

# Indiana University Southeast - IN

HLC ID 1200

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OPEN PATHWAY: Reaffirmation Review

Review Date: 9/9/2019

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*Chancellor*

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*Federal Compliance Reviewer*

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*Team Member*

## Context and Nature of Review

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### Review Date

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9/9/2019

#### Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

#### Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

*There are no forms assigned.*

## Institutional Context

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Indiana University Southeast (IU Southeast) is one of five regional campuses within Indiana University (IU). IU Southeast is a public, four-year comprehensive university located in New Albany, Indiana and serving southern Indiana and the Greater Louisville, Kentucky metropolitan area. IU Southeast was founded as an extension of Indiana University in 1941 as Indiana University Falls City Area Center in Jeffersonville. In 1945 the campus got its first building and changed its name to the Indiana University Jeffersonville Extension Center. Students were able to complete lower division coursework in Jeffersonville before transferring to Indiana University Bloomington to complete their degrees. In 1968, the campus adopted its current name of Indiana University Southeast and also awarded their first associates degrees. IU Southeast awarded its first baccalaureate degrees in elementary education in 1969. In 1971, ground was broken for the current campus location in New Albany, with relocation taking place in 1973. IU Southeast in New Albany has grown from its original three buildings to 11 buildings. In 2003, IU Southeast renewed their association with Jeffersonville by opening their Graduate Center in this community. In 2008, IU Southeast opened five new lodges serving its first residential students. IU Southeast offers 50 credit-bearing certificates, 54 bachelor's degree programs, and 13 master's degree programs.

IU Southeast was first accredited, independent of Indiana University Bloomington, in 1969. It has maintained accreditation since then, and its last comprehensive visit was in 2010. IU Southeast is currently in the Open Pathway, and its Quality Initiative Report involved participation in HLC's Academy for Persistence and Retention. It is currently approved for distance education courses and programs, but is not approved for correspondence education. IU Southeast has no branch campuses, and the Water Tower Square site in Jeffersonville is the only active additional location.

## Interactions with Constituencies

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Academic Affairs Specialist

Administrative and Technical Support Assistant (2)

Assessment and Research Specialist, Institutional Effectiveness

Assessment Committee (8 representatives)

Assistant Dean, Arts and Letters

Assistant Vice President for University Academic Affairs and Director, Office of Collaborative Initiative (housed at IU Bloomington)

Associate Vice President, Office of the Executive Vice President for Academic Affairs; Director, Office of Online Education ((housed at IU Bloomington)

Campus Budgetary Advisory Group

Campus Review Committee (4 representatives)

Chair of Student Retention and Recruitment Committee

Chancellor

Chancellors Advisory Committee on Diversity (13 representatives)

Chancellors Executive Team  
Coordinator of Access Services Campus Accreditation Project Manager  
Coordinator of Disability Services  
Coordinator of Non-Traditional Student and Family Programs Manager  
Coordinator, Mathematics Math Lab  
Coordinator, Orientation  
Data Analyst, Institutional Effectiveness  
Dean for Graduate Studies  
Dean of Business  
Dean of Education  
Dean of Natural Sciences  
Dean of Nursing  
Dean of Social Sciences  
Dean of Student Life  
Dean of Student Success and Persistence  
Director of Admissions  
Director of Career Development  
Director of Financial Aid  
Director of Institute of Teaching and Learning Excellence  
Director of Library Services  
Director of Mentoring  
Director of Student Success Center  
Director, Academic Accounting Services  
Director, Admissions and Recruitment  
Director, Advising Center  
Director, Institutional Effectiveness  
Director, Marketing and Communication  
Director, Personal Counseling Services  
Director, Student Central  
Director, Writing Center  
Executive Assistant, Chancellors Office  
Executive Director, Facility Operations  
Executive Vice Chancellor Academic Affairs  
Faculty Senate (10 representatives)  
General Education Committee (for Assessment) (1 representative)  
General Education Committee (for curriculum review) (2 Faculty)  
Graduate Council (7 Faculty)  
Indiana University Executive Vice President of Academic Affairs

Institute of Teaching and Learning Excellence Technology Coordinator and Instructor

Instructional Designer and Technology Specialist

IU Southeast Advisory Board (5 Members)

Open Forum Criterion 1 and 2 – 9 attendees

Open Forum Criterion 3 and 4 – 13 attendees

Open Forum Criterion 5 – 5 attendees

President of Faculty Senate

Registrar

School Review Committee (7 representatives)

Senate Budgetary Affairs Committee (21 faculty and staff)

Senior Programmer/Analyst, Institutional Effectiveness

Student (1) – Student Portal Review

Undergraduate Curriculum Review (7 Faculty)

Vice Chancellor Administrative Affairs

Vice Chancellor Advancement

Vice Chancellor Student Affairs and Enrollment

## Additional Documents

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- (1938) Resource - IU Southeast Academic Affairs Unit Assessment Plan Structure and Process - July 2018.pdf
- (2000) Strategic Plan - Empowering People Indiana University's Strategic Plan for Information Technology - 10 December 2008.pdf
- (2019) Resource - IU Southeast Capital Projects (Fiscal Years 2010-2018) 9-Year Summary - 21 August 2018.pdf
- (2140) Policy - Indiana University Student and Other University Fees Approval FIN-BUD-80 - 09 November 2016.pdf
- (2251) Minutes - Academic Council Meeting Minutes - 05 October 2018.pdf
- (2252) Minutes - Academic Council Meeting Minutes - 13 October 2017.pdf
- (2253) Minutes - Academic Council Meeting Minutes - 15 September 2017.pdf
- (2293) Resource - IU Southeast Retention and Graduation Rates- 12 November 2018.pdf
- (2443) Report - IU Southeast Common Experience Assessment Report 2016-2017 and 2017-2018 Academic Years - 04 March 2019.pdf
- (2445) Resource - IU Southeast Academy for Diversity and Inclusion Education Program Assessment Criteria - 19 May 2018.pdf
- (2568) Data - IU Southeast Office of Institutional Effectiveness (OIE) 2014-2017 DFW by Percentage - 19 September 2017.pdf
- (2569) Data - IU Southeast Office of Institutional Effectiveness (OIE) 2014-2017 DFW by Sum - 19 September 2017.pdf
- (2663) Presentation - IU Southeast A New Vision for Campus-Wide Dining - 18 December 2014.pdf
- (2733) Report - IU Southeast Office of Institutional Effectiveness (OIE) Feedback Loop Report 2017-2018 - 29 April 2019.pdf
- (2734) Report - IU Southeast Office of Institutional Effectiveness (OIE) Feedback Loop Report 2016-2017 - 29 April 2019.pdf
- (2735) Report - IU Southeast Office of Institutional Effectiveness (OIE) Feedback Loop Report 2015-2016 - 29 April 2019.pdf
- (2782) Report - IU Southeast School of Business Fifth Year CIR Report 2011-2016 Prepared for AACSB-International - 20 March 2017.pdf
- (2785) Report - IU Southeast Program Report for the Preparation of Technology Coaches International Society for Technology in Education (ISTE) 2012 Standards - 15 September 2017.pdf
- (2786) Report - IU Southeast National Recognition Report for the Preparation of Technology Coach (2012 Standards) - 31 January 2018.pdf
- (2787) Resource - IU Southeast Office of Institutional Effectiveness (OIE) Student Affairs Assessment Action Step Mapping - 26 August 2019.pdf
- (2788) Resource - IU Southeast Student Affairs Assessment Meeting - 29 June 2016.pdf
- (2789) Resource - IU Southeast Office of Institutional Effectiveness (OIE) Student Affairs Assessment Planning Page - 22 August 2019.pdf
- (2790) Resource - IU Southeast Office of Institutional Effectiveness (OIE) Institute for Learning and Teaching Excellence (ILTE) Assessment 2018-2019 - 23 August 2019.pdf
- (2791) Resource - IU Southeast Office of Institutional Effectiveness (OIE) Disability Services Assessment 2018-2019 - 23 August 2019.pdf
- (2792) Resource - IU Southeast Communication Studies Assessment 2017-2018 - 22 August 2019.pdf
- (2793) Resource - IU Southeast French Assessment 2016-2017 - 22 August 2019.pdf
- (2794) Resource - IU Southeast Physics Assessment 2017-2018 - 22 August 2019.pdf
- (2795) Resource - IU Southeast Theater Assessment 2016-2017 - 22 August 2019.pdf
- (2796) Resource - IU Southeast MIS Assessment 2017-2018 - 22 August 2019.pdf
- (2797) Data - IU Southeast Office of Institutional Effectiveness 2015-2016 Program Assessment Reports Scored - Fall 2016.pdf
- (2798) Data - IU Southeast Office of Institutional Effectiveness 2016-2017 Program Assessment Reports Scored - Fall 2017.pdf
- (2799) Data - IU Southeast Office of Institutional Effectiveness 2017-2018 Program Assessment Reports Scored - Fall 2018.pdf
- (2800) Resource - IU Southeast History Assessment 2017-2018 - 22 August 2019.pdf
- (2801) Resource - IU Southeast Management M.S. Assessment 2018-2019 - 22 August 2019.pdf

- (2802) Memorandum - IU Southeast Office of Academic Affairs Interdepartmental Communication Promotion and Tenure Schedule for 2019-2020 - 04 March 2019.pdf
- (2803) Resource - IU Southeast Office of Academic Affairs Early Notification Letter for Lecturers Template - 18 March 2019.pdf
- (2804) Resource - IU Southeast Office of Academic Affairs Guidelines for the Preparation of Promotion and Tenure Dossiers 2019-2020 - 16 May 2019.pdf
- (2806) Report - IU Southeast 2017 Periodic Report to the American Chemical Society Committee on Professional Training - 31 May 2017.pdf
- (2807) Email - Important Changes in American Chemical Society (ACS) Approval Process - 10 May 2019.pdf
- (2808) Letter - American Chemical Society (ACS) Approval Letter - 07 March 2018.pdf
- (2809) Email - Annual Report Deadline February 2019 from Academic Affairs - 10 January 2019.pdf
- (2810) Resource - IU Southeast Office of Academic Affairs Faculty Annual Review Sample January to December 2018 - 23 October 2019.pdf
- (2811) Poster - Indiana University Technology Services (UITS) Annual Report Posters - 27 February 2019.pdf
- (2812) Data - IU Southeast Information Technology Improvements Over the Last Two Years - 23 August 2019.pdf
- (2813) Report - IU Southeast Program Review Self-Study Report (School of Arts and Letters - Communication Studies) - 12 December 2017.pdf
- (2814) Report - IU Southeast External Program Review (School of Arts and Letters - Communication Studies) - 12 April 2018.pdf
- (2815) Report - IU Southeast Program Review Self-Study Report (School of Arts and Letters - Fine Arts) - 07 February 2019.pdf
- (2816) Report - IU Southeast External Program Review (School of Arts and Letters - Fine Arts) - 17 April 2019.pdf
- (2817) Report - IU Southeast Program Review Self-Study Report (General Studies) - 17 April 2018.pdf
- (2818) Report - IU Southeast Program Review Self-Study Report (School of Social Sciences - History) - 23 August 2019.pdf
- (2818) Report - IU Southeast Program Review Self-Study Report (School of Social Sciences - History) - 23 August 2019.pdf
- (2819) Report - IU Southeast External Program Review (School of Social Sciences - History) - 17 May 2019.pdf
- (2819) Report - IU Southeast External Program Review (School of Social Sciences - History) - 17 May 2019.pdf
- (2820) Report - IU Southeast Program Review Self-Study Report (School of Social Sciences - Sociology) - 26 August 2019.pdf
- (2821) Report - IU Southeast External Program Review (School of Social Sciences - Sociology) - 12 February 2018.pdf
- (2825) Data - IU Southeast Fall 2018 Indiana Resident Demographic Summary - 23 August 2019.pdf
- (2828) Data - IU Southeast Fall-to-Spring Retention Rate for First-Time Full-Time - 23 August 2019.pdf
- (2829) Email - Two Years of Program Review Schedule sent from Doug Kerr - 23 August 2019.pdf
- (2831) Data - IU Southeast Number and Percentage of Tenure and Tenure-Track Faculty by Minority Status for 2005 and 2016 - 23 August 2019.pdf
- (2839) Website - Indiana University Auxiliary Operating Procedures - 27 August 2019.pdf
- (2840) Data - IU Southeast Budget Reduction Plan - Fall 2018.pdf
- (2841) Data - IU Southeast 2018 Budget Reduction Plan Details - Fall 2018.pdf
- (2842) Data - IU Southeast 2018 Budget Reduction Plan Position Number Cross Reference - Fall 2018.pdf
- (2843) Email - Accreditation Information Request sent from Dean Seuth Chaleunphonh - 27 August 2019.pdf
- (2843) Email - Accreditation Information Request sent from Dean Seuth Chaleunphonh - 27 August 2019.pdf
- (2844) Report - IU Southeast Program Review Self-Study Report (School of Arts and Letters - Philosophy) - 03 May 2010.pdf
- (2845) Report - IU Southeast Program Review 2009-2010 Action Plan (School of Arts and Letters - Philosophy) - n.d..pdf
- (2846) Resource - IU Southeast Physical Development Plan - 1968.pdf
- (2847) Resource - IU Southeast Concept Diagram - 28 February 2012.pdf
- (2848) Resource - IU Southeast Campus Physical Master Land Use Plan - 08 November 2012.pdf
- (2849) Resource - IU Southeast Landscape and Public Space Plan Action Projects Framework - 21 May 2017.pdf
- (2850) Resource - IU Southeast Landscape and Public Space Plan Opportunities and Threats - 25 April 2017.pdf
- (2851) Resource - IU Southeast 2019 Facility Renewal Plan (VFA) - 19 March 2019.pdf
- (2852) Resource - Comprehensive Public Land Management Plan for the IU Southeast Campus - 10 December 2017.pdf
- (2855) Minutes - Indiana University Board of Trustees Business Meeting - 03 February 2017.pdf
- (2856) Minutes - Indiana University Board of Trustees Business Meeting - 14 February 2017.pdf
- (2857) Minutes - Indiana University Board of Trustees Business Meeting - 11 August 2017.pdf
- (2858) Minutes - Indiana University Board of Trustees Business Meeting - 16 June 2017.pdf
- (2864) Minutes - Indiana University Board of Trustees Meeting - 01 December 2016.pdf
- (2865) Minutes - Indiana University Board of Trustees Business Meeting - 01 February 2019.pdf
- (2866) Minutes - Indiana University Board of Trustees Business Meeting - 01 December 2017.pdf
- (2870) Resource - IU Southeast Office of Academic Affairs Program Review Update - 27 August 2019.pdf
- (2871) Resource - IU Southeast Co-Curricular Transcripts for Conferences Trainings or Workshop Experiences (Random Sample) - 27 August 2019.pdf
- (2872) Resource - IU Southeast Co-Curricular Transcripts for Internship or Practicum Experience (Random Sample) - 27 August 2019.pdf
- (2873) Resource - IU Southeast Co-Curricular Transcripts for Project Management Experience - 27 August 2019.pdf
- (2874) Resource - IU Southeast Co-Curricular Transcripts for Service Learning Experience - 27 August 2019.pdf
- (2875) Resource - IU Southeast Co-Curricular Transcripts for Study Abroad Experience - 27 August 2019.pdf
- (2876) Resource - IU Southeast Co-Curricular Transcripts for Undergraduate Research Experience - 27 August 2019.pdf
- (2878) Report - IU Southeast EIC Persistence Initiative - 06 September 2016.pdf
- (2879) Report - IU Southeast Offices of Admissions and Student Financial Aid Recruitment Plan 2015-2020 - 15 October 2015.pdf
- (2880) Report - IU Southeast Registration Communication Overview - 12 August 2019.pdf
- (2881) Resource - IU Southeast Student Affairs Assessment Mapping Completed - 05 September 2017.pdf
- (2882) Resource - IU Southeast Student Engagement Roster Process - 31 August 2016.pdf
- (2883) Addendum - IU Southeast Response to Most Recent Assessment Reports Not Provided - 28 August 2019.pdf
- (2884) Addendum - IU Southeast Response to Program Reviews Not Provided - 28 August 2019.pdf
- (2885) Addendum - IU Southeast Response to Specific Actions Related to Service to the Common Good - 28 August 2019.pdf
- (2886) Addendum - IU Southeast Response to Examples of How Data Collected from Student Surveys Have Been Used to Improve Experience - 28 August 2019.pdf
- (2888) Resource - IU Southeast Common Experience Committee Assessment Plan - 20 July 2017.pdf

