

Assurance Argument
Indiana University East - IN

10/27/2015

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

Indiana University East is a regional campus of Indiana University. The mission of IU East is focused on the intellectual and personal growth of students, creating a rich environment for teaching, learning and scholarship, valuing diversity, and being a true partner in the community. This institution has evolved, and will continue to do so, to meet the changing educational needs of the students, the changing economic and cultural realities of the region, and changing modes of teaching and learning. IU East is mission-driven and looks forward to the future.

A new [mission statement](#) was adopted by the IU East [Faculty Senate in November, 2009](#) and by the Indiana University [Board of Trustees in February, 2010](#) to reflect some significant changes in the educational environment. IU East phased out associate degrees (the last one was granted in 2011) and remedial classes, added master's degrees, began offering online degrees and forged a strong partnership with Ivy Tech Community College (Indiana's community college) to promote increased transfer of students. The institutional mission statement is available to the public on the IU East website and in the [academic catalog](#).

In accordance with our mission statement, IU East offers a "broad range of bachelor's degrees and selected master's degrees and certificates through its traditional main campus in Richmond, off-campus sites, and online program options." We currently offer [24 bachelor's degrees, six master's degrees, and 15 certificates](#). Online, we offer ten undergraduate [degree completion programs](#), one four-year degree program, and four graduate certificates. Degrees are offered on the Richmond campus, and at off-campus locations in Lawrenceburg, Connersville and New Castle. Through special agreements, we offer a nursing program at Good Samaritan Hospital in Dayton, Ohio, and Madison, IN, both of which are outside of our service region. IU East academic programs are administered through six schools: [Business & Economics](#); [Education](#); [Humanities & Social Sciences](#); Natural Science & Mathematics; [Nursing](#) and Social Work.

According to our mission statement, IU East "challenges students to grow intellectually and personally in a supportive and scholarly environment." To fulfill that portion of the mission, the campus offers services to ensure student success including the library, tutoring, counseling, etc., all of

which create a multifaceted network for students, helping them reach their academic and personal goals.

The IU East [Campus Library](#) is an important hub of student activity and serves as a key resource for students and faculty. On average, 200 students per weekday use the library. The [Writing Center](#) and [Math and Science Resource Center](#) provide free tutoring/consultation services to students, both in person and online. A telephone Math Hotline is also available during the center's operating hours. The [Supplemental Instruction](#) program offers academic assistance to students enrolled in challenging entry-level courses.

The [Disability Services Coordinator](#) establishes individualized accommodations to aid students who need additional support to complete their college education. The [Center for Health Promotion](#) provides health screenings, vaccinations, personal wellness, and a food pantry. Confidential [mental health counseling](#) is provided free of charge to students by licensed clinical professionals.

A First Year Seminar is required of all new freshmen in order to enhance the transition to college and prepare them for both academic and personal success. [Student coaches](#) help students develop the tools necessary to be successful in their transition to IU East. [Career Services](#) helps students through every stage of career development—from deciding on a major to finding that first job after graduation. [Student Support Services](#) (TRiO Grant) supports qualifying students through academic counseling, tutoring, technology assistance, etc.

As a regional campus of Indiana University, our mission is to serve the residents of east central Indiana and western Ohio. The service area of IU East includes 11 counties in Indiana and six counties in western Ohio. While initiatives in [online education](#) are bringing students to IU East from across the country and even from a few international destinations, the vast majority of the [student body](#) we serve originates from Indiana (75% in fall 2015). As evidenced by enrollment trends over the previous six years, [first-generation college students](#) comprise a significant percentage of the IU East student body as both first-time freshman and transfer students; this is consistent with our mission as a regional campus.

The IU East budget priorities are aligned to support the academic mission of the campus; the [planning process](#) includes all campus constituents. IU East utilizes Responsibility Centered Management (RCM), a model that is based on transparency and disclosure. Deans work closely with the Vice Chancellor for Administration and Finance to complete the annual budget process as outlined in the [University Budget Office Schedule](#). The [Budgetary Affairs Committee](#) of the faculty senate functions to advise the chancellor on allocations of resources among competing demands, including campus facilities, budgets, and faculty salaries; the chancellor and campus administrators keep this committee fully informed about financial and budgetary matters.

A percentage of Indiana University's state appropriation is awarded through performance funding. The [performance funding](#) metrics for the regional campuses of IU relate directly to measures of student success for the student body we serve, and include the overall state goal of increasing educational attainment throughout Indiana. Given IU East's focus on increasing enrollment and improving student success, the campus has done very well on these performance metrics, resulting in increased monetary resources being allocated to the campus. In the most recent biennial funding cycle (FY 2015-2017 biennium), IU East showed the largest [percentage increase](#) in state allocation of any public university in Indiana (14.5% for IU East; 4.5% for Indiana University as a whole).

Sources

- 2010 Indiana University Mission Statement
- Biennial Budget Senate Schedule 1
- Board of Trustees Adoption of IU East Mission Statement 2010
- Budgetary Affairs Committee
- BUSE Program Flyer
- Career Services webdoc
- Center for Health Promotion
- Disability services
- First Generation Students List
- HSS Flyer
- IU East Degrees
- IU East Library
- IU East Writing Center
- IUE Enrollment by State 2015
- IUE Enrollment Profile 2015-16
- IUE Faculty Senate Mission Statement Endorsement
- IUE Faculty Senate Mission Statement Endorsement (page number 2)
- Master Plan for Budget Development
- Math and Science Resource Center
- Nursing Flyer
- Online Degree Programs
- Performance Funding According to State Appropriation
- Performance Funding Chart 2015
- RCM Annual Budget Process
- RCM IU Description
- School of Ed Flyer
- Student Counseling-Center for Health Promotion 2015
- Student Success Coaching
- Student Support Services
- Supplemental Instruction
- University Budget Calendar

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

IU East's statements of mission, vision, identity, values and institutional priorities are publicly available on our Strategic Planning website, located on the Chancellor's homepage. The [strategic plan](#) was completed and endorsed by the IU East Faculty Senate in [December, 2014](#) and by the Indiana University Board of Trustees in the same month. The [Strategic Plan \(2014-2019\)](#) lays out [five strategic priorities](#) for the campus including a list of [strategic actions, desired outcomes, and measurements](#). At the beginning of each academic year, the Chancellor leads the strategic planning committee in determining the priority work plan for that year.

The IU East mission statement clearly states the focus of the institution. It affirms our service to the region, our teaching mission enhanced by scholarly activity, and our commitment to diversity. During the 2013/14 strategic planning process, the campus deliberately did not revise this mission statement as it was deemed to be relevant and appropriate.

Consistent with the campus mission, each academic school has developed its own mission statement that guides the activities of the unit and these are attached ([Humanities & Social Sciences](#), [Natural Sciences & Mathematics](#), [Education](#), [Nursing \(handbook p. 7-8\)](#), [Business & Economics](#), and [Social Work](#)). Additionally, many campus offices have mission statements which clearly define the function and purpose of the unit, and these are posted on their websites (e.g. [University College](#), [Student Support Services](#), and [the Office of Campus Life](#)).

Indiana University serves students throughout the state, with each regional campus focused particularly on the region in which it is located. The IU East mission is to serve the residents of east central Indiana and western Ohio ([Internal Service Areas 2014](#)). IU East provides students from a range of academic backgrounds with the opportunity to earn a college degree. Through the strategic plan, strategic priorities 1, 3, and 5, the mission statements of the institution and units within, IU East affirms its broad and inclusive focus on the constituencies it serves.

Sources

- HSS Mission Statement
- IU East Strategic Plan Faculty Senate Endorsement

- IU East Strategic Plan Faculty Senate Endorsement (page number 5)
- IUE-Strategic-Plan-Dec-2014
- IUE-Strategic-Plan-Dec-2014 (page number 4)
- IU-Internal_Service Areas 2014-10-10
- Mission Statement--SOBE
- School of Ed. Mission Statement
- School of Natural Science and Math
- School of Nursing Handbook
- School of Nursing Handbook (page number 7)
- School of Social Work
- Strategic-Priorities-Handout
- Unit Mission Statements

1.C - Core Component 1.C

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

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

Argument

Indiana University East has a commitment to diversity that is clearly stated in the institutional mission statement: *"Indiana University East values a diversity of backgrounds, experiences, and intellectual perspectives among its faculty, staff, and students and in its contributions to the cultural and economic development of the communities it serves."*

Indiana [state law](#) requires the Trustees of Indiana University to create a diversity committee on each campus; IU East has the [Commission on Diversity and Equity](#). This committee meets regularly, and all meetings are advertised and open to the public according to state law. The committee submits an [annual report](#) to the Indiana University Office of the Vice President for Diversity, Equity, and Multicultural Affairs (DEMA). The campus reports are compiled into an annual report to the IU Board of Trustees, which may also be shared with the Indiana Commission for Higher Education and the Indiana General Assembly.

