southeast has been proud to host, co-sponsor, and co-organize the Southern Indiana Human Trafficking Awareness Conference (1591), bringing together stakeholders from government, law enforcement, mental health, academia, and nonprofits, as well as survivors. This issue is of critical importance to our region, which due to its location has become a hotspot of this criminal activity. The conference has become an important place for people working on this problem to share experiences and ideas, and it generates publicity that helps to increase awareness among the public.

The Paul W. Ogle Cultural & Community Center (1599; 1601) offers the Duke Energy Children & Family Series of orchestra concerts and plays, providing cultural enrichment annually to more than 10,000 guests, a large number of whom are K-4th graders. In Spring 2018, the IU Southeast Theatre Department developed a performance for a series called "STEAM," which inspired an audience of 500 local young people to pursue education in STEAM fields (1602; 1603). The series is sponsored by Duke Energy with additional support from the Horseshoe Foundation of Floyd County and the Harrison County Community Foundation

Additional initiatives demonstrate that IU Southeast is engaged with, aware of, and responsive to its constituencies and communities of interest. These include:

- Efforts to secure Carnegie classification as a Service-Learning University as evidenced by the establishment of the Service Learning and Community Engagement Council (1581) and the

Office for Community Engagement (1555);

- Closer relationships and transfer agreements with Ivy Tech Community College (1560; 1572) and Jefferson Community and Technical College (1516; 1519);
- Strategic partnerships with other institutions, such as Sullivan University for pre-pharmacy (1594) and Purdue Polytechnic New Albany for the entrepreneurship certification (1623), to expand pathways to career preparation for area students;
- The community service requirements in the M.B.A. (1590) and M.S.S.F. (1589) programs, through which students deliver 20 hours of specialized business services to a nonprofit in the region;
- IU Bicentennial Oral History Project (1557);
- The Center for Cultural Resources (1522; 1531);
- Community book clubs offered at the IU Southeast Library (2685), the Floyd County Public Library (2686), and the Sellersburg Public Library (2687);
- School of Education student-teaching relationships with area school corporations (1624; 2288);
- Volunteer opportunities (1617; 1618; 1619);
- Japanese Saturday School (1596) and other services (1608) offered through the Japan Center (1595);
- The 55,000 Degrees initiative (1583);
- Community art shows at the Ronald Barr Gallery (1578);
- Fine Arts community engagement initiatives that connect campus and community through creativity (1580);
- The Sanders Speaker Series (2477);
- Public programming and events hosted by campus departments, such as Social Sciences on Tap (1610);
- Public access to two grant funding databases, the Foundation Directory Online (1585) and the Grants to Individuals Online (1588), as part of a statewide access subscription managed through Indiana University;
- Grant-funded projects to assist social uplift, including an Indiana University Grand Challenges Grant, "Feeding Minds, Building Community, and Eating our Vegetables," that seeks to give students the skills to address food insecurity in underserved communities such as West Louisville, KY (1593);
- Individual faculty and staff participation in the community through volunteer activities and philanthropic contributions and hours of service provided annually by students.
- Registered participation in the Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment & Rating System, (STARS). It is a self-assessment tool used by institutions of higher education to measure their progress in the area of sustainability progress. STARS will help IU Southeast set and meet sustainability goals while fostering collaboration and information-sharing across our campus, and with peers (2757).
- The Sanders Chair in Business is a campus investment that is devoted primarily to the community. The Sanders Chair makes frequent presentations to the community and hosts host the Annual Economic Outlook Breakfast (2763) and the Mid-Year Economic Outlook (2764). Both of these events, in addition to the Sanders Speaker Series (2477), are targeted to the community.

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1.S - Criterion 1 - Summary

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

Summary

IU Southeast, one of five regional campuses within Indiana University, is a public comprehensive university serving Southern Indiana and the Greater Louisville, Ky. metropolitan area. It provides high-quality programs and services that promote learning and prepare graduates for productive citizenship in a diverse society, and it contributes to the intellectual, cultural, civic, and economic development of our region. IU Southeast's mission documents (2332), including the 2016-2021 IU Southeast Strategic Plan (0299), were developed with input from across the campus community. They identify the over-arching objectives of our campus and the scope of our programs and services. They are accessible broadly in many forms, including the campus website and in print.

IU Southeast is engaged with and responsive to its varied constituencies and communities of interest. This is evident in our strong commitment to diversity, expressed in the Diversity Statement, which reads in part: *Indiana University Southeast is committed to recruiting students from diverse populations and to making the climate and curriculum welcoming and equitable.* The many initiatives that illustrate this commitment are reported and assessed for progress. Given that 30% of our students identify as "nontraditional," we respect both the aspirations of our students and the challenges that many of them face, and endeavor to provide flexible programming, including evening classes and a growing number of online and hybrid courses and degree programs. IU Southeast provides curricular and co-curricular opportunities for students to develop strong competencies for working and living as engaged, contributing members of our community, where the overwhelming number of them will remain after graduation--and the larger global society.

Sources

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2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

IU Southeast's core value of integrity (2332) is expressed in the following terms:

We are uncompromising in our commitment to doing the right thing and being direct in our dealings. We are good stewards of our resources and take that responsibility seriously, are conscientious in our decision-making, and practice ethical behavior in all we do.

IU Southeast lives up to these words.

As a regional campus within a larger university system, IU Southeast shares in the robust body of policies and procedures of Indiana University. Indiana University maintains an extensive online library of these policies and procedures (which are centrally located and accessed here: 2039). These govern the day-to-day operations of the institution. University policies cover and are organized by the following six main areas:

- Academic, Faculty, and Students (2040)
- Administration and Operations (2041)
- Financial (2046)
- Human Resources (2048)
- Information and Information Technology (IT) (2049)
- Research (2051)

Academic, Faculty, and Students

Indiana University currently has 104 policies within this category, and the following is only a partial list that can serve as an example:

- ACA-01: Authority of the Trustees of Indiana University (2214)
- ACA-02: Authority of the President, Vice Presidents and Chancellors/Provost (2708)
- ACA-30: Research Misconduct (2309)
- ACA-32: Academic Freedom (2310)
- ACA-33: Code of Academic Ethics (2093)
- ACA-37: Faculty and Librarian Tenure (2709)
- ACA-54: Establishing Campus Admission Policies (2237)
- ACA-56: Transfer of Credit Completed at the 100 and 200 Level (2129)

- ACA-65: Procedures for Program Reviews (1923)
- ACA-68: Grades for Credit Earned by Examination (2710)
- ACA-71: Discussion of Grading Policy (2245)
- ACA-72: Cheating and Plagiarism (2311)
- STU-01: Student Organizations (2729)
- UA-17: Conflict of Interests and Commitment (2091)
- USSS-06: Student Rights Under FERPA (2103)

Faculty members of Indiana University and its regional campuses are governed by numerous policies that outline ethical and responsible practices. For example, Indiana University policy ACA-33 (2093), Code of Academic Ethics, outlines the rights and responsibilities, examples of misconduct, and enforcement procedures for all "persons whose service to the University includes teaching, scholarship, librarianship, and academic administration." At IU Southeast, policies and procedures related to faculty members are clearly outlined in the IU Southeast Faculty Manual (2250), which outlines rights and responsibilities, procedures for promotion and tenure, academic freedom and ethics, and matters of scholarship and instruction.

On the campus itself, the IU Southeast Faculty Senate, as outlined in its Constitution and By-Laws (1726), is a representative body that, along with the administration, is charged with "exercising the legislative authority granted to the faculty by the Board of Trustees of Indiana University, making recommendations, sharing in the initiation of policies, and participating in the decision-making process" of IU Southeast. The IU Southeast Faculty Senate is responsible for, inter alia, defining and reviewing the goals of the university; setting requirements for degrees and determining when those requirements have been met; authorizing the granting of degrees; recommending priorities of educational programs; and establishing guidelines for student admissions, academic probation, student conduct, and related student affairs. A formal committee structure (2505) is in place to assist the Faculty Senate with its responsibilities.

The rights and responsibilities of students are outlined in the Code of Student Rights, Responsibilities, and Conduct (summarized on the IU Southeast Dean of Student Life website here: 1672). The IU Southeast Dean of Student Life has implemented grievance procedures (1676) for students who believe their rights have been infringed upon. These procedures are posted publicly online (2699) and include resources such as a grievance form (0290) and summary flow chart (2700). Additionally, there are handbooks outlining the rights and responsibilities of students living on campus (0846), students who are athletes (2701), and students engaged in organizations (2702).

Administration and Operations

Indiana University Policy ACA-01 (2214) outlines the authority of the Board of Trustees (BoT), which is the governing body exercising legal authority over the university and its regional campuses (see BoT about: 1653). The ACA-01 policy statement summarizes its composition and meeting requirements:

The Board of Trustees (also referred to as "the Trustees" or "the Board") comprises nine persons, with eight selected for a term of three years. Five of the eight are selected by the Governor of Indiana; three are elected by degree-holding alumni of the University; one student is appointed for a two-year term by the Governor following a search and screen procedure. The terms are so arranged that one member is elected each year by the alumni; the number to be selected by the Governor varies from year to year. The board is required by statute to meet once annually on the occasion of Commencement, but actually meets a number of times per year in public on one of the several

campuses of the University, which provides an opportunity for direct contact with the University's several communities of faculty and students.

The IU BoT has a defined set of by-laws (1654), and its responsibilities are circumscribed in detail across a range of statutes, most of which can be found in the Code of the State of Indiana under Title 21, Higher Education (1655). Board members execute their duties within the guidelines set for all public servants under IC 35-44.1-1-4b regarding statutory conflict of interest.

Though the IU BoT is the legal and final authority for Indiana University, it has delegated authority to the President as the chief officer of the university (2707). Indiana University policy ACA-02 (2708) outlines the authority of the President, Vice Presidents, and Chancellors. "The President is directly accountable to the Board of Trustees for accomplishing the objectives of Indiana University, for determining missions and priorities for its several elements, and for the effective and economical planning, utilization, and management of its resources." The Vice Presidents of Indiana University oversee departments and responsibilities that are attached to the Office of the President and form the senior operational cabinet of the university. The Chancellors are the chief administrative officers for the regional campuses and report to the Office of the Executive Vice President for University Academic Affairs.

At IU Southeast, Ray Wallace is the Chancellor and chief administrative officer for the campus. The Chancellor is supported by an administrative cabinet of Vice Chancellors overseeing Academic Affairs, Administrative Affairs, Advancement, Enrollment Management and Student Affairs, and the Regional Chief Information Officer (2632). The Chancellor is also supported by the IU Southeast Board of Advisors (2653), which is a channel for community input from the campus' service area, and a number of advisory councils and committees (2633).

Financial

Indiana University currently houses 106 policies related to the financial dealings of the university. Some of these include:

- FIN-ACC-1: Role of Fiscal Officer, Account Manager and Account Supervisor (1992)
- FIN-ACC-30: Fiscal Misconduct (2711)
- FIN-ACC-35: Fraud (2712)
- FIN-ACC-40: Charitable Gifts to Indiana University (2713)
- FIN-ACC-470: Internal Controls (2714)
- FIN-BUD-1: Official Budget (2715)
- FIN-BUD-4: General Fund Year-End Balances (2269)
- FIN-BUD-90: Distance Education Fee (2137)
- FIN-PAY-001: Payroll Compliance (2716)
- FIN-PURCH-09: Purchasing Ethics (2717)

IU Southeast is committed to fiscal integrity and transparency. The Vice Chancellor for Administration and Finance "exercises executive and administrative direction over the campus' financial and selected administrative operational programs; development and monitoring of campus budgets; and coordination of and planning for capital construction, repairs and renovations, management of land acquisitions, operation and maintenance of facilities, ground, and other aspects of campus infrastructure" (2632). Reporting directly to the IU Southeast Chancellor, the Vice Chancellor for Administration and Finance also establishes policies and procedures for the fiscal and operational necessities of the campus; these can be found in the Administrative Affairs Policies and

Procedures Manual (PPM: 1693), which is publicly posted online.

The campus is audited both internally and externally (see individual sections of the PPM for references to auditing: 1630; 1631; 1632; 1633; 1637; 1649; 1671; 1696). Indiana University and its campuses are audited annually by the Indiana State Board of Accounts (SBA: 2056). The SBA may test certain components of the financial statements for all campuses and may require an on-campus visit to look at specific areas (e.g., capital assets or cash on hand). The audited financial statements for the University include all of IU Southeast's financial transactions and accounts. Consolidated annual financial reports dating back to 2001-02 (with audit opinion letters) are posted on a central website (1993). (For more information on fiscal policies and procedures, please see Criterion V.)

Human Resources

Indiana University currently houses 101 Human Resources policies that govern personnel matters for staff and temporary employees, as well as certain benefits for all employees. Some of these include:

- HR-01-10: Establishing a Staff Position (2718)
- HR-01-30: Posting a Position Vacancy (2719)
- HR-02-10: Background Checks (2720)
- HR-02-60: Evaluation Periods for New, Promoted, and Transferred Employees (2721)
- HR-03-40: Position Descriptions (2649)
- HR-05-20: Family and Medical Leave Act (FMLA) Rights (2723)
- HR-06-20: Attendance, Absences, and Personal Emergency (2724)
- HR-07-10: Computer Usage (2725)
- HR-07-20: Confidentiality of Student, Medical, and Personnel Records (2241)
- HR-07-40: Conflicts of Interest (2092)
- HR-08-10: Compliance Training (2726)
- HR-08-100: Training and Education (2727)
- HR-09-40: Problem-Grievance Resolution for Support Staff (2110)
- HR-11-10: Adverse or Unsafe Working Conditions (2728)
- UA-02: Americans with Disabilities Act (ADA) (2730)
- UA-03: Sexual Misconduct (2731)

IU Southeast provides its staff with a Staff Handbook (2114) that outlines the rights, responsibilities, and policies pertaining to non-academic staff. Additionally, the IU Southeast Human Resources webpage (2008) contains links to the Staff Handbook, IU Policies, and the IU Principles of Ethical Conduct (2105). IU Southeast staff, as part of the Indiana University System, can also make use of the IU Human Resources, which provides university-wide services (1645).

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- (2730) Policy - Indiana University Americans with Disabilities Act (ADA) UA-02 - 06 December 2018
- (2731) Policy - Indiana University Sexual Misconduct UA-03 - 01 January 2018

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

IU Southeast maintains unambiguous communication with internal and external constituencies through the official IU Southeast website (1674), admissions materials (1647), the 2017-2019 Bulletin (digital: 2610; PDF: 2122), Employee Handbook (2114), Southeast Magazine for alumni (1732), and the IU Southeast Fast Facts (2664). All of these are reviewed and revised, as necessary, for both accuracy and congruence with the campus' mission.

The IU Southeast website provides information on student services (1664), programs (1509), requirements (e.g. 1791; 2126; 2225), faculty and staff (e.g. 2202; 2203; 2204; 2205; 2206; 2207), and institutional control. It is being constantly updated for accuracy and for accessibility, in keeping with best practices promulgated by University Information Technology Services (UITS).

The website also provides access to digital (1934) and PDF (2122) versions of the undergraduate (2673) and graduate (2674) student bulletins; comprehensive Faculty Senate committee lists (2675); a faculty and staff directory (1729); information about current institutional and professional accreditations (see discussion below); and webpages for every office with which one might need to interact (see example of Success at IU Southeast student services website: 1664). Features such as the Tuition and Fee Estimator (1737) demonstrate transparency in our dealings with prospective and current students in the area of cost.

The online bulletin offers access to both current and archived editions (1656), as well as links (e.g. 1934; 2676) designed to permit efficient and accurate access to resources, such as the offices of the Bursar (2151), Career Development (1866), Disability Services (1523), Personal Counseling (1605), and the Office of the Registrar (1697), all of which have their own websites. The Office of the Registrar oversees the process of bulletin revision.

Marketing materials pertaining to academic programs and policies are drafted by the Office of Marketing and Communications (1688) in consultation with academic department coordinators and/or program directors. This office, residing within Advancement (1742; 2634), also produces the Southeast Magazine, now available in an online edition. Southeast Magazine keeps alumni informed about ongoing initiatives of the campus and the achievements of current and past Grenadiers (1732).

The Office of Admissions (1647) abides by the National Association for Admissions Counseling's Statement of Principles of Good Practice (1685), and staff members are crossed-trained in ways that maximize the chance that at any given time a potential transfer student, a dual-credit recipient, a second-degree applicant, or an applicant inquiring about the status of an application receive accurate information (for departmental policies and procedures, see: 1740).