- (2889) Resource - IU Southeast International Programs Assessment - 08 August 2017.pdf
- (2890) Resource - IU Southeast Office of Disability Services Assessment Plan Draft - 04 March 2019.pdf
- (2891) Addendum - IU Southeast Response to Diversity Plans (Aggregated) - 29 August 2019.pdf
- (2892) Addendum - IU Southeast Office of the Dean of Student Life Instances of Academic Misconduct 2016-2019 and Resolution Overview - 28 August 2019.pdf
- (2893) Addendum - IU Southeast Academic Affairs Strategic Student Success Plan for Student Retention Persistence to Goals and Degree Completion - 06 November 2013.pdf
- (2894) Data - IU Southeast Office of the Dean of Student Life Academic Misconduct 2016-2019 Resolution Time - 29 August 2019.pdf
- (2896) Syllabus - Area Certificate Political Science Y103 Introduction to American Government (Face-to-Face Full Term) - Spring 2019.pdf
- (2897) Syllabus - Area Certificate History Modern East Asian Civilization (Face-to-Face Full Term) - Spring 2019.pdf
- (2898) Syllabus - B.A. Political Science Y306 State Politics in the United States (Face-to-Face Full Term) - Spring 2019.pdf
- (2899) Syllabus - B.A. Philosophy 140 Introduction to Ethics (Online Summer Term) - Summer 2019.pdf
- (2900) Syllabus - B.A.S. Speech 440 Organizational Communication (Hybrid Full Term) - Fall 2018.pdf
- (2901) Syllabus - B.A.S. Business M300 Introduction to Marketing (Online Full Term) - Spring 2019.pdf
- (2902) Syllabus - B.G.S. English W131 Elementary Composition (Face-to-Face Full Term) - Spring 2019.pdf
- (2903) Syllabus - B.G.S. Speech S121 Public Speaking (Face-to-Face Full Term) - Spring 2019.pdf
- (2904) Syllabus - B.I.S. Speech S122 Interpersonal Communication (Face-to-Face Full Term) - Spring 2019.pdf
- (2905) Syllabus - B.I.S. Fine Arts HI00 Introduction to Visual Art and Art History (Online Full Term) - Fall 2018.pdf
- (2906) Syllabus - B.S. Education E341 Methods of Teaching Reading II (Face-to-Face Full Term) - Fall 2019.pdf
- (2907) Syllabus - B.S. Sociology R326 Masculinity and Society (Face-to-Face Full Term) - Spring 2019 .pdf
- (2908) Syllabus - B.S.B. Business A201 Introduction to Financial Accounting (Face-to-Face Full Term) - Fall 2019.pdf
- (2909) Syllabus - B.S.B. Business M301 Introduction to Marketing Management (Online Full Term) - Spring 2019.pdf
- (2910) Syllabus - B.S.N. Nursing B249 Science and Technology Nursing Practicum - Spring 2019.pdf
- (2911) Syllabus - B.S.N. Nursing S481 Nursing Management and S482 Nursing Practicum - Spring 2019.pdf
- (2912) Syllabus - Certificate English W234 Technical Report Writing (Face-to-Face Full Term) - Fall 2018.pdf
- (2913) Syllabus - Certificate Business W311 New Venture Creation (Hybrid Full Term) - Spring 2018.pdf
- (2914) Syllabus - M.A. English W500 Teaching Composition Issues and Approaches (Online Full Term) - Fall 2019 .pdf
- (2915) Syllabus - M.A. English L503 Teaching Literature in College (Online Full Term) - Fall 2019.pdf
- (2916) Syllabus - M.A.M.H.C. Psychology P540 Principles of Psychological Assessment and Prediction (Face-toFace Full Term) - Fall 2018.pdf
- (2917) Syllabus - M.A.M.H.C. Psychology P690 Practicum in Clinical Psychology (Full Term) - Spring 2019.pdf
- (2918) Syllabus - M.B.A. Business B516 Legal and Ethical Environment of Business (Face-to-Face Accelerated Term) - Spring 2019.pdf
- (2919) Syllabus - M.B.A. Business A508 Organizational Behavior and Leadership (Face-to-Face Summer Term) - Summer 2019.pdf
- (2920) Syllabus - M.I.S. Interdisciplinary Studies D510 Introduction to Graduate Interdisciplinary Studies (Face-to-Face Full Term) - Fall 2019.pdf
- (2921) Syllabus - M.I.S. Interdisciplinary Studies D501 Healing Arts Medicine and Narrative (Face-to-Face Full Term) - Fall 2018.pdf
- (2922) Syllabus - M.S. Business E554 Strategic Human Resource Management (Face-to-Face Accelerated Term) - Spring 2018.pdf
- (2923) Syllabus - M.S. Criminal Justice P550 Prison and Street Gangs (Online Full Term) - Spring 2019.pdf
- (2924) Syllabus - M.S.Ed Education A500 Introduction to Educational Leadership (Online Full Term) - Spring 2019.pdf
- (2925) Syllabus - M.S.Ed Education P507 Assessment in Schools (Hybrid Full Term) - Spring 2019.pdf
- (2926) Syllabus - M.S.N. Nursing R590 Scholarly Project (Hybrid Summer Term) - Summer 2019.pdf
- (2927) Syllabus - M.S.N. Nursing T617 Evaluation in Nursing (Online Summer Term) - Summer 2019.pdf
- (2928) Syllabus - M.S.S.F. Business A507 Modeling and Simulation (Face-to-Face Accelerated Term) - Spring 2019.pdf
- (2929) Syllabus - M.S.S.F. Business C522 Financial Management (Face-to-Face Accelerated Term) - Spring 2019.pdf
- (2930) Syllabus - P.B.C. Education M500 Integrated Professional Seminar and E535 Elementary School Curriculum (Face-to-Face Full Term) - Spring 2018.pdf
- (2931) Syllabus - P.B.C. Business D300 International Business (Online Full Term) - Spring 2019.pdf
- (2932) Minutes - Indiana University Board of Trustees Business Meeting - 05 October 2018.pdf
- (2933) Minutes - Indiana University Board of Trustees Business Meeting - 05 October 2017.pdf
- (2934) Resource - IU Southeast Student Success Center Assessment Plan - 28 August 2019.pdf
- (2935) Report - IU Southeast Student Success Center Assessment Cycle Summary Report 2018-2019 - 29 August 2019.pdf
- (2936) Email - HLC Grievances for Discrimination sent from Vice Chancellor Amanda Stonecipher - 30 August 2019.pdf
- (2936) Report - IU Southeast Disability Services Assessment Cycle Summary Report 2018-2019 - 29 August 2019.pdf
- (2937) Report - IU Southeast Institute for Learning and Teaching Excellence (ILTE) Assessment Cycle Summary Report 2018-2019 - 29 August 2019.pdf
- (2938) Resource - IU Southeast Dual Credit Courses - Fall 2019.pdf
- (2939) Resource - IU Southeast Online Class Offering Summary for Fall 2019 - 09 August 2019.pdf
- (2940) Report - IU Southeast Self-Study Report Focused Evaluation - September 2002.pdf
- (2941) Report - IU Southeast Commission Mandated Progress Report - 15 November 2005.pdf
- (2942) Report - Higher Learning Commission (HLC) Open Pathway Quality Initiative Report Panel Review and Recommendation Form - 02 November 2019.pdf
- (2943) Syllabus - Chemistry C101 Elementary Chemistry (Face-to-Face Full Term) - Fall 2019.pdf
- (2944) Syllabus - Chemistry C101 Elementary Chemistry (Online Full Term) - Fall 2019.pdf
- (2945) Syllabus - Chemistry C101 Elementary Chemistry (Dual Credit) - Fall 2019.pdf
- (2946) Syllabus - Psychology P324 Abnormal Psychology and P624 Principles of Psychopathology (Online Full Term) - Fall 2019.pdf
- (2947) Syllabus - History H105 United States History I (Face-to-Face Full Term) - Fall 2019.pdf
- (2948) Syllabus - History H105 United States History I (Online Full Term) - Fall 2019.pdf
- (2949) Syllabus - History H105 United States History I (Dual Credit) - Fall 2019.pdf
- (2950) Syllabus - Business A508 Organizational Behavior and Leadership (Hybrid Summer Term) - Summer 2019.pdf
- (2951) Syllabus - Business A508 Organizational Behavior and Leadership (Online Full Term) - Fall 2019.pdf

- (2952) Syllabus - Business A508 Organizational Behavior and Leadership (Hybrid Full Term) - Fall 2019.pdf
- (2953) Resource - IU Southeast Fourteen-Year Financial Summary General Fund Budget (Actual Results) - 09 September 2019.pdf
- (2954) Resource - IU Southeast Fiscal Year-End 2019 Campus Narrative - 09 September 2019.pdf
- (2955) Resource - IU Southeast Campus Fee List Fiscal Year 2020 - 09 September 2019.pdf
- (2956) Resource - IU Southeast Non-Instructional Fees Fiscal Year 2020 - 09 September 2019.pdf
- (2957) Email - Name of Housing Survey from Ron Severtis - 09 September 2019.pdf
- (2958) Data - IU Southeast Office of Institutional Effectiveness 2016-2017 Student and Faculty Advising Survey for Arts and Letters - 09 September 2019.pdf
- (2959) Resource - 2019 Desktop and AV Refresh Proposal - 10 September 2019.pdf
- (2960) Minutes - Academic Council Meeting Minutes - 09 February 2018.pdf
- (2961) Minutes - Academic Council Meeting Minutes - 09 March 2018.pdf
- (2962) Minutes - Academic Council Meeting Minutes - 13 April 2018.pdf
- (2963) Data - IU Southeast Office of Institutional Effectiveness Top DFW Rates for Courses Based on Number of Students Enrolled - 09 September 2019.pdf
- (2964) Resource - IU Southeast Fiscal Year 2020 Request for Funding Form Graduate Studies and Research Office Funding from Dean Diane Willie - 21 February 2019.pdf
- (2965) Report - IU Southeast Fall 2017 All Student Survey Report - 08 February 2018.pdf
- (2966) Resource - IU Southeast Fiscal Year 2020 Request for Funding Form Accreditation Review and Dues from Dean Faye Camahalan - 22 February 2019.pdf
- (2967) Resource - IU Southeast FSSE 2018 Academic Advising Topical Model - 09 September 2019.pdf
- (2968) Data - IU Southeast Grade Distribution Success - 09 September 2019.pdf
- (2969) Report - IU Southeast 2017 University Information Technology Services (UITS) User Survey - 10 September 2019.pdf
- (2970) Data - IU Southeast Peer Retention and Graduation Rate Comparisons - 17 April 2018.pdf
- (2971) Report - IU Southeast Peer Institution Benchmarking Report - January 2015.pdf
- (2972) Resource - Budget Request for New Faculty Position Fiscal Year 2020 from Dean Kelly Ryan - 19 February 2019.pdf
- (2973) Resource - IU Southeast Peer Institutions - 18 March 2015.pdf
- (2974) Minutes - Academic Council Meeting - 22 February 2019.pdf
- (2975) Resource - IU Southeast NSSE 2015 Topical Module Academic Advising - 09 September 2019.pdf
- (2976) Resource - IU Southeast NSSE 2018 Topical Module Academic Advising - 09 September 2019.pdf
- (2977) Data - IU Southeast Peer Comparisons Completions - 09 September 2019.pdf
- (2978) Resource - Regional Campus Network Master Plan Summary Fiscal Year 2013-2022 for IU Southeast - 10 September 2019.pdf
- (2979) Data - IU Southeast Fall 2018 FT FYU Running Retention Rate - 04 September 2019.pdf
- (2981) Resource - 2013-2016 General Education Ethical Reasoning Journalism Feedback Loop - 15 December 2017.pdf
- (2983) Email - 2017 Executive Leadership Retreat Agenda Day One from Office of the Chancellor (Documents Attached) - 12 May 2017.pdf
- (2984) Resource - Chemistry General Education Assessment Report Fall 2016-Summer 2017 - 05 January 2018.pdf
- (2986) Resource - IU Southeast Community Perceptions Survey Report - 05 August 2019.pdf
- (2987) Resource - IU Southeast Department of Sociology Response to the General Education Committee - 14 December 2017.pdf
- (2988) Memorandum - New and Budgeted faculty Lines - 04 February 2019.pdf
- (2989) Report - IU Southeast School of Business Supported Learning Business Approach to Improving Outcomes in Introductory Accounting 201 Courses - 10 July 2018.pdf
- (2991) Resource - IU Southeast Office of Institutional Effectiveness History BA Learning Goals Set Curriculum Map - 22 March 2019.pdf
- (2992) Resource - IU Southeast Office of Institutional Effectiveness History BA Curriculum Map - 22 March 2019.pdf
- (2995) Email - Community Conversations from Gloria Murray - 05 September 2019.pdf
- (2997) Resource - IU Southeast Office of Institutional Effectiveness Physics Program Goals Curriculum Map - 09 September 2019.pdf
- (2998) Resource - IU Southeast Office of Institutional Effectiveness Physics Program Outcomes Curriculum Map - 09 September 2019.pdf
- (2999) Policy - Indiana University Establishment of Centers and Institutes RP-11-002 - 28 July 2011.pdf
- (3001) Resource - First Time Classification The Carnegie Foundation for the Advancement of Teaching - 02 April 2019.pdf
- (3002) Resource - Appendix 21 Project Evaluation Summary - 30 August 2019.pdf
- (3003) Report - IU Southeast Applied Research and Education Center (AREC) Poverty Simulation 2017-2018 Year 1 Evaluation - 30 November 2018.pdf
- (3004) Resource - IU Southeast Office of Institutional Effectiveness (OIE) Position Description for Sara Spalding - 14 January 2019.pdf
- (3005) Resource - IU Southeast Budget Planning Guide Fiscal Year 2017 - 29 January 2016.pdf
- (3006) Resource - IU Southeast Assessment Form Fiscal Year 2017 - 11 September 2019.pdf
- (3007) Resource - IU Southeast 2016-2017 Operating Budget Instructions and Guidelines - May 2016.pdf
- (3008) Resource - IU Southeast Budget Planning Guide Fiscal Year 2015 - 31 January 2017.pdf
- (3009) Resource - IU Southeast Assessment Form Fiscal Year 2018 - 11 September 2019.pdf
- (3010) Resource - IU Southeast 2017-2018 Operating Budget Instructions and Guidelines - May 2017.pdf
- (3011) Resource - Indiana University New Course Southeast (SE) HIM-M 328 - 10 July 2017.pdf

## 1 - Mission

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

### 1.A - Core Component 1.A

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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.)