IU East appoints a Chief Diversity Officer to lead diversity efforts on campus; this position reports to the chancellor also has a dotted-line relationship to the Vice President of DEMA. In addition to the Commission on Diversity and Equity, the IU East campus has a Diversity Events Committee whose members do much of the work in planning and organizing campus diversity events.

The IU East [Diversity Plan \(2014-2016\)](#) describes the goals and framework which enable and encourage the effective and focused collaborations between faculty and staff across campus. The campus diversity plan is guided by the campus diversity statement.

IU East demonstrates an ongoing commitment to diversity through Campus Learning Outcome 4 that specifically addresses this issue: *"All IU East graduates should demonstrate the ability to relate within a multicultural and digitally connected world."* In support of this campus learning outcome, strong diversity elements are included in many of our general education courses. Students can enroll in a variety of courses which apply to the Humanistic-Artistic or Social-Behavioral competency, many of which incorporate instruction and academic experiences in multicultural awareness for the students. Some degree programs have a required diversity course (example: [Psychology/Criminal Justice](#)).

The IU East [Strategic Plan](#) was developed with an intentional focus on outcomes related to diversity and inclusiveness. During the planning process, the campus developed a [values statement](#), one of which is "Diversity (creating a welcoming and inclusive environment for people and their ideas/ways of thinking in all their variety)." The Strategic Plan itself has three overarching themes that guide our work, one of which is "a commitment to diversity and inclusiveness in all our efforts." Two of the five Strategic Plan priorities relate directly to this ideal:

Strategic Priority One -- *An environment in which diverse students complete degrees and realize aspirations with minimal financial burden.*

Strategic Priority Five -- *A campus culture of intellectual pursuit, experimentation, and inclusiveness.*

Through active outreach and recruitment of students in our service region and online, IU East is showing steady improvement in increasing the [diversity of the student body](#). A variety of campus initiatives illustrate our commitment to multiculturalism. IU East is currently engaged with an external research firm ([Halualani and Associates](#)) to map all diversity elements across the entire IU network. The School of Humanities and Social Sciences (HSS) faculty have mapped diversity courses that are part of the [General Studies](#) degree at IU East. The Diversity Events Committee sponsors a wide range of activities on campus, supported through an annual budget of \$20,000. These events and initiatives are advertised on campus and through [campus press releases](#) to the campus and surrounding communities. Examples of recent events that brought a multicultural experience to the IU East community include [Hispanic Heritage Month](#), and the [Diwali Festival of Light](#). Selected guest speakers have recently included [Jonathon Kozol](#), [Jennifer Finney Boylan](#), [Doc Hendley](#), and [Jane Collins](#). These presentations have helped us bring socially relevant topics to the campus community.

An important goal of the IU East Diversity Plan is to increase the diversity of faculty and staff through our hiring practices. The Office of Human Resources is responsible for implementing university strategies to diversify the applicant pool of ongoing searches for open positions, including adherence to the [affirmative action policies](#) and procedures of Indiana University. The Director of Human Resources at IU East has developed an [Affirmative Action Plan with Letters of Proclamation](#). This allows IU East to ensure compliance with IU policies, while remaining focused on local realities with regard to hiring practices. Each year, a workforce report is prepared for all IU campuses providing an analysis of the campus progress with regard to diversifying faculty and staff. The [Office of Human Resources](#) utilizes a voluntary Equal Employment Opportunity (EEO) survey for each position and these results promote greater effectiveness in how we seek to fill available positions and where we advertise for potential applicants.

Sources

- Affirmative Action
- Diversity Annual Report
- Diversity Commission
- Diwali Festival of Light
- Doc Hendley
- Halualani and Associates webdoc
- Hispanic Heritage month press release
- Indiana Code 2015
- IU East Vision-Identity-Values Statement
- IUE Diversity Plan 2014-2016
- IUE Diversity Plan 2014-2016 (page number 2)
- IUEast Affirmative Action Plan for Women and Minorities 2014-2015
- IUE Diversity Courses
- IUE-Strategic-Plan-Dec-2014
- Jane Collins
- Jennifer finney boylan

- Jonathan Kozol
- Minority Students Table
- Office of Human Resources
- PSY & CJUS Diversity Requirement Options
- Sample press release One Book

1.D - Core Component 1.D

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

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

Argument

As a public institution, Indiana University is governed by and accountable to the citizens of the state of Indiana. There is no parent corporation and there are no investors involved. As a state institution with public funding, all the campuses of Indiana University directly serve public constituents in the state of Indiana. The Indiana University Board of Trustees functions according to Indiana open records laws. The Board of Trustees authorized all IU regional campuses to establish campus-specific Boards of Advisors, made up of local community leaders and also including a member of the Board of Trustees. IU East has an [active board](#) that meets three times/year. The chancellor's website lists the board purposes and [responsibilities of board members](#).

The IU East mission statement clearly reflects the acknowledgement of the public obligation: *Indiana University East values a diversity of backgrounds, experiences, and intellectual perspectives among its faculty, staff, and students and in its contributions to the cultural and economic development of the communities it serves.*

IU East contributes substantially to the economic, cultural, and social components of the counties it serves. A 2011 study by Tripp Umbach detailed the [economic impact of IU East](#). The report estimated that IU East had an economic impact of \$52.9 million (\$25.9 million direct impact and \$27 million indirect and induced) through the operation of the main campus in Richmond, and the additional locations in New Castle, Connersville and Lawrenceberg, Indiana and in Dayton, Ohio.

The campus strategic plan further illustrates an in-depth understanding of our commitment to the public good through the [strategic priorities and their expected outcomes](#). The alignment of the priorities with the mission of IU East is indicative of our commitment to our role in the community. Strategic priorities three and four directly address our role in serving the public:

Strategic Priority 3: Degree programs focused on career advancement, civic engagement, and global stewardship.

Expected outcome: Educational programs that provide students with academic field expertise and career enhancement opportunities, as well as opportunities for regional and global engagement.

This priority manifests in several ways. The School of Education and School of Nursing offer extensive field experiences for their students through local schools and area hospitals. Students across the campus have a high level of participation in internships throughout the region. The field

experiences and internships often lead to employment opportunities. For example, students who graduated from the School of Education in 2013-2014 had a 96% employment rate.

Faculty work closely with employers and community members in developing new degrees. For example, the largest employer in Richmond is Reid Health, and our campus is contiguous to the Reid Hospital campus. We developed our Family Nurse Practitioner track (implemented in Spring 2015) in the Master of Science in Nursing program in direct response to Reid's stated needs. In an example from the Liberal Arts, a [Bachelor of Arts in Spanish](#) was proposed specifically to respond to the need for a workforce that is proficient in Spanish. The proposal includes an analysis of regional job postings, and letters of support from the Wayne County Economic Development Corporation.

Strategic Priority 4: An active partner in the economic, educational, and cultural development of the community and the region.

Expected outcome: A leader and intentional partner in economic and cultural development for the region; more purposeful and truly collaborative partnerships within our communities.

IU East's relationship with the region continues to grow and develop. While it would not be practical to list every example of outreach or partnership that has developed over the years, the following are illustrative of the commitment IU East makes to the community and region.

Faculty from School of Natural Sciences & Mathematics (NSM) have worked extensively with the Cope Environmental Center and Hayes Arboretum in Richmond to increase student volunteerism and the development of environmental education programs for elementary education students. Beginning in fall 2015, NSM faculty will be facilitating an internship opportunity at Cope Environmental Center and, in conjunction with the School of Education, an internship at Hayes Arboretum for seniors in the biological sciences as a means of increasing student awareness of local environmental issues.

Vaile Elementary School is a local school in the city of Richmond in which 97% of students qualify for free and reduced meals. IU East is partnering with Vaile to provide enrichment in instruction and resources to boost student engagement and achievement. NSM faculty provide teachers with manipulatives and other materials to contribute to and enhance the existing science curriculum. Teachers at Vaile have asked for assistance in differentiating learning activities in mathematics instruction which the faculty in the School of Education are providing. Faculty from the School of Education are also engaging their pre-service teachers to work with Vaile teachers to assist in this collaboration.

The School of Humanities & Social Sciences (HSS) engages in a variety of civic outreach activities. A formal partnership with the [Richmond Art Museum \(RAM\)](#) resulted in the development of a civic/university space for arts and other activities which opened in [January 2014](#). "Room 912" is located in downtown Richmond and represents a shared space where members of the community, faculty, and students come together for the purpose of creating and viewing works of art. HSS faculty at IU East partnered with the city of Richmond and RAM and were awarded a \$50,000 "[Our Town](#)" grant from the National Endowment for the Arts for the development of a cultural trail. Faculty from HSS have developed a [six-part community engagement series](#) that will be implemented during the fall 2015 semester; these presentations are free and open to the public.