Accreditation relationships are posted in multiple areas on the IU Southeast website, including the IU Southeast HLC Accreditation website (2192) and the current 2017-2019 Bulletin (2194). The former

is a dedicated site about accreditation that informs internal and external audiences about our status and about the ongoing culture of continuous improvement within which accreditation is one milestone (2506). A series of feature stories highlighting the contributions of institutional units to this culture is ongoing.

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 is 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).

Sources

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- (1674) Website - IU Southeast Homepage - 30 June 2018
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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1.

As previously discussed in 2.A., the IU Board of Trustees (BoT: 1653) is the governing board for all campuses of Indiana University, and it has an established set of by-laws to direct its efforts (1654). The BoT was created and invested, and is governed, by the Code of the State of Indiana (1655). It is responsible for the mission and role of the university and each of the campuses (1723). Like the other regional comprehensive campuses, IU Southeast enjoys a degree of self-governance, but all legal authority over IU Southeast rests with the BoT. Furthermore, it operates within the context of guidelines established by the Indiana Commission for Higher Education (ICHE) and the Higher Learning Commission (HLC) (1654).

The deliberations of the Board of Trustees, contained in the minutes of its meetings and reflecting its dedication to preserving and enhancing the institution, are publicly accessible on its website (2208). (For examples of individual minutes that directly affected IU Southeast during the initial development and subsequent changes to its mission statement, please see: 2679; 2680.)

2.C.2.

As is outlined in Indiana University policy ACA-01 (2214), the BoT is made up of nine trustees, three of whom are elected by graduates and six of whom are appointed by the Governor. As a representative body of a public institution and in accordance with state law, all trustee sessions, including committee meetings, committees of the whole, seminars, most retreat sessions and the formal business meeting (with the exception of executive meetings) are open to the public (1653), members of which may contribute to ongoing deliberations at the invitation of the Board. While public comment is not taken at board meetings, the public is encouraged to share comments and suggest agenda items for future consideration via email.

2.C.3.

The IU BoT exercises responsibilities that are circumscribed in detail across a range of statutes (1655), most of which can be found in the Code of the State of Indiana under Title 21, Higher

Education. Board members execute their duties within the guidelines set for all public servants under IC 35-44.1-1-4b regarding statutory conflict of interest.

2.C.4.

For a discussion of administration as delegated by BoT, please refer to 2.A.

In compliance with Indiana University policy ACA-04 ([2759](#)), "the faculty has legislative authority to establish policy and determine procedures for its implementation governing the teaching, research, and service aspects of the University's academic mission." This authority is duly exercised through the University Faculty Council (UFC), which consists of elected members across all Indiana University campuses. Indiana University policy ACA-05 ([2760](#)) further outlines the UFC by-laws.

Sources

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- (1711) Website - IU Southeast the Horizon the Student Voice of Indiana University Southeast - 30 June 2018
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2.D - Core Component 2.D

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

Argument

IU Southeast is dedicated to both freedom of expression and the pursuit of truth in teaching and learning. In 1966, Indiana University developed ACA-32 (2310), a policy on academic freedom; the policy was reaffirmed in 1976 and 2005. ACA-32 states: "The teacher and librarian shall have full freedom of investigation, subject to adequate fulfillment of other academic duties. No limitation shall be placed upon the teacher's and librarian's freedom of exposition of the subject in the classroom, or library, or on the expression of it outside."

Additionally, Article I.E. of the Indiana University Code of Student Rights, Responsibilities, and Conduct (2703) enshrines the right to freedom of association, expression, advocacy, and publication for students.

This commitment finds expression in a variety of ways. For example, IU Southeast Guidelines for Assembly on Campus (1666) "are designed to facilitate free expression" while also protecting "the safety of students, faculty, staff, visitors, and property" on campus. Also, campus political groups are active (1604), and the campus welcomes a variety of views through events, including gallery shows of works in all media by student and outside artists, the Social Sciences Forum (e.g. 1830), and the performances of poets, musicians, and speakers sponsored by the Campus Activities Board (1897) and the Common Experience (2452). The award-winning student newspaper The Horizon (1711) and its internet radio platform, Horizon Radio (1688), provide two broad forums for student expression. Content is not vetted through any IU Southeast administrative offices.

The 2016-2021 IU Southeast Strategic Plan (0299) and the Offices of Academic Affairs (1646) and Student Affairs (1707), respectively, both establish and safeguard policies designed to permit maximum inquiry and expression while assuring that all involved are aware of the responsibilities attached to both speech and inquiry (e.g. 1676; 1698; 1699; 1702).

Sources

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- (1666) Policy - IU Southeast Guidelines for Assembly on Campus - 24 August 2012
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- (1699) Website - IU Southeast Academic Affairs Research Compliance for Human (IRB) and Animal Subjects - 30 June 2018

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- (2703) Handbook - Indiana University Code of Student Rights Responsibilities and Conduct (I.E.) - 28 April 2019

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1.

Broad institutional guidelines for research integrity and scholarly practice are outlined in Indiana University policy ACA-30 (2309) and are promulgated by the IU Office of Research Administration (ORA: 2704). At IU Southeast, the Dean for Research (1703) coordinates with the ORA to ensure that the guidelines are being respected, and the campus publishes its own institutional research policy manual (2761).

Besides research integrity, the ORA handles compliance for a wide range of areas including biosafety, radiation safety, conflict of interest, and export control. It also manages compliance for the use of animal and human subjects through the Institutional Research Board (IRB). The Dean for Research sits on the Indiana University Executive Committee, and there is also a dedicated IRB liaison on campus.

Since the time of the campus' last accreditation recertification, Indiana University has centralized its policies and procedures for human subjects research: "Effective July 1, 2015, review of human subjects research at all eight IU campuses is facilitated by the IU Human Subjects Office (HSO)" (1699). The IU Human Subjects Office (HSO: 1701) and Institutional Review Board (IRB) outline policies to assure the health, well-being, and ethical rights of both human and animal subjects when being researched by members of the Indiana University community (1704; 1675; 1746). This is in accordance with federal law as mandated by the Department of Health and Human Services (DHHS) (1747). The members of the IRB maintain guidelines established in accordance with federal regulations, best practices, and ethical considerations. The Board reviews and approves research proposals as required by external funding agencies and assures that all faculty, staff, and students have had their projects approved by the IRB prior to commencing them.

The Dean for Research contributes to the integrity of research processes by means of educational outreach and mentoring of researchers through IRB processes.

Animal research is conducted following U.S. government guidelines as formulated in the Animal Welfare Act (7 U.S.C. 2131 et. seq.) and other legislation, as well as principles established by the Institute of Laboratory Animal Resources of the National Academy of Sciences. This information is available on the IU Southeast website (1699).

The IU Southeast Institutional Animal Care and Use Committee (IACUC) is mandated by the Office

of Laboratory Animal Welfare of the National Institutes of Health and the U.S. Department of Agriculture (USDA). Per mandate, it is composed of a chairperson, a vice-chairperson, a research scientist, a nonscientist, a veterinarian, and community representative, and provides oversight for animal research. IU Southeast is registered with the USDA as required if and when regulated species are the subject of research.

2.E.2.

At a global level, the Student Learning Outcomes for Written Communication (1709) at IU Southeast require that students "develop, assert and support a focused thesis with appropriate reasoning and adequate evidence;" "demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources;" and "use and cite the work of others appropriately, avoiding plagiarism, misquoting, and misreading." With this in mind, those courses that are part of the General Education core in Written Communication (1718) are evaluated on a regular basis by the Faculty Senate General Education Committee to assure that all students are provided with the skills and intellectual framework to be wise and ethical researchers (1663).

The Library (1598) faculty and the staff of The Writing Center (1712) are committed to assuring that students understand the ethical use of information, not simply as a means of avoiding charges of plagiarism, but as a fundamental aspect of effective and productive scholarship.

Information ethics are embedded in information literacy, the core of the Library Information Literacy Instruction Program (1667; 1678). This effort helps students develop skills and abilities that enable them to find information, critically evaluate that information for credibility and relevance, and participate in multiple information landscapes (academic, professional, personal). Goal IV of the program's learning outcomes (1739) states that students will be able to "explain the importance of copyright and fair use of copyrighted material, define plagiarism with a focus on information ethics, and describe the importance of giving credit to individual ideas in order to illustrate the importance of ethically participating in a conversation." All First Year Seminar (FYS) courses are required to participate in the program, as are Pathways courses (2240). Information literacy library instruction sessions are taught in many other courses upon request (1748).

2.E.3.

The IU Southeast policies and definitions of academic dishonesty and plagiarism are available in multiple places on the campus website (e.g. 1650; 1670; 1672; 1691; 1709).

Article II.1 of The Code of Student Rights, Responsibilities, and Conduct is devoted to policies on academic honest and integrity (1670). In addition, the IU Southeast Faculty Manual (2602) encourages instructors "to foster the intellectual honesty…of students," and to "explain clearly the meaning of cheating and plagiarism as they apply in the context of specific courses." While individual faculty members have the discretion to attend to instances of academic dishonesty in the ways they consider appropriate, a larger framework exists to assure consistency in response to infractions.

Additionally, the campus recently adopted Learning with Integrity. Learning with Integrity at IU Southeast was adapted from an online series of learning with integrity lessons created by a group of faculty at Indiana University-Purdue University Indianapolis (IUPUI). Learning with Integrity at IU Southeast addresses Academic Integrity, and is intended for faculty to share with students by embedding the lessons in their Canvas course sites. Topics addressed include definitions of Academic

Integrity and Misconduct, what happens if it occurs, and where it's most likely to happen. Additionally, video scenarios with IU Southeast students provide the opportunity to react to potential Academic Integrity situations. Students answer questions, assessing their knowledge, and Key Takeaways are provided. Faculty will be able to add this resource to their Canvas course sites beginning fall, 2019. Faculty teaching First Year Seminars are being introduced to Learning with Integrity at IU Southeast May 21, 2019.

Sources

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- (2309) Policy - Indiana University Research Misconduct ACA-30 - 18 April 2017

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- (2704) Website - Indiana University Research Conducting Research Responsibly - 28 April 2019
- (2761) Handbook - IU Southeast Research Policy Manual - 04 August 2016

2.S - Criterion 2 - Summary

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

Summary

IU Southeast's core value of integrity is expressed in the following terms:

We are uncompromising in our commitment to doing the right thing and being direct in our dealings. We are good stewards of our resources and take that responsibility seriously, are conscientious in our decision-making, and practice ethical behavior in all we do.

IU Southeast shares in the body of policies and procedures that govern the day-to-day operations of Indiana University.The IU Board of Trustees is our governing body. Its responsibilities are set by Indiana statutes. The Board of Trustees delegates campus authority to the Chancellor, who is supported by an administrative cabinet of Vice Chancellors overseeing Academic Affairs, Administrative Affairs, Advancement, Enrollment Management and Student Affairs, and the Regional Chief Information Officer. The IU Southeast Board of Advisors also supports the Chancellor, channeling input from the campus' service area.

Faculty governance is exercised through the Faculty Senate, which defines and reviews the goals of the university; sets requirements for degrees and determines when those requirements have been met; authorizes the granting of degrees; recommends priorities of educational programs; and establishes guidelines for student admissions, academic probation, student conduct, and related student affairs.

The 2016-2021 IU Southeast Strategic Plan and the Offices of Academic Affairs and Student Affairs, respectively, establish and safeguard policies designed to guarantee maximum yet responsible inquiry and expression. IU guidelines for research integrity and scholarly practice are promulgated by the IU Office of Research Administration (ORA), coordinated at IU Southeast by the Dean for Research. The campus publishes its own institutional research policy manual.

IU Southeast maintains unambiguous communication with internal and external constituencies through the official IU Southeast website, admissions materials, the 2017-2019 Bulletin, Employee Handbook, Southeast Magazine for alumni, and the IU Southeast Fast Facts.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1.

IU Southeast confers degrees at the bachelor's and master's levels, and in some cases allows departing qualified students to receive an associate's degree. Credit hours for program completion are congruent with those required by other IU campuses and professional accreditation bodies. Bachelor of Arts and Bachelor of Science degrees require a minimum of 120 credit hours, 30 of which must be at the 300-400 level. Degrees awarded at the master's level require a minimum of 30 credit hours earned, with the Master of Arts in Mental Health Counseling requiring 60 (2224); Master of Business Administration, 37 (1349); Master of Science in Education for Elementary Education and Secondary Education, 36 each (2221; 2223); Master of Science in Education for Counseling, 48 (2222); Master of Interdisciplinary Studies, 34 (2225); and Master of Nursing, 39 (2227). (Please see the 2017-2019 IU Southeast Bulletin for complete listings of degrees and requirements: 2122.)

In alignment with Indiana University policy ACA-54 (2237), admissions standards at both the bachelor's and master's levels assure that incoming students are prepared to meet the academic requirements of their programs. These standards are publicly displayed on the IU Southeast Office of Admission's website (2123). Recent modifications of admissions requirements at IU Southeast went through the Faculty Senate (2611) and reflect a commitment to serve the regional population and to increase the number of college graduates within our service area.

Fully qualified high school applicants must have Indiana Commission for Higher Education Core 40 or Core 40 with Honors or Technical Honors (or 28 college preparatory high school courses for non-Indiana residents and those graduating prior to 2011) and at least a 2.0 GPA. Further, scores from either the SAT or ACT are required for those applicants who graduated from high school within the past two years - or who completed a GED and are 19 years of age or younger. Transfer students must have at least a 2.0 GPA to be admitted, and those transfer applicants with fewer than 26 credit hours are required to meet the standards for new incoming students. The School of Education requires

successful completion of the CASA Core Academic Skills Assessment exam if applicants do not meet the SAT or ACT requirements (2577; 2578).

Both Indiana University policy ACA-65 (1923) and Initiative 1.1 of the 2016-2021 IU Southeast Strategic Plan (0299) commit the institution to academic and artistic excellence in part through systematically evaluating academic programs, maintaining and expanding program accreditation, and improving curricula using a rigorous and effective assessment process. In addition to the continuous review process managed by undergraduate and graduate curriculum committees, programs undergo regular external review (See 4.B.). Several programs (e.g. Business, Nursing, and Education) go through professional accreditation in a regular cycle. Other programs have a defined review process and are currently on a rotational cycle (1765; 1917).

New courses are processed through Indiana University's remonstrance process, which entails review at the School, campus, and university level. The course requests are then published so that faculty may ask questions or raise concerns before new courses are adopted. Faculty may access the Remonstrance List via IU's central web portal: one.iu.edu (2579).

Our faculty/course evaluation system, eXplorance Blue, allows students to give feedback on their educational experience within each course (2576). This information serves as material for self-reflection, pedagogical recalibration, and conversations between deans and faculty members during the annual review process.

3.A.2.

IU Southeast has established six common learning outcomes for all undergraduate students: written communication, oral communication, quantitative reasoning, reasoning about ethical questions or diversity, critical thinking, and information literacy. These learning goals are posted in the 2017-2019 Bulletin (2240) and on the IU Southeast General Education website (1709). General Education is addressed more fully under Criterion 3.B. Degree programs have also developed their own student learning outcomes appropriate for bachelor- and master-level students (e.g. 2529; 2530; 2531; 2532; 2533; 2534; 2535), which are both discipline and level specific.

Degree proposals (2765) must include learning goals and assessment plans, a rationale for need, and a description of how the newly proposed degrees relates to existing degrees (1760). Degree proposals go through a general matrix for approval (2300) that takes into account Indiana Commission for Higher Education (ICHE) and accreditor requirements. Proposals are reviewed through the APPEAR system (2403) by:

- Department/Division/School
- University Graduate School (for graduate items)
- Campus Academic Officer and/or Chancellor
- Academic Leadership Council
- Indiana University President
- Indiana University Board of Trustees
- Indiana Commission for Higher Education (ICHE)
- Higher Learning Commission (HLC)

Certificate proposals go through more vetting than do degree proposals, and at this moment, no certificate that would have requested financial aid eligibility has been approved. Indiana University maintains that any certificate that would be financial aid eligible must show evidence that a student

will experience immediate improvement in their economic prospects. Furthermore, the Indiana Commission for Higher Education will not approve such proposals without this proof. Thus, IU and ICHE have built a firewall to assure that certificate-seekers will not find themselves indebted as a result of seeking these short-term credentials in the absence of undertaking a degree program.