### Rating

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Met

### Evidence

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Indiana University Southeast (IU Southeast) is one of the five regional campuses of Indiana University (IU). The mission and strategic plan of IU Southeast align with the overarching mission and strategic plan of IU. Representatives from regional campuses worked collaboratively to identify the objectives for future development. When objectives were identified in 2015, IU Southeast decided to apply for the Carnegie Community Engagement Classification and updated the mission and strategic plan to redefine the role of the university in support of the future application. Both the IU Executive Vice President and IU Southeast Chancellor identified this initiative as an important strategic initiative for the campus. Faculty, staff, students, and the Board of Advisors were involved in the process of mission development. During campus interviews, faculty and staff confirmed the campus-wide opinion solicitation and their participation in the process.

The current mission identifies IU Southeast as a public comprehensive institution serving southern Indiana and the Greater Louisville metropolitan area. It emphasizes the engagement of their local and regional communities and preparation for productive citizenship for a diverse society. In campus interviews faculty and staff strongly supported the updated mission and believed it recognized what has been practiced by the institution for a long time. The mission was developed during 2015, sent through the Academic Policy Committee and Faculty Senate in 2017 and approved by IU Board of Trustees in 2017.

The enrollment profile, academic programs, and student support services of IU Southeast are consistent with the mission. Nearly 70% of enrolled students are Indiana residents, 29% come from Greater Louisville metropolitan area, and only 1% from elsewhere. Based on the Fall 2018 Indiana Resident Demographics Summary, over 70% of enrolled Indiana resident students come from the southeast corner of Indiana, where IU Southeast is located. In order to better serve students from near-by Kentucky areas, IU Southeast charges in-state tuition for students from seven Kentucky counties. It also participates in a consortium with eight Louisville institutions where students take courses at member institutions paying tuition rates at home institutions.

The university has adjusted the class schedule to open more night and online sessions to improve the course accessibility for working non-traditional students. The Adult Student Center was established to help this population of students to re-enter the college life. The university also provides appropriate support services for students taking online courses. More evidence on student support services is noted in Core Component 3D. Campus interviews with the university leadership and the Board of Advisors provided evidence that the campus works closely with the community to identify the need for graduates in the local labor market. The degree programs in health services and computer sciences and online education were developed in response to recognized needs for local economic development.

The current strategic plan of IU Southeast identifies six goals in the areas of academic excellence, student experience and success, employee development, and community engagement. Each January the Chancellor sends out a campus email to announce the planning priorities for the coming year. Improving retention and graduation rates has been the top priority since 2014, followed by expanding collaborative and online education, supporting education and services for under-served students, community engagement in all areas, and enhancing operational effectiveness. Two weeks later Accounting Service sends out a budget planning guide to assigned account managers. The account managers are required to identify how their budget requests support strategic goals. Additionally, the account managers are required to submit program assessments or reviews of the units, together with a formal assessment of funding received in the last allocation process. A campus interview with the Campus Budgetary Advisory Group confirmed this planning and budgeting process. This mechanism integrates strategic planning, budgeting, and assessment into an organic process and ensures alignment with the stated mission.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*



## 1.B - Core Component 1.B

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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.

### Rating

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Met

### Evidence

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The mission of IU Southeast can be found at the homepage of the institution, in the reference book and official documents such as the strategic plan and posters. The meeting summaries from a series of listening groups administered during AY 2017-18 documents that employees across the campus understood and supported the mission. The signs by the campus roads and on the walls, plus lab and libraries facilities, clearly demonstrated that the mission has been carried out at all divisions across the campus, and student success and community engagement are the centers of the mission.

The mission of IU Southeast was updated in 2015 and approved by 2017. The mission is supported by the strategic plan, in which six goals and action steps were developed including academic excellence, student experience and success, employee development, and community engagement. The mission of IU Southeast identifies the institution as a regional public comprehensive institution that serves Southern Indiana and the Greater Louisville metropolitan area. It states the commitment of the institution to provide academic programs to prepare students to be productive citizens for a diverse society and contribute to the economic development of local communities.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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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.

### Rating

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Met

### Evidence

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IU Southeast's Diversity Statement is included in the Strategic Plan, where its commitment to the multicultural society is demonstrated. The university sets diversity goals in the university strategic plan and develops initiatives to achieve them. Each college develops its own diversity plan to guide the efforts. Diversity activities implemented by the School of Arts and Letters are documented. On the campus tour of the Nursing labs, the team witnessed mannequins in various skin colors used for simulation. During the tour, Nursing faculty demonstrated how students were instructed to handle diversity issues in the simulation settings, such as transgender patients. A tour of the library included the Cultural Resource Center that serves as a depository of materials for both students and the local community to learn about cultural diversity.

Three key initiatives were created to facilitate and encourage campus diversity efforts through different channels: Chancellor's Advisory Council on Diversity, Office of Equity and Diversity, and Chancellor's Diversity Award. The Advisory Council on Diversity aims to collect suggestions from faculty, staff, and students. The Office of Equity and Diversity is charged to safeguard confidential, fair, and equitable treatment for faculty, staff, and students. The Chancellor's Diversity Award was created to acknowledge the outstanding performance in promoting diversity on the campus. There have been 11 award recipients since 2008.

A long-term vision of IU Southeast is to be an inclusive and equitable campus that sets a model for the support of diversity in southern Indiana. It defines diversity in a broader sense. The institution defines diversity beyond ethnicity and gender, to include backgrounds, identities, and experiences. The university provides abundant curricular and co-curricular opportunities for faculty and students to appreciate various perspectives and cultures, including cultural trips, diverse student leadership conferences, safe zone training, and history appreciation months of ethnic groups. Diversity is one of the learning goals of the General Education curriculum.

A consultant group, Halualani & Associates, was hired by Indiana University to examine all efforts made by regional campuses between 2010 and 2015. IU Southeast engaged in 220 diversity efforts, which were equivalent to what Halualani has typically found in larger-sized colleges and universities that house approximately 18,000-25,000 students. Halualani concluded the IU Southeast had demonstrated a commitment to diversity through completed efforts and initiatives and the efforts featured a blend of approaches with a major focus on the active appreciation of cultures and perspectives.

IU Southeast devotes resources to grow minority and non-traditional students, including military veterans, working people, and professionals in recent years. The percentages of women and minority students showed a slight increase (1%) over five years. In the campus interview with the Chancellor's Executive Team, it was noted that the growth of minority students in fall 2019 outpaced the growth of minority residents in regional areas for the first time. The efforts in diversifying the employee population have clearly been effective. The ratio of minority full-time employees, including tenured and tenure-earning faculty and biweekly staff, increased by 71% in ten years.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

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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.

### Rating

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Met

### Evidence

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IU Southeast's commitment to the public good is articulated in its mission, vision, strategic plan, and diversity statement. The schools prepare students for career and intern opportunities that contribute to the prosperity of the region. Around 70% of internships, field experience, and jobs after graduation take place within the IU Southeast service areas. The Board of Advisors, comprised of representatives of southern Indiana and the Louisville community, work collaboratively with the leadership of the university to identify the needs of the local market. At the lunch meeting with the Board of Advisors, the board members highly praised the active role that the university played in community development, especially for academic program development and seeking intern and employment opportunities in local businesses.

Community engagement arises out of the strategic plan as a major goal. IU Southeast offers an array of activities to engage the local communities and improve their well-being. When other IU regional campuses decided to withdraw from applying for the Carnegie Community Engagement Classification due to its competitiveness, IU Southeast has determined that this designation aligns with the mission of the institution. During the visit, the Chancellor confirmed that IU Southeast has submitted their application.

A few examples of community engagement initiatives include the university library being open to the general public, the Applied Research and Education Center offering programming and services targeting to low-income children and homeless, and the New Neighbors Center launched in 2007 networking with local schools and school districts to assist the success of English learners. The final report of the New Neighbors Center produced in 2017 noted that the project recognized English learners' school experience, engaged their families and caregivers, and used holistic approaches to intentionally address various factors of the social-educational systems to support English learner education.

The Ogle Cultural and Community Center has hosted orchestra concerts and plays to provide cultural enrichment to more than 10,000 guests, most of whom are K-4th graders. The Curriculum Material Center houses two collections, the Center for Cultural Resources and The CULAB, of children's and young adult literature and resources for education students, area teachers and others involved in diversity education. On a campus tour the team were shown the resource buckets containing readings, lesson plans, books, artifacts, and other audio-visuals in the Center for Cultural Resources. Those buckets can be checked out by all persons with a library card and ID-code name for use in reserving kits.

IU Southeast engages with external constituents and local communities, identifies their needs, and engages in actions and programs to actively respond to their needs within the institution's capacity.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.S - Criterion 1 - Summary

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

### Evidence

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As a regional campus of the Indiana University (IU) system, Indiana IU Southeast's mission, value, and strategic plan are closely related to its culture and demonstrate a clear commitment to the regions it serves. IU Southeast's mission, supported by the strategic plan, focuses on educational responsibilities of a public regional university, community engagement, and diversity. Internal and external constituents were involved in the process of mission and strategic plan development, and the mission and strategic plan were publicly distributed. A recent series of listening groups assured that the internal constituents understood and supported the mission.

IU Southeast attaches importance to building an educational environment that values diversity. It not only articulates this commitment in its publicly-available Diversity Statement, but sets and implements actionable steps to enhance diversity in education, provides supportive programs on campus, and nurtures diversity through outreach programs to local communities. The university was highly complimented by a consulting company for having internally motivated and strategically focused goals on diversity.

IU Southeast develops an array of initiatives to provide public goods to its identified external stakeholders. Opening library resources to the general public, offering skills and expertise to local agencies through the research and education center, and networking with local schools to increase the success of English language learners are a few examples. The recent commitment to apply for the Carnegie Community Engagement Classification, while other regional campuses decided to withdraw due to the competitiveness, is solid evidence of IU Southeast's commitment to the public good.

## **2 - Integrity: Ethical and Responsible Conduct**

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

### **2.A - Core Component 2.A**

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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.

#### **Rating**

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Met

#### **Evidence**

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IU Southeast operates as a regional campus of Indiana University (IU). Through this relationship IU Southeast operates in accordance with a detailed set of policies adopted for Indiana University campuses. Indiana University, including all regional campuses, are governed by a Board of Trustees with statutory authority to establish policies and procedures for all Indiana University campuses.

Operational integrity of the campus is the responsibility of the Chancellor, as delegated by the Indiana University President and Board of Trustees. Through the actions of the Chancellor and Vice Chancellors, the university establishes and enforces policy for the appropriate use of campus resources. Examples of these policies include internal controls on spending of university funds, policies concerning how charitable gifts are to be accepted, and payroll compliance. Transparency of financial operations are further demonstrated through internal and external audits, as conducted by the Indiana State Board of Accounts. All faculty and staff members of IU Southeast are provided access to a wide range of policies through the university website.

During campus interviews with faculty and staff there were repeated references to the importance to integrity in campus operations. Examples of the campus's commitment to integrity that were shared included the efforts to disseminate information across campus, the public availability of budget information, and the success of the Chancellor's listening group sessions.

#### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

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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.

### Rating

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Met

### Evidence

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A review of IU Southeast's website provides many examples that detail the university's programs, accreditations, policies, and marketing efforts. The undergraduate bulletin, graduate bulletin, and listing of courses are available on the university website and in pdf format. Additionally, academic areas of study have a listing of all courses required for a specific degree program, including options related to different tracks within an academic specific program. Students can monitor progress towards their degree through the iGPS degree map system. As part of the site visit the team reviewed the online iGPS degree map system with an IU Southeast student. Through this demonstration the team was able to observe how this system allows students to verify that the courses they are taking apply towards their degree. The iGPS system also allows students to monitor courses that have prerequisites and understand how courses that are transferred into IU Southeast impact their degree.

Both program specific and IU Southeast HLC accreditations are part of the university's website, within two clicks of the campus home page. This information is posted in the undergraduate and graduate bulletins, the university's accreditation webpage and for program specific accreditation on the website for each of the schools within the IU Southeast. In support of accreditation, the IU Southeast's Strategic Plan Initiative 6 includes an action step connecting the allocation and management of resources to "Higher Learning Commission's standards."

Student services, such as disability accommodations, counseling, and career placement maintain websites that detail their services and programs. The Admissions Office at IU Southeast follows the Statement of Good Practice as outlined by the National Association for Admissions Counseling. Information on costs of attendance for students is provided via the Tuition and Fee Estimator and through a website that allows one to review current and past costs for any tuition, fee, or other charge assessed by the university. Through an online demonstration of One.IU, the team observed how students and employees have real time access to their student or employee bills, employee expense report information, and the Indiana University administrative system. Communication with university alumni is managed by the Office of Advancement which publishes the Southeast Magazine and maintains records on university alumni.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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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.

### Rating

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Met

### Evidence

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Indiana Code 21 outlines the responsibilities and authority of the Board of Trustees for Indiana University (IU), including all regional campuses. The Board of Trustees has established bylaws and conducts business in accordance with Indiana State Statute, including open meeting and public disclosure requirements. IU Southeast is governed by the Indiana University Board of Trustees, and while the campus has some ability to establish procedures at the campus level, responsibility for mission and policy setting are done by the Board of Trustees. Additionally, IU Southeast operates within the guidelines and procedures set forth by the Indiana Commission for Higher Education. Access to the actions taken by the Board of Trustees are available via the minutes of their meetings, found on their website, and through attendance at their open meetings.