HSS faculty worked with IU East art students in 2014 to create the '[Empty Bowls](#)' project to increase awareness of hunger within the community. Students and faculty from across campus created, glazed and fired hundreds of clay bowls. Individuals from campus and the community were invited to the event at which they could select, and keep, a bowl in which they were served soup. Donations were

accepted for each bowl, with the proceeds distributed to Open Arms Ministries, a coalition of churches that works to meet the needs of low income area residents.

The [Red Wolves Write](#) program is a community writing program focused on bringing diverse groups of people together for the purposes of reading, writing, conversation, and reflection within a supportive environment. This collaboration involved the efforts of diverse community and university members; the final project was a published volume of works.

The School of Business & Economics is involved with several efforts in engaging external constituencies. The [Academy for Cultivating Talent](#) is a resource focused on the development of talents within specific populations. These populations represent important dimensions of diversity that may not be fully engaged in the economic and community development of the region. The [Center for Leadership Development](#) works to promote management and leadership capacities consistent with the developing needs of the region.

The [Center for Service Learning](#) serves as a central coordinating body for community and regional service learning opportunities. Students engage with various organizations and contribute positively to the community. Examples of service learning activities include participating in after-school literacy programs with local elementary schools and working with elderly residents in assisted living centers. The library maintains the blog "[Celebration of Service](#)" to highlight the engagement of students in these activities. IU East has been named to the President's Higher Education Community Service Honor Roll by the Corporation for National and Community Service, most recently for 2013 and 2014.

As evidenced throughout the strategic plan and strategic priorities, service is an important dimension of the overall contribution of IU East to the region. The expectation of service is infused throughout the university and numerous faculty and staff eagerly engage in activities such as serving on a variety of boards in the region. For example, the Chancellor of IU East serves on the Wayne County Area Chamber of Commerce Board (chair for 2016), as well as the Richmond Mayor's Council on Economic Vitality. The attached roster illustrates both [community partnerships](#) and [individual community service](#). These are examples of some ways in which IU East members offer their time and talent to pursuits ranging from community theater to outdoor conservation work.

As we have worked to steadily expand IU East and community relationships in new and innovative ways, we continue to look for sustainable partnerships with our constituencies. There are certainly numerous possibilities for short-term activities, and the campus seeks to embed itself within the community and in the region in ways that have lasting value. While the efforts and programs listed above do not represent the entirety of IU East efforts, they are indicative of the purposeful manner in which faculty and staff contribute positively to this region.

Sources

- Academy for Cultivating Talent
- Bachelor of Arts in Spanish
- Center for Leadership Development copy
- Chancellor BoA Responsibilities
- Chancellor Board of Advisors
- Community Partnerships
- economic_impact_study
- economic_impact_study (page number 33)

- Empty Bowls
- HSS Community engagement series
- Individual Service
- IUE-Strategic-Plan-Dec-2014
- IUE-Strategic-Plan-Dec-2014 (page number 4)
- Our Town Grant Packet
- Press Release for Opening of Room 912 copy
- Red Wolves Write Flyer
- Room 912 MOU
- Service Learning Story Blog 1d copy

1.S - Criterion 1 - Summary

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

Summary

Indiana University East has met or exceeded all core components of Criterion 1. The mission is clearly articulated and available to the public through multiple sources. Academic schools and many supporting units have publicized their own mission statements providing transparency for all constituencies. IU East is accountable for every aspect of the institutional mission.

IU East will continue to work with businesses, civic leaders, and others in the region to monitor and respond to the needs of employers through the continuing development of degree programs. We continue to strengthen and expand our leadership role in the community through partnerships and programs that improve the lives and well-being of the area residents. The majority of IU East students have deep roots in local communities and desire to remain in the area after graduation, so our alumni will be the next generation of civic leaders. Relationships that are forged now will serve to launch an exciting complement of future synergies.

While the IU East community is diverse in numerous ways, our local communities from which we draw our students are not racially diverse. Thus, active outreach and recruiting of diverse students, faculty and staff remains a high priority. IU East continues to address diversity issues on campus in a continuous and proactive manner, through the Strategic Plan, the Commission on Diversity and Equity, the Diversity Events Committee, the work of the Chief Diversity Officer, and initiatives throughout campus offices and academic programs.

IU East has achieved remarkable enrollment growth in the last ten years. The infrastructure necessary to support the students must be continually monitored and improved to respond to changing needs. The support provided to our students by faculty and staff across campus is evidence of the broad and active understanding of the various missions and functions of the university. Our financial planning and budgeting efforts are designed to support the growth of the academic mission and the support structure necessary to help the students be successful. The planning and budgeting priorities of the university continue to reflect these goals and enable us to fulfill our mission. Progress on the current strategic plan is ongoing.

Indiana University East fulfills Criterion 1 by being the leader in high quality education in east central Indiana and western Ohio. We are well-positioned to meet the challenges of students, now and into the future, through the development of degree programs that can be completed in person and online, our responsiveness to student needs and the continued cultivation of strong relationships within the region.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

IU East is proud to be a regional campus within the ethically responsible Indiana University system. Some policies that guide institutional procedures, functioning, and decision-making are developed within IU East and implemented locally, while other policies are developed centrally and implemented across all IU campuses.

The [Board of Trustees](#) for Indiana University serves as the governing board for each of the seven campuses it governs, serving as the legal owner and final authority for the university by presiding over the university's financial, physical, human resource assets, and operations for all of Indiana University (note: Indiana University-Purdue University Fort Wayne is governed by Purdue University). The Board has the authority to set tuition and fees, award financial aid, write bylaws, invest university funds, acquire property, approve projects, and engage in other university-related business. The Board of Trustees website describes the functions of this group including [bylaws](#), [committee assignments](#), [processes for election and appointment of members](#).

The financial statements of Indiana University are audited annually by the State of Indiana State Board of Accounts giving proof that IU East's finances are managed well and in line with accepted financial practices. State Board of Accounts audits and reports are accepted by the federal government as the financial and compliance audit of the entity examined and of the federal funds received. Indiana University requires that all personnel serving as fiscal unit leaders or officers complete an [annual sub-certification](#). This assists in validating the accuracy of institutional financial statements on a consistent basis.

Indiana University has a [university-wide compliance mission](#), coordinated by the [Chief Compliance Office](#) in the Office of the Vice President and General Counsel. Indiana University adheres to a Statement of [Principles of Ethical Conduct](#), approved by the Board of Trustees in December 2013, and applicable to members of the Board of Trustees, any university employee, any individual using university resources or facilities, and volunteers and others speaking or acting on behalf of Indiana University. The Indiana University [Office of Research Compliance](#) administers research compliance protocols, including Animal Care & Use, Biosafety, Conflict of Interest, Quality Improvement, Export Controls, Radiation Safety, Research Integrity, and [Human Subjects/Institutional Review Board](#).

At the IU East campus level, the chancellor employs several approaches to ensure accountability and transparency. Three vice chancellors compose the Chancellor's Cabinet, which meets weekly to share

and discuss information, concerns and new ideas. The [Extended Cabinet](#) is a larger group that includes the Cabinet, associate vice chancellors, deans, and other campus administrators. The Extended Cabinet meets bi-monthly and serves as an advisory body to the chancellor as well as a means of disseminating information. The IU East chancellor also chairs the campus strategic planning team, which is composed of faculty, staff, students, and external community members. This body serves to direct the efforts of the campus as it relates to the [2014-2019 Strategic Plan](#).

The faculty senate operates according to a shared governance model and includes all full-time faculty members, including emeritus faculty. The faculty senate [constitution](#) and [bylaws](#) serve as a framework to guide senate activities. The senate has a number of [standing committees](#), each entrusted to carry out a specific set of duties. [Indiana University policies](#) relevant to faculty such as academic responsibilities, promotion and tenure, and due process are compiled on a single website which has replaced the Academic Handbook. Policies and procedures relevant to staff are made available through the [Staff Handbook](#).

Indiana University maintains a list of [affirmative action policies](#) and procedures that address disabilities, equal opportunity, sexual misconduct, domestic partner benefits, religious observance accommodations, diversity, and consensual relationships; issues related to these are addressed by the Affirmative Action Officer. IU East maintains a separate but related [Affirmative Action Plan for Women and Minorities \(2014-2015\)](#) and letters of proclamation to ensure that we are in compliance with university policy. Indiana University has a central Title IX compliance office, led by the university's [Chief Student Welfare Title IX Officer](#). Each campus, including IU East, has a Deputy Title IX coordinator, who works closely with the in the General Counsel's Office of Indiana University.

The IU East Registrar oversees compliance with policies involving the [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#). The protection of student privacy is taken very seriously throughout the campus and every new employee completes mandatory FERPA training. The Office of the Registrar & Student Records notifies every student annually to apprise them of their privacy rights. The [Office of Public Safety and Institutional Assurance](#) provides information and support to assist with protecting sensitive student data.