3.A.3.

As is summarized in the 2016-2021 IU Southeast Strategic Plan (0299), the campus is committed to program quality, and learning goals for given courses are consistent across all modes of delivery and all locations. Modes of delivery include face-to-face, online, and hybrid. Locations include the main campus (see history of the campus: 2613) in New Albany and the Graduate Center (1779) for Business, Education, and Nursing in Jeffersonville, Indiana. The program curricula, course requirements, learning outcomes, assessment, and credentials of instructors are consistent, regardless of mode of delivery or location. The Advanced College Project (ACP) is a dual-credit program administered by IU Bloomington that demonstrates the university's commitment to local high schools. The ACP assures that the quality of instruction and program content taught in high schools are consistent with IU expectations, which themselves align with HLC and ICHE standards (1775; 1778). "Courses offered through the Advanced College Project are taught by Indiana University faculty who are approved and trained high school teachers who hold IU Bloomington adjunct lecturer appointments" (1777).

Faculty development support is offered for teaching using different modalities. For example, the Institute for Learning and Teaching Excellence (ILTE: 1559) offers local support for instruction of all types. In addition to face-to-face instruction, a variety of training sessions on hybrid and online teaching are available through ILTE, which has also incorporated Quality Matters (QM: 1409) training and rubrics within their guidance for faculty members working in the online realm. QM certification helps to build consistency for courses, regardless of the field. As of February 25, 2019, eighteen IU Southeast courses have received QM certification, the most of the Indiana University campuses (2580). ILTE also provides individual assistance as needed and offers regular teaching development symposia and workshops, often in conjunction with the Faculty Academy on Excellence in Teaching (FACET: 2614). For more detailed information and statistics on how ILTE facilitates teaching excellence for faculty at IU Southeast, in addition to how their efforts align with the campus' strategic plan, please refer to the department's annual reports from 2015 to 2018 (2573; 2574; 2575).

Additionally, since 2014, Strategic Excellence Grants (1669) have been made available to faculty at IU Southeast. These grants, funded by Academic Affairs, and administered by the ILTE focus on encouraging excellence in teaching in face-to-face, hybrid, and online courses. All full time IU Southeast employees with teaching responsibilities may apply. Those receiving a grant work one-on-one with trained peer reviewers to review and revise their course based on best practices in course design and delivery. All hybrid and online courses are then submitted for Quality Matters certification. All courses submitted for Quality Matters certification have received certification.

IU Southeast has begun the process to have an online course compliance policy implemented and adopted by the faculty. Early in 2019, a draft of the policy (2581) was composed by Academic Affairs, with significant input provided by the Faculty Senate Executive Committee. It was then sent to be deliberated by the Academic Policy Committee (APC). The committee members sent the policy out for review to each of their respective schools, after which recommendations were made. The APC, after taking suggestions from the schools and making further recommendations, voted to send the current draft on to the Faculty Senate for consideration and final approval, which occurred at its

April meeting. This policy, once implemented, will outline and facilitate quality vis-a-vis online learning by requiring, among other things: measurable learning outcomes, a five-year course review, and training for faculty teaching online courses. (Since the initial drafting of this assurance argument, this policy has passed through and was approved by the IU Southeast Faculty Senate: 2705.)

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1.

IU Southeast's General Education program reflects the university's mission to prepare its students for "productive citizenship in a diverse society" (2332). Society demands specialized knowledge contextualized more broadly than ever before; thus, our General Education program, consisting of 30 credits of required coursework, provides specific knowledge, skills, and intellectual breadth. It fulfills Indiana's Statewide Transfer General Education Core Agreement (2404) and provides a solid foundation for associate's and bachelor's degrees. (For a list of General Education approved courses, see: 2582.)

3.B.2.

Following suggestions from the 2010 HLC accreditation visit, IU Southeast has articulated the purpose, philosophy, goals, and learning outcomes for its General Education program (1709; 1790). The campus embraces the notion of a set of common goals for an undergraduate education and recognizes that the means of attaining those goals will vary among degree programs. The coherence of an IU Southeast education lies more in the pursuit of these common goals than in the completion of common courses. The pursuit of these goals is a shared responsibility of faculty and students. Courses in the major contribute to general education and those in general education contribute to the major. Thus, all faculty members foster both the breadth and the depth of the education of all students in their courses. These common General Education goals include written communication skills, oral communication skills, quantitative reasoning, reasoning about ethical questions or diversity, critical thinking, and information literacy. Overall, the General Education program offers a broad education and develops a set of critical intellectual and communication skills.

IU Southeast developed this program and regularly reviews it through the Faculty Senate and its General Education Committee. The current program was approved in 2013 (reflected in Faculty Senate meeting minutes: 2612). It has clearly defined procedures and policies for altering its philosophy, goals, and learning outcomes. Further, it has articulated procedures and criteria for approving and removing courses that fulfill or fail to fulfill its various goals, and faculty can submit electronic application forms to the General Education Committee to have courses either added to or removed from the course list (1788; 1789). Additionally, the committee continuously reviews general education courses on a cyclical timeline (2557) to help ensure that approved courses achieve their learning outcomes by requiring programs to submit assessment data to demonstrate their acquisition. These data are aggregated by the Office of Institutional Effectiveness (e.g. 2591), submitted to the General Education Committee, and presented to the Faculty Senate in an annual report (e.g. 1950).

3.B.3.

These skills are embedded in IU Southeast's General Education program and are further developed during upper-division coursework, including capstone projects (for a listing of courses with descriptions, please see: 2504).

IU Southeast's 2018 NSSE results (2391) provide an overview of how successful the campus is in engaging students in collecting, analyzing, and communicating information. One set of data collected in the NSSE asked students: *How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas*:

1. Writing clearly and effectively: 77 percent of first year students and 83 percent of seniors responded *very much* or *quite a bit*.
2. Speaking clearly and effectively: 71 percent of first year students and 78 percent of seniors responded *very much* or *quite a bit*.
3. Thinking critically and analytically: 78 percent of first year students and 87 percent of seniors responded *very much* or *quite a bit*.
4. Analyzing numerical and statistical information: 58 percent of first year students and 72 percent of seniors responded *very much* or *quite a bit*.
5. Acquiring job- or work-related knowledge and skills: 61 percent of first year students and 76 percent of seniors responded *very much* or *quite a bit*.

For each of the classes of responses provided above, it is suggested that IU Southeast students continue to develop and hone their knowledge and skills as they progress through their academic careers, which can be inferred from the consistent increase in percentages from the first to the senior year.

3.B.4.

Recognizing the value and importance of human and cultural diversity in the world, IU Southeast, as outlined in its mission (2332), provides curricular and co-curricular opportunities for students to develop strong competencies for working and living as engaged, contributing members of a global society. For example, IU Southeast's General Education curriculum embraces diversity as part of its learning outcomes, encouraging students to effectively:

1. Articulate multiple perspectives (including one's own) on (an) issue(s) that affects one or more socially diverse groups
2. Articulate the social and cultural influences that shape multiple perspectives (including one's

own) on (an) issue(s) that affects one or more socially diverse groups.
3. Evaluate multiple perspectives (including one's own) on (an) issue(s) that affects one or more socially diverse groups.

IU Southeast offers majors, minors, concentrations, and certificates in academic programs in subject areas with a strong focus on diversity. For example, the university offers baccalaureate programs in Modern Languages (1825) (French: 1813; German: 1815; and Spanish: 1816) and in International Studies (1818), and offers minors in International Studies (2762) and in Women and Gender Studies (1823). The Master of Interdisciplinary Studies (MIS: 1822) offers concentrations in Gender Studies (1814) and in International Studies (1819). IU Southeast further offers undergraduate certificates in Asian Affairs (1800), European Affairs (1811), Latin American Affairs (1821), Second Language Competency (1829), Sustainability (1834), and Women and Gender Studies (1802). The International Business concentration provides students with an understanding of international business principles as well as the languages and cultures of other regions essential for success in a global economy; regional tracks exist for Europe, Latin America, and East Asia. Individual courses and course components in Criminology and Criminal Justice (1803), Psychology (1828), Sociology (1831), and other fields are devoted to understanding cultural contexts and developing sensitivity to the diverse nature of the society in which knowledge will be applied. Beyond this, a number of courses have been approved for meeting the General Education requirement for reasoning about ethical questions or diversity (2582).

Students also have the opportunity to study abroad (1832) in over 50 countries under the auspices of the Indiana University Office of Overseas Study. Moreover, some resident faculty teach university courses that enable them and students to travel overseas. For example, the IU Southeast Field Biology program has enabled our students to travel and conduct research in 20 countries, including Brazil, Jordan, South Africa, and Tahiti. Course-related, faculty-led study trips have also brought students to locations such as Samoa, Wales, France, and Costa Rica. In addition, the School of Education offers the Summer in Ecuador program (1833) that offers participants, mostly teacher candidates, the opportunity to broaden their vision of global education and develop cultural awareness by living and teaching in the indigenous Andean village of San Gerardo. Overall, between 2011 and 2018, over 300 IU Southeast students participated in study abroad opportunities that took them across the globe to see human and cultural diversity firsthand (2527).

IU Southeast's Common Experience (1321) program regularly adopts diversity themes (2583). To illustrate, the 2018-2019 theme - *Think Global, Act Local* - urged people to consider the health of the entire planet and to take action in their own communities and cities (2452). A series of events in fall and spring encouraged students, faculty, staff, administrators, and members of the broader community to be socially and globally conscious. Likewise, the text for common reading was Kelsey Timmerman's *Where Am I Wearing*? By reading the book and attending the author's on-campus lecture, students were able to gain global insights from Timmerman's personal stories about visiting manufacturers in five countries that make the jeans, shirts, shoes, and other items that Americans typically wear. The efficacy of the Common Experience program, in terms of exposing students to diversity, can be demonstrated by survey data taken from Common Experience event attendees from 2016 to 2018 (2443). The report reveals that 94.5 percent of attendees agreed that attending the event exposed them to different views on the topic or theme addressed, and 90.0 percent agreed that attending the event encouraged them to evaluate their own perspectives on the topic.

Special events that speak to diversity themes include: the annual conference of the Association for Third World Studies, hosted by IU Southeast in 2016 (1801); a Social Sciences Forum addressing

diversity-related current events such as the Black Lives Matter movement (1830); and many of the poets, artists and musicians invited to perform at IU Southeast by the Campus Activities Board (CAB). In fact, CAB clearly states that its "mission is to provide the IU Southeast community with cultural, social, educational, and entertainment programs that are responsive to the diverse needs of... [the] university community" (1897). Additionally, the Office of Campus Life hosts various events for IU Southeast students, many of which are focused on diversity (see collection of event fliers from 2014 – 2019: 2584). The Campus Life 2018 annual report reveals that "diversity related programs increased by 6% to 155, up from 146 last year" (2585).

IU Southeast also supports diversity education through the Academy of Diversity and Inclusive Education (ADIE: 1575). It offers numerous diversity-related events (e.g. 1804); publishes the e-magazine *Transformations* (1809) as well as a diversity newsletter (1805); sponsors the campus' Diversity Week (1810); and has hosted the Annual Diversity Research Symposium (1808). In 2016, the theme for the Diversity Research Symposium on campus was Diversity Climate Change (1807).

Faculty and staff are encouraged to foster diversity on campus through the Chancellor's Diversity Award. Consisting of a $500 stipend, the award "is given annually to recognize exceptional performance in promoting and enhancing diversity efforts on IU Southeast campus. It will support IU Southeast employees and units with innovative projects for advancing the diversity agenda outlined in the IU Southeast strategic and diversity plans" (2586). To date, 12 people have received this honor (2587).

On April 6, 2017, IU Southeast was awarded the Brown-Forman Corporation Diversity Champion of the Year Award at the One Southern Indiana 29th ONE Awards "for its diversity and inclusion efforts" (1328).

Furthermore, the campus' 2018 NSSE results (2391) provide additional insight into how well IU Southeast introduces its students to diversity of various types. When asked how much their experience at IU Southeast contributed to their knowledge, skills, and personal development in understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.), 67 percent of first year students and 66 percent of seniors responded *very much* or *quite a bit*.

3.B.5.

IU Southeast faculty and students contribute to scholarship, creative work, and the discovery of knowledge in a variety of ways. Tenure-track faculty members are expected to produce scholarship and creative work for the purposes of tenure and promotion (2588), and the annual Faculty Research and Creativity Report (e.g. 2589), generated by Academic Affairs, highlights the scholarship and creative work being done by individuals at IU Southeast. This expectation not only extends to publications but also to conference presentations (for a list of conference presentation conducted by IU Southeast faculty, please see: 2769). Full-time faculty members are also eligible to apply for sabbatical leave in order to focus on scholarship activities (2590). Financially, faculty and student research is supported by Grants-in-Aid, Student Assistant Grants, and Summer Faculty Fellowships (1840), as well as external grants (1836) and travel funding. Between January 2009 and January 2019, $774,975 were awarded to faculty through grant submissions (2669).

The campus now hosts two conferences that not only benefit IU Southeast faculty, but are also open to faculty from other universities. The first is the Adjunct Faculty Scholars Conference (1511), which is designed specifically for adjunct faculty. Only adjunct faculty can present at this conference, and full-time faculty may only present if they are co-presenting with an adjunct faculty member. The

second is the Scholarship of Teaching and Learning Conference (SOTLC: 2328). This conference is consistent with the IU Southeast 2016-2021 Strategic Plan (0299) and is designed to bring further awareness of the scholarship of teaching and learning to IU Southeast faculty. Both of these conferences demonstrate that IU Southeast is consistently doing more to support scholarship among all its faculty.

IU Southeast faculty and students share their scholarship and creative work regularly at symposia and presentations, both on and off campus. Students are active in creating and presenting their scholarship and creative work at Indiana University's Undergraduate Research Conference (1844), taking top honors in 2017 (2484), and at the IU Southeast Senior Art Show (1578). In addition, for the past 15 years, undergraduate and graduate students have presented papers, projects, and posters at the annual IU Southeast Student Conference, the largest of its kind among the IU campuses. In 2018, 360 students presented, and 60 faculty members volunteered as judges and facilitators (1846). Additionally, the IU Southeast Undergraduate Research Journal and Graduate Research Journal provide avenues for students to formally publish the research conducted during their academic careers.

Besides the IU Southeast Student Conference and other state, regional, and national student conferences, IU Southeast students present at professional conferences, accompanied and supported by faculty members, where they are sometimes the only undergraduates presenting. A partial listing of professional conferences at which IU Southeast students have presented in recent years is contained in this attached document (1845). Since 2008, IU Southeast Honors Program students have attended the MidEast Regional Honors Association conference, where they present and have won awards.

To give the community an appreciation for the scholarly and creative contributions of both faculty members and students, the annual Authors & Artists Showcase presents research and creative work by IU Southeast affiliates (1849).

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1.

IU Southeast has sufficient numbers and continuity of full-time faculty to provide for high-quality instruction and fulfill its various non-classroom roles effectively. As of the 2017 IPEDS report, IU Southeast employed 427 faculty members, 202 of which are full-time faculty (47%), and, of those, 133 were tenured or tenure-track (66%) (2595). Based on these numbers, the campus currently has a student to faculty ratio of 14:1 (2593), which is an improvement to the 17:1 ratio during the campus' last accreditation visit in 2010 (2596).

Faculty monitor academic credentials through the search and screen process (2736). The foundation for faculty credentials rests with the Higher Learning Commission and other specialized accreditation agencies. Program faculty also determine experience required for faculty who are qualified through Tested Experience. The IU Southeast Faculty Manual (see page 18: 2242) outlines expectations:

Except in rare situations approved by the executive vice chancellor for academic affairs, academic appointees who teach undergraduate courses will have at least the master's degree, and those who teach graduate courses will have an appropriate terminal degree. Therefore, non-tenure track faculty members with master's degrees are eligible to teach undergraduate courses for which their graduate training has prepared them. They may be eligible on a case-by-case basis to teach graduate courses in their areas of specialization should the need arise. Teaching of graduate courses by non-tenure track faculty must be approved by the dean of the school that offers the graduate degree. Preference in graduate teaching assignments should be given to faculty members who hold doctoral degrees. These principles are consistent with accreditation standards that generally require that a person hold a degree at least one level above that being sought by his or her students.