As defined by Indiana State Statute, the governing board for Indiana University is composed of nine trustees, three of whom are selected by alumni of Indiana University schools and six who are appointed by the Governor. One of the six Governor appointees must be a current student at Indiana University. The Board is required by Statute to meet at least once per year; however a review of their meeting minutes shows the Board has met at least six times over each of the past five years and has published their meeting dates and locations for the next three academic years on their website. The Board maintains a robust website detailing their work, including a keyword search of past meeting minutes and an archive of past meeting agendas. The Chancellor of IU Southeast is selected by the Indiana University President and reports to the Executive Vice President for Indiana University Academic Affairs. The IU Southeast Chancellor is responsible for communicating the needs of the campus to Indiana University senior leadership and Board of Trustees.

The Board of Trustees is governed by Code 21 of the Indiana State Statute. This Code defines the responsibility of the Board, including the role of Board officers and the selection process for trustees appointed by the Governor and those elected from Indiana University Alumni. In addition, Code 21 also limits the number of trustees that can be from specific counties of the State and outlines specific expectations of the Board Treasurer, including a complete statement of the finances of Indiana University at each meeting of the Board of Trustees. The Board has specific bylaws in place concerning conflicts of interest, including that all trustees must abide by Indiana Code 35 related to conflicts of interest by public servants. As a public servant, Board members are prohibited from conducting any business where they will financially benefit either personally or professionally. Violation of this statute is a Class D felony. In addition to limits placed upon Trustees by the State of Indiana, the Board adopted in 2015 a Conflict of Interest policy that required sharing of the disclosure information between Board of Trustees members on dollar amounts of \$5,000.

As a regional campus of Indiana University, authority to manage the routine operations of the campus is delegated to the campus Chancellor and Faculty Senate. IU Southeast Faculty Senate operates according to an established set of policies as outlined in the IU Southeast Faculty Manual. The Faculty Senate has legislative authority for many critical areas, including curriculum, degree requirements, and admission standards. During campus interviews with faculty members there was widespread confidence expressed in the university administration for their commitment towards shared governance. They also confirmed their primary roles in both curriculum and tenure/promotion processes. Budget development includes structural roles for faculty involvement. The participation by the faculty senate chair in the cabinet meetings where new funding requests are heard provides evidence of this budget collaboration.

The IU Southeast Chancellor and Vice Chancellors have responsibility for the overall operation of the university, including ensuring the university is operating with integrity, one of the university's four core values. In support of regional campuses, Indiana University has collaborative structures in place to coordinate the operations and sharing of best practices by regional campus leaders. The Regional Campus Cabinet, led by the Executive Vice President for Indianan University Academic Affairs, brings together the regional campus chancellors to establish priorities for the IU regional campuses and allows for the sharing of best practices across the campuses. Further support for the role of faculty in campus leadership is facilitated through the Regional Campus Caucus. The Caucus includes the Faculty Senate Presidents of the Regional Campuses and serves as a liaison between the faculty of IU Regional Campuses and senior Indiana University Academic Affairs administration. During interviews with IU Southeast faculty members, they reported confidence in this body and its and role in advocating for regional campus faculty.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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

### Rating

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Met

### Evidence

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IU Southeast demonstrates its commitment to freedom of expression and truth in teaching and learning through a codified series of policy statements and specific actions. These Indiana University policy statements were established in 1966 and then updated and affirmed in 1976 and again in 2005. Indiana University academic policy ACA-32 outlines that “no limitation shall be placed upon a teacher’s or librarian’s freedom of exposition on the subject in the classrooms, or library, or on the expression of it outside.” At the regional campus level, IU Southeast’s faculty manual details its commitment to academic freedom, noting that “no limitation shall be placed upon teachers’ freedom of exposition of their subjects inside or outside of the classroom.” Additionally, the faculty manual notes that faculty “should recognize the obligation to be accurate, to exercise appropriate restraint, and to show respect for the right of others to express their views.” The current IU Strategic Plan outlines the university’s commitment to “safeguard policies to permit maximum inquiry and expression.”

The Code of Student Rights, Responsibilities and Conduct outlines a “student’s right to freedom of assembly, expression, advocacy, and publication.” A review of the Code of Student Rights, Responsibilities and Conduct notes a student must “behave in a manner that is respectful of the dignity of others, treating others with civility and understanding.” During campus interviews with IU Southeast staff, including the Dean of Student Life, the campus shared an example of their commitment to freedom of expression through the elimination of designated free speech areas. This change provides students with expanded access to the campus where they can exercise their rights to freedom of assembly, expression, advocacy, and publication.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*



## 2.E - Core Component 2.E

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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.

### Rating

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Met

### Evidence

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Oversight of research and scholarly practice are outlined through Indiana University (IU) policy and the IU Southeast Faculty Manual. The Indiana University Office of Research Administration establishes and enforces policy related to research safety, conflicts of interest, and compliance with human and animal research through the Institutional Research Board (IRB). In 2015, all research on human subjects was centralized to the Indiana University Human Subjects Office. This office, along with the IRB, establishes and monitors research to ensure its ethical methodology, best practice application, compliance with State and Federal guidelines, and any relevant legislation. To support research efforts of IU Southeast faculty and students, the campus has an IRB liaison who assists with questions concerning human subjects research or the IRB process.

IU Southeast provides students a variety of opportunities to learn about ethical use of information. Embedded into the Student Learning Outcomes for Written Communication courses are requirements that a student be able to assess the quality of a source when developing an argument, how to construct their arguments, and how to cite a source in their writing. Courses that are part of the Written Communication core are regularly evaluated by the Faculty Senate General Evaluation Committee in how well they are meeting these learning outcomes. In addition to the Written Communication Core, all first year students participate in the Library Information Literacy Instruction Program. This program helps students understand the various types of information resources available within a library, how to assess these resources, and the importance of copyright and fair use of copyrighted material in their writing. During campus interviews with University library faculty, they reported on the important role the library plays in guiding students on the ethical use of information through a graduated series of educational programs based upon a student's class level.

IU Southeast defines academic dishonesty in both the Faculty Manual and the Code of Student Rights, Responsibilities, and Conduct. The Faculty Manual details the importance of academic honesty and the authority of the faculty member to address alleged cases of academic dishonesty within their courses. The Code of Student Rights, Responsibilities, and Conduct outlines the university policy against plagiarism and intellectual dishonesty. The Code also notes the process for responding to cases of alleged academic dishonesty and the possible sanctions for someone found to have committed academic dishonesty. Through campus interviews the team noted that some schools, such as the School of Education, has a defined process where all cases of alleged academic dishonesty are reported to the Dean of Student Life. Other schools reported their faculty are not required to report cases of alleged dishonesty to the Dean of Student Life. In these cases, the decision on how to respond to alleged academic dishonesty are left to the faculty member to either forward on to the Dean of Student Life or handle themselves.

To better help students understand the role of integrity in their education, IU Southeast has adopted the Learning with Integrity program developed at Indiana University-Purdue University Indianapolis. Through this program, adopted for Fall 2019, faculty utilize video scenarios and other lessons to better familiarize students with common cases of academic dishonesty and what happens when they are discovered.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.S - Criterion 2 - Summary

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

### Evidence

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IU Southeast provides evidence in support of Criterion 2 that it operates with integrity and provides access to a wide range of information to interested stakeholders. As a regional campus of Indiana University (IU), they benefit from an extensive set of policies and procedures adopted by the Indiana University Board of Trustees. These policies are clearly outlined on both the Indiana University's website and through the IU Southeast website.

Authority to manage the routine operations of the campus is delegated to the university chancellor and faculty senate. The faculty senate has appropriate legislative authority to manage academic functions of the university, including curriculum design, degree requirements, admissions standards, and the tenure process. Faculty reported high levels of confidence in the university administration for their commitment towards shared governance. Budget development includes structural roles for faculty involvement. The faculty senate chair's participation in the cabinet meetings where new funding requests are heard provides evidence of this budget collaboration.

IU Southeast's chancellor and vice chancellors have responsibility for the overall operation of the university, including ensuring the university is operating with integrity, one of the university's four core values. IU Southeast defines integrity in their Values Statement as being "uncompromising in our commitment to doing the right thing and being direct in our dealings." This commitment to doing the right thing is further defined in the current strategic plan where they outline their commitment to appropriate use of financial and physical resources and the pursuit of the accreditation for specific academic programs. IU Southeast's 2016-2021 Strategic Plan Progress report, dated December 31, 2018, details progress on many elements of the strategic plan, including actions taken in support of the plan's initiatives.

Through wide dissemination of university policies and procedures, most often accomplished through online resources, the university seeks to demonstrate their commitment to integrity and transparency. In addition to the sharing of policy and procedures, IU Southeast has undertaken specific efforts to reinforce their commitment to integrity. The university's participation in the Indiana University research processes that govern human and animal science research is one example of their commitment to both transparency and integrity in research. An additional example includes the university's commitment to the freedom of expression by members of the campus community. This commitment to freedom of expression, assembly, and publication is codified in the Student Code of Rights, Responsibilities and Conduct. Lastly, through programs such as the Library Information Literacy Instruction Program, students learn how to assess resources and the importance of copyright and fair use of copyrighted material in their writing.

Based upon a careful reading of the Assurance Argument, examining documents provided by the campus, and interviews with multiple stakeholders on the IU Southeast campus, the review team believes IU Southeast acts with integrity and its conduct is ethical and responsible.

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

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

#### 3.A - Core Component 3.A

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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).

#### Rating

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Met

#### Evidence

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Initiative 1 in IU Southeast's Strategic Plan 2016-2021 includes language that commits the institution to systematic program review and curricular changes based on assessment. The university has clear policies and procedures for program development and has a set review cycle. As noted in the Program Development Guidelines program proposals require submission of learning outcomes along with a plan for assessment. While some programs undergo external review for program-specific accreditation and are reviewed as scheduled, some programs without specialized accreditation do not appear to be reviewed on schedule. Campus interviews revealed that the Advisory Board for IU Southeast as well as Advisory Boards for the Schools provide valuable input on programs. These boards typically include members from the community, experts from the field, and alumni. The Indiana Commission for Higher Education Checklist of Criteria (found in Appendix B of IU Southeast Program Development Guidelines) requires new certificate proposals seeking approval to establish labor market need. New courses are reviewed at the school, campus and university level. Curricular changes are often made using feedback from program or school advisory boards and student feedback. However, it is not clear that assessment of student learning outcomes are routinely used to make such changes. The university has set minimum requirements for admission based on various standardized tests.

IU Southeast has established six outcomes for its General Education program. These include written and oral communication, quantitative and ethical reasoning, diversity, critical thinking, and information literacy. Through the General Education Program, students are exposed to different methods of inquiry in Arts & Humanities, Natural & Physical Sciences, and Social & Behavioral Sciences. Each school lists on its website the learning outcomes for its programs. Learning outcomes are differentiated by program. After a review of select course syllabi, it appears that, in general, learning outcomes are differentiated by course and degree level. However, reviewers were not able to identify specific institutional guidelines for writing and differentiating learning outcomes by course and degree level (see CC 4B). Guidelines of this sort would be helpful in ensuring consistency across courses and degree levels.

The university credentials high school instructors as adjunct lecturers at Indiana University (IU) using the same criteria as those used to credential university lecturers. As noted in the Academic Council Minutes from 22 February 2019, online courses are now required to undergo Quality Matters review. The most recent review of the History program demonstrates the tension between trying to maintain the quality of courses in the online format. The assurance argument notes that the university is in the process of establishing an online course compliance policy this year. A review of syllabi (randomly selected) was conducted during the site visit. While many syllabi had clearly listed the learning outcomes, the audit also revealed a few inconsistencies between modes and location of course delivery. Specifically, while the syllabi for CHEM C101 (Elementary Chemistry) for face-to-face, online, and dual-credit all had similar learning outcomes, the syllabus for the dual-credit course had more elaborate learning outcomes to allow students to earn credits for either C101 or the more advanced C103. The comparison of dual-credit syllabi with the face-to-face and online syllabus for the US History I course showed that the dual-credit course did not list all the learning outcomes that were listed for the on-campus and online sections of the same course. The audit also found inconsistencies between the online and hybrid section syllabi for A508, Organization Behavior and Leadership course. In this case, the hybrid section did not list any learning outcomes. While the team does not believe this is a prevalent issue, the institution should review course syllabi for consistency of student learning outcomes (see CC 4B).

#### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

### 3.B - Core Component 3.B

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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.

#### Rating

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Met

#### Evidence

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In line with the IU Southeast mission of preparing graduates for "productive citizenship in a diverse society," undergraduate students are required to take one course in ethical reasoning or diversity as part of the 30 credit general education program. The argument indicated and the campus interviews confirmed that IU Southeast chose to include diversity as one of the core general education categories. However, to stay within the 30 credit limit, the campus decided to combine the ethical reasoning category with diversity. As noted previously in Core Component 3A, IU Southeast approves proposals for certificate programs only if they can demonstrate that the certificate meets the demands of the labor market to fulfill its mission of contributing "to the intellectual, cultural, civic, and economic development" of the region. The majority of graduate programs also fulfill this aspect of the institution's mission.

The general education program at IU Southeast is built around developing six essential skills for students. The purpose and philosophy of the program is clearly articulated on the university's website. During the campus interviews members of the campus community shared that the current General Education Program came into effect at IU Southeast in 2013. This program serves as the Statewide Transfer General Education Core (STGEC). While the STGEC has common learning outcomes each campus of Indiana University (IU) has the ability to define the categories. The IU Southeast website clearly lists the student learning outcomes for each of the six categories along with central ideas, issues, and disciplinary methods of inquiry to attain these outcomes. The General Education program serves as the basis for all undergraduate education at IU Southeast. The general education program is on a review cycle similar to other programs at the university.

According to the university's website, its programs are built on the philosophy of pursuing common goals rather than completing common courses. Additionally, the website proclaims that primary goals of each major is to provide a depth of knowledge in the area of study and to critically evaluate context and creatively solve problems. The FSSE-NSSE combined report shows that both faculty and students acknowledge the increase in "higher-order learning" as the courses progress from lower division to upper division.

As noted earlier, IU Southeast includes diversity as one of its general education program outcomes. Additionally, the university offers a variety of majors, minors, and certificates that provide students with the opportunity to recognize and learn about human and cultural diversity. In 2017, IU Southeast was recognized for its diversity efforts by the One Southern Indiana's 29th ONE Awards program. The 2018 FSSE-NSSE report indicates that when asked how often they had discussions with people from "a different race/ethnicity, economic background, religion, and political view," between 76% and 73% percent of first year students and between 61% to 67% percent of seniors responded very often or often. The Academy of Diversity and Inclusive Education as well as the Chancellor's Diversity Award are evidence of the campus diversity focus.

The university's faculty manual from January 2019 indicates that one of the criteria for tenure and promotion is scholarship. This manual defines an effective scholar as someone that seeks continued development in their area of expertise and shares their contributions beyond the campus. The campus hosts two research symposium: one is specifically for adjunct faculty while the other focuses on the scholarship of teaching and learning. IU Southeast students also participate in undergraduate research conferences and have won accolades in recent years for their scholarly and creative works. The university provides an avenue for students to disseminate their works through publications in the IU Southeast Undergraduate Research Journal and Graduate Research Journal. The evidence provided in the assurance argument was corroborated by information gathered through interviews and campus tours. Posters in the life science building prominently display the scholarly works of students and faculty. Similarly, the Ogle Center had an exhibition of student art works.

#### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

### 3.C - Core Component 3.C

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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.

#### Rating

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Met

#### Evidence

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IU Southeast has a student to faculty ratio of 14:1. Nearly half the faculty members are full-time and nearly two-thirds of the full-time faculty members are tenured or tenure-track. Campus interviews revealed that the university is in the process of adding a new category of instructors, teaching professor. Membership to the Faculty Senate and its Committees is extended to tenured and tenure-track faculty members as well as full-time, adjunct, and part-time instructors. Institutional policy requires undergraduate instructors to have at least a master's degree and a doctoral degree is required to teach graduate-level courses. In exceptional cases, instructors with a master's degree may be allowed to teach in graduate programs with a dean's permission. Faculty members are evaluated on three criteria (teaching, scholarship, and service) for tenure and promotion and successful candidates need to attain at least satisfactory levels in all three areas and excellence in at least one area. The campus interview with members of school and institution review committees confirmed that standards for faculty performance review are established by the faculty as a group. Curricular review and assessment of student learning is also "owned" by the faculty through various faculty committees. This is codified in the Faculty Senate Constitution and Bylaws. Separate campus interviews on undergraduate and graduate curriculum during the site visit corroborated the documentary evidence provided in the assurance argument. During these meetings the team confirmed that faculty members are fully in control of the curriculum and the assessment of student learning.

The university's Faculty Manual clearly states the minimum qualifications required for academic appointments. Additionally, the university also has guidelines for using tested experience to hire candidates that do not have the standard minimum qualifications. High school instructors teaching dual credit courses meet the same qualifications as other adjunct instructors. This process is administered centrally by Indiana University (IU).

Faculty members are evaluated based on procedures laid out in the Faculty Manual and IU policy in annual review and reports. The annual review includes an interview of each faculty member by their dean. The process, including notification to faculty members about tenure and promotion, is managed by the Office of the Executive Vice Chancellor for Academic Affairs. Program coordinators evaluate adjunct instructors in their first year and every five years subsequently. A campus interview with the academic leadership that included the Provost and Deans confirmed that dual-credit instructors are observed in the classroom annually by faculty members in the discipline. This group also shared that IU Southeast has a clearly established process for post-tenure review. All faculty members are reviewed annually and rated as excellent, satisfactory, or unsatisfactory. Those that receive an unsatisfactory rating are put on a development plan to improve their performance. Faculty members shared that for those in graduate programs, higher levels of research and scholarly activities are expected based on Boyer's model. High school instructors teaching dual credit courses are evaluated by faculty peers from the university.

The Institute for Teaching and Learning Excellence (ITLE) provides training and consultations to instructors on all modes of teaching. The ITLE also organizes an annual teaching mini-conference. Additionally, the university organizes an annual Scholarship of Teaching and Learning Conference and a conference for adjunct instructors. IU Southeast provides Summer Teaching Fellowships and Improvement for Teaching Grants for faculty members. Additionally, the university provides financial support to faculty members for conference participation. The faculty instructional load is 12 credit hours (4, 3-credit courses). In campus interviews faculty members noted that they are granted a 3-credit equivalent reassignment to engage in scholarly activity each semester as part of their instructional workload. This support is withdrawn in instances when the faculty member does not deliver the expected outcomes.

All instructors are expected to hold regular office hours. Fifth week student surveys over the last several years revealed that over 50% of the students met with a faculty member. This number rose up significantly to 72% in 2016.

IU Southeast has clear policies and procedures for hiring staff members including student support services personnel. The university supports the professional development of staff members through its Tuition Benefit program that also covers dependents of employees. IU Southeast provides internal training opportunities along with leadership development opportunities for faculty and staff members. This support for staff development and training was corroborated in campus interviews with student support staff.

#### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

### 3.D - Core Component 3.D

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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.

#### Rating

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Met

#### Evidence

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IU Southeast has a variety of services to meet the needs of its students. These include the Career Development Center, Personal Counseling Services (also manages an emergency food pantry), Disability Services, Veteran Services, Financial Aid, and the Adult Student Center (a community of support and resource-sharing for nontraditional students). The Emergency Food Pantry is now re-branded as the Grenadier Grab N Go to provide expanded access. In the campus interview members of Advisory Board praised the support services that the campus provides to its growing adult population. Specifically, members at these meetings talked about the child-care facility for students on campus that includes a preschool.

The university has academic advising in two areas: within schools and at the Academic Center for Exploratory Students. Academic Advisors help students map out courses and find the most efficient route to on-time graduation. Additionally, academic support is provided through the Student Success Center (formerly, Student Development Center), peer tutoring, supplemental instruction, and Brainfuse (online tutoring service). The campus also has a Writing Center, a Math Resource Lab, and a Natural Science Tutoring Center. In interviews with the campus community it was noted that IU Southeast has successfully used the co-requisite course model to improve student success in developmental courses and other courses. To accurately place students in appropriate Math courses, IU Southeast uses ALEKS assessment. Student support service personnel stated that students (both on-campus and online) have access to 24/7 writing and Math support with live Math support available until 2:00 am. The library has a robust information literacy session. The campus also has a mentoring program for students that currently serves around 700 students. This program draws mentors from both faculty and staff.

Academic Advisors at IU Southeast are housed in schools and are trained professional advisors in specialized academic disciplines. Advising for students that are yet to declare a major are advised through the Advising Center for Exploratory Students. Advisors at this center help students explore, identify, and declare a major. The university also uses the Interactive Graduation Planning System (iGPS) that empowers students to build their degree plans and search and select courses to build their degree plans. Advisors use the Indiana University (IU) Academic Records System to track advising notes for each student.

Information Technology (IT) Services are a centralized operation across IU campuses and the university IT department provides day-to-day maintenance and support. The campus also has a student newspaper and an independent, student-run internet radio station that provides hands-on experience to students in multimedia journalism. Highlights of the campus tours included the recently upgraded learning spaces. These included specialized rooms in the business school to train students on sales and stock market trading, a very inviting writing center, excellent fine and performing arts spaces, and an inspiring graphic design studio. The library building also has a variety of spaces to support individual as well as group learning settings. Additionally the library houses the Cultural Resource Center that serves the needs of both students as well as the local community, providing ready-to-use bins of artifacts and teaching lessons on a variety of differing cultures. Campus interviews confirmed that the IU Southeast campus has a robust support system for faculty members to develop and teach online courses. Indiana University Office of Online Education provides e-learning design services for collaborative degrees. Each year over the last four years, between ten to twelve faculty members were awarded Strategic Excellence Grants to make course improvements.

The library at IU Southeast serves the mission of addressing the "informational needs of scholars students, and residents of Southern Indiana and the surrounding region." The library provides one-on-one training to patrons working on research. Librarians also provide information literacy instruction sessions for students. The physical space in the library provides study rooms, computers, and wireless Internet access. The library is staffed by eight faculty librarians and seven staff personnel. As faculty members, librarians are also active scholars in the field of library and information sciences. Additionally the IU Southeast Library participates in the Library Information Literacy Instruction program that is embedded in the First Year Seminar courses.

#### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

### 3.E - Core Component 3.E

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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.

#### Rating

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Met

#### Evidence

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The university's 2016-2021 Strategic Plan commits IU Southeast to improving the quality of student life, support services, and enhancing completion rates. The Office of Campus Life offers a wide array of opportunities for students through clubs and organizations, workshops, speakers, and Greek Life opportunities. Students are able to create their own co-curricular transcripts that document their involvement on campus. The campus participates in the Model UN Security Council Conferences through the School of Social Sciences. The Theater Department provides cultural experiences to students through its three productions each year. Additionally, the campus supports an honors program for additional co-curricular opportunities.

The university has provided examples of opportunities for scholarly development of faculty and students through journal publications and conferences. The campus also engages in volunteer activities and service learning. The economic impact report for Indiana noted that IU Southeast faculty, staff, and students contributed more than \$7.8 million annually through donations and volunteer services locally. The Career Development Center and schools works closely with the community to provide internships for students. The campus tour confirmed that Indiana University Southeast provides ample avenues to disseminate the creative and scholarly works of its students by proudly displaying these works in the hallways as well as dedicated exhibition spaces in the Ogle Center.

#### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*



### **3.S - Criterion 3 - Summary**

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

#### **Evidence**

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IU Southeast's Assurance Argument and site visit interviews demonstrated that the university provides high quality education by documenting evidence of program development, instructional capacity and quality, student support services, and opportunities for co-curricular activities. The university has clear policies and procedures for program review and has a set review cycle. While several programs undergo external review for program-specific accreditation, it is not clear if other programs are reviewed on schedule. Samples (selected randomly) of syllabi provided reveal that there are inconsistencies in the presentation of learning outcomes for the same course across different formats: face-to-face, online, hybrid, and dual-credit. Guidelines for differentiating student learning outcomes across courses, levels and formats would be helpful in ensuring consistency. In the area of distance education, the university has responded well to its growing online offerings. The campus has invested in training instructors and preparing courses to meet Quality Matters standards. Additionally, the campus provides appropriate support services for online students. Highlighting the importance of co-curricular activities by giving students the opportunity to generate a transcript showcasing the student's engagement in clubs and organizations is a novel idea. Expansion of its food pantry is a commendable effort in supporting student success. In this endeavor, the campus adequately supports faculty and staff development through a mix of hosting conferences, providing in-house training, faculty release from teaching assignments to pursue scholarly activities, as well as funding travel to conferences for both faculty and staff.

## 4 - Teaching and Learning: Evaluation and Improvement

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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

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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).

### Rating

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Met

### Evidence

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Indiana University (IU) Procedures for Program Review states that Indiana University has implemented a campus-based system of regular periodic program review every 5-7 years, with specific criteria to be followed. An outside peer reviewer is utilized in the process and at IU Southeast, the completed reports are to be submitted to the Office of Academic Affairs and reviewed by Academic Council. While programs are listed with the year in which they are to complete their program review in the IU Southeast Program Review Schedule, only the Math program is noted as having completed the program review process. However, a review of program review documents submitted both in the argument and the addendum showed evidence that other program reviews were indeed completed during this time period. It would be useful to have an updated Program Review Schedule that is posted for departmental and institutional use with actual dates of submission and completion noted. Based upon program reviews provided in the addendum there is a lag in the time frame between when the report is written, data is provided and the external reviewer is on campus for some programs. While faculty suggested course and programmatic changes in the submitted program reviews, few were tied to program assessment data. Based upon program reviews provided in the assurance argument and asked for in the addendum, it was difficult to determine the timing of program reviews, the completion of program reviews and how program review information were used upon completion. While the process for program review is documented, more evidence is needed to support the implementation and utilization of the program review process for all campus programs.

As part of Indiana University, all transfer credit and transcribed credit must meet state guidelines. IU Southeast awards credit for military members and veterans using the American Council on Education's Guide to Evaluation of Educational Experiences in the Armed Forces. IU Southeast also offers credit through DDST and CLEP, with specific course credit awards listed on the IU Southeast website. Transcripts are reviewed by the Office of Admissions and Indiana's Core Transfer Library guides the work of the transfer specialist. The University Transfer Office provides overall support for transfer students with specific transfer credit policies the responsibility of academic departments.

The Credit Transfer Service hosted on the Indiana University website provides a quick check for potential transfer students with specific credit transfer policies also provided on the website. Specific transfer programs are in place for students transferring to IU Southeast from Ivy Tech, Jefferson Community and Technical College and Kentucky Community and Technical College through the Partner's Program, Bridges and Crimson Advantage transfer programs. In 2013, IU Southeast instituted the updated Statewide Transfer General Education Core for all incoming students ensuring the IU Southeast Core was based upon a set of competencies agreed upon by state educational institutions, allowing a seamless transfer of the General Education Core for Indiana students.

As noted in campus interviews with student support staff and on the IU Southeast website, in addition to transcribed credit hours, IU Southeast students may utilize Grenadier Central to create a co-curricular transcript. This process records student involvement in activities like study abroad and internships, allowing students to add to their transcript while at IU Southeast and demonstrating the importance IU Southeast places upon experiential learning.

IU Southeast articulates a specific and detailed faculty-driven approach to curriculum. Curriculum changes originate with the faculty, are approved by the discipline and school Faculty, submitted to the Senate Academic Policies Committee, Faculty Senate, Chancellor, Trustees and the Indiana Commission for Higher Education, as needed, as stated on the Faculty Senate website and confirmed in campus interviews with the Academic Policy Committee. The IU Southeast bulletin lists all courses and any specific course information, for example specific course grades needed or prerequisites listed. The Faculty Curriculum Committee reviews and approves all course and program additions, modifications and deletions. As demonstrated in campus interviews with the Academic Policies and General Education Committee, faculty "own" the curriculum and are responsible for the rigor,

prerequisites, co-requisites and currency of the curriculum. During campus interviews with school and institution faculty personnel review committees, faculty stated their control over faculty qualifications and the faculty review process. Faculty determine criteria for tenure and promotion. The Faculty Manual and the Faculty and Librarian Annual Reviews Policy detail the evaluation of faculty performance with the Faculty Manual detailing faculty qualifications criteria.

Dual credit instructors are centrally administered by Indiana University through the Advanced College Project. Dual-credit instructors are evaluated by the same standards as adjunct faculty at Indiana University. IU Southeast accepts dual credit high school credit only from IU certified instructors.

Specialized accreditation is maintained by the School of Business (AACSB), the School of Education (CAEP) and the School of Nursing (CCNE). All Teacher Education programs have been approved by the Indiana Department of Education. The bachelor of science in Chemistry is approved by the American Chemical Society. All programs with specialized accreditation are listed on the respective departmental website as well as on the IU Southeast website.

IU Southeast evaluates the success of its graduates through alumni surveys, the Gallup Undergraduate Alumni Scorecards, discipline specific surveys and professional licensure pass rates. Alumni surveys occur at the six-month, three year and five-year time frame. The Alumni Survey administered in October 2018 had a response rate of 17% and provided insight on program graduates. Of the alumni responding, 85% reported having a full-time position. Post-graduate programs were also addressed in this survey with 39% of respondents having completed, enrolled or earned a post-graduate degree.

The Gallup poll showed over 85% of students responding felt the education received from IU Southeast was worth the cost and over 70% reporting they felt IU Southeast prepared them for life outside of college. Pass rates on licensure exams ranged from an Accounting 2017 52% pass rate on the CPA exam to a Teacher Education 2017 92% pass rate on Elementary Pedagogy and a Nursing 2018 97% pass rate on the NCLEX. It was noted in interviews with student support staff that data is collected from both employers and students involved with the internship program, with both employers and students valuing the internship experience. Interviews with Advisory Board members clearly indicated that the community valued the preparation received by IU Southeast graduates and that an integral role of the Advisory Board was to keep programs, and thus graduates, current with community needs.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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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.