The Indiana University [Code of Student Rights, Responsibilities, and Conduct](#) provides comprehensive information to all students with regard to their rights in pursuit of an education, their responsibilities as a student, and the academic and personal conduct that is expected. Each campus is charged with developing its own procedures for addressing Code violations; the [IU East procedures](#) were developed and adopted by the faculty senate in [May 2006](#). These are currently under review by the Admissions and Academic Affairs Committee of the faculty senate.

Staff in offices such as Admissions, Financial Aid and Scholarships, University College, and others work together to ensure that the needs of new and continuing students are met, helping to fulfill the mission of the campus. Numerous university committees include staff representation, ensuring a diversity of input and viewpoints. IU East has two active staff organizations: the [Professional Council](#) for those employees appointed as professional staff and the [Staff Council](#) for support staff; both councils have by-laws. The councils meet regularly, and members serve on various campus committees including search committees and the Strategic Planning Team. The councils may also develop proposals for campus consideration and implementation. Policies and responsibilities relevant to all classifications of staff are available in the [Staff Handbook](#).

Sources

- Board of Trustee Bylaws
- 2015-16 IUE Academic Catalog
- Authority of Board of Trustees
- Board of Trustee Committee Functions
- Board of Trustees
- BoT Election and Appointment Process
- Chancellors Extended Cabinet
- Chief Title XI Officer
- Chief Title XI Officer(2)
- Faculty Senate Standing Committees
- Family Educational Rights and Privacy Act FERPA
- FIN-ACC-I-510-financial-sub-certification
- Indiana State Code of Responsibilities and Charges
- Indiana University Code of Students Rights
- Indiana University East Bylaws 150407
- IU Affirmative Action Policies
- IU Chief Compliance Office
- IU Compliance Website
- IU East Faculty Senate Constitution
- IU Human Subjects Office
- IU Policies website
- IU Principles of Ethical Conduct
- IUEastAffirmativeActionPlanforWomenandMinorities_2014-2015_new
- IUE-Strategic-Plan-Dec-2014
- iue-student code of conduct procedures
- Office of Public Safety and Institutional Assurance
- Office of Research Compliance
- Office of student welfare and title 9
- Principles website from the compliance website
- Professional Council webdoc
- Staff Council webdoc
- Stud Code of Conduct Approval Minutes
- Stud Code of Conduct Approval Minutes (page number 2)

2.B - Core Component 2.B

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

Argument

IU East presents itself clearly and effectively to its stakeholders, constituents, and students. The institutional website serves as the information portal for all interested parties, conveying both curricular and co-curricular information. To complement traditional forms of communication, IU East has increased its social media presence as a means of connecting with students and the public, including Facebook, YouTube, Instagram, Flickr, and student blogs.

The university utilizes a variety of documents and electronic platforms to highlight academic program information. The [academic catalog](#) is the primary repository for academic policies and program requirements for students; this document is reviewed and updated annually. The websites of each academic school provide easily accessible links that connect students to degree programs, curricula, faculty, staff and other pertinent information. Some academic schools (e.g. [School of Nursing](#)) have their own student handbooks with policies and procedures that apply to their specific programs. [Student Support Services](#) publishes a newsletter which is circulated electronically to campus, providing programmatic information and highlighting student accomplishments. The student newspaper "The Howler", disseminates news to campus.

Indiana University developed the [One.IU](#) app as a single portal which faculty, staff and students use to access a wide range of information contained within the university. One.IU grants students access to email, financial aid, and degree maps. Faculty and staff can access information on payroll, benefits, retirement, etc. The app format allows convenient mobile access to important information within Indiana University.

The [Office of the Registrar & Student Records](#) has nearly completed its transition to a paperless workflow. All policies and forms relevant to registrar services can now be found on the website. This includes the required FERPA tutorial, relevant student forms including the application for graduation, transcripts, information about general education, and faculty and student resources and policies.

The [Office of Financial Aid and Scholarships](#) and the [Office of Student Accounts](#) work together to provide timely and accurate information to students regarding a variety of financial issues. A significant percentage of students at IU East receive some form of financial aid (91% in fall 2015) so it is critical that the Office of Financial Aid and Scholarships maintains all information relevant to types of aid available for undergraduate and graduate students including scholarships, loans, and grants as well as policies guiding the eligibility and disbursement of each. Guidelines that address applications for aid and associated deadlines are located in a series of drop down menus. The website for the Office of the Student Accounts maintains information pertaining to the tuition and fees for each program on campus, methods for students to provide payments, etc.

As part of our ongoing outreach to prospective students, the Office of Admissions has developed a [Viewbook](#). This free resource is disseminated to prospective students at college fairs, during visits to IU East, and through the mail. The Viewbook provides information about the application process, financial aid, cost of attendance, academic programs, and activities on campus.

Indiana University maintains a centralized [Institutional Research and Reporting](#) unit, which provides extensive data analyses for all campuses. Faculty, students, staff, Board of Advisors members, or other interested parties can access campus information from the UIRR website. In addition, IU East has an Institutional Research Analyst who works closely with the central IR office, and is able to respond to data requests on the campus. IU East participates in the [Student Achievement Measure](#) (SAM), which provides information about student progress and completion.

The IU East [website](#) provides information about our HLC accreditation, including the [2011 Self-Study and Campus Visit Report](#). Accreditation and licensure information related to particular programs is available on the relevant school websites, including the [School of Education](#), the [School of Business & Economics](#), the [School of Nursing](#), and the [School of Social Work](#).

Sources

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- BUSE In your business webdoc
- HSS Career Pathways Program webdoc
- Institutional Research webpage
- IUE website
- Office of Financial Aid
- Office of the Bursar
- Office of the Registrar
- One.IU webpage
- School of BUSE
- School of Ed webdoc
- School of Nursing
- School of Social work 2
- Self-study webdoc
- Self-study webdoc
- SSS Newsletter Spring2013
- Student Achievement Measure
- UIRR website

2.C - Core Component 2.C

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

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

Argument

The Board of Trustees for Indiana University serves as the legal owner and final authority for the university. The State Code of Indiana serves as the guide for membership, terms of office, and election procedures for each board member, enabling the board to be effective in its charges. The Board delegates responsibility, depending on the particular issue(s) through several [subcommittees](#). The committees present information back to the entire Board for discussion or further action. [Minutes](#) are recorded for each meeting and are archived on the Board of Trustees website; these records date back to 1924. The website has a searchable feature for all archived entries so interested parties can access an extensive range of information.

Board members regularly interact with internal and external constituencies. The Board holds six meetings throughout the academic year, and the location of these meetings rotates among the campuses. Except for executive sessions, meetings are open to the public in accordance with Indiana law, allowing the Trustees to interact and discuss matters relevant to the larger university or regional campuses. The Board can hear from any administrator, faculty, staff, or student as it considers a particular issue, information item or voting item. Additionally, Trustees regularly attend university and community-sponsored events where they engage with the general public. One of the Trustees also serves on the IU East Board of Advisors. The IU East chancellor attends all Board of Trustees meetings, and addresses the board as needed on items related to IU East.

Delegation of [day-to-day management and operations](#) of the institution is administered to the President of Indiana University as described by the Board of Trustees bylaws (approved Sept 11, 1987). The Board charges the president to act on its behalf in order to administer the larger IU network *“in accordance with the policies and resolutions adopted by the Board and all applicable laws and keep the Board appropriately advised.”*

To assist the Office of the President in managing the research and educational resources of Indiana University, the Board of Trustees allows further delegation of duties. The Executive Vice President for University Academic Affairs (EVPUAA) has the responsibility for the advancement of the regional campuses, including IU East. The chancellor of IU East reports directly to the EVPUAA and serves as the chief executive officer. The chancellor is responsible for the daily operations of the campus, and in turn delegates responsibilities to the Executive Vice Chancellor for Academic Affairs (EVCAA), the Vice Chancellor for Administration and Finance, and the Vice Chancellor for External

Affairs.

The EVCAA supervises the deans, librarians, and the faculty to guide all academic aspects of IU East. All full-time faculty regardless of rank are members of the faculty senate, and they are responsible for all aspects of academic courses and programs including the development, assessment, curricula, and degree conferral as specified in the Faculty Senate Constitution, [Section 2.1b.11](#).

Sources

- Board of Trustee Powers
- Board of Trustee sub-Committee Functions
- BoT Delegation of day to day operations
- Committee makeup of Board
- Constitution080304
- Constitution080304 (page number 1)
- Webpage going back to 1924

2.D - Core Component 2.D

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

Argument

Considerable value is placed on the freedom of expression and the pursuit of truth through teaching and research at IU East. This value is codified through IU [Academic Freedom Policy](#) which asserts that scholars are free to pursue professional lines of inquiry free of institutional impairment.