As outlined in the IU Southeast Faculty Manual (2588), tenured and tenure-track faculty have three general expectations for promotion and tenure purposes: teaching, scholarship, and service. Lecturers follow the same guidelines as those for tenure-track faculty except that they are evaluated on teaching and appropriate service and are not evaluated on scholarship. In order to meet the criteria for promotion, a candidate's performance shall normally be excellent in one area and at least satisfactory in the other area(s) evaluated.

The Indiana University Faculty Handbook (See Faculty Authority: 2594) and the IU Southeast Constitution and By-Laws of the Faculty Senate (1726) outline that it is the responsibility of the faculty to exercise oversight over curricula, including its establishment, review, and revision. There is a well-established committee structure that follows agreed upon processes for evaluating curricula proposals. (See Criterion 3.A.1.) The channels of review ensure that communication and input is consistent and comprehensive.

The university's culture of assessment requires faculty to articulate expectations for student performance at the course and program levels and in general education. Performance standards are established through a multi-layered, faculty-driven process that involves programs, schools, the Academic Policies Committee, and the Faculty Senate.

Through a defined committee process (2505), the Faculty Senate maintains oversight of curricular review, program development, general education, campus admissions, and graduate programs. The faculty own the curricula, and both Faculty Senate and school committees maintain them, with the intention of continuously improving the quality and timeliness of the educational offerings to our students.

3.C.2.

Deans, through their program coordinators, verify full and part-time faculty qualifications at the time of hiring and periodically thereafter, and records are maintained in the Office of Academic Affairs (1850; 2242). The university has developed an on-going process to ensure all instructors remain appropriately qualified to teach their assigned courses. For example, deans or their coordinators are required to complete the Academic Affairs Faculty Check Sheet (1867), attach appropriate documentation, and submit the paperwork for review to the Office of Academic Affairs. These steps should be done prior to the beginning of the new faculty member's first semester at IU Southeast. Faculty members are not added to payroll in the absence of such documentation.

The qualifications of dual-credit instructors are centrally administered by IU Bloomington through the Advanced College Project (ACP). As a result, dual-credit instructors, as adjunct faculty, are evaluated by the same standards as other part-time faculty employed by Indiana University. In light of this, the IU Southeast Office of Admissions clearly states that dual credit may only be accepted from high schools with IU-certified instructors (1778).

3.C.3.

The IU Southeast Faculty Manual (2597), in addition to IU policies ACA-21 (1853) and ACA-25 (1854), outline established institutional policies and procedures for regular review. At the beginning of each calendar year, full-time faculty complete and submit annual reports using Digital Measures Activity Insight (for example report, see: 2599.) These reports cover all teaching, scholarship, service, and professional development activities throughout the previous year. These reports become part of faculty members' personnel files and are used to help justify reappointment, promotion, and

tenure. In the spring of each year, the deans of each school review the annual reports of their faculty members and conduct interviews in which the previous year's activities are discussed and evaluated. Written copies of these annual reviews are housed within the schools' files and within the personnel files maintained by Academic Affairs.

Adjunct faculty instructors are evaluated regularly in accordance with established institutional policies and procedures. While full-time faculty are reviewed annually through the annual reporting process and undergo reviews for promotion, part-time faculty do not follow the same annual reporting process and do not receive promotion reviews. While this policy (2766) provides campus-level expectations for part-time faculty reviews, units or departments may establish additional review expectations. This policy requires:

- Face-to-Face Instruction: Program coordinators review the course materials and conduct a classroom observation during the first semester of teaching. This ensure that adjunct faculty members receive immediate feedback in terms of performance and opportunities for improvement.
- Online Instruction: Program coordinators review the online course during the first semester of teaching.
- Student evaluations of teaching are reviewed annually by program coordinators and deans.
- Summaries of peer evaluations and reviews of materials conducted by program coordinators must be submitted to the Schools and the Office of Academic Affairs.

All instructors are highly encouraged to administer course evaluations at the end of each semester (2336), and tenure-track faculty members are expected to include evaluations of teaching within their dossiers when applying for tenure and promotion (2598). The university has adopted a standardized system for student evaluation of teaching using eXplorance Blue. This system allows the instructor to select appropriate questions from a lengthy master list of questions. Every part-time faculty member is required to have a student evaluation for each section taught and every full-time faculty member is encouraged to do so.

3.C.4.

IU Southeast devotes resources to ensure that instructors remain current in their fields, that they are pedagogically skilled, and that they are supported through opportunities for professional development. The primary resource for faculty support at IU Southeast is the Institute for Teaching and Learning Excellence (ILTE: 1559), which provides consultations (1567), training (2510), and resources (1556) for all modes of instruction offered at IU Southeast. All newly hired faculty attend a multi-day orientation run by ILTE, where they learn from experienced colleagues about syllabus construction, the use of the IU course management system (Canvas), and other topics essential to teaching success on the campus (e.g. FERPA and ADA). ILTE also provides Online Faculty Professional Development Modules and other helpful resources that contain information, handouts, primers, and advice on a host of topics, including the effective deployment of the flipped classroom. ILTE offers regular workshops, institutes, consultations, resources, and other opportunities to help faculty members deploy the most effective and appropriate pedagogies for the contexts in which they are teaching (see ILTE annual reports for further information: 2573; 2574; 2575). Additionally, the ILTE Teaching Mini-Conference (2436) is held on campus before each fall semester, and the Scholarship of Teaching and Learning Conference (2328) is held annually in September.

IU Southeast is committed to supporting the professional development of our adjunct faculty members. In addition to being invited to partake of each of the opportunities outlined above,

the Adjunct Faculty Scholars Conference ([1511](#)), launched in 2016, gives these colleagues an opportunity for professional development that encompasses their specific experiences and needs on our campus. This conference has grown steadily since its inception and now draws part-time instructors from other institutions in the region, both as attendees and as co-organizers whose input influences the themes and organization of the event.

There are also financial opportunities that instructors can apply for and utilize in order to enhance their teaching efficacy. For example, the Improvement of Teaching Grant ([2600](#)) consists of an award of up to $1,000 that can be used for professional development. Vetted and administered by the Improvement of Learning Committee, a Faculty Senate Committee, the Improvement of Learning Grant requires applicants to prepare a project proposal that outlines, among other criteria, potential to improve learning proficiency, number of students involved or affected, and presence of a mechanism for teacher evaluation. Between 2015 and March 2019, $15,498.26 has been awarded through the Improvement of Teaching Grant ([2608](#)).

A further financial opportunity that instructors can utilize is the Summer Faculty Fellowship in Teaching, which is another financial award overseen by the Improvement of Learning Committee. Funds, capped at $8,000, are awarded for "significant projects that bring innovation or new methodologies to the classroom, assess the effectiveness of these innovations or methodologies, and have the potential to enhance student learning, persistence, or success" ([2601](#)). Between 2015 and March 2019, $56,000 has been awarded through the Summer Faculty Fellowship in Teaching ([2609](#)).

Additionally, IU Southeast supports development through conference attendance and presenting (for a complete listing of conference presentations by IU Southeast faculty from 2013 to 2017, please see: [2769](#)), and the campus consistently awards sabbaticals annually, which also demonstrates a commitment of the campus to support faculty in maintaining currency in their disciplines (please see page 38 in the IU Southeast Faculty Manual: [2590](#)).

3.C.5.

Since teaching is the primary mission of IU Southeast, the majority of faculty time is devoted to the student. The Faculty Senate has recognized that consultation with students is an important part of instruction and has established guidelines for office hours that are outlined in the Faculty Manual (see: [2602](#)). All faculty members should hold regular weekly office hours, though these may also be accomplished through technological means, when necessary, to accommodate students. For faculty teaching in studio, lab, or clinic settings, extensive in-class consultation may serve in place of office hours. Faculty members also see students by special appointment as needed. To meet the needs of commuting students, faculty members are urged to hold office hours immediately before or after a class meeting in each course, if possible. Likewise, instructors of online courses are asked to arrange specific times when they will be available online. Office hours and other meeting details are posted at a faculty member's office, studio, or other location of work; on the course syllabus; and on Canvas and other course websites.

Results from the Fifth Week Survey ([2605](#)) suggest that 72.69 percent of students met with at least one faculty member, thereby demonstrating that IU Southeast faculty are accessible to their students.

In Spring 2018, the Office of Academic Affairs convened a vanguard mentoring group to explore ways to more fully engage faculty in mentoring students. The group, which continues its work, has been seeking to share best practices among faculty as a means of expanding faculty members' notions

of the ways they might most profitably interact with students. Additionally, in Spring 2019, Academic Affairs convened a short-term task force to prepare a set of recommendations to the Executive Vice Chancellor. The task is to prepare a mandate by which all members of the IU Southeast community see themselves as important players in each other's education.

3.C.6.

At IU Southeast, every position has a description that includes a job summary, primary duties and responsibilities, required qualifications, and preferred qualifications. Applications are completed online through the PeopleAdmin system (for PeopleAdmin manual, see: 2615), and the search process is managed by committees or hiring managers with consultation from the Human Resources Department. (Procedures are outlined in the Academic-Professional Recruitment and Search Guide: 2736). All staff members participate in a performance management program that includes self-evaluation, goal setting, past performance review, and a discussion with a supervisor about opportunities for development (1911).

Training is systematized within departments, based on the specific competencies of those departments. For example, within the Department of Financial Aid, every member of the team has a membership to the Indiana Student Financial Aid Association (ISFAA) and can utilize training opportunities through the organization: e.g. National Association of Student Financial Aid Administrators (NASFAA) credentialing opportunities. The department alternates counselor attendance at training conference opportunities through ISFAA; the goal is that each staff member has the opportunity to attend at least one conference with training workshops per year. Counselors are also requested to complete modules within the FSA Coach. FSA Coach is a training program designed by the U.S. Department of Education focusing on basic, intermediate, and advanced financial aid professional training. Group membership with NASFAA gives all staff access to training material and updates. Membership also includes all training videoconferences that keep the team up-to-date on financial aid information. A large portion of the Financial Aid departmental budget has been dedicated to NASFAA Credentialing for its staff. This is an opportunity to receive credentials on specific financial aid topics that allow the staff to demonstrate expertise in a specific area of financial aid knowledge. In addition, the Director of Financial Aid dedicates an hour every week for policy and procedure training, topic training, or discussions about various issues that may arise. All of these opportunities not only train staff to ensure that they are well qualified financial aid professionals, but give them expert knowledge to further advance their careers in financial aid or higher education if the opportunity arises.

Staff professional development is advanced in numerous ways. For example, the IU Tuition Benefit (1879) offers eligible employees (as well as their spouses and dependent children) the opportunity to enroll in IU courses at a reduced fee. Staff members may take advantage of this to further their education in their fields of expertise, to acquire new skills in another discipline with relevance to their position, or for advancement within the organization. Training opportunities are also provided through Indiana University Human Resources (2008). Additionally, Indiana University Information Technology Services (UITS) offers many training opportunities that are open to IU Southeast staff.

The Broadening Leadership initiative (2603), launched in 1999, affords professional development opportunities to employees of all ranks via applied learning; opens new communication lines between ranks and departments; and rewards employees who have demonstrated a commitment to the campus's mission, vision, and core values. From 1999 to 2019, 206 IU Southeast employees across schools and units have taken part in the Broadening Leadership initiative (2604).

Indiana University-wide councils consisting of directors and representatives from each campus meet regularly and provide networking and skill-building opportunities for the following departments: Admissions (1856), Financial Aid (1868), Registrar (1883), Institutional Research (2772), and Veterans Affairs (1884).

In 2017, an employment engagement survey was administered to the staff at IU Southeast. The final results (2493) identified areas of strength and opportunity, and *development* was listed as one of the campus' strengths, with a mean answer of 4.01 on a 5-point scale.

Sources

- (1511) Website - IU Southeast Institute for Learning and Teaching Excellence (ILTE) Adjunct Faculty Scholars Conference Homepage - 26 June 2018
- (1556) Website - IU Southeast Institute for Learning and Teaching Excellence (ILTE) Programs Online Faculty Professional Development Modules - 26 June 2018
- (1559) Website - IU Southeast Institute for Learning and Teaching Excellence (ILTE) About Us Our Mission - 26 June 2018
- (1567) Website - IU Southeast Institute for Learning and Teaching Excellence (ILTE) Services - 26 June 2018
- (1726) Resource - Constitution and By-Laws of the Faculty Senate of Indiana University Southeast - April 2018
- (1739) Resource - IU Southeast Library Information Instruction 2018 Program Outcomes (Updated) - 11 July 2018
- (1778) Website - IU Southeast Admissions Undergraduate Information Dual Credit Programs - 17 July 2018
- (1850) Resource - IU Southeast Academic-Professional Recruitment and Search Guide - July 2011
- (1853) Policy - Indiana University Faculty and Librarian Annual Reviews ACA-21 - 26 March 1999
- (1854) Policy - Indiana University Annual Reports for Faculty and Librarians ACA-25 - 01 July 1975
- (1856) Website - Indiana University Student Services and Systems Admissions Council - 19 July 2018
- (1867) Resource - IU Southeast Academic Affairs Faculty Check Sheet - April 2016
- (1868) Website - Indiana University Student Services and Systems Financial Aid Council (FAC) - 19 July 2018
- (1879) Website - Indiana University Human Resources IU Tuition Benefit - 19 July 2018
- (1883) Website - Indiana University Student Services and Systems Registrar Council - 19 July 2018
- (1884) Website - Indiana University Student Services and Systems School Certifying Official (SCO) Council - 19 July 2018
- (1911) Website - Indiana University Human Resources Performance Management - 20 July 2018
- (2008) Website - IU Southeast Human Resources Training - 22 August 2018
- (2242) Handbook - Indiana University Southeast Faculty Manual (pp. 15-18) - January 2019
- (2328) Website - IU Southeast Institute for Learning and Teaching Excellence (ILTE) Scholarship of Teaching and Learning Conference - 12 February 2019
- (2336) Handbook - Indiana University Southeast Faculty Manual (p. 60) - January 2019

- (2391) Resource - IU Southeast FSSE-NSSE Combined Report 2018 - 25 July 2018
- (2436) Email - 2017 ILTE Teaching Mini-Conference from IU Southeast Academic Affairs - 25 July 2017
- (2493) Data - IU Southeast Employee Engagement Survey Results - 10 April 2018
- (2505) Resource - Constitution and By-Laws of the Faculty Senate of Indiana University Southeast (pp. 16-24 - Committees) - April 2018
- (2510) Website - IU Southeast Institute for Learning and Teaching Excellence Events ILTE Workshops - 18 March 2019
- (2573) Report - IU Southeast Institute for Learning and Teaching Excellence (ILTE) 2017-2018 Annual Report - 26 March 2019
- (2574) Report - IU Southeast Institute for Learning and Teaching Excellence (ILTE) 2016-2017 Annual Report - 26 March 2019
- (2575) Report - IU Southeast Institute for Learning and Teaching Excellence (ILTE) 2015-2016 Annual Report - 26 March 2019
- (2588) Handbook - Indiana University Southeast Faculty Manual (pp. 25-37) - January 2019
- (2590) Handbook - Indiana University Southeast Faculty Manual (pp. 38-41) - January 2019
- (2593) Data - Indiana University IPEDS Fall Enrollment 2017-2018 (Southeast) - 2017
- (2594) Handbook - Indiana University Academic Handbook (Section 1) - 27 March 2019
- (2595) Data - Indiana University IPEDS Human Resources 2017-2018 (Southeast) - 2017
- (2596) Data - Indiana University IPEDS Fall Enrollment 2010-2011 (Southeast) - n.d
- (2597) Handbook - Indiana University Southeast Faculty Manual (pp. 20-23) - January 2019
- (2598) Handbook - Indiana University Southeast Faculty Manual (pp. 33-34) - January 2019
- (2599) Report - IU Southeast Annual Faculty Report for Christopher L Proctor - 28 March 2019
- (2600) Website - IU Southeast Academic Affairs Improvement of Teaching Grant Guidelines - 28 March 2019
- (2601) Website - IU Southeast Academic Affairs Summer Faculty Fellowship in Teaching Guidelines - 28 March 2019
- (2602) Handbook - Indiana University Southeast Faculty Manual (pp. 53-54) - January 2019
- (2603) Resource - IU Southeast Broadening Leadership Overview - 28 March 2019
- (2604) Data - IU Southeast Broadening Leadership Number of Participants by School or Unit - 28 March 2019
- (2605) Data - IU Southeast Five-Week Survey 2010 - 2016 Master Results - 24 August 2017
- (2608) Data - IU Southeast Improvement of Teaching Grants Awarded 2015-2019 - 29 March 2019
- (2609) Data - IU Southeast Summer Faculty Fellowships in Teaching Grants Awarded 2015-2019 - 29 March 2019.pdf
- (2615) Resource - Indiana University PeopleAdmin Department Training Manual - 22 January 2016
- (2736) Resource - IU Southeast Academic-Professional Recruitment and Search Guide - 11 July 2017
- (2766) Policy - IU Southeast Office of Academic Affairs Adjunct Faculty Evaluation - May 2016
- (2769) Resource - IU Southeast Faculty Conference Presentations 2013-2017 - 15 May 2019
- (2772) Website - Indiana University Institutional Research and Reporting About - 30 July 2019

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1.