### Rating

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Met With Concerns

### Evidence

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The IU Southeast website clearly outlines all student learning outcomes (SLO) for academic programs. All programs have both mission statement and student learning outcomes readily and easily accessible. Most programs have curriculum maps located in Taskstream, as stated by the Office of Institutional Effectiveness (OIE). Faculty are required to include course SLOs on their syllabi and faculty annual review, promotion, tenure and teaching awards are tied to compliance with dictated assessment practices as indicated by the Campus Faculty Personnel Review Campus Meeting. A review in fall 2018 by the General Education Assessment Committee, showed a 92% compliance rate with mapping specific course student learning outcomes to general education student learning outcomes. However, when reviewing the Chem 100 course syllabi, while the SLOs for the face-to-face and online courses were the same, the SLOs for the dual credit course were not. The Hist 101 face-to-face, online and dual credit courses did not contain the same SLOs and/or have the general education SLOs listed. Course and program SLOs should remain the same, regardless of course modality.

Student learning outcomes have been created for academic programs and the general education curriculum. However, the university needs to work on clearly differentiating 100/200 level program, general education, 300/400 program, and graduate level student learning outcomes. The differentiation of 300/400 program and graduate level student learning outcomes is particularly important (see CC 3A). Aligning program student learning outcomes more clearly with the IU Southeast institutional student learning outcomes is also needed. As noted in CC 3A this does not appear to be prevalent or involve a rigor issue. The team believes that established guidelines for differentiating student learning outcomes by level would ensure consistency across courses, levels, and formats.

The Academic Assessment Committee, a Faculty Senate Committee, monitors assessment, provides oversight and makes recommendations working in concert with the Office of Institutional Effectiveness. The General Education Assessment Committee is responsible for oversight of general education assessment to include approving and removing general education courses from the general education core, as noted in interviews with the General Education Committee. While the Office of Institutional Effectiveness and university programs and schools have assured that assessment processes are in place and Taskstream is used to document these processes, it is not apparent that assessment data is used for programmatic change with the exception of the externally accredited programs in Business, Teacher Education and Nursing. For example, in the yearly General Education Assessment Committee report to the faculty senate, the quantitative reasoning course faculty, oral communication course faculty, and written communication course faculty were required to submit additional reports by December 31, 2018 detailing specific assessment processes and changes based upon assessment data for these general education SLOs. While a few programs, for example, Arts and Letters and the MS in Interdisciplinary Studies, have used assessment data to make changes, many programs have yet to reach that level of assessment maturity. Appropriate assessment measurement tools need to be implemented and closing the loop needs to occur in making strategic curricular changes based upon assessment data for the majority of academic programs as well as co-curricular programs.

Interviews with members of the Campus Assessment Committee validated that the same assessment process is used for graduate courses and programs as is used for undergraduate courses and programs and that most academic programs have created SLOs and curriculum mapping. The General Education Program has also developed SLOs and measurement tools have been implemented for the purpose of data collection. However, data needs to be consistently gathered and the data then utilized. General education needs to be assessed in totality and not just through individual general education courses. Assessment data then needs to be used to make programmatic changes for the general education curriculum.

The Office of Institutional Effectiveness provides feedback to the Academic Assessment Committee and programs receive an assessment score based upon their assessment processes. Programs that are underdeveloped must report every year. Currently 19 programs are reporting annually, 2 programs are reporting biennially and 14 programs are on the three year cycle, again indicating an assessment process not yet fully developed.

IU Southeast currently administers both the NSSE and FSSE. While the NSSE has been administered for a few cycles, the university has just begun to administer the FSSE. The 2018 NSSE results showed over 70% students felt their experiences at IU Southeast contributed to their oral and written communication skill development as well as their ability to think critically. It was stated in interviews with members of the diversity committees that the results of these surveys would be distributed and discussed this fall. Continuous improvement, based upon this data, needs to follow the campus discussions. IU Southeast's argument identifies the Academic Council as the body that meets monthly to review assessment data (direct and indirect) and make recommendations for curricular changes/review, budget considerations and strategic initiatives. Academic Council includes representatives from academic administrators and faculty. The Council began to meet in the Fall of 2017 but only minutes for 5 meetings in AY 17-18 and 2 meetings in AY 18-19 were available. A review of the minutes showed discussion of program reviews, accreditation site visit and survey data but there appeared to be little discussion of recommendations for institutional improvement (i.e., budget considerations, strategic initiatives). Interviews with faculty and staff indicated that the Academic Council provided input only and did not make any recommendations. The argument notes that this an

evolving process that still needs improvement.

Co-curricular assessment is occurring across some units of Academic Affairs and Student Affairs. The IU Southeast Assurance Argument notes that in August 2018 student affairs units were systematically integrated into the assessment process. It also notes that Student Affairs has developed SLOs in the areas of community and social engagement, leadership and global perspective, health and wellness and character development. The Team notes that 2018 is a very late start date for assessment in this area and observed very little activity in this area. As the development of student affairs SLOs and co-curricular SLOs progress, it is important that they be aligned with institutional outcomes.

While Criminal Justice reviewed and revised their curriculum, based upon their program review process and input from the external reviewer, and Music decreased their withdrawal rate by 3.5 times in first year Music Theory through supplemental instruction; there were few other programs demonstrating changes made based upon assessment data. The majority of programmatic changes based upon assessment of student learning outcomes are occurring in the accredited programs. While assessment is part of the faculty review and budget process, it was apparent in interviews with faculty that a culture of assessment has yet to be achieved on campus. In one site visit meeting, grades and DFWs were used as an example of assessment data that is reviewed and in another meeting, faculty using assessment data to make course improvements was not distinguished from using assessment data for programmatic change.

IU Southeast has been working toward development of a mature assessment program for the last 16 years, beginning with a focused visit in 2003 and a progress report in 2006. The last comprehensive visit in 2010 did not denote an issue with assessment, and as such, it would be expected that ten years later, not only would student learning outcomes be on all syllabi but also assessment data would be used regularly to make strategic programmatic change and a campus culture of assessment would exist.

The hiring of the OIE Assessment and Research Specialist and implementation of Taskstream are examples of resources allocated toward campus assessment. However, with the increase in graduate programs and the addition of co-curricular assessment, additional resources, including a position dedicated only to assessment and the allocation of funds for professional development for this position, may be needed in order to facilitate the culture of assessment that still needs to occur on campus. In addition, the Academic Council or a comparable committee may need to play a more active role in centrally locating, disseminating and implementing change based upon the assessment data gathered.

## **Interim Monitoring (if applicable)**

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Recommendation:

The Visiting Team recommends that IU Southeast submit two interim reports on assessment of student learning, including evidence of assessment plan development and implementation, measurement of student learning outcomes, and the use of results to inform strategic decision making. The reports will be due in Year Two and Year Four. The due date of the second report by design coincides (embeds) with IU Southeast's Year Four mid-cycle review in the Pathway program; thus, the arrangement should help minimize the institutional burden while maximizing the outcomes.

Rationale:

IU Southeast has just begun to implement their assessment of student learning process, despite a previous monitoring report (2006) and focused visit (2003). While the majority of academic programs have established learning goals and outcomes, in some programs the measurement tools are still under development and in most programs, assessment data is yet to inform programmatic change. The University also needs to utilize assessment data for decision making in its general education program and develop a comprehensive institution-wide plan for assessment, including graduate programs and co-curricular areas. Assessment also needs to be tied to strategic planning, budgeting, and resource allocation. The institution should work to make improvements in the systematic collection, analysis, timely dissemination of assessment data and results to improve programs and decision making.

Two interim reports should be submitted in Year Two and Year Four. The second report should coincide (i.e., be imbedded) with the Year Four review and document the following to include two three-year assessment cycles:

1. institutionalization of a comprehensive assessment of a student learning outcomes process that is integrated into a university-wide continuous improvement plan;
2. evidence that student learning outcomes are incorporated into all course syllabi that distinguish between 100/200 level, 300/400 level and graduate level courses and programs;
3. evidence that student learning outcomes are incorporated into all course syllabi and are consistent across courses, levels and format (i.e., distance delivery, dual credit) ;
4. evidence that the university has in place a process for assessment of student learning using direct measures (for general, baccalaureate, and graduate education, regardless of location or delivery method);
5. evidence that the university has in place a process for assessment of student learning using direct measures for its co-curricular programs;
6. evidence that the results of assessments of student learning are incorporated into continuous improvement processes, including program reviews, strategic plans, and budget development;
7. data from indirect measures of student assessment (e.g., alumni surveys, course evaluations, student satisfaction surveys) are incorporated into institutional review and planning processes; and
8. the continuous improvement process is both systemic and systematic.

## 4.C - Core Component 4.C

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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.)

### Rating

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Met

### Evidence

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IU Southeast has experienced historic retention, persistence and graduation trend challenges and has undertaken systematic and specific reforms to address persistence, retention and success. After completing the Higher Learning Commission (HLC) Persistence Academy, the Persistence and Completion Council was formed in July 2015. In addition, the position of Dean for Student Success and Persistence was created in 2016, both pointing to a focus of resources to address persistence and retention. IU Southeast was one of the institutions chosen for the American Association of State Colleges and Universities (AASCU) Re-Imagining the First Year of College Project. Four specific metrics were targeted: credit accumulation, credit completion ratio, gateway course development and persistence. Due to these initiatives, credits per full-time students increased. Fall 2017 saw the implementation of the Nudge Campaign as well as the continuation of grants for high impact practices.

IU Southeast has aspirational goals in the area of retention and graduation. As reported in campus interviews, IU Southeast has set an 80% fall to fall retention goal over the next five years, up from the current 60% retention rate. The four-year graduation rate goal has been set at 50% over the next five years, up from the current 20% graduation rate. Given the university's history, these are ambitious goals.

The Indiana University (IU) Office of Institutional Research and Reporting has created a dashboard of metrics used by the Indiana University, including all regional campuses. The Office of Institutional Effectiveness creates and distributes reports relating to retention and persistence. In 2016, IU Southeast collaborated with the Council for Adult and Experiential Learning and Ruffalo Noel Levitz to assess adult learner services. The campus assessment committee reviewed the results and developed strengths, challenges and list of suggested actions to improve. The Indiana University Online Updates presentation for the IU Online Class Connect Summit provides another example of a report demonstrating the collection of data on the demographics, trends, and priorities of a specific student group, online students.

Data on student success and retention was used to develop the required First Year Seminar into a full semester course offered primarily in the fall, both suggested by data. In fall 2017, co-requisite courses were added in writing and math to facilitate student success in the degree required math and writing classes. Based upon data analysis, it was shown a higher number of students complete the required math and writing courses if taking the co-requisite approach. Data gathered through fall 2018 supported this approach. Growth mindset was a strategy employed to increase completion of lower level mathematics courses and the Degree in Four Scholarship Mentoring Program was initiated to identify high-performing students in their first year and recruit and mentor them to completion in four years. Both strategies were based upon data and have been evaluated since implementation to measure effectiveness. Pathways courses and the FLAGS system are also examples of retention, persistence and student success strategies utilized to address challenges identified through data.

IU Southeast is a member of the Education Advisory Board with EAB. The information from this group is shared with administrators, faculty and staff to identify best practices and inform initiatives in the area of persistence, retention and student success. IU Southeast also applied to become a Lumina Talent Hub, which provided information and connections to better assist specific student populations. The Institute for Learning and Teaching Excellence provides faculty resources on best instructional practices to increase persistence and completion, which have included cohort training, high impact practices and the annual Scholarship of Teaching and Learning Conference.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 4.S - Criterion 4 - Summary

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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.

### Evidence

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IU Southeast has experienced historic retention, persistence and graduation trend challenges and has undertaken systematic and specific reforms to address persistence, retention and success. After completing the Higher Learning Commission (HLC) Persistence Academy, the Persistence and Completion Council was formed in July 2015 and the position of Dean for Student Success and Persistence was created in 2016, both pointing to a focus of resources to address persistence and retention. IU Southeast was one of the institutions chosen for the American Association of State Colleges and Universities Re-Imagining the First Year of College Project with four specific metrics targeted. Due to these initiatives, credits per full-time student increased. Fall 2017 saw the implementation of the Nudge Campaign as well as the continuation of grants for high impact practices. The Degree in Four Scholarship Mentoring Program, Pathways Courses and the FLAGS system are also indicative of systematic and specific reforms initiated to address student retention and success.

IU Southeast has increased activity in the area of assessment through the Office of Institutional Effectiveness, a general education syllabus audit, and the administration of both NSSE and FSSE. While progress has occurred in program assessment, not all programs have matured in their assessment practices and work remains in the area of closing the loop. General education has completed its first round of data gathering and co-curricular assessment is beginning in some academic offices, pointing to further assessment work needed in both of these areas. Strategic implementation of program changes based upon assessment data still needs to occur.

While the current retention and graduation target rates are aggressive, new initiatives underway may contribute to the attainment of these aspirational goals.

## 5 - Resources, Planning, and Institutional Effectiveness

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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

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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.

### Rating

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Met

### Evidence

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IU Southeast has the resources it needs to be successful. Financial ratios are good including a Composite Financial Index averaging above 5.0 consistently for 8 years. Their net operating ratio remains positive indicating they are living within their revenue means. Their primary reserve ratio is strong indicating they could operate without a revenue stream for nine months. Although their credit hour history has been in a steady decline, they have made appropriate budget reductions primarily by freezing open positions. In campus interviews it was noted that this budget management resulted in a budget surplus in both FY18 and FY19 and which was reallocated back out to the departments that generated it through the responsibility centered management (RCM) model for strategic priorities. Argument evidence shows their state appropriations are lower now than in 2006, but their student fees have grown 58% from \$20.3 million to a current level of \$32.2 million showing a significant transfer of the burden of the cost of education from the State of Indiana to students.

Their facility infrastructure is well kept and appropriate for their mission as seen on the campus tour. They completed 109 projects making a \$27 million investment in facilities over the past 9 years. As documented in the argument, these projects range from basic infrastructure like replacing windows to life safety like upgrading parking lot lights to programmatic changes as reflected in the library renovation. The new video room is currently in process in the library as seen on the campus tour, showing continued investment in the facility to reflect current student expectations. The writing center, which was visited during the campus tour, set an environment very suitable for student learning and tutoring including low lighting, music, as well as group and individual study areas primarily led by students. Campus interviews indicated a significant investment has been made in energy savings projects including more efficient HVAC systems, building metering, and LED lighting across campus. Additionally, new street lighting was completed along an area identified as unsafe by students.

The technology infrastructure boasts a 100% wireless campus. In campus interviews it was noted that all classrooms were permanently equipped with instructional technology twelve years ago. Indiana University (IU) supports the information technology (IT) infrastructure at IU Southeast, which is guided by Indiana University's Strategic Plan for Information Technology. This plan addresses fiscal reporting, customer satisfaction surveys, cybersecurity, and visionary goals. Campus interviews validated that there is an overall network infrastructure plan as well as a ten year equipment replacement plan which includes life cycles on all technology equipment.