Symposia and other professional meetings of a collaborative nature are regularly held on campus to facilitate an active exchange of highly effective teaching strategies. Faculty members use these opportunities to share the results of a research project or a sabbatical leave (Example: [School of Business Symposium](#)). Continuing this support for online instructors, the [Center for Teaching and Learning](#) (CTL) regularly disseminates training and other professional development opportunities via the email newsletter *In Your Inbox* and the CTL webpage. Through this resource, faculty maintain access to latest instructional trends and tools for teaching the online student. IU East faculty are also encouraged to utilize resources from the IU [Office of Online Education](#), [University Information Technology Services](#) and other resources available through the IU system.

IU East maintains an active agenda for inviting speakers to campus. This may occur through outreach by the Diversity Events Committee, the Mindful Explorations Fund, by different schools and departments, as part of the fall Faculty Retreat, or the *One Book, Many Voices* campaign. In the past few years, there have been numerous authors, speakers, and events addressing issues such as education, oral histories, global water issues, and other timely topics. Each of these events unites faculty and students from various disciplines in meaningful discussions and thoughtful ways to incorporate new ideas and perspectives into their classes.

Recently, the School of Education collaborated with the School of Natural Sciences & Mathematics to offer several seminars focused on the innovative nature of assessment, instructional planning, and other strategies of critical course engagement. Through these seminars, faculty from different academic disciplines were able to connect and benefit from interdisciplinary approaches to promote effective pedagogy.

All faculty, regardless of rank, submit an annual report which serves as a record of accomplishments in teaching, service and scholarship. Each faculty member meets with their chair or dean to discuss improvements needed in the upcoming year along with a review of the faculty's long-range plan. Probationary faculty produce a dossier for a third-year review which includes teaching evaluations, annual reports, and self-reflections about their progress toward tenure. These dossiers are reviewed by a panel of colleagues within the school, optimally by senior faculty within the discipline. The third-year review allows the probationary faculty to improve through evaluation, reflection, mentoring, and annual review.

Tenure-eligible faculty produce a dossier to be reviewed for tenure and promotion at the beginning of their sixth year. The [guidelines](#) clearly define the expectations and the process by which the review will occur. A candidate for promotion must achieve excellence in one of the three areas of review and must achieve a rating of no less than satisfactory in the others.

The ranks of [clinical appointment](#) and [lecturers](#) have separate guidelines for promotion and/or reappointment. Probationary faculty in these ranks undergo annual reviews along with the third-year review of a dossier in order to receive mentoring on progress toward a long-term contract.

Sources

- 2015-09-28 In Your Inbox
- ACA-32 Academic Freedom Policy
- Clinical Rank Appointment Policy
- CTL website
- Faculty Symposium example
- Lecturer Appointment Policy
- Office of Online Education
- Press Releases for speakers
- Promotion and Tenure Policy
- University Information Technology Services

2.E - Core Component 2.E

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

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

Argument

In support of its mission, IU East promotes faculty and student research and creative activities across all disciplines. Within the academic schools, all faculty are provided with \$1,000-\$3,000 annually to support a variety of professional development opportunities. Additional resources are provided to purchase equipment needed for faculty/student research and other scholarly activities. For example, in 2015 the School of Humanities & Social Sciences allocated \$8,000 for materials that will be used to support research in anthropology. The School of Natural Science & Mathematics purchased a confocal microscope (\$121,500) and a freeze dryer (\$23,000) in 2014, both of which support research in biology. [The Faculty Research Support Fund](#) provides a minimum of \$24,000 in grants annually to support research and creative activities for [faculty projects](#).

Faculty encourage students to collaborate with them on their own projects, and some students choose to participate in credit-bearing independent study opportunities. The [Summer Research Scholar Program](#) allows students to compete for six \$2000 scholarships which are awarded annually. Students design and complete a research project, mentored by a faculty member. Students present the results of their work at the annual Student Research Day. The [Undergraduate Student Research Expense Fund](#) provides additional funding for student research supplies, conference travel, etc ([see list of recipients](#)).

The Institutional Review Board (IRB) provides oversight of faculty research with human subjects. IU East maintained its own IRB until July 2015, when Indiana University centralized the review process. Faculty research proposals are now submitted to the IU [Human Subjects Office](#) which oversees: the required online CITI training (Collaborative Institutional Training Initiative) which informs researchers of the laws and ethical guidelines; informed consent; the rights of research subjects/participants; the process for sanctions in the event of an ethics breach, etc. The oversight of research with animals has also been centralized. While in past years IU East maintained its own Institutional Animal Care and Use Committee (IACUC), now faculty planning to conduct research with animals seek approval from the [IACUC](#) associated with the IU Office of Research Compliance. Researchers using human subjects or animals are held to high standards including university-wide assurances made with the federal government relating to funded projects.

The IU East Campus Library is very engaged in providing guidance and training related to the ethical use of information resources. Librarians have worked with faculty to develop a series of tutorials for incoming students and used by a variety of general education classes. The [libguides](#) focus on two of the campus learning outcomes: 1) communicate clearly and effectively in written and oral form, and 2) access, use, and critically evaluate a variety of relevant information resources. The libguides lead students through the effective evaluation of resources that are typically encountered during the

research process, helping students to understand the various sources of information and how and where each is appropriately used. This endeavor created a direct connection between the library and general education assessment. Now there is a broader effort focused on helping students achieve the outcomes that have been established. The libguides go beyond general education—in upper level classes such as in business, they have been developed to help students with professional field-specific resources (i.e. [marketing](#)). In these cases, a librarian may also be embedded in the course. Faculty across disciplines work with students regarding the effective citation of resources including the use of MLA and APA formats.

The Indiana University [Code of Student Rights, Responsibilities and Conduct](#) serves as a resource for students, providing them with a broad range of university expectations. IU East has established [procedures](#) necessary for addressing violations of the Code, including procedures faculty use to apply a sanction and the procedures students may use to appeal a sanction. IU East faculty address academic integrity by providing information in their syllabi cautioning students about academic misconduct, including cheating, plagiarism, etc. Plagiarism is taken seriously and many faculty use Turnitin.com as a plagiarism detection service.

IU East acts with integrity through its hiring practices. Proof of eligibility for employment and background checks are required prior to hiring for any position on campus. Candidates for faculty positions must submit official transcripts prior to receiving their initial contract (i.e. [sample faculty offer letter](#)) and these documents are housed in the faculty files which are maintained by the Office of Academic Affairs.

Sources

- Animal Research Compliance
- Code of Student Rights
- Faculty Research Support Fund Guidelines_001
- Faculty Research Support Fund Recipient List 2015
- Introduction-to-HSO
- IRB forms
- iue-student code of conduct procedures
- Marketing Libguide
- Research libguide-Campus Library
- Sample Faculty Offer Letter
- SUMMER-RESEARCH-SCHOLARS-PROGRAM-April2015
- Undergrad Student Expense Fund Reciepients
- Undergraduate Student Research Expense Fund_Guidelines

2.S - Criterion 2 - Summary

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

Summary

Indiana University East has met or exceeded all core components of Criterion 2. This campus operates within the laws of the State of Indiana and follows the policies and procedures established by the Indiana University Board of Trustees. The Board of Trustees is the governing board of Indiana University and is entrusted with making decisions that are in the best interests of all campuses. The chancellor is the chief executive officer of IU East and is entrusted with the daily operations of the IU East campus.

IU East's financial, academic, personnel and fiscal responsibility is approached with honesty and transparency. A well-defined audit process ensures integrity of the fiscal resources, and a robust compliance system ensures the integrity of faculty, staff and administrators.

IU East provides significant resources to support all forms of research and creative activities, and collaborations between students and faculty are encouraged. Faculty and students are free to pursue truth in teaching, learning and scholarship, and all are expected to operate with integrity. We work to ensure that the development and application of knowledge occurs responsibly.

We have presented evidence in this section that documents our ongoing efforts and accomplishments related to academic integrity. IU East is accountable to our constituencies and we operate in a positive environment, supported by our governing body. IU East continues efforts to ensure integrity, honesty and ethical behavior at all levels of the institution.

Sources

There are no sources.

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

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

3.A - Core Component 3.A

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

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

Argument

As a regional campus of Indiana University with a defined geographical service region and commitment to student access, IU East provides high quality educational programs and devotes significant resources to ensuring quality and responsiveness to the needs of our regions. Online courses and programs are an important component of our offerings and the campus has embraced a culture that ensures our programs are consistently high quality regardless of delivery mode.

IU East is organized into six [academic schools](#): Humanities & Social Sciences, Natural Science & Mathematics, Education, Nursing, Business & Economics and Social Work. The Social Work program at IU East is offered through the Indiana University School of Social Work and is governed by a [Memorandum of Understanding](#). The IU East academic schools are led by deans; the Social Work program is guided by a director. The deans and director are tenured faculty of Indiana University.

IU East confers [degrees](#) at the bachelor's and master's levels. Undergraduate degrees all require the completion of 120 credit hours of coursework. IU East graduate degrees require 36 credit hours of coursework, except the M.S. in Nursing (39-42 credit hours depending on track) and the Bachelor of Social Work (60 credit hours). We offer several undergraduate and graduate certificates, as well as one post-baccalaureate certificate (12-25 credit hours), and a selection of minors. Information about all degree programs is available in the [academic catalog](#) which is updated annually, and school websites which are updated more frequently.