IU Southeast is committed to connecting students to the needed personal services and has compiled frequently accessed services on the Succeed at IU Southeast web page (1664). Student support services are tailored to address the needs of its unique student populations (2487).

The Career Development Center (1507) helps students prepare for employment through career counseling, internships, resume review, mock interviews, and training in employment search techniques. The Center hosts two job fairs each year, drawing employers to campus to meet students. It also collaborates with academic units to organize events such as "speed networking" sessions with local employers. Overall, there has been a 54-percent increase of students meeting with a career development counselor. Results from the 2018 Gallup alumni survey (2047) indicate that a higher percentage of IU Southeast students visit the CDC than the national average (72% vs. 61%) and a higher percentage find it helpful or very helpful (58% vs. 42%).

Personal Counseling Services (1605) offers free counseling for students, groups, individuals, couples, faculty, and staff, as well as referral for specialized services such as substance abuse treatment and/or medication evaluation. There has been a 36-percent increase in demand by first-year students for personal counseling services since 2008 (2605). The Personal Counseling Center also administers the emergency food pantry, providing needed food resources to students and colleagues who are experiencing food instability.

Disability Services (1523) provides information and resources to all students with disabilities, as well as faculty and staff, ensuring equal access to all educational opportunities that are offered. Services include guidance regarding appropriate accommodations. The office also acts as a liaison, consultant, and referral service for agents of the university and for students.

Veteran Services (1615) offers benefits and services to make veterans, active-duty military, and their family members feel at home on our campus. "IU Southeast has also been named a 'Best Colleges for

Veterans' school by the Military Times, and [was] recently…ranked number 4 among Indiana 'Top Colleges for Future Service Members.'" This accolade is important to IU Southeast given our mission to contribute to the success of the region. The proximity to Fort Knox, Kentucky is one reason why veterans are a focus and significant part of our regional population and campus community.

Financial Aid (1875) is a critical unit at IU Southeast, providing students with comprehensive information to guide their decisions, and also functioning as a resource for financial literacy to help students gain and maintain control of this aspect of their lives.

The Adult Student Center (1576), while not strictly a service, has evolved into a community of support and resource-sharing for nontraditional students.

Recognizing a need within the campus' student population, IU Southeast created a food pantry known as Grenadier Grab N Go (2754). The Grenadier Grab N Go was first established in the fall of 2015 as a result of apparent food insecurity within the student body. Faculty and staff recognized that students were struggling within the classroom with attendance and focus, and, upon further exploration, they discovered some of these students were experiencing life crises such as housing and food insecurities.

Establishing the Grenadier Grab N Go:

A multi-disciplinary team was established to help evaluate the need, determine effective strategies to address the need and explore viable options specific for the campus. The team reviewed several other college food pantries, as well as local food pantries at churches and social service agencies and explored how they were developed, access and restrictions for participants, the method of food collection and distribution of items.

Initially, the Emergency Food Pantry was established, which allowed students to access pre-packaged boxes with a limitation of one box per month. The team determined this based upon the concern that the campus would not be able to keep the pantry stocked if students replaced their weekly grocery shopping trips with visits to the food pantry. After reviewing the results, the team found that very few students were frequenting the food pantry and students were not taking advantage of its services.

IU Southeast has rebranded the Emergency Food Pantry to be called the Grenadier Grab N Go and has expanded access to food with no limitations and multiple locations for food distribution.

Stock:

The Grenadier Grab N Go maintains stock of non-perishable items through donations from faculty, staff, and students. Multiple times throughout the year, student organizations and departments will rally together to raise food and funding for the Grenadier Grab N Go. The IU Southeast Library has instituted an ongoing program that allows students, staff, and community borrowers to pay off their library-related fees and fines by bringing in donations for the food pantry (2750). Grenadier Grab N Go also receives monetary and non-perishable food donations from caring individuals in our community.

Process:

Donated non-perishable items are examined (i.e. for product damage and expiration dates are checked and approved), sorted, shelved or boxed for quick distribution (2752). Several pre-packaged boxes of food are created for easy distribution to students. Miscellaneous items or overstock of items

are shelved and available for student selection of food.

Distribution:

If an individual is experiencing food insecurity, they are encouraged to reach out to Grenadier Grab N Go in one of the following ways:

1. Speak to a trusted faculty/staff about their concerns and needs
2. Complete the online form (2751)
3. Go to Personal Counseling Services, UC Room 243
4. Go to the IU Police Department, UC Room 027
5. Email the Counselor and Care Manager

Since the opening of the food pantry on campus, IU Southeast has distributed approximately 110 boxes of food to students with an estimate of nearly $7,000 worth of food products (2753).

Locations:

Students are able to pick up pre-packaged items from the Office of Personal Counseling Services or at the Police Department. Students also have the option to select their own food items from the shelves in the food pantry. The Grenadier Grab N Go pantry is not staffed, so students make an appointment to select their own items.

Pantry management:

The Grenadier Grab N Go is managed through the Office of Personal Counseling Services by the Counselor and Care Manager. Due to limited time, it does not have dedicated student or staff workers with established hours. Appointments can be arranged for individuals to access food from the shelves, or they can pick up pre-packaged boxes at their convenience.

The Counselor and Care Manager sorts the items when they are donated, as the schedule permits. The Titanium Schedule tracks the hours dedicated to care management services, directly and indirectly provided to our students. When large donations are made, the Counselor and Care Manager will contact several other staff and students on campus for assistance with sorting and boxing items, which creates a more efficient process to box several items quickly.

To ensure that students know about and make use of the student support services we offer, a series of advertisements were placed in The Horizon, the student newspaper, informing students of our services and challenging them to think differently about what it takes to achieve success (2514).

IU Southeast's 2018 NSSE results (2391) provide an overview of how successful the campus is in emphasizing different types of student support services. One set of data collected in the NSSE asked students: *How much does your institution emphasize the following*:

1. Providing support to help students succeed academically: 77 percent of first year students and 79 percent of seniors responded *very much* or *quite a bit*.
2. Using learning support services (tutoring services, writing center, etc.): 76 percent of first year students and 70 percent of seniors responded *very much* or *quite a bit*.
3. Providing support for your overall well-being (recreation, health care, counseling, etc.): 64 percent of first year students and 57 percent of seniors responded *very much* or *quite a bit*.

Furthermore, results of the 2018 Gallup Undergraduate Alumni Scorecard (2047) chart alumni attitudes toward their IU Southeast experience. The survey gauges "attachment" by looking at the level of alumni agreement with two statements: "My university was the perfect school for people like me," and "I can't imagine a world without my university." Graduates who strongly agree with both items are considered "emotionally attached" to their alma mater, and this is the case for 29 percent of IU Southeast alumni, compared to 24 percent nationally. Some 56 percent of respondents would recommend IU Southeast to family, friends and colleagues, compared to 41 percent nationally.

Attachment reflects a high level of institutional achievement throughout the student experience, another conclusion borne out by Gallup data. Reflecting on the academic experience at IU Southeast, a higher-than-average number of alumni surveyed say they were prepared well for life outside of college (34 percent vs. 28 percent nationally) while an even larger number say their education was worth the cost (65 percent vs. 48 percent nationally). A full 89 percent were satisfied with their educational experience.

According to Gallup, research shows the odds that a given college alumna/us is engaged at work are higher if they strongly agree to having had each of six critical college emotional support and experiential learning experiences. More experiences translate into a more positive student evaluation of the institution's performance in preparing students for life after college. At IU Southeast, 70 percent of students who had all six experiences rate their overall preparation as positive (vs. 85 percent nationally).

Support experiences at IU Southeast are ranked higher than the national average. In the most recent Gallup survey, 47 percent of surveyed alumni said that their instructors cared for them as individuals (vs. 28 percent nationally), and 78 percent said that at least one professor made them feel excited about learning the subject matter (vs. 64 percent nationally). Some 33 percent said they had an encouraging mentor (vs. 23 percent nationally).

In terms of experiential learning rankings IU Southeast students surveyed were at national norms for participation in course-related internships (56 percent vs. 57 percent nationally) and engagement in projects for more than one year (34 percent vs. 34 percent nationally). (The level of active extracurricular involvement, the sixth critical experience, lagged at IU Southeast when measured against national averages—13 percent vs. 20 percent nationally--which may be attributable to campus demographics, with significant numbers of adult learners, working students, parents and commuters, and only a small resident population.)

3.D.2.

Academic Advising (1888), both within the schools (e.g. 1859; 1858; 1860; 1861; 1862) and in the Academic Center for Exploratory Students (ACES: 1510), is an essential part of student support at IU Southeast. Academic program planning has doubled for students, with 44 percent having received help over the past three years, compared to 22 percent in 2008 (2605). (See below, 3.D.3.)

The campus takes seriously its commitment to helping students flourish academically. Advising is only one part of this journey. At IU Southeast, students are also supported by a range of different facilities and services as they advance through their academic careers.

The Student Success Center (SSC: 1550), formerly the Student Development Center, strives to maintain a responsive, friendly environment where learning can flourish. It provides programs in peer tutoring (2616) and supplemental instruction (1609), and it has contracted with Brainfuse, an

online tutoring service. IU Southeast began offering free tutoring for its students in 2016, and tutoring demand increased by 57 percent in the years 2015 and 2016, as compared to 2008 (2605). Similarly, results from the Fifth Week Survey suggest that supplemental instruction is well utilized (2605). The SSC also hosts a testing center for students with documented accommodation needs and for those who need to take make-up exams, CLEP exams, DSST exams, or other certification tests (1613). The testing center also oversees placement exams for mathematics, writing, and modern languages to help ensure students are taking appropriate courses for their academic paths. The testing center is certified by the National College Testing Association (NCTA: 2767) and received national recognition in 2013 "as a leader in excellent testing practices" (2066).

Reflecting our commitment to the mastery of key competencies, the Writing Center (2617) works with the IU Southeast teaching and learning community to provide one-on-one consultations, workshops, class visits, and web resources that improve the writing knowledge and confidence of students in all disciplines.

The Math Resource Lab (1881) provides resources (technological and human) dedicated to assisting with mathematics comprehension. This walk-in service helps students with homework and test review and has computers and calculators for student use.

The Natural Science Tutoring Center (1882) provides free tutoring in the subjects of Allied Health, Biology, Chemistry, Computer Sciences, Geosciences, and Physics.

For an in-depth discussion of First Year Seminars and the Student Engagement Roster, and how they contribute to providing preparatory instruction that fosters the success of students, please refer to Criterion 4.

3.D.3.

As stated in 3.D.2., advisors help map out courses so that students can find the most efficient route to on-time graduation in their fields and the best program matches for their intended careers. Each school houses professional advisors trained to assist students in specialized academic disciplines.

The Advising Center for Exploratory Students (ACES) addresses the academic needs of students who have not selected a major, or who may not have formed a firm picture of personal or professional goals relating to their education. ACES helps students access the skills and tools necessary to explore, identify, and, eventually, declare a major. This effort aims to increase retention and persistence toward graduation.

Additionally, students have access, through the secured one.iu.edu, to many advising tools to assist them in achieving a timely graduation. From their first day on campus, students are made aware of the Interactive Graduation Planning System (iGPS: 2770), which is composed of helpful advising tools that students should frequently use (e.g. degree maps, the student plan, student scheduler, and academic advisement report). iGPS is a course navigation system where students can see what classes are required for their degrees and how to search for those courses that are needed. It also allows students to view detailed descriptions of courses, create course schedules, and plan future semester schedules. Academic Advisors also keep track of their caseloads and maintain detailed records of their contacts with students through the use of IU's Advising Records system (AdRx: 2771).

3.D.4.

IU Southeast maintains a highly developed technological and discipline-related infrastructure to advance student success.

The Office of Information Technology (1855) at IU Southeast is a regional unit of Indiana University Information Technology Services (UITS: 2618). As stated on its "about" page, the office "maintains and provides access to a campus-wide data network, as well as access to the statewide I-Light high-speed fiber network, which connects all of the IU campuses, and the Internet. In addition to traditional customer support, IT consults on all new campus construction as well as renovations, ensuring that the technology infrastructure is designed and installed properly, and with an eye toward the future." Recent upgrades include the installation of collaborative work stations throughout campus, supporting the emphasis on group projects in many academic disciplines. The unit produces the Office of Information Technology Annual Report (1863), which details infrastructure upgrades and other accomplishments.

The Institute for Learning and Teaching Excellence (ILTE: 1559) is a resource center for IU Southeast faculty at all stages of their careers. ILTE brings faculty members together to share expertise, explore innovations, and discuss the challenges of teaching in and across disciplines to help instructors be more successful; ILTE services encourage faculty members to take advantage of rapidly changing technology that is pedagogically proven to enhance student learning.

To this end, a number of specialized features give students a hands-on experience in their fields of endeavor, helping them to graduate with a firm grasp of real-world expectations and the ability to meet them. For example, the School of Natural Sciences houses advanced facilities (1123) for biology (1869), chemistry (1870), computer science (1871), and informatics (1872).

Further, the School of Nursing uses low- and high-fidelity simulation to teach nursing care. The Judge Carlton and Sue Sanders Laboratory for Nursing Education (1874) features a skills lab housing 12 beds with simulation mannequins where students can practice basic nursing techniques. In providing care, students become proficient in performing complex procedures. This results in greater student confidence when providing care to patients in acute care facilities.
Additionally, the IU Southeast School of Nursing partners with clinical agencies in both Southern Indiana and the Louisville Metropolitan area so that students can gain non-simulated experience through the clinical requirements of their degree (1878).

The School of Business is home to the Sanders Financial Markets Lab (1873) and the Sanders Professional Sales Lab (1885), both of which give students the ability to hone their business skills in simulated corporate environments.

The IU Southeast Library hosts and provides access to the Curriculum Materials Center (1522), which houses two primary collections designed to provide students in the School of Education with interactive resources for learning and teaching about diversity. The first collection, Center for Cultural Resources (1531), contains over 120 kits that include, among other things, cultural artifacts, curriculum guides, readings, lesson plans, media, and activities focused on different geographic regions or cultures of the world. Each kit is "organized to teach a core of 12 universal themes on unity and diversity" (1522), and each is designed to assist future and current educators in developing effective curriculums for their teaching careers. The second collection, known as CULAB, provides students in the School of Education with award-winning juvenile and young-adult literature, media, and games, with which School of Education students and local area teachers use to help develop curricula.

The School of Arts and Letters is home to several facilities that benefit students in the visual and performing arts. Knobview Hall (2619) contains studio spaces for printmaking, painting, drawing, ceramics, digital art, and graphic design. The SpaceLab (1580) is a small, informal exhibition area where students gain experience in exhibiting their work before moving up to the Barr Gallery (1578) for their final projects. The music programs enjoy instruction and practice rooms for one-on-one lessons as well as ensemble work. The Richard K. Stem Concert Hall, the Norman and Millicent Stiefler Recital Hall and the Robinson Theater, all part of the Paul W. Ogle Cultural & Community Center (1599), are at the disposal of the music and theater programs.

Horizon Radio (2620) is a new installation—an independent, student-run internet radio station/studio that gives students in multimedia journalism the chance to gain experience in programming and managerial responsibility without leaving campus. Like the award-winning student newspaper, The Horizon (2621), it is more than a learning laboratory: it is a functioning enterprise that enables students to build journalistic competence while giving them an independent channel for engaging with the public.

For information about the IU Southeast Library, please refer to Criterion 3.D.5.

3.D.5.