The RCM allocation process is the primary safeguard in place to ensure funds are allocated and used in accordance with their designated purpose. This model allocates revenue to the six main departments that generate it and each department is responsible to manage the revenue and expenditures allocated to it. As evidenced in the delta report, IU Southeast monitors the financial performance of each school with a five-year trend.

The strategic plan goals are realistic considering the budget availability to support the initiatives and there is a formal process connecting funding requests to the strategic priorities which ultimately are reviewed by the Chancellor's Cabinet. Departments must identify their budgets' connection to the strategic priorities at the annual budget conference when they present their budgetary needs.

IU Southeast has a well-defined process for monitoring budgets and expenses. As referenced in section B-2 of the policies and Administrative Affairs Policies and Procedures Manual (PPM) the chancellor and vice chancellors and the Campus Budgetary Advisory Group separately develop campus budget priorities each year. Each account manager that requests new funding has the opportunity to meet with the Chancellor's Cabinet to share their needs. Campus interviews validated that all account managers have access to financial information down to the transaction level in the IU information environments. The budget monitoring process includes monthly reconciliations for each account holder per PPM, section B-3. Accounts are not allowed to exceed budget in the fiscal year. Any account headed in that direction must provide a plan to balance the fund in that year or carryover the balance to deal with in the following year. Auxiliary funds are required to have a five year pro forma with projections. Since all contracts require central budget office approval, expenses are controlled. A detailed list of operating procedures from handling cash in transit to the assessment of interest charges is found on the financial management services website for use by faculty, staff, and student account managers.



The strategic goals are reflective of the IU Southeast's focus on student success as demonstrated by their participation in the American Association of State Colleges and Universities (AASCU) Re-Imagining the First Year Initiative and the HLC's Persistence and Completion Academy. Both of these efforts contributed to a significant rise in graduation rates, which increases retention and the resources available to devote to the strategic priorities.

IU Southeast's staff are appropriately qualified and trained as evidenced by the hiring policies and practices. All employees have a detailed position description, which are reviewed each time a vacancy occurs. IU Southeast invested over \$1 million in the professional development of their faculty and staff including conferences, workshops and training sessions between FY10 and FY18. In addition, IU Southeast has a robust training program offered by its own departments including Human Resources, Equity and Diversity, Police and Public Safety and others with specific training sessions documented in the evidence. Further, the Indiana University (IU) Office of the General Counsel provides employee training on regulatory topics such as Title IX and copyright issues. In campus interviews it was stated that staff are able to attend conferences to ensure certifications of staff and although some cuts were made to travel, sending staff to IU hosted conferences and sending staff to national conferences in Louisville are very affordable options. The university also seeks funds from outside of university for student travel and online options for staff development. IU Southeast focuses on faculty qualifications by using a detailed qualification checklist that ensures new faculty hires meet HLC expectations. IU Southeast recognizes the important role of part-time faculty (i.e., instructors and adjunct) to their academic mission and has invested resources into the professional development of these faculty. An annual scholars conference is offered for this group of faculty on the IU Southeast campus. Further, they provide funds to part-time faculty to attend the IU FACET's Adjunct Faculty and Lecturers' (Falcon) conference.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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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.

### Rating

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Met

### Evidence

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According to the Indiana University (IU) website, the Indiana University Board of Trustees is the governing body for IU Southeast and all IU campuses as established by the state legislature. The board includes nine trustees consisting of three alumni and six governor appointees, one which is reserved for an IU student. The board meets six times per year on the IU campuses. The next meeting at IU Southeast is in December 2020.

The Board approved a resolution in 1987 that delegates authority to manage the university to the president of the university. Responsibilities that remain with the Board as defined in Indiana State Code include setting tuition and fees, prescribing curricula, entering into agreements, determining admissions standards, adopting the budget, and investing funds. According to the IU website, many trustees say they commit several hours per week preparing for meetings and becoming more familiar with the governance of IU. They are expected to participate in special board meetings, committee sessions and attend major university events including commencement, honorary degree conferrals, dedications and groundbreakings which documents their knowledge of the campuses. Indiana state law requires mandatory attendance at meetings and vacates a seat if a trustee misses two successive meetings.

The Board provides oversight of academic and financial policies and practices through seven committees including the External Relations Committee, the Academic Affairs committee, the Facilities and Auxiliaries Committee, the Finance, Audit, and Strategic Planning Committee, the Health Affairs Committee, the Nominating Committee, and the Student Relations Committee as identified on the IU Board of Trustees website. As evidenced in February 5, 2019 meeting minutes, which are mandated by Indiana state law, the Board discusses and approves such items as new programs, new locations, program specializations, new departments, capital and maintenance project approvals and personnel matters.

Indiana University has extensive policies that are accessible online and provide guidance to all of the campuses. Indiana University exemplifies a strong model of shared governance as evidenced in its broad and diverse committee structure. The Faculty Senate meets monthly with the Chancellor and Executive Vice Chancellor for Academic Affairs, cabinet members attend monthly Faculty Senate meetings, and the Faculty Senate President represents IU Southeast at the system Regional Faculty Caucus. Other members of the administration also represent IU Southeast at the IU level including the Regional Campus Cabinet and the Council for Regional Campus Excellence. The Campus Budget Advisory Group (CBAG), which makes specific budgetary recommendations to the Chancellor, includes a diverse membership from multiple areas of campus including academics, library, staff, professional staff, and students as was documented in the argument and campus interviews.

As referenced on the IU website, the University Faculty Council (UFC) consists of elected members from the IU campuses and are responsible for exercising faculty authority at the IU campuses. IU Southeast has leadership on this system committee with a faculty co-chair noted in campus interviews. Their meetings are scheduled at least once per semester and are open to the public with minutes posted on the IU website. The President of Indiana University provided an update to the committee at the November 2018 meeting, as documented in the minutes, regarding the legislature, the legislative budget cycle, changes to committee chairs and budget updates. This communication enhances collaboration between administration and faculty. Additionally, several policy updates were discussed including creating a uniform record retention policy, amending the current ACA-74 Financial Conflict of Interest policy and a recommendation to create a committee to review all IU policies dating back to 1949 which need updating.

The setting of academic requirements, policy, and processes offers the opportunity for contribution from a diverse set of constituents at IU. The Faculty Senate has an extensive committee list including academic assessment, academic policies, faculty conduct, honors council, improvement of learning and student recruitment and retention as examples identified on the IU Southeast Faculty Senate website. The Faculty Senate constitution states their purpose "of 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..." Before an academic policy change or a new program is moved to the Board of Trustees, it begins the process in the respective program and academic unit faculty and then is reviewed by the Senate Academic Policies Committee, then the full Faculty Senate and finally senior administration. Programs are ultimately approved by the Indiana Commission for Higher Education. Students are represented in this process by membership on the IU Board of Trustees, the Indiana Commission for Higher Education, and as a non-voting member of Faculty Senate.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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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.

### Rating

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Met

### Evidence

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IU Southeast uses a comprehensive approach to ensure the allocation of their resources is in accordance its mission and priorities. Section B.2 of the policies and procedures manual (PPM) requests each account manager to provide justification on how their budget proposal connects to the campus strategic plan and how it aligns with university priorities. The FY20 Request for Funding Form provided requests unit, campus, and strategic plan goals addressed as well as if the department conducts ongoing programmatic assessment. One example reflects a request from the Graduate Studies and Research Office for FY20 funding. The connection to the strategic plan states the office provides services that help IU Southeast better reach specific student-populations including graduate students. Performance data regarding the number of contacts made as well as the number of alumni that return as graduate students was presented. The request for funding also requires information on whether a program review has been conducted in the last 7 years and an executive summary if it has been completed. This directly links data to the budget and planning process. After review of multiple years of budget guidelines, it is evident FY20 was the first year this connection between planning and budgeting has been completed. IU Southeast developed a comprehensive process and as long as they continue to use it, it will provide a solid link between budgeting and planning as the university moves forward. IU Southeast's evaluation of their student services operations is reflected in the newly opened Student Central.

The IU Southeast argument indicates standing items on the Academic Council meetings, which was stated to meet monthly, are assessment and planning and budgeting; however, meeting minutes indicate they have only met seven times since September 2017 when the committee was reestablished. It had been disbanded seven years ago, but was reestablished to begin discussing the upcoming HLC visit specifically relating to assessment and planning. The minutes also do not support the statement that those topics are standing items on the committee's agendas. There is no evidence that a regular discussion on institutional effectiveness is taking place and no performance changes based on operational data were identified. This process needs improvement as acknowledged in the IU Southeast argument.

Many planning processes at IU Southeast encompass the entire institution as well as both internal and external constituents, starting with the strategic planning process where all faculty, staff, students and the Board of Advisors had the ability to provide input as discussed in the open forum for criteria five. The current plan, along with an assessment of their on-going progress are easily accessible via the IU Southeast website along with historic strategic plans dating back to 2005. In campus interviews participants were in general agreement was that there was no official committee but it was managed by the Chancellor's Cabinet. The argument and campus interviews validated that each school at IU Southeast has an external advisory board. Members IU Southeast advisory board indicated they are consulted regularly to provide input on programs, activities, and priorities at IU Southeast.

The budget process at IU Southeast is comprehensive including members from virtually all facets of the university with the ability for individual departments to share their budgetary needs through an annual budget conference. Again, evidence suggests this process just began with the FY20 budget process.

IU Southeast understands its current capacity including a seven-year enrollment decline and the associated change in revenue as evidenced in their budget reduction plan, which strategically turned a \$1.6 million deficit at the start of FY18 into a budget surplus at the end of FY18. At the same time spending controls were put in place to manage to their current revenue level and they invested in five strategic priorities that also help with the budget situation. These included increasing adult student learners, growing graduate programs, online education and regional collaborations, and focusing on retention and completion. All of these investments paid off with improved statistics.

IU Southeast anticipates emerging factors in its planning efforts in many different areas of the university. Recognizing the need to improve their overall enrollment they engaged with EAB Royall to optimize their prospects, applications, and yield. As noted in campus interviews, this contractual service was entered into at a time when shared services, and their associated staffing adjustments, were being implemented at Indiana University (IU). Since this is a primary function and responsibility of the admissions office, it is envisioned that this will be brought back into the admissions office activities eventually. Planning documents that were reviewed by team include IU Southeast Capital Projects (a 9-year summary), Facility Renewal Plan (March 19, 2019), Offices of Admissions and Student Financial Aid Recruitment Plan 2015-2020, Strategic Plan – Empowering People Indiana University's Strategic Plan for Information Technology – 2008, IU Southeast Strategic Plan, IU Southeast Network Plan and Campus Physical Master Land Use Plan – 2012. These documents present a comprehensive culture of planning and responsiveness at the university.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

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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.

### Rating

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Met

### Evidence

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IU Southeast has a robust system of data that documents evidence of its performance in its operations. This was validated in the team review of Indiana University (IU) Information Environments. The university dashboard houses easily accessible reports on enrollment data including admissions information on the high school flow to IU, admitted not-enrolled students, student diversity, financial information, strategic plan metrics, and course management. The outcomes section of the dashboard provides data on degrees, majors, retention rates and graduation rates. IU Southeast conducts a myriad of campus surveys to provide evidence of performance in its operations, all of which are centrally housed in the Office of Institutional Effectiveness (OIE). As validated in campus interviews, the OIE office segments the data into more usable information and shares it with the relevant departments for use in their operations. Examples from the evidence include the annual Alumni Survey that was created in 2012 to provide data on employment, graduate education, preparation for college and satisfaction with their college experience. For example, the campus career center staff noted that the survey data is used to evaluate their service and has led to adjustments in the diversity of employers they reach out to in the local area.

The Ad Astra Dashboard Checkup report from September 2017 provides a review of IU Southeast's instructional capacity and suggests classroom changes to improve student success. The results of this study led to realignment of classroom use and assignments resulting in significant adjunct budgetary savings. Campus interviews documented that classrooms have been redesigned with movable furniture and upgraded technology. The Information Technology (IT) and Facilities Services departments work together to provide space updates simultaneously.

Since IU Southeast is a part of Indiana University, one consolidated annual audit is provided for the entire university that includes all campuses. The evidence provides clean audits performed by Indiana's State Board of Accounts who is charged with providing the citizens of Indiana confidence in the integrity and financial accountability of IU and other governmental entities. IU Southeast is a unit in the responsibility centered management structure of IU and cannot produce their own financial statements; however other financial reports were discussed and provided including a history of the general fund budgets, five-year surplus/deficits summaries by school, and financial trends and use of reserves.

IU Southeast improved student service processes with the Student Central, as documented during the tour, showing responsiveness to industry best practice. IU Southeast Student Central, which just opened in June 2019, is a one-stop shop for students to take care of their student account business including financial aid, scholarships, registrar, and bursar functions. This change is recognized as a best practice in higher education as witnessed by an annual workshop jointly hosted by the National Association of College & University Business Officers (NACUBO) and the Institute for Student Service Professionals (ISSP). Student Central is the result of a five-year planning process by the Accounting, Registrar, and Financial Aid departments. The Facilities Services department modified their operation to a team cleaning model to address staffing shortages. This model improves the efficiency of the entire cleaning function with built in backups and coordinated efforts to ensure that all areas are attended to. Campus interviews validated that even during staffing reductions and budget cuts, the cleaning level of the campus was not diminished.

The Ogle Center used its survey and focus group results to adjust their programming, which resulted in record levels of attendance in the past five years. Additional information was provided during the campus tour indicating significant community outreach occurs with this facility including partnering with the University of Louisville whereby the Ogle Center is used by their orchestra gratis in exchange for free admissions for the IU Southeast community. In campus interviews it was noted that the Information Technology (IT) department uses computer lab statistics to determine the usage data. This information has led to reducing 400 computers on campus due to students bringing their own device. These funds have been reallocated to invest in other technologies on campus. It was also stated that the Student Central system tracks all phone calls, emails and walk ins through computer software which is used to better schedule their staffing levels and adjust office hours to better meet student demands.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **5.S - Criterion 5 - Summary**

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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.

### **Evidence**

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Although IU Southeast has faced significant enrollment declines in recent years, they have the resources necessary to fulfill their mission due to budget management. These resources, backed by strong HLC financial ratios, provide an infrastructure that positions them well for future opportunities assuming relatively stable enrollments. The budget process is transparent, comprehensive, and appreciated by a diverse array of campus constituents. IU Southeast engages in integrated planning as evidenced in their campus master plan, and a robust and inclusive budget process which has a direct connection to strategic priorities and evaluation of operations; however, evidence of strategic quantifiable enrollment planning is significantly lacking. IU Southeast has an extensive system of data that is used to adjust performance in their operations.