Every degree program at IU East has defined learning objectives for students. The IU East [Campus Learning Outcomes](#) apply to the undergraduate mission, while the IU East [Principles of Graduate Education](#) apply to graduate degree programs. These two documents deliberately differentiate between undergraduate and graduate education. The learning outcomes for the [B.A. in English](#), [M.A. in English](#), and the graduate certificate in [Composition Studies](#) provide evidence that there is clear differentiation of each level of degree.

Faculty set appropriate performance expectations for students in all courses and programs through a variety of widely-accepted strategies including course structure, assessment procedures, assignments designed to enhance student achievement of learning objectives, peer review feedback, etc. Faculty have developed assessment measures, instructional strategies and educational experiences that are designed to elucidate and reinforce analytical and inquiry-based experiences of the students. All full-time and part-time faculty members are formally reviewed in both face-to-face and online courses, and provided with detailed and iterative feedback for improvement. All course syllabi are reviewed by deans or department chairs each semester. Faculty in each academic unit meet regularly to communicate expectations, ensure academic quality and consistency, and orient new faculty. School advisory boards are kept informed about student achievement of learning goals. As an example, the attached [minutes](#) from the School of Education provide evidence that the school faculty and board members were engaged in small groups that involved a review of assessment information.

Faculty ensure that courses and programs remain current and relevant to students through practices such as supervisor and peer review, course and program assessment, student evaluations, faculty disciplinary research, alumni surveys, and mentorship programs (e.g. [School of Humanities & Social Sciences](#)), faculty attendance at disciplinary conferences, and faculty engagement in the scholarship of teaching and learning. All academic programs and courses at every level are subject to a formal assessment and review process either through disciplinary accreditation (Business & Economics, Nursing, Education, and Social Work) or through a formalized [internal program review process](#) (Humanities & Social Sciences, Natural Sciences & Mathematics).

IU East maintains consistency in programs, courses, and instruction across all delivery modalities and instructional sites. IU East has degree programs that are offered in person at a variety of locations and through online degree completion; in all cases, outcomes, objectives, curricula, course descriptions, assessments, and other expectations are purposefully consistent and standardized. The university has maintained that the same standards which apply to a face-to-face setting also apply to other modes of delivery regardless of discipline. Our English composition course (ENG-W 131, Reading, Writing & Inquiry I) is offered through multiple sections each semester, taught by both full-time and part-time faculty, in person and online. A [syllabus template](#) for this course illustrates the consistency in standards regardless of mode of instruction. A comparison of actual syllabi from this course delivered [in person](#) and [online](#) clearly exhibit the consistency in instruction.

Sources

- AA Org Chart 2015
- Academic Program Review and Procedures
- BA ENGLISH LEARNING OUTCOMES
- ENG W 131 face-to-Face
- ENG W 131 Online
- Grad Cert Comp Studies Outcomes
- HSS Syllabus Template
- IU East Degrees
- IUE Principles of Graduate Education
- IUE_Learning_Outcomes
- MA Graduate Programs Outcomes 2015
- Memo of Understanding IU SWK and IUE
- Mentoring Checklist_Final(1)
- School of Education, Advisory Board minutes March 27 2012

3.B - Core Component 3.B

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

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

Argument

The general education program at IU East is consistent with the institutional mission. It is integrated and aligned with statewide mandates and initiatives, and focused on quality undergraduate instruction.

A formal, defined general education program is a relatively recent development at IU East. We had no clear definition of "general education" until 2006 when the faculty senate passed and implemented a [General Education Framework](#) consisting of 39 credit hours across multiple disciplines. This framework provided some clarity to the general education curriculum, but problems persisted. Most notably, the seven [Campus Learning Objectives](#) in use at the time were difficult to assess since they were not linked to specific courses or competencies. Additionally, general education courses were not limited to the 100- or 200- level, meaning that nearly every course taught at the institution could count toward these requirements.

Using feedback from students, faculty, stakeholders, and most notably a statewide legislative mandate, the general education program at IU East (and across all campuses of Indiana University) underwent a major transformation in 2012-13, resulting in a streamlined and practical approach to general education that is consistent with our mission, values, and degrees. This legislative mandate, known as the Statewide Transfer General Education Core (STGEC) was passed by the Indiana General Assembly in 2012 ([Senate Enrolled Act 182](#)), mandating the creation of a 30 credit hour, competency-based general education curriculum that can be transferred among all 16 public institutions in the state.

This legislation catalyzed the IU East faculty into engaging in a philosophical discussion of general education, which in 2013 resulted in an overhaul of the general education program. The faculty developed the [Framework for General Education](#) to align with the Statewide General Education Core (STGEC) requirements, reduced the required number of credit hours from 39 to 30, and limited general education courses to the 100- and 200- level, providing much needed clarity and consistency.

The faculty adopted a set of five [Campus Learning Outcomes](#) to replace the seven Campus Learning Objectives. The new outcomes are relevant to students, easier to assess and directly link to the six [STGEC competencies](#). The faculty implemented a formal process for [adding and approving courses](#) to the General Education Framework requiring a direct linkage between the Campus Learning Outcomes and STGEC competencies, an assessment strategy, and a detailed justification for addition to the framework, among other components. The overarching strategy for the IU East general education program is 1) simplicity and clarity for students and faculty, 2) alignment with the STGEC and statewide competencies, 3) ease of assessment, and 4) flexibility that will allow for change.

The Campus Learning Outcomes are:

1. Communicate clearly and effectively in written and oral forms
2. Access, use and critically evaluate a variety of relevant information sources
3. Apply principles of inquiry to define and analyze complex problems through reasoning and discovery
4. Demonstrate the ability to relate within a multicultural and digitally connected world
5. Demonstrate a deep understanding of a field of study.

The assessment of these Campus Learning Outcomes began in 2014. While clearly in the beginning phases, IU East has an effective assessment structure and [plan](#) necessary for success. The General Education Assessment Committee (GEAC) is composed of faculty who are committed to leading this assessment effort. The GEAC has established a [timeline](#) and strategy for addressing Campus Learning Outcomes 1-4 using standardized assessment strategies. In addition, all general education courses are assessed through a variety of course-embedded measures which are selected, administered and reported by individual programs/schools. (Outcome 5 relates to knowledge in a discipline and is assessed within academic programs.)

The new strategy of general education assessment began with Campus Learning Outcome 2 (information literacy) and this is described in the [2014-2015 annual report](#). The SAILS ([Standardized Assessment of Information Literacy Skills](#)) instrument was administered in fall 2014 and spring 2015 to students enrolled in public speaking and English composition courses which are required of all students. The [results](#) indicated that students were performing at or above national benchmarks for our peer institutions in a variety of skills (i.e. documenting sources, evaluation of sources, etc.), but were experiencing difficulty in developing a research strategy, retrieving sources, and understanding economic, legal, and social issues. As a result, the campus library is collaborating with faculty who teach general education courses to provide supplemental instruction in the form of [online training modules](#) to address these deficits. In fall 2015 and spring 2016, the GEAC will begin collecting student evidence related to written and oral communication (Campus Learning Outcome 1). Sample essays and other artifacts will be normed and reviewed in summer 2016 using the AAC&U's [VALUE rubrics](#) (nationally validated) to yield greater insight into student attainment of this outcome.

As will be discussed in Criterion 4, each academic unit at IU East possesses a formal assessment plan and strategy, developed by faculty and implemented strategically to gather information on learning as students progress toward mastery of the subject and discipline. Faculty members meet often to review assessment data and student performance, and update plans and strategies. The attached [minutes](#) from the School of Humanities & Social Sciences show that the school assessment committee provides updates to faculty and is hosting an upcoming assessment workshop.

IU East values diversity at the community, regional and global level; we recognize the benefits of human and social diversity on the educational mission and embrace it across campus. We state this commitment publicly through the IU East [mission statement](#), the [diversity statement](#), and [Campus](#)

[Learning Outcome 4](#). We fulfill this commitment by investing in personnel, services and programs that make diversity a part of IU East. For example, The [Chief Diversity Officer](#) reports directly to the chancellor and handles issues related to faculty, staff and students, community engagement and outreach. The [IU East Commission on Diversity and Equity](#) has broad representation of students, faculty and staff, and holds public meetings and discussions quarterly. Additional details of these efforts can be found in the [2014-2015 Diversity Report](#).

In 2012, the Diversity Events Committee was established to help sponsor and coordinate diversity events on campus. With an annual \$20,000 budget, this group has expanded the definition of diversity to include global cultures, the transgender population, and those who live in poverty. Diversity events are held throughout the academic year and are open to all students, faculty, staff and members of the community. The [Mindful Explorations fund](#) also contributes financially to diversity efforts across campus, and in 2014-15, the School of Humanities & Social Sciences provided more than \$5000 toward these efforts. The attached list highlights some of the major [diversity events](#) hosted at IU East, and a sample tentative calendar illustrates events planned for [2015-16](#).