The IU Southeast Library is "an active participant in the teaching, learning, and research life of Indiana University Southeast...[and] is committed to excellence, creativity, and leadership in developing collections, services, and programs that address the informational needs of scholars, students, and residents of Southern Indiana and the surrounding region" (0492). In addition to a physical collection holding over 300,000 titles, the Library provides access to over 350 databases (the majority of which are either full-text or streaming) to support the research of both students and faculty members (2592). Physical and digital information resources may be searched in the IUCAT Library Catalog (1893), and IU Southeast affiliates can request information resources to be delivered from other libraries within the Indiana University system. If no IU library owns particular information resources desired by students or faculty, they may be requested, free of charge, from other libraries outside of the university system through Interlibrary Loan (1891).

The Library also provides information and services to help patrons more effectively access, engage with, and utilize information resources. Reference Services employs the reference model that every point of contact with students should be utilized as a teaching moment. Additionally, students and faculty can request to Book a Librarian (1889), a service allowing patrons to schedule a time to sit and work through the research process with a research librarian one-on-one. The Library also provides access to various modes of technology that facilitate accessing and using electronic information needed for research endeavors (1894); these modes include individual computer workstations, collaborative computer workstations, private study rooms, and other technology accessible through Library Course Reserves (1892).

Situated within the Office of Academic Affairs, the IU Southeast Library consists of eight faculty members and seven staff members. Library faculty members are both research librarians and scholars, abiding by their own standards for promotion and tenure within the IU system (1896). This makes the Library more than a passive repository of reference materials. It plays an active role in the academic life of the campus in several ways. Librarians participate in scholarly conversations within the field of library and information science (LIS), presenting at national conferences and publishing in journals. The Library, through its structure and assumptions, is dynamic as Library faculty work to keep it at the forefront of the field.

Another rich field of endeavor is the IU Southeast Library Information Literacy Instruction program (2602) (see Criterion 2.E.2), which is required as part of the First Year Seminar (FYS) courses. The program has outlined its learning goals to train students about their responsibilities as information consumers, the use of available technology, information literacy, and other essential aspects of collegiate research (1739). From 2011 to January 2018, IU Southeast librarians have taught 1,132 Information Literacy Instruction sessions (1366).

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1.

Initiative 3.2 in the 2016-2021 Strategic Plan states that IU Southeast "will improve the quality of student life and services to support and enhance student completion" (0299).

Intellectual knowledge is strengthened and reinforced through relevant co-curricular activities that provide practical experiences and growth opportunities for students. Through the Office of Campus Life (1898), IU Southeast offers a wide range of these outside-of-the-classroom experiences, including numerous student clubs and organizations (1604), artistic performances and exhibitions, workshops, service opportunities, banquets, and speakers. Campus Life offers athletic, political, leadership, religious, governance, and Greek life opportunities.

Students can use Grenadier Central, launched in 2015, to create co-curricular transcripts (2400; 2401) to use in conjunction with their academic transcripts in seeking employment, scholarships, and admission to graduate school. Grenadier Central records a student's involvement in organizations and charts participation in workshops, training, internships, study abroad, research, and other transformative experiences. It also helps students find peers with mutual interests and conviction, and thus forges a sense of community and belonging.

Other opportunities exist to bring the world to campus, and vice versa.

The Campus Activities Board (CAB: 1897) is a student-run organization whose primary purpose is to provide social, cultural, educational, and recreational activities for IU Southeast students (this mission is reflected in the group's constitution: 1907). CAB brings nationally known spoken word artists, musicians, poets, and humorists to campus to join discussions on topics of the day.

IU Southeast's Office of International Programs drives multicultural understanding in various ways. It hosts the annual International Festival featuring music, dance, and food from cultures from around the world. This event brings representatives from Louisville's diverse international community to campus. International Programs also partners with a nonprofit organization that brings artisans from around the world for the annual Wares of the World fair trade fundraiser (1899).

Participation in the Model United Nations Security Council Conferences is a mainstay of the School of Social Sciences. The collegiate conference brings together students from IU Southeast, the University of Louisville, Indiana University-Purdue University Indianapolis (IUPUI),

and other institutions to role-play international conflict resolution (1903). IU Southeast also hosts a high-school conference that invites juniors and seniors from high schools in the region to participate in similar discussions (1904).

The IU Southeast Theatre Department (1908) produces two to three mainstage productions each year, including plays and musicals, in addition to smaller student-run productions. These give students the possibility to participate, regardless of their level of experience. These productions are also offered at a low cost, thereby allowing students, faculty, staff, and local community members to enjoy high quality theater at reasonable and affordable prices.

The IU Southeast Honors Program (IUSHP: 2622) provides student-generated co-curricular activities, which are frequently shared outside of the IUSHP community. Students have hosted book discussions linked to the Common Experience texts, facilitated a Religious Discussion Forum (RDF), and hosted film nights, among other things. In addition, the IU Southeast IUSHP sends students to the annual Mid-East Honors Association conference each spring, where they present research findings and interact with other honors students.

3.E.2.

IU Southeast aspires to "provide high-quality educational programs and services that promote student learning and prepare students for productive citizenship in a diverse society, and to contribute to the intellectual, cultural, and economic development of the region" (2332).

From this pledge flow numerous initiatives that evince a longstanding and productive culture of positive impact that extends far beyond the campus confines. The high-quality nature of our academic programs is demonstrated by the response to Criterion 3.C. Furthermore, faculty are involved in research and creative activities that "create opportunities for students to engage in applied learning" (2332), including opportunities for students to present research and creative work to the campus community and wider public. Please refer to Criterion 3.B.5. for more information on these opportunities.

IU Southeast offers many additional ways for students to engage in applied learning to the benefit of themselves and the community. For example, internships managed by the schools or the Career Development Center frequently place academic skills at the disposal of the community. The Master of Business Administration (MBA: 1590) and Master of Strategic Finance (MSSF: 1589) programs in the School of Business require 20 hours of community service in which students apply business knowledge to the needs of nonprofit organizations. Within the School of Education, student teachers gain experience with placements at nonprofits such as the Backside Learning Center at Churchill Downs, where migrant equestrian workers are taught English as a second language (1906). As part of an assignment in the Department of Informatics, students designed an app for the Falls of the Ohio State Park that would allow visitors to locate and identify specimens in the nearby fossil beds (1901). A grant-funded project brings students from the School of Nursing to the Pine Ridge Reservation in South Dakota to gain experience in community-health practice among underserved and impoverished communities (1902; 2455).

A 2012 economic impact report, Economic Engine for Indiana: An Economic Impact Analysis (1350), found that IU Southeast faculty, staff, and students are responsible for more than $7.8 million annually in donations and volunteer service with local organizations and communities. While service learning and community engagement have long been integral to many courses and programs at IU Southeast, they are now strategic initiatives; Initiative 5.4 in the 2016-2021 Strategic Plan (0299)

states that IU Southeast will promote civic engagement. The Service Learning and Community Engagement Council (1581), relaunched in 2017 and situated within the Office of Academic Affairs, is composed of students, faculty, and administrators. The Council gathers and disseminates information about existing service learning and community engagement activities, and it leads the campus' effort to earn the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching.

IU Southeast regularly evaluates information it receives, be it from survey, retention data, or other opportunities as they develop organically to assure that the campus is fulfilling the claims it makes. As demonstrated throughout Criterion 3, NSSE data provide a set of insights about the extent to which constituents believe the mission and purpose of IU Southeast are being met. We believe these data help demonstrate the claims we are making.

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3.S - Criterion 3 - Summary

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

Summary

The 2016-2021 IU Southeast Strategic Plan commit the institution to academic and artistic excellence in part through systematically evaluating academic programs, maintaining and expanding program accreditation, and improving curricula using a rigorous and effective assessment process.

Program curricula, course requirements, learning outcomes, assessment, and credentials of instructors are consistent, regardless of mode of delivery or location.

IU Southeast's General Education program reflects the university's mission to prepare its students for "productive citizenship in a diverse society," delivering specialized knowledge broadly contextualized, providing a solid foundation for associate's and bachelor's degrees. Skills embedded in the General Education program are further developed during upper-division coursework.

Recognizing the value and importance of human and cultural diversity in the world, IU Southeast provides curricular and co-curricular opportunities for students to develop strong competencies for working and living as engaged, contributing members of a global society. IU Southeast offers majors, minors, concentrations, and certificates in academic programs in subject areas with a strong focus on diversity, which is further supported through study abroad opportunities in over 50 countries, academic and community initiatives such as the Social Sciences Forum and The Common Experience, as well as the Academy of Diversity and Inclusive Education (ADIE), which offers numerous diversity-related events and publications.

IU Southeast has sufficient numbers and continuity of full-time faculty to provide for high-quality instruction and fulfill varied non-classroom roles.

IU's culture of assessment requires faculty to articulate expectations for student performance at the course and program levels and in general education. Performance standards are established through a multi-layered, faculty-driven process. IU Southeast devotes resources to ensure that instructors remain current in their fields, that they are pedagogically skilled, and that they are supported through opportunities for professional development.

IU Southeast is committed to connecting students to personal services and has compiled frequently accessed services on the Succeed at IU Southeast web page. Student support services are tailored to address the needs of our unique student populations.

The campus takes seriously its commitment to helping students flourish academically. A robust advising culture helps students map the most efficient route to on-time graduation in their fields and the best program matches for their intended careers. Each school houses professional advisors trained to assist students in specialized academic disciplines.

Intellectual knowledge is strengthened and reinforced through relevant co-curricular activities that provide practical experiences and growth opportunities for students in the community, from

internships to service learning projects. Meanwhile, our Honors Program, performing arts departments, The Common Experience, Campus Activities Board, Office of International Programs and other units bring the world to campus.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

4.A.1.

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).

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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).

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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.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1.

From Fall 2006 to Fall 2018, credit hours have increased and decreased in direct relationship to the regional unemployment rate (as illustrated here: 2749). Since the last comprehensive visit, fall enrollment has steadily declined from a high-water mark of 73,800 credit hours in Fall 2011 to a level that is slightly lower than Fall 2006.

During this 12-year period of rising and falling enrollments, IU Southeast has successfully maintained and managed its financial, human, and physical resources to support its mission and operations. The total general fund budget for fiscal year 2019 (FY19) was $56.6 million, with 69.1 percent ($39.1 million) allocated for personnel-related expenditures (2037). For purposes of comparison, the general fund budget was $54.8 million in FY10, with 65.7% allocated for personnel-related expenditures. State operating appropriation was $20.1 million in FY19, compared to the high-water mark of $20.8 million in FY10 (2038). From FY10 to FY12, state operating appropriation declined by $1.9 million due to statewide reductions in higher education funding. Since FY14, the state operating appropriation has increased $1.2 million due to favorable outcomes related to the state's performance funding metrics. Despite budgetary challenges due to enrollment trends and patterns, the campus's budgetary strategy has avoided laying off faculty or staff. In fact, the campus has been able to add academic programs and faculty lines as a result of sound fiscal management.

Since the last comprehensive visit in 2010, full-time instructional salaries as a percentage of tuition revenue have increased from 60.5 percent in FY10 to 61.4 percent in FY19. Full-time staff salaries as a percentage of tuition revenue have decreased from 34.4 percent in FY10 to 27.0 percent in FY19. There are three primary reasons for the decline in staff salaries (as a percentage of tuition revenue). First, the university implemented a shared services performance improvement process between 2010 and 2012. The shared services model moved common back-office functions in the Admissions, Bursar, Financial Aid, and Registrar offices to University Student Systems and Services (USSS: 2625) at IU Bloomington, allowing the IU Southeast campus to focus on student-facing functions (for more information about USSS and its mission and goals, please see: 2009; 2010; 2011). Second, our campus Information Technology group was moved from the campus chart of accounts to University Administration in FY14. This change had the effect of moving IT staff salaries from compensation (within our financials) to university assessment (a deduction from our financials). Lastly, the staff salary percentage reflects personnel reductions in the last two years that resulted from a budget realignment initiative. Campus leadership closely monitors staffing levels in all support units to ensure that human resources are sufficient to support campus operations. Some campus constituents suggest that the Cabinet is less transparent at the decision-making level than it is at disseminating its decisions, suggesting an opportunity for growth and improvement.

The physical campus is comprised of fourteen buildings and five residential lodges totaling 783,000 square feet, with 100 percent wireless access to the campus network. Our physical space inventory includes five academic buildings with approximately 140 classrooms, labs, and meeting spaces, all equipped with the latest instructional technologies. From 2010 to the present, the campus has completed 108 capital projects totaling $27 million in value (2019). The majority of funding came from state-funded capital appropriations and R&R (repair and rehabilitation) allocations.

Indiana University is a Big Ten and national leader in information technology infrastructure, systems, services, and capabilities. The Office of Information Technology (IT) at IU Southeast is represented by the Chief Information Officer (CIO) and IT leadership team (1690; 1985). IU's regional IT departments, including IU Southeast's, are part of University Information Technology Services (UITS), which provides seamless system-wide IT services. The guiding document for IT is: Empowering People: Indiana University's Strategic Plan for Information Technology (2000).

IU Southeast's IT staff and resources report to a Regional CIO who is a member of the Office of the Vice President for IT (OVPIT: 2002). "The Regional CIO directs the regional campuses to work together to deliver consistent and coordinated system-wide services, while maintaining their distinctive campus identities" (1985). Coordinated services include infrastructure and other services that parallel those provided by UITS on the Bloomington and Indianapolis (IUPUI) campuses. The Regional CIO is responsible for oversight of campus-level research technologies, IT training and education, student technology centers and consultants, classroom technology services, user support, telephone operations, systems development, data network, and media production and video services (1986).

IT maintains and provides access to a campus-wide data network, as well as access to the statewide I-Light (2626) high-speed fiber network connecting all IU campuses. The IT department is the primary technology resource for the campus. With the intent of being a complete user service, yet mindful of limited resources, IT accepts computing function-related questions, comments, or requests from IU Southeast personnel and students and makes every effort to provide appropriate support.

In addition to traditional customer support, IT consults on all new campus construction and renovations, ensuring that the technology infrastructure is designed and installed properly, with an

eye toward future needs and opportunities.

One of the most significant and far-reaching changes for the campus since the last comprehensive visit in 2010 has been the advancement of online education. Presently, over 20 percent of all campus sections are taught online (2017). From 2010 to 2018, IU Southeast jumped from last to second place among IU regional campuses in online credit hour enrollment and production. Further, IU Southeast has received HLC approval for distance education and has significantly increased the number of available online programs through collaborative agreements with other IU campuses (e.g. 1478), contributing to the growth in online credit hours.

IU Southeast supports online instruction through campus-funded initiatives and support from the IU Office of Online Education (OOE: 2003). One of the first moves to support online instruction was to convert the position of director of the Institute for Learning and Teaching Excellence (ILTE) from part-time to full-time. A third support position, instructional designer and technology specialist, was subsequently added to the ILTE team. This position supports Quality Matters (1409) training and peer review, leading to Quality Matters certification of online and hybrid courses (2580). Additionally, the campus provides ongoing training to faculty for both hybrid and online course development, as well as grants to faculty for online course development and peer review. The Office of Academic Affairs has funded Strategic Excellence grants for faculty members pursuing Quality Matters certification for their courses (1669). For its part, OOE also provides administrative assistance for state regulatory filings, delivers student support services across all campuses, and serves as the convener of academic and faculty leadership for the IU system (1996; 2004).

Since the last comprehensive visit, IU Southeast has moved its Graduate Center (1779) in Jeffersonville, IN, to a location near the original campus site, which is in close proximity to downtown Louisville, Ky. With this relocation, the campus achieved a 46 percent increase in space with only a 14 percent increase in occupancy costs. This 5,600 square foot facility is equipped with four state-of-the-art classrooms, study spaces, an IT support desk, a faculty office, and a kitchenette.

5.A.2.

Responsibility Centered Management ("RCM") is a hallmark of IU's resource allocation process. IU Southeast is a separate RCM unit within the IU system. Accordingly, all revenues attributable to IU Southeast are credited to the campus chart of accounts. Similarly, all expenses attributable to the campus must be funded by the campus chart of accounts (see discussion of IU support below). Campus leadership must ensure that total operating expenses remain in alignment with revenues.

The campus is charged an assessment to cover its share of funding for selected IU system services. The assessment charged to all IU campuses provides full or partial funding for twenty university units, such as the Office of the President, University Academic Affairs, Alumni Relations, Office of Affirmative Action, Capital Planning and Facilities, General Counsel, Public Affairs and Government Relations, and International Affairs (to name a few). As a percentage of the total general fund budget, the assessment has ranged between 10.1 percent and 10.6 percent since FY14 (2037).