## FC - Federal Compliance

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### INSTITUTIONS

Download the Federal Compliance Filing Form and Federal Compliance Overview at [hlcommission.org/federal-compliance](http://hlcommission.org/federal-compliance). After completing the form, combine it with all required appendices into a single PDF file. Bookmark the appendices in the combined PDF. Upload the PDF here by clicking the Choose File button below. The Federal Compliance Filing must be uploaded prior to locking the Assurance Argument.

### PEER REVIEWERS

Download the Federal Compliance Overview and Instructions for Peer Reviewers at [hlcommission.org/federal-compliance](http://hlcommission.org/federal-compliance). The institution's Federal Compliance Filing and supporting documentation are provided below.

**Federal Compliance reviewer:** Use the template provided in the Rationale section to enter the preliminary findings for each component of Federal Compliance. The findings should include one of the following conclusions for each component as well as a rationale that fully supports the conclusion:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.

If the reviewer recommends monitoring for any Federal Compliance component, provide that information in the Interim Monitoring section. Describe what improvement is needed as well as how HLC would determine the institution has resolved the issue. In the Rating field, select the drop-down option that reflects the reviewer's preliminary findings.

Notify the team chair when the draft evaluation is complete, no later than one week before the team's on-site visit.

**Evaluation team:** While conducting the visit, the peer review team determines whether the preliminary findings made by the Federal Compliance reviewer accurately represent the institution's compliance with all applicable requirements. If necessary, adjust the rating, preliminary findings and rationale provided by the Federal Compliance reviewer. All information in the rationale should explain the findings ultimately selected. Specific instructions addressed directly to the evaluation team by the Federal Compliance Reviewer should be removed. Ensure that one of the conclusions listed above is provided for each Federal Compliance component in the Rationale section.

If the team finds that there are substantive issues related to the institution's compliance with the Criteria for Accreditation, address those issues within the appropriate Core Component sections of the Review tab.

### Rating

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Does not require monitoring

### Federal Compliance Filing Form

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- (2779)\_Compliance\_-\_IU\_Southeast\_Federal\_Compliance\_Packet\_-\_07\_August\_2019

### Rationale

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#### 1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

**Conclusion** (Choose one of the following statements and delete the other two):

The institution meets HLC's requirements.

**Rationale:**

The institution has a credit hour policy that establishes expectations for all delivery formats offered by the institution. There are appropriate procedures for course scheduling that ensure the appropriate credit value, and the Office of the Registrar runs periodic reports to determine if the meeting patterns comply with the credit hour policy. Syllabi were reviewed for each degree type and they align with the credit hour policy.

#### 2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

**Conclusion**

The institution meets HLC's requirements.

**Rationale:**

The institution has a procedure for student complaints that includes the student filing a grievance form, investigation, and action taken on the individual complaints.

#### 3. PUBLICATION OF TRANSFER POLICIES

**Conclusion**

The institution meets HLC's requirements.

**Rationale:**

The institution has transfer policies that are disclosed on the website. The website also includes three articulation agreements. At the time of the review, the institution had recently made some updates to its website, so the links to the details about the articulation agreements were not working. However, in following up with the institution, they updated the links and they now include the appropriate information.

**4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY**

**Conclusion**

The institution meets HLC's requirements.

**Rationale:**

The institution uses unique user IDs and passwords, as well as two-factor authentication via Duo to verify student identity. On-line instructors wishing to have proctored exams have access to Examity. There are no additional fees incurred by students when instructors utilize this proctoring service.

**5. TITLE IV PROGRAM RESPONSIBILITIES**

**Conclusion**

The institution meets HLC's requirements.

**Rationale:**

The institution has not had a Title IV program review, nor been audited or inspected by the US Department of Education, nor had any limitations, fines, etc. from the US Department of Education. It has also not had any findings in the last three A-133 audits. The institution appropriately discloses its campus crime, athletic participation, financial aid and right to know information. There is a satisfactory academic progress policy that is available online.

**6. PUBLICATION OF STUDENT OUTCOME DATA**

**Conclusion**

The institution meets HLC's requirements.

**Rationale:**

The institution publishes overall and segmented information about retention rates, graduation rates and placement rates online. The information can easily be found on the website. It is recommended that the institution set it up such that this information can also be found by searching "student outcomes" from the search bar.

**7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES**

**Conclusion**

The institution meets HLC's requirements.

**Rationale:**

The institution is accredited by four specialized accrediting bodies (CCNE, CAEP, AACSB, ACS), in addition to the HLC. Its relationship with these organizations is disclosed online. (The American Chemical Society (ACS) doesn't appear to be an accrediting body, however, the website simply states that the chemistry program is "approved" by the ACS.)

The institution offers some programs online, and in following up via email, they confirmed that they are members of NC-SARA.

**Interim Monitoring (if applicable)**

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## Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring



## Review Summary

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### Interim Report(s) Required

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**Due Date**

12/17/2021

**Report Focus**

Recommendation:

The Visiting Team recommends that IU Southeast submit an interim report on assessment of student learning, including evidence of assessment plan development and implementation, and measurement of student learning outcomes.

Rationale:

IU Southeast has just begun to implement their assessment of student learning process, despite a previous monitoring report (2006) and focused visit (2003). While the majority of academic programs have established learning goals and outcomes, in some programs the measurement tools are still under development and in most programs, assessment data is yet to inform programmatic change. The University also needs to utilize assessment data for decision making in its general education program and develop a comprehensive institution-wide plan for assessment, including graduate programs and co-curricular areas. Assessment also needs to be tied to strategic planning, budgeting, and resource allocation. The institution should work to make improvements in the systematic collection, analysis, timely dissemination of assessment data and results to improve programs and decision making.

An interim report in two years, no later than Fall 2021, should document planning in the following :

1. institutionalization of a comprehensive assessment of a student learning outcomes process that is integrated into a university-wide continuous improvement plan;
2. evidence that student learning outcomes are incorporated into all course syllabi that distinguish between 100/200 level, 300/400 level and graduate level courses and programs;
3. evidence that student learning outcomes are incorporated into all course syllabi and are consistent across courses, levels and format (i.e., distance delivery, dual credit) ;
4. evidence that the university has in place a process for assessment of student learning using direct measures (for general, baccalaureate, and graduate education, regardless of location or delivery method);
5. evidence that the university has in place a process for assessment of student learning using direct measures for its co-curricular programs.

**Due Date**

12/15/2023

**Report Focus**

Recommendation:

The Visiting Team recommends that IU Southeast submit an interim report on assessment of student learning, including evidence of assessment plan development and implementation, measurement of student learning outcomes, and the use of results to inform strategic decision making. The due date by design coincides (embeds) with IU Southeast's Year Four mid-cycle review in the Pathway program; thus, the arrangement should help minimize the institutional burden while maximizing the outcomes.

Rationale:

IU Southeast has just begun to implement their assessment of student learning process, despite a previous monitoring report (2006) and focused visit (2003). While the majority of academic programs have established learning goals and outcomes, in some programs the measurement tools are still under development and in most programs, assessment data is yet to inform programmatic change. The University also needs to utilize assessment data for decision making in its general education program and develop a comprehensive institution-wide plan for assessment, including graduate programs and co-curricular areas. Assessment also needs to be tied to strategic planning, budgeting, and resource allocation. The institution should work to make improvements in the systematic collection, analysis, timely dissemination of assessment data and results to improve programs and decision making.

An interim report in four years, no later than Fall 2023, should coincide (imbedded) with the four year review and document the following to include two three-year assessment cycles:

1. institutionalization of a comprehensive assessment of a student learning outcomes process that is integrated into a university-wide continuous improvement plan;
2. evidence that student learning outcomes are incorporated into all course syllabi that distinguish between 100/200 level, 300/400 level and graduate level courses and programs;
3. evidence that student learning outcomes are incorporated into all course syllabi and are consistent across courses, levels and format (i.e., distance delivery, dual credit) ;
4. evidence that the university has in place a process for assessment of student learning using direct measures (for general, baccalaureate, and graduate education, regardless of location or delivery method);
5. evidence that the university has in place a process for assessment of student learning using direct measures for its co-curricular programs;
6. evidence that the results of assessments of student learning are incorporated into continuous improvement processes, including program reviews, strategic

- plans, and budget development;
7. data from indirect measures of student assessment (e.g., alumni surveys, course evaluations, student satisfaction surveys) are incorporated into institutional review and planning processes; and
  8. the continuous improvement process is both systemic and systematic.
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## Conclusion

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Over the last 10 years Indiana University Southeast (IU Southeast) has participated in Open Pathways. The university has documented that they are responsive to their mission and the regional community, utilize ethical and transparent processes, are committed to solid faculty governance and take the needs of their students, staff and faculty very seriously. IU Southeast participates in service sharing with Indiana University (IU) in distance education and information technology. IU also provides back functions in financial aid, bursar, registrar and admissions operations. They have experienced enrollment declines and retention, persistence and graduation issues for a number of years. Revenue has been used to develop programs to enhance student success, address retention persistence and graduation issues and strengthen its support of faculty. They are just beginning to see some positive results from these efforts. As long as IU Southeast continues to be vigilant and responsive to their enrollment trends and regional economic indicators, they are ready to meet challenges in this area.

Indiana University Southeast has just begun to make strides in assessment of student learning outcomes. However, fundamental pieces of a strategic assessment process are still missing. While the majority of undergraduate academic programs have established learning goals and outcomes, most have not yet begun to close the loop. Assessment of student learning in general education, graduate education and co-curricular programs is just beginning and/or not yet fully developed. The IU Southeast assurance argument identified the Academic Council as the entity charged with the review and analysis of assessment data in order to make recommendations to improve student learning. Yet, documents and campus interviews showed evidence that this is not occurring. In the team's judgement, the institution needs to make improvements in the systematic collection, analysis, and timely dissemination of assessment data and results in order to strategically improve programs and decision making. The team recommends that the IU Southeast be placed in the Standard Pathway and interim reports be submitted in Year Two and Four (i.e., coinciding with their Year Four mid-cycle review).

## Overall Recommendations

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### Criteria For Accreditation

Met With Concerns

### Sanctions Recommendation

No Sanction

### Pathways Recommendation

Limited to Standard

### Federal Compliance

Does not require monitoring



## Institutional Status and Requirements Worksheet

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<b>INSTITUTION and STATE:</b>	Indiana University Southeast, IN
<b>TYPE OF REVIEW:</b>	Open Pathway Comprehensive Evaluation
<b>DESCRIPTION OF REVIEW:</b>	The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date. Visit to include a Federal Compliance Reviewer: Dr. Meridith Wentz
<b>DATES OF REVIEW:</b>	9/9/2019 - 9/10/2019
<input type="checkbox"/> No Change in Institutional Status and Requirements	

### Accreditation Status

Nature of Institution

Control: Public

**Recommended Change:** No change.

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Degrees Awarded: Bachelors, Masters

**Recommended Change:** No change.

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Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2009 - 2010

Year of Next Reaffirmation of Accreditation: 2019 - 2020

**Recommended Change:** 2029 - 2030

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### Accreditation Stipulations

General:

Approved for Bachelor of Applied Science and RN-BSN consortial degrees.

**Recommended Change:** No change.

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## Institutional Status and Requirements Worksheet

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### Additional Location:

Prior HLC approval required.

**Recommended Change:** No change.

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### Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change:** No change.

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### Accreditation Events

Accreditation Pathway

Open Pathway

**Recommended Change:** No change.

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### Upcoming Events

#### Monitoring

##### Upcoming Events

None

**Recommended Change:** Interim Report due 12/17/2021 on assessment of student learning, including evidence of assessment plan development and implementation, and measurement of student learning outcomes.

Embedded report in Year Four Assurance Review on assessment of student learning, including evidence of assessment plan development and implementation, measurement of student learning outcomes, and the use of results to inform strategic decision making.

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### Institutional Data

#### Educational Programs

##### Undergraduate

Certificate	50	_____
Associate Degrees	0	_____
Baccalaureate Degrees	54	_____

##### Graduate

Master's Degrees	13	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

**Recommended Change:**



# Institutional Status and Requirements Worksheet

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## Extended Operations

### Branch Campuses

None

**Recommended Change:** No change.

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### Additional Locations

Water Tower Square, 300 Missouri Avenue, Jeffersonville, IN, 47130 - Active

**Recommended Change:** No change.

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### Correspondence Education

None

**Recommended Change:** No change.

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### Distance Delivery

- 23.0101 - English Language and Literature, General, Certificate,
  - 23.0101 - English Language and Literature, General, Master,
  - 23.1301 - Writing, General, Certificate,
  - 23.1401 - General Literature, Certificate,
  - 30.0000 - Multi-/Interdisciplinary Studies, General, Bachelor, Bachelor of Applied Science
  - 43.0103 - Criminal Justice/Law Enforcement Administration, Master,
  - 51.3801 - Registered Nursing/Registered Nurse, Bachelor, B.S. in Nursing (Completion)
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### Contractual Arrangements

None

**Recommended Change:** No change.

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### Consortial Arrangements

- 09.0101 - Speech Communication and Rhetoric - Certificate - - Collaborative Online Graduate Certificate in Communication Studies
- 11.0104 - Informatics - Bachelor - B.S. in Informatics - Collaborative Online B.S. in Informatics
- 23.0101 - English Language and Literature, General - Certificate - - Collaborative Online Graduate Certificate in Language and Literature
- 23.0101 - English Language and Literature, General - Master - - Collaborative Master of Arts (M.A.) in English
- 23.1301 - Writing, General - Certificate - - Collaborative Online Graduate Certificate in Composition Studies

## Institutional Status and Requirements Worksheet

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- 23.1401 - General Literature - Certificate - - Collaborative Online Graduate Certificate in Literature
- 24.0101 - Liberal Arts and Sciences/Liberal Studies - Master - - Collaborative Online Master of Liberal Studies (M.L.S.)
- 27.0101 - Mathematics, General - Certificate - - Collaborative Online Graduate Certificate in Mathematics
- 30.0000 - Multi-/Interdisciplinary Studies, General - Bachelor - Bachelor of Applied Science - Indiana University Consortial
- 43.0103 - Criminal Justice/Law Enforcement Administration - Master - - Collaborative Online Master of Science in Criminal Justice and Public Safety (MSCJPS)
- 51.0799 - Health and Medical Administrative Services, Other - Bachelor - Applied Health Science - Collaborative Online BS in Applied Health Science
- 51.1508 - Mental Health Counseling/Counselor - Master - MA Mental Health Counseling - Indiana University Mental Health Counseling
- 51.1508 - Mental Health Counseling/Counselor - Master - Master of Arts in Mental Health Counseling - Master of Arts in Mental Health Counseling
- 51.3801 - Registered Nursing/Registered Nurse - Bachelor - B.S. in Nursing (Completion) - Indiana University Consortium
- 52.0201 - Business Administration and Management, General - Bachelor - - Collaborative Online Bachelor of Science in Business Administration (BSBA)
- 54.0101 - History, General - Bachelor - - Collaborative Online B.A. in History

**Recommended Change:** No change.

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