One example of our service to diverse students is through the work of the [Office of Student Support Services](#). Funded in part by a federal TRiO Grant, this unit serves 200 students with the goal of increasing their academic success in a collegiate learning environment. Students eligible for services include those who are first-generation, low-income, and those with documented disabilities. Examples of programs that are offered include individual mentoring, tutoring, academic counseling, and workshops in financial literacy, cultural enrichment, and career preparation including graduate education. In August 2015, IU East received [notice of the renewal](#) of the \$1.3M TRiO grant, ensuring the continuation of this valuable program.

The [Disability Coordinator](#) assists all IU East students who meet the standards for services. Students can receive support in testing, reader services, computerized assistance, advocacy, advisement, and others. The [Testing Center](#) is available for students whose accommodations include the need for extra time or a distraction-free environment which may not be feasible in the regularly scheduled classroom. As online students become a greater percentage of the student body, we have expanded our services to meet the needs of these students. For example, a visually impaired student has been enrolled in several of our calculus courses; IU East contracted with an external agency to provide course content in American Sign Language.

Military service members are another example of a diverse population at IU East. Whether they are veterans, National Guard, or active duty located at military installations around the world, IU East offers numerous [services](#) to support their needs. IU East is a Military-Friendly school and participates in the federally funded Yellow Ribbon program.

IU East students regularly participate in research and creative activities with faculty, activities which contribute to the learning environment, provide depth and breadth to the student's academic pursuits, and support the institutional mission. As IU East has become more research-oriented, the level of student involvement has increased. The [Summer Research Scholars Program](#) (SUMRS) awards six students per year with scholarships of \$2000 for research proposals in any discipline (example: [recent student projects](#)). Student research from across campus is highlighted publicly through the annual [Student Research Day](#). Examples of recent student projects from 2014-15 include an analysis of the decay of excited state DNA and a socio-cultural analysis social and political activism.

Faculty research and scholarship is encouraged and supported at multiple levels. The teaching load for full-time faculty is 9 credit hours in each fall and spring semester. This 3:3 teaching load provides significant time for faculty to engage in research. Academic schools provide funding annually to all

full-time faculty members, with the level of support varying by school. The [Faculty Research Support Fund](#) supports large faculty projects; faculty can apply for up to \$10,000 in support and several awards are made each year (example: [recent projects](#)). Four faculty per year are awarded a [Summer Faculty Fellowship](#) of \$7,000 with priority given to tenure-track faculty to help them establish their research agenda (example: [recent fellows list](#)). Tenured faculty may apply for a [sabbatical](#) for one semester or for the entire academic year. Examples of recent sabbatical projects (see [list](#)) include writing a biotechnology textbook, and a study on aesthetics research related to aural music.

Numerous faculty have distinguished themselves through scholarship that includes [peer-reviewed articles and published books](#). For example, a recent peer-reviewed publication investigated the effectiveness of teaching Spanish in an online environment; this interdisciplinary research between Communication Studies and Spanish faculty, showed there is no difference in student performance between the online and face-to-face modality. The research of a faculty member in Criminal Justice has shown that street gangs are far more sophisticated structurally and organizationally than previously realized by law enforcement organizations. A faculty member in History recently earned a book contract with the Michigan State University Press for his manuscript detailing how the 17th and 18th century fur trade in the upper Midwest helped develop the economy.

Faculty research and scholarship at IU East is supported through Strategic Priority 5 of the Strategic Plan: *A campus culture of intellectual pursuit, experimentation and inclusiveness*. One measure of this outcome is the number of presentations, publications, grants, etc. that are awarded to IU East faculty and students. In collecting data to measure our progress in Strategic Priority 5, we realized that we need a better method to more efficiently gather this information, and we are considering options.

Sources

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- 2015 MSN Program Learning outcomes
- 2015_Graduate assessment report_su15
- 2015-04-21 SEA 182 - 2013
- AAC&U VALUE Rubrics
- Academic Program Review and Procedures
- Add Course to Gen Ed Framework
- Assessment Map Final BA Biology Sep 29
- Assessment Map Final BA Math Sep 29
- Assessment Map Final BS BioChem Sep 29
- Assessment Map Final BS Biology Sep 29
- Assessment Map Final BS Human Life Sci Sep 29
- Assessment Map Final BS Math Sep 29
- Campus Learning Objectives-Old List
- CampusDiversityPlan2--9-08-2
- CampusDiversityPlan2--9-08-2.2
- Disability services
- Diversity Calendar 2015-16
- Diversity Commission
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- Undergraduate Learning Objectives, 1998

3.C - Core Component 3.C

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

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

Argument

The IU East Strategic Plan identifies *High Quality, Multi-modal Teaching and Learning* as a priority for the institution. Significant resources are devoted to enhancing this core component of our mission. IU East supports and values effective teaching and employs both full-time and part-time faculty to fulfill the academic mission. Deans approve the hiring of all faculty, ensuring quality in instruction. All [tenured and tenure-track](#) faculty hold a doctoral degree or terminal degree in their discipline. The minimum qualification for lecturers and clinical faculty is a master's degree in their respective teaching area. Official transcripts for all faculty are kept on file in the Office of Academic Affairs.

A [New Faculty Orientation](#) is held immediately prior to the start of every fall semester. This day-long, required session, led by staff in the [Center for Teaching and Learning](#) (CTL), acquaints faculty with major policies and practices of IU East. A significant portion of the day is devoted to instructing faculty in the use of CANVAS, the learning management system of Indiana University. Orientation activities continue through the fall semester with sessions that include topics such as annual reviews, research funding opportunities, promotion and tenure, grading policies, general education and program assessment, and faculty research expectations.

During the fall 2014 semester, part-time faculty taught 47.6% of all classes at IU East. Because there is a significant reliance on part-time faculty, IU East has invested substantial resources to support this group. The CTL holds an annual [Adjunct Orientation](#), where staff assist part-time faculty in navigating CANVAS, and acquaint them with assessment and other key academic policies and initiatives. The CTL offers training and support in online, face-to-face, and hybrid instruction and staff help faculty implement their pedagogic vision through the use of technology and other instructional means across different modalities of teaching and learning. A (non-credit bearing) [certificate in online teaching](#), a series of best practice workshops entitled the "[Online](#)

[Training Series](#)”, and a variety of [mini-workshops](#) on interesting and relevant topics are also offered through this unit.

All part-time faculty are expected to adhere to the same standards as full-time faculty, described in the [academic policies](#) website for Indiana University. The [Part-Time Instructor’s Handbook](#) developed by the School of Humanities & Social Sciences is an example of how various academic units provide guidance pertaining to university expectations, outcomes and resources. Part-time faculty are supported in professional development related to the scholarship of teaching and learning. For example, part-time faculty are sponsored to attend the [FALCON conference](#) that is held annually through the Indiana University [Faculty Colloquium on Excellence in Teaching](#) (FACET).

IU East offers dual credit through the [Advance College Project](#) (ACP) which is coordinated by the IU Bloomington campus. High school teachers who wish to instruct ACP classes are required to hold a Master’s degree and complete specialized training at IU Bloomington. An IU East faculty member serves as an ACP liaison, and is trained to observe, evaluate, and mentor the local ACP high school instructors. A student who successfully completes an ACP course receives credit which is posted on the Indiana University transcript. The number of high school students enrolling in ACP through IU East is increasing; in fall 2012 there were 898 students compared to the fall 2015 enrollment of 1053 students. We are aware of and support the new HLC requirements for qualified faculty, and we will ensure that all faculty who are associated with IU East are in compliance with these requirements.

The campus employs the use of the [Quality Matters](#) (QM) rubric, ensuring that faculty have a consistent system by which to continuously evaluate and improve their courses. A substantial number of IU East faculty have received QM training including 83 faculty certified at Level 1, 13 faculty certified as Level 2 peer reviewers, and two faculty completing Level 3 certification.

All IU East faculty are involved in student learning assessment. Schools may designate faculty as program chairs to oversee the continuous administration and assessment of an academic program, while in other schools this role is performed by the deans. Every course taught at IU East has a [syllabus](#) with a set of expectations that students must meet in order to be successful in the course. The syllabus is the primary means by which instructors communicate course expectations to students. Instructors often employ the use of rubrics (e.g. [education course](#)) in the evaluation of particular assignments. Rubrics vary by school and discipline and they are continuously adapted by faculty to illustrate the expectations of each assignment. Deans, chairs, program coordinators and other senior faculty members regularly observe the classroom teaching of tenure-track faculty. Each instructor is also evaluated by their students in every course they teach using online evaluations.