Within the campus chart of accounts, revenue and expenses are attributed to each of the six main revenue-generating schools. In 2013, the Vice Chancellor for Administration and Finance and the Executive Vice Chancellor for Academic Affairs worked collaboratively to develop a reporting process to monitor the financial performance of each school for a five-year period that includes the fiscal year just ended and the four preceding fiscal years. The result was a "delta" report that shows the change in surplus/deficit each year during the five-year period (e.g. 2643; 2644; 2645; 2646;

2647; 2648). Looking at the change in surplus/deficit (vs. the surplus/deficit itself) by school provides insightful information regarding the underlying drivers for campus-level changes in financial performance from year-to-year.

The campus resource allocation process has allowed it to support academic programs and devote additional resources to student success. All existing and new position requests must be approved by the campus Cabinet, which places the academic mission of the campus as the highest priority (2755). Campus allocations follow a rigorous budget construction process, with input and monitoring by a Faculty Senate Budgetary Affairs Committee and annual recommendations by a Campus Budgetary Advisory Committee (1629).

An annual budget conference with IU's Executive Vice President for Academic Affairs, along with oversight of the budget construction process by the University CFO and University Budget Office (2627), ensure that resource allocations are consistent with campus and University missions and strategic plans. The Vice Chancellor for Administration and Finance (2117) submits periodic documentation to the University Budget Office for the purpose of reporting year-end projections, budget assumptions and allocations, and year-end financial results. Additional transparency and appropriate resource allocation are supported by annual presentations to the campus community by the Vice Chancellor for Administration and Finance.

5.A.3.

The campus completed an extensive update of its five-year strategic plan in 2015 (0299). The new plan will guide campus goals, objectives, and initiatives through 2021. The updated plan includes revised vision, mission, and diversity statements.

The campus mission continues to focus primarily on Southern Indiana and the Greater Louisville metropolitan area. In recent years, the construction of campus housing has allowed IU Southeast to recruit students in neighboring Indiana areas adjacent to its service region. Our academic program portfolio continues to be primarily undergraduate (2664); however, IU Southeast has been adding graduate programs to leverage its proximity to Louisville and capitalize upon the economic growth in the region. This growth is due, in part, to the construction of two bridges over the Ohio River, the completion of the interstate freeway that is a major feeder to campus, and the development of a nearby major commercial site.

IU Southeast continues to make student success a major priority and is mindful that a student population that is largely comprised of Pell-eligible and first-generation college students requires consistent, data-informed attention. With that in mind, IU Southeast has been a member of the HLC's Persistence and Completion Academy (see responses from the PCA: 2249) and the campus was also one of 44 institutions selected as part of the AASCU's Re-Imagining the First Year Initiative. These efforts have contributed to recent improvements in graduation rates. The campus's four-year graduation rate has more than doubled, increasing to 20.7 percent in 2018, and ICHE reports that the campus' six-year graduation rate that includes students transferring out to other IN institutions is now at 43.7 percent (2317).

Another aspect of our persistence strategy involves the pursuit of Carnegie Classification for Community Engagement. We recently added "community" to our mission statement and have allocated resources to support this important mission component (this is concrete support for Blueprint 2.0: The Strategic Plan for the Regional Campuses of Indiana University: 0792). The Office of Academic Affairs established the Office of Community Engagement to concentrate and

coordinate efforts in this important area. IU Southeast utilizes the *Collaboratory* (2342) as a means of tracking the community engagement of the campus to ensure consistency with mission. To further support the IU Southeast community mission, the Office of Academic Affairs supports the Regional Research and Creativity Initiative, a grant program that supports community-linked faculty research and creative activity (1843). This supports the Indiana Commission for Higher Education's regional campus mission policy document (2044).

5.A.4.

IU Southeast maintains and follows policies for the recruitment of qualified staff in all areas (2736; 1977; 2755); for a summary of practices, please read the following article: 2665. As outlined by Indiana University Policy HR-03-40 (2649), all staff positions have a detailed position description, specifying the duties, responsibilities, and required professional/academic qualifications of the position (2641; 2642). All position descriptions are reviewed by the Cabinet prior to filling vacant positions.

Additionally, IU Southeast has adopted new hiring policies for faculty to ensure that they meet HLC expectations of faculty qualification (1867). IU Southeast Academic Affairs established an Adjunct Faculty Scholars Program that provides financial incentives to adjunct faculty to pursue professional and teaching development. Academic Affairs also established an annual Adjunct Faculty Scholars Conference to support the professional development of adjunct faculty at IU Southeast and in the region, collaborating with other institutions to foster excellence among part-time instructors. Further, the Office of Academic Affairs subsidizes adjunct faculty attending the IU FACET's Adjunct Faculty and Lecturers' Conference (FALCON: 1990), an annual gathering devoted to the professional needs of lecturers and adjunct faculty members at Indiana University.

Various IU and IU Southeast offices provide training opportunities throughout the year for all IU Southeast employees. The supporting offices include IU and campus Human Resources (1997; 2008), Equity and Diversity (2062), Police and Public Safety, University VPCFO units (2015), University Information Technology Services (2058), and IU Southeast Administrative Affairs units (1864; 2386). IU Southeast faculty and staff pursue training through both on-campus means and Canvas sites populated by Indiana University (2662). Required training is tested and monitored for participation.

IU's Office of General Counsel oversees employee training for topics that are regulatory in nature (1994). Examples of training topics presented by the office include:

- Indiana's Access to Public Records Act
- Foreign Corrupt Practices Act
- Key Issues in Contracts
- Copyright Issues
- Student Welfare Initiative
- Title IX and Student Judicial Processes
- Due Process in Student Disciplinary Matters
- Attorney-Client Privilege
- Fiscal Officer Training
- Family Educational Rights and Privacy Act (FERPA)
- Immigration Process
- IU's Intellectual Property Policy

From FY10 to FY18, the campus has invested over $1 million in the professional development of faculty and staff (2036). Professional development activities include external conferences, workshops, and technical/professional training sessions.

5.A.5.

As a regional campus of Indiana University, IU Southeast has rigorous processes in place for budgeting and monitoring expenses, which are outlined in section B of the Administrative Affairs Policies and Procedures Manual (PPM: 1577). The budget construction process starts each year with a campus-wide e-mail from the chancellor that provides overarching themes and direction for the upcoming budget cycle. The Office of Accounting Services then issues detailed budget instructions that guide account managers through the process (e.g. 2035). All new budgetary requests are made annually to the Cabinet during the budget construction process. Additional requests throughout the year and the refilling of positions must be approved by the Cabinet. This ensures that all budgetary allocations are monitored on an ongoing basis. The campus meets with IU leadership annually for a budget conference, and campus leadership submits an end-of-year budget report demonstrating that allocations are consistent with the campus mission and the University's strategic plan.

Indiana University's Information Environment (IUIE: 2057) contains an extensive library of financial reports to help account managers monitor revenue and expenses down to the object code level. Account managers are required to reconcile accounts monthly (see PPM section B-3: 2635), and all campus contracts must be reviewed and approved by the central University Budget Office. Individual campuses or units within the campus may not enter into any contract without central approval. The campus also has two fiscal officers who work closely with academic units and other divisions to assist and advise on financial matters. The two fiscal officers meet with account managers throughout the year regarding financial affairs and expenses (2636).

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1.

IU Southeast provides regular reports to the IU Board of Trustees (BoT: 1716). Board members receive routine information such as enrollment and budgetary updates, as well as specific reports on matters such as diversity (for a comprehensive archive of BoT meeting minutes, see: 2208). All new academic programs must be approved by the BoT. The campus Chancellor regularly attends board meetings. The Office of University Academic Affairs (2628), which oversees all regional campuses, attends all BoT meetings and provides frequent information on all regional campuses. Additionally, University Academic Affairs maintains regular contact with the Indiana Commission for Higher Education. University Academic Affairs represents the campus at Commission meetings and presents new program proposals. The IU BoT has a practice of holding periodic meetings on each of the IU campuses (1653), with Trustee meetings held at IU Southeast in November 2014 and 2018.

5.B.2.

Indiana University has an extensive online library of policies and procedures (which are centrally located and accessed here: 2039). These govern the day-to-day operations of the institution. University policies cover and are organized by the following areas:

- Academic, Faculty, and Students (2040)
- Administrative and Operational (2041)Financial (2046)
- Human Resources (2048)
- Information and Information Technology (IT) (2049)
- Research (2051)

IU has a strong history of shared governance, and this tradition is clearly evident at IU Southeast. The campus has a Faculty Senate whose executive leadership meets monthly with the Chancellor and Executive Vice Chancellor for Academic Affairs. The senior leadership Cabinet also regularly attends monthly Faculty Senate meetings. The Faculty Senate President and Executive Vice Chancellor for Academic Affairs meet monthly. Additionally, the Faculty Senate President is a member of the Regional Faculty Caucus (RFC: 1983), a group of Faculty Senate Presidents from all

regional campuses. The RFC meets monthly with University Academic Affairs Leadership. The current Faculty Senate President, Joe Wert, served as co-chair of the University Faculty Council (UFC: 1989) and provided regular updates on faculty matters and accomplishments to the BoT. Campus chancellors serve on the Regional Campus Cabinet (2005) and meet regularly with senior leadership of University Academic Affairs, and all regularly attend BoT meetings. Executive vice chancellors of the regional campuses sit on the Council for Regional Campus Excellence (2006) and meet regularly to discuss university academic policies and collaborative opportunities. University Academic Affairs holds an annual Chancellor's Summit with participation of campus chancellors, executive vice chancellors, deans, and faculty senate leadership. Two recent outcomes that point to shared governance include action items related to learner focus and community engagement. Meetings of deans, unit heads and coordinators provide further avenues for discussions of academic policies to reach all constituencies. Additionally, for the past three years, University Academic Affairs has convened the regional campus Executive Vice Chancellors and respective Faculty Senate Presidents. Recent items of discussion included excellence in teaching, student success, and enrollment trends

The Campus Budgetary Advisory Group (CBAG: 2640) has broad representation across campus and makes specific strategic budgetary recommendations (e.g. 2020; 2021; 2022; 2023; 2024; 2025; 2026; 2027; 2028; 2650). Evidence shows that CBAG recommendations have been regularly approved, adopted, and implemented by campus leadership (2651).

A Faculty Senate Budgetary Affairs Committee meets regularly with the campus CFO and proposes annual recommendations (for the official charge of the committee, see: 2505). The campus CFO serves as a resource to the Faculty Senate Committee and provides information on an ongoing basis. The Faculty Senate President sits in on all budget construction hearings and provides feedback to the senior leadership team regarding specific budgetary requests. Student representatives serve on selected administrative committees and on the Campus Budgetary Advisory Group.

The campus maintains an active Board of Advisors (BoA) that assist the Chancellor in advisory issues (for a full list of Advisors, see: 2653). There is also an active committee structure that advises the campus' senior leadership on strategic direction (for a full list of advisors and committees, see 2633). Additionally, an active Staff Council (1706; 2639) engages and represents all IU Southeast staff on vital issues. Representatives of the Staff Council serve on key campus committees and have representation on the Faculty Senate.

In 2017, Indiana University hired the Gallup organization to conduct an employee engagement survey of all full-time staff on all campuses. The survey gauged the extent to which staff members felt like they were "getting, giving, belonging, growing, and being included" (attributes of engagement) in their respective workplaces. The resulting ratings for our campus were higher than the IU sample for all 12 of the core questions in the survey. On a scale of 1 to 5 (1=low, 5=high), the "grand mean" for the campus was 3.94, compared to 3.69 for the entire IU system (2493). The engagement survey will be conducted every 2 to 3 years from this point forward.

5.B.3.

Processes exist for the setting and changing of academic requirements and policy (1751; 1753). Academic curricula and policies are determined by the faculty (Faculty Senate meeting minutes demonstrate this fact and provide examples of curricular and policy changes from 2011 to 2019: 2606). All academic policy changes or new academic programs begin with the Senate Academic Policies Committee, after approval of respective program and academic unit faculty (for

the official charge of the committee, see: 2505). New academic requirements or policies from the Academic Policy Committee are then proposed to the Faculty Senate. All academic programs approved by Faculty Senate must then be approved by senior administration before commencement of the off-campus approval process. Selected programs must also receive approval from university-wide bodies that include the Academic Leadership Council and the Board of Trustees. Programs must then be approved by the Indiana Commission for Higher Education.

Faculty Senate committees regularly conduct business that supports the academic and administrative missions of the campus, and administrative committees provide important input on such matters (2633).

Student representatives sit on key governance committees, including the Campus Budgetary Advisory Group, the IU Board of Trustees, and the Indiana Commission for Higher Education (ICHE). Additionally, the Student Government President serves as a nonvoting member of Faculty Senate (1708).

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1.

Budgetary requests must provide linkage to the campus strategic plan and mission. Budget managers must be able to show and justify how such requests link back to the mission and the strategic plan (see PPM B-2: 2637).

The Academic Council, which is continuously evolving its processes, includes a standing agenda item of planning and budgeting (please see two examples of agenda items: 2660; 2661).

Student success initiatives are among the highest priorities for our campus and Indiana University. In 2015, the University approved a student success fee for all regional campuses to generate additional funding for new student success initiatives. This new fee ($25 per student per semester) has funded approximately $473,700 in new student success initiatives (2060). The following list is an example of the types of initiatives that were introduced at the Southeast campus:

- Persistence, automatic, and peer mentor scholarships
- A full-time persistence coordinator
- Ruffalo Noel Levitz Retention Management System
- AASCU training and development
- Co-Requisite model implementation
- Mentoring Center Collegiate Success Institute
- Summer Bridge programs
- "Degree In 4" programs
- Ad Astra HESI Dashboard project (2658)
- Gateway Course Re-Design

5.C.2.

The budget request process requires the presentation of assessment data and program review findings. In addition to showing consistency with the campus strategic plan, budgetary requests must

also be accompanied by summary assessment data and any information regarding program reviews (2065; 2638). This allows the Cabinet to identify potential strengths and opportunities and allocate resources to effectively support strategic priorities of the campus.

Assessment is a standing agenda item for the Academic Council (see examples of agenda items: 2660; 2661; 2666; 2667). This includes assessment of student learning, co-curricular experiences, and key areas of student affairs, administrative affairs, and advancement. Assessment and program review summary data were added to the budget construction process and receive consideration for budget requests (e.g. 2065; 2780). Additionally, the Academic Council was established for the purpose of sharing assessment and program review data across academic leadership and the Cabinet (for example of agenda, please see: 2660). This is a process that continues to evolve, and additional work is needed to improve.

5.C.3.

Strategic planning continues to be a campus-wide initiative. All faculty, staff, students, and internal stakeholders have opportunities to provide input. In the Fall 2016, the Chancellor convened an executive leadership retreat. Senior administrative leadership, along with deans and directors, gathered for a three-day overnight retreat to discuss and deliberate priorities in the strategic plan and potential actions for implementation (see agenda for the leadership retreat for a list of priorities discussed: 0396). Additionally, the Board of Advisors was able to provide input and analysis to the plan (see sample of BoA minutes: 2698).

At the start of each academic year, campus chancellors, executive vice chancellors, and deans meet in Bloomington to discuss possible strategic initiatives of the regional campuses collectively. Recent initiatives emerging from this retreat include the drive of the regional campuses to distinguish themselves as learner-focused institutions and the enhanced commitment to community engagement.

5.C.4.

The Course Inventory Initiative in Academic Affairs is an example of planning that reflects current capacity. Academic units engage in "strategic scheduling," utilizing sophisticated data tools provided by the university. Some used a third-party vendor such as Ad Astra (2629). The goal has been to maximize the effectiveness of resources by reducing poorly attended sessions while continuing to deliver academic excellence to all students. As a result of planning from the Course Inventory Initiative, the campus reduced spending on part-time faculty instruction by approximately $600,000 over a multiple-year period (2037). Since the initial use of Ad Astra, the university has added AM 360 (2668), a series of data dashboards providing actionable information about such things as enrollment, wait lists, and financial performance.

Over the last 18 months, the campus demonstrated its ability to adjust to changing conditions in a proactive, strategic manner. As mentioned in Section 5.A.1., the campus has endured a seven-year decline in credit hours since FY12. The campus started FY18 with a structural deficit of $1.6 million. The main causes of the deficit were multi-year credit hour declines (due to a "red hot regional economy") and employee headcount levels that were out of alignment with current revenue levels. Specifically, Fall 2017 credit hours were slightly lower than Fall 2006 credit hours; however, employee headcount was approximately 40 FTE's higher than 2006 (30 faculty and 10 staff). Immediately following the approval of the FY18 operating budget by the Trustees in June 2017, campus leadership implemented spending controls and started to work on a significant budget reduction plan. The spending controls were focused on personnel vacancies, part-time faculty and

staff, travel, hospitality, sponsorships, memberships, and general operating expenses. The budget reduction plan, as reported to the University Budget Office, outlined a comprehensive realignment of the budget to current revenue levels. Simultaneously, the campus continued its work on the five following strategic priorities:

1. **An increased focus on "adult" learners.** Last fall, the campus launched a new web site that makes it easier for "adult" learners to find online and evening programs (1587). Academic programs also revised course schedules to support more evening and online course delivery. The result was a significant increase in the number of adult-friendly programs.
2. **Growth of graduate programs.** As mentioned above, graduate credit hours are on the rise following five years of declines. A new Master of Science in Nursing was rolled out in Fall 2017, and a new Master of Science in Management and Master of Arts in Mental Health Counseling began in Fall 2018. As commented on in other sections above, several other graduate programs are in various stages of University, Trustee, and ICHE approval.
3. **Continued growth of online education and regional campus collaborative programs.** IU Southeast has jumped from last to second place among regional campuses for online credit hour enrollment and production (1988).
4. **The implementation of a strategic enrollment management program.** The campus has engaged EAB-Royall for inquiry generation, application generation, and yield optimization services in 2018 and 2019.
5. **Continued focus on retention and completion.** Performance funding increased $413,300 in FY18, the largest increase since FY09 (2652). Improvements in student retention and completion will lead to further increases in performance funding in future biennial budgets.

As a result of the above actions and strategies, IU Southeast ended FY18 with a budget surplus. The significance of this accomplishment cannot be overstated. Chancellor Wallace provided critical budget updates in January 2017, June 2017, September 2017, November 2017, and January 2018 (for emails, see: 2654; for history of budget messages, see: 2697). Campus leadership worked diligently and effectively throughout 2017-18 to "right-size" the budget, resulting in a balanced budget for FY19.

Starting in 2013, the Vice Chancellor for Administration and Finance has provided a budget presentation to the campus community every summer (e.g. 2029; 2030; 2031; 2032; 2033; 2034). The presentation includes credit-hour trends, funding strategies, major budget assumptions and highlights, and state appropriation performance funding progress. The sessions are well attended and have helped the campus community understand the major components and themes of the current year's budget.

Academic Affairs recently supported the acquisition of Burning Glass Labor Market Insight (2063) and Burning Glass Program Insight, data resources that help educators track demand and build and align programs with what employers need. The acquisition of Burning Glass Labor Market Insight and Program Insight facilitates more targeted responsiveness to regional labor market trends, but this only amplifies longstanding campus efforts to serve the needs of the region. One recent example of our responsiveness to labor market trends is the development of the professional selling concentration in the School of Business, and the construction of the Sanders Professional Sales Center. A prior market analysis conducted by Deloitte had indicated a high anticipated demand in sales occupations in the Louisville metro area.

5.C.5.

IU Southeast subscribes to the Education Advisory Board (EAB: 1961) Academic Affairs Forum, which is used extensively by Academic Affairs and other divisions as part of their ongoing planning. EAB representatives visit the campus and provide expert presentations based on its needs. Prior topics for presentations include efficient academic scheduling and integrating academic and career development. The Executive Vice Chancellor for Academic Affairs attends the annual EAB Provost Roundtable, an event that features the most recent best practice research and trends impacting higher education.

In anticipation of demographic shifts in the campus's geographic market, the campus recently invested in EAB's Royall and Company Prospects, Applications and Yield Optimization modules. This substantial financial investment will allow the campus to serve its vital mission in the region and do so in a financially sustainable manner.

University Information and Technology Services (UITS) positions the entire university favorably with respect to emerging technology. The campus benefits tremendously from the technological infrastructure built and maintained by UITS. An example of the support from UITS that allows the campus to respond to demographic shifts is the recent release of Academic Measures 360 (2668), an IU-wide platform that makes useful data—including financial records, credit hours, student majors and more—accessible to deans, department chairs and campus administrators in real time.

The Chief Information Officer and Executive Director of Information Technology attend the annual CES (formerly known as the Consumer Electronics Show) so that the campus remains at the leading edge of technology applications in higher education.

The Office of Academic Affairs supports attendance at annual AASCU Academic Affairs meetings and the annual convening of Complete College America, two venues that typically address emerging factors impacting higher education.

The Executive Vice Chancellor for Academic Affairs is also a regular attendee of the Lumina Talent Hub (2061) Annual Convening, an invitation-only event that focuses on college completion and emerging factors such as employment outcomes, transparency, and accountability.

Another example of our increasing emphasis on employment outcomes is the development of the BASES Program (2055). The BASES (business, arts & sciences, education, society) program encourages students to pursue minors outside of their academic discipline, thus diversifying their skills and competencies and increasing the likelihood of a successful employment outcome post-graduation (for additional data, see presentation: 2659).

In keeping with its mission, IU Southeast strives to be responsive to emerging needs in the region, as they manifest themselves, often through community engagement. For example, the School of Natural Sciences was approached by a local healthcare system to develop a four-year program in medical coding, an urgent need across the industry. This led to the development of a degree in Health Information Administration (2630). The opioid crisis in Indiana and the consequential strain on mental health services spurred the development of the Master of Arts in Mental Health Counseling (2007). Transformations in the technology and business of journalism and communications drove the development of the Multimedia Journalism (2042) concentration. The campus established an Internet radio station, Horizon Radio (2620), to further prepare students for emerging technologies impacting certain industries. The concentration in Supply Chain and Information Management (2052) remains highly responsive to changes in the sector, based on intelligence from local industry (UPS) and the leading role played by IU Southeast faculty in the leading industry organization (APICS). Sensitivity

to generational interest in environmental conservation and social enterprise drove the construction of our new undergraduate degree in Sustainability and Regeneration (2053), while an EAB-commissioned study for graduate programs in the Louisville metro area led to the development of the Master of Science in Management (2050).

Numerous reports, including that produced by Deloitte in 2013, have predicted strong demographic shifts in our service area, notably a decline in traditional students and a rise in what are considered nontraditional and adult students (2631). To proactively meet this challenge, IU Southeast established the flexible programs website, featuring adult-friendly programs (cited in 5.C.4.). Additionally, the campus established the Crimson Advantage (1519) with Jefferson Community and Technical College (JCTC) to position the campus favorably in anticipation of reductions in traditional age students. The Office of Academic Affairs also supported participation in Degrees Work (2045), a consortium of several area universities that assisted adults returning to college, and from there, to the workforce.

An example of information on trends and intelligence received from Indiana University is the IU Southeast 2019 Campus Research Summary (2781). The purpose of this research was to evaluate marketing strategies in order to connect with prospective students. As a result, it contains useful data on enrollment patterns and trends, and the final report was submitted to the Cabinet in July 2019 for review.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1.

The campus conducts both periodic and annual operational assessments. Below is a representative sample:

- All Student Survey (2391) :The 2017 survey measured student satisfaction with support units
- Annual Recent Graduate (Alumni) Survey (2539; 2540; 2541; 2542)
- Biennial Dining Services Survey (2655; 2656)
- Dining Services Consultant Review with Survey (2663)
- University Employee Engagement Survey (2493)
- Ad Astra Class Scheduling Assessment (2658)
- 2018 Gallup Undergraduate Alumni Survey (2047)
- Office of Residence Life and House Survey using EBI/Skyfactor (2439)
- School Delta Reports (e.g. 2643; 2644; 2645; 2646; 2647; 2648)

The Office of Academic Affairs implemented a new and improved program review process in 2014. All academic programs undergo regular program review (see Criterion 4 for additional information on program review).

The entire university is audited annually by Indiana's State Board of Accounts (2056). The institution has a long history of receiving unqualified ("clean") audits. Consolidated annual financial reports dating back to 2001-02 (with audit opinion letters) are posted here: 1993.

To sharpen both availability and usefulness of data, the university launched AM 360 (2668), a comprehensive data dashboard that presents data on various performance metrics critical to academic operations. AM 360 presents real-time data at the campus, unit, and course level.

The Office of University Institutional Research and Reporting (UIRR: 2283) completes myriad federal and state compliance reports and produces official university reports on admissions, enrollment, retention, graduation rates, degree completions, and financial aid for Indiana University and all its campuses. UIRR maintains and provides data that support IU's compliance-reporting, accreditation, decision-making, and strategic planning processes.

The Office of Online Education maintains a robust reporting structure on the online environment for both the campus and university and provides regular reports to the academic units in order that they might make informed programmatic decisions (2657).

5.D.2.

The Division of Administrative Affairs has a long track record for learning from its operational experience and applying that learning to improve effectiveness. Administrative Affairs is comprised of six operating units: Accounting Services, Human Resources, Facility Operations, University Police, Dining Services, and the Ogle Center (2632).

Accounting Services has developed and implemented a shared service model whereby financial services are provided to schools and departments, leveraging the expertise and experience of a highly qualified and efficient financial team. The model was developed from many years of operational experience regarding the financial capabilities of schools and departments. Over the last five years, three offices from three divisions (Accounting Services, Registrar, Financial Aid) have worked together to develop and plan a unified, "one stop" service model. In June 2019, Student Central will officially open in University Center South. The "one stop" service model has proven to be a best practice in higher education.

In collaboration with University HR, our campus HR department has streamlined the hiring process with the use of PeopleAdmin's online application system. In addition, a major job framework redesign process is underway. This initiative will re-engineer traditional job classifications and position descriptions, focusing on job functions over titles and classification levels.

Through years of observation, our Facility Operations team learned that a grounds crew of 4 or 5 individuals is not capable of managing a 185-acre campus. Facility Operations leadership started subcontracting routine grounds tasks (mowing, mulching, planting, etc.) to service provider that has a crew of over 30 workers. The subcontracted crew can mow the campus in a matter of hours versus days. Facility Operations also implemented team cleaning to deal with staffing shortages and call-ins.

University Police hired part-time parking enforcement students to monitor to the parking lots and issue parking citations. This allowed full-time officers to dedicate 100% of their time to traditional law enforcement activities. University Police also updated the daily parking permit system in 2017-18. The new system, comprised of four solar-powered drive-up kiosks, allows individuals who do not have a campus parking permit to purchase a one-day permit. Each kiosk accepts cash, credit card, Crimson Card, or a special departmental code for invited guests (e.g., students making an Admissions visit). The combined effect of these changes is a dramatic increase in parking revenue with less human effort.

As mentioned elsewhere in our accreditation documentation, Dining Services conducts periodic surveys to assess operational performance. The surveys have led to new dining concepts, services, and options in response to student, faculty, and staff preferences. In 2014, the campus engaged Port Khouw Consulting to do a study of our dining program and provide recommendations for improvement (for a presentation of results, please see: 2663). The study has been the basis for most of the operational improvements the campus has made in the last five years, including the addition of high demand franchises (Subway, Papa John's). Franchised dining concepts tend to be more efficient and less costly, particularly for smaller dining programs.

The Ogle Center conducts ongoing surveys and focus group sessions with patrons and school administrators to identify opportunities for operational improvement. The insights that are learned from the surveys and focus group sessions are used to adjust the season programming and scheduling to meet patron needs. As a result, patron attendance has increased to record levels over the last five years. We have had more event sellouts in the last five years than the eighteen years prior.

The Academic Council serves as a body that reviews institutional effectiveness reports, assessment, program reviews, and surveys on operations. The group gathers monthly to review and discuss data and findings to keep overall institutional effectiveness at the forefront. This body was restructured for the specific purpose of review and analysis of data and reports with the ultimate intention of continuous improvement.

The campus makes adjustments based on the operational experience and assessment data. One example is the summer bridge program known as Fast Break. The Fast Break program was initially designed to assist and support students entering their freshman year at IU Southeast. The program was conducted for three years, with some success. Yet participation did not reach desired levels, so the program was terminated. Upon detailed review, the Office of Academic Affairs decided to resurrect elements of Fast Break that were critical to student success, namely intensive training in core math and writing skills, and scaled these up with resources diverted from the original summer bridge program. The resulting Math and Writing Boot Camps validated the institutional learning process, but a lack of student interest has resulted in a discontinuation of this opportunity.

Grant activity on campus has seen an increase of over 400 percent in the last three years. With the increase in activity comes an increased need for resources. Recognizing that quality of submissions is an important factor, the chancellor's cabinet responded with a broadened approach of review and approval to improve institutional effectiveness of the grant submission and execution process. Based on operational experience, a communication gap was identified between the primary investigator, dean, and cabinet especially in the areas of financial and human resource commitments. The improved process provides multiple opportunities for interaction on grant activity and reporting.

Such a change is not without controversy, however, and faculty members are awaiting evidence that this new system, which takes agency from faculty members, will yield positive results.

In fall 2016, the Alumni Engagement and Annual Giving Office conducted the first campus community campaign in over 17 years. Employee supported campaigns demonstrate to the community at large and granting agencies that employees are committed to the mission of the campus. Since reinstatement, employee participation in the annual campus community campaign has been on the rise and has increased as much as 20 percent.

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- (2648) Resource - Five-Year Summary of Direct Revenue and Expenses (School of Social Sciences) - 12 July 2018
- (2655) Survey - IU Southeast Dining Services Survey - 28 September 2017
- (2656) Report - IU Southeast Office of Institutional Effectiveness (OIE) 2017 Dining Services Survey Full Report - June 2016
- (2657) Website - Indiana University Office of Online Education (OOE) Reports - 15 April 2019
- (2658) Report - Ad Astra Information Systems HESI Dashboard Checkup for IU Southeast - September 2017
- (2663) Presentation - IU Southeast A New Vision for Campus-Wide Dining - 18 December 2014
- (2668) Website - Indiana University Am 360 Dashboard - 15 April 2019

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

During the 12-year period from 2006 to 2018, a time of rising and falling enrollments, IU Southeast has successfully maintained and managed its financial, human, and physical resources to support its mission and operations. Despite budgetary challenges due to enrollment trends and patterns, the campus has been able to add academic programs and faculty lines as a result of sound fiscal management.

Responsibility Centered Management (RCM) is the basis of IU's resource allocation process. IU Southeast is a separate RCM unit within the IU system. Campus leadership must ensure that total operating expenses remain in alignment with revenues. The campus's own resource allocation process has allowed it to support academic programs and devote additional resources to student success. IU Southeast has rigorous processes in place for budgeting and monitoring expenses, and the campus leadership submits an end-of-year budget report to IU leadership demonstrating that allocations are consistent with the campus mission and the University's strategic plan.

Campus leadership closely monitors staffing levels in all support units to ensure that human resources are sufficient to support campus operations. IU Southeast maintains and follows policies for the recruitment of qualified staff in all areas. Additionally, IU Southeast has adopted new hiring policies for faculty to ensure that they meet HLC expectations of faculty qualification. To extend support to non-tenure-track faculty, IU Southeast Academic Affairs established an Adjunct Faculty Scholars Program that provides financial incentives to adjunct faculty to pursue professional and teaching development. Various IU and IU Southeast offices provide training opportunities throughout the year for all IU Southeast employees. From FY10 to FY18, the campus has invested over $1 million in the professional development of faculty and staff.

University Information and Technology Services (UITS) positions the entire university favorably with respect to emerging technology. The campus benefits tremendously from the technological infrastructure built and maintained by UITS in areas such as campus-level research technologies, IT training and education, student technology centers and consultants, classroom technology services, user support, telephone operations, systems development, data network, and media production and video services.

One of the most significant and far-reaching changes for the campus since the last comprehensive visit in 2010 has been the advancement of online education. From 2010 to 2018, IU Southeast jumped from last to second place among IU regional campuses in online credit hour enrollment and production. Further, IU Southeast has received HLC approval for distance education and has significantly increased the number of available online programs through collaborative agreements with other IU campuses.

Strategic planning is a campus-wide initiative. All faculty, staff, students, and internal stakeholders

have opportunities to provide input. To nurture a culture of continuous improvement across academic and nonacademic units, the campus conducts a wide range of periodic and annual operational assessments. To sharpen both availability and usefulness of assessment, the university launched AM360, a comprehensive data dashboard that presents data on various performance metrics critical to academic operations.

Sources

There are no sources.