In accordance with the IU policy on [Faculty and Librarian Annual Reviews](#), all full-time faculty, regardless of rank, complete a Faculty Annual Report which includes an analysis of accomplishments in teaching, research, and service. The dean reviews the report and meets with the faculty member on an individual basis to discuss progress and develop further professional goals. The dean writes an annual review letter which is then signed by the faculty member. In the event the faculty member disagrees with the conclusions of the letter, the faculty has the right to submit a written statement contesting the dean’s evaluation.

Faculty at IU East are expected to engage with students outside and inside of the actual or virtual classroom. Faculty mentor students in research projects, serve as advisors for student clubs and as an overall resource for students. Students increasingly use phone, email, text or Adobe Connect to interact with faculty. Faculty hold office hours in accordance with their school’s policy. Office hours are posted in each course syllabus and are posted on the faculty office doors. Below is an example from the School of Education: *“Office hour requirements are a minimum of four per week. These*

hours should be posted outside the faculty members' office door by the beginning of the first week of class whether it be a fall, spring, or summer semester. Faculty are expected to be in their office during this time. Other times that faculty are likely to be available to students are before or after class, by telephone communications, and by e-mail."

IU East encourages faculty in their professional development activities and provides significant support for research in teaching and in academic disciplines. In addition to the constant support provided by the IU East [Campus Library](#), each tenured and tenure-eligible faculty member has funds available each year through their school (\$1,000-\$3,000) for continuing professional development. This is commonly used for, but not limited to, supporting faculty travel and registration at professional conferences. The [Faculty Research Support Fund](#) (grants up to \$10,000) and [Summer Faculty Fellowship](#) (\$7,000) are two other resources for funding faculty research projects. The [Erwin and Priscilla Boschmann Award for the Scholarship of Teaching and Learning](#) provides \$2000 annually to support faculty research in this area. Faculty [sabbatical leaves](#) are available to all tenured faculty and promote engagement in extended scholarly research projects. Faculty holding the rank of lecturer may apply for a [sabbatical-like leave](#) for projects directly related to the scholarship of teaching.

IU East offers a rich complement of student services that are available in person and online. Our focus on helping students succeed requires that every position be filled with the most qualified candidate. Professionals on campus who provide key services to students include those in the [Office of Financial Aid](#), [Office of Campus Life](#), the [Writing Center](#), [Math & Science Resource Center](#), [Student Support Services](#), and [academic advising](#). The qualifications and expectations for each staff position are developed specifically to meet the needs of each office. The directors of these units hold master's degrees in areas such as student affairs, higher education administration, or management; the director of the Writing Center holds a doctorate degree in English.

The Office of Human Resources helps coordinate efforts for staff training and development, often working with Indiana University Human Resources. The [Management Training Series](#) is offered annually and provides workshops on issues such as conflict management, motivation and performance management. Faculty and staff are also invited to participate in the management development seminars offered by the IU East Center for Leadership Development. Staff participate in regional and national conferences to remain current in their fields including the National Academic Advising Association (NACADA), the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the National Association of Student Financial Aid Administrators (NASFAA).

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

IU East has well-developed services to provide multi-layered support for its student populations including first-time students, transfer students, students with disabilities, students who are first-generation and those who choose to complete their degrees online.

[University College](#) is a unit designed to support undergraduate students transitioning to IU East. [Student coach/counselors](#) guide freshmen and exploratory students through their first year on campus with services such as advising, one-on-one coaching, and academic and career planning. Two student coaches work exclusively with students who are completing their degrees through distance education, by providing assistance with technology including the use of CANVAS (IU learning management system); information about university resources and campus policies; connecting students with academic advisors; and performing various advocacy functions. Student technology support is provided by the Student Training/ Technology Support Specialist in the [Center for Teaching and Learning](#).

The Indiana [21st Century Scholars Program](#) is a needs-based and performance-based program designed to assist low-income students in completing a college degree. At IU East, these students are supported by a ScholarCorps Americorps member who serves as a coach and mentor through their first year of enrollment and into their second. A new initiative began in fall 2015 which provides additional (remote) coaching by an external firm, [InsideTrack](#). Both of these initiatives are supported as part of the success initiatives championed by the [Indiana Commission for Higher Education](#) (ICHE).

[Student Support Services](#) (SSS) is a federally funded TRiO program through the U.S. Department of Education. Students eligible for SSS include first-generation college students, low-income students, and students with documented learning disabilities. This office provides services to students with the goal of increasing academic success in a collegiate learning environment. Students requiring disability-related services work with the [IU East Disability Coordinator](#) who arranges accommodations and provides any additional assistance.

Academic Support Programs oversees several initiatives which contribute to student success at IU East. Extreme Jumpstart is a free program designed to engage beginning freshmen in the life of the campus. Held the week prior to the start of each fall semesters, Extreme Jumpstart helps students make friends, meet faculty, and learn their way around campus. The Supplemental Instruction (SI) Program provides assistance to students who are enrolled in entry-level courses that might be especially challenging. Students who have previously been successful in the course and who are recommended by the faculty member, serve as SI leaders. In this role, they hold review sessions, prepare practice quizzes and provide fun and innovative ways to tackle difficult subjects.

The IU East [Testing Center](#) administers placement testing in mathematics through COMPASS (required of all new students). Students who do not place into college-level mathematics are referred to the local community college. Students also complete Spanish placement in the Testing Center in order to identify the level of course appropriate to their knowledge. Placement scores are available to academic advisors who assist students in preparing their course schedules at the mandatory [New Student Orientations](#). Students who are undecided about an academic major are encouraged to enroll in a 1 credit-hour course in Basic Career Development. All students have access to the [Focus2](#) instrument which provides an individualized assessment of skills and aptitudes which can help students identify potential careers.

The [Office of Financial Aid](#) supports students in multiple ways. In addition to ensuring that students qualify for federal, state and institutional grants, loans and scholarships, this unit provides significant outreach to students related to [financial literacy](#). The efforts to educate students about financial awareness has reduced the IU East 3-year cohort default rate from 20.2% for the 2011 cohort to 13.2% for the 2012 cohort.

IU East has mandatory academic [advising](#) for all students. Each academic school employs one to several master's degree prepared professional advisors. Students who have not declared a major are advised by master's degree prepared coach/counselors in University College where they also engage in career exploration activities. Students who have declared a major are assigned a professional advisor within their school; some students may transition to a faculty advisor. Advisors interact with students in person, by telephone, email or through Adobe Connect. An advising hold prevents students from registering until after the advising appointment. The Indiana University [Office of Completion and Student Success](#) contracts with Education Advisory Board, allowing all IU campuses to participate in the [Student Success Collaborative](#) in which predictive analytics are used to help advisors identify students with a high risk of attrition.

Students are encouraged to be increasingly proactive in determining their path to graduation. Indiana University created a degree mapping process to more intentionally guide students to graduate in four years, by supplying sample course schedules for each degree (example: [Bachelor of Arts](#) and [Bachelor of Science](#)). A statewide campaign from the Indiana Commission on Higher Education called "[15 to Finish](#)" is also reinforcing on-time graduation. In addition, one of the performance funding metrics for IU East is the increase in the number of baccalaureate students who graduate in four years.

The infrastructure at IU East provides the resources necessary to support effective teaching and learning. The availability and reliability of technology is a tangible asset at IU East. With Internet connections in all classrooms, wireless coverage throughout the campus, and widespread availability of smart technology, faculty and students have access to the latest technology resources. The [Office of Information Technology](#) coordinates campus-wide efforts to support technology for faculty, staff and students.

The campus currently provides eight computer labs for students, including off-campus sites at New Castle and Connersville, which can be reserved for class instruction when needed. Within each of these labs, students have full access to the Internet and network printing. Software is current and includes programs utilized by a variety of different industries. Discipline-specific programs that are available on the campus computers include [MyMathLab](#), [SPSS](#), [Ecobeaker](#), and others. IU maintains access to online training resources through [Lynda.com](#) to support utilization of the different software applications. The IU [Knowledge Base](#) and the IU East [Information Technology Help Desk](#) provide access to 24/7 technical support.

Full-time faculty are furnished with a personal computer equipped with the latest technology and software including Windows 8.1, Microsoft Office 2013, and Adobe CS 6, along with touch screen monitors. All computers in offices and labs are subject to a four-year lifecycle replacement. Used computers are refurbished and sold as [surplus equipment](#) at a low cost. Students, faculty and staff may also download an assortment of software applications for PC, Mac and Linux through [IUware Online](#), either free or at a minimal cost.

IU East has a variety of classrooms, lab spaces, performance areas and teaching labs available for faculty and student use (see [Summary by Space Report](#)). Classrooms are located in each of the four buildings with several large lecture rooms available: room #132 in Whitewater Hall (91 seats), room #124 in Tom Raper Hall (90 seats), room #076 in Hayes Hall (60 seats), and room #110 in Tom Raper Hall (50 seats). A new 84 seat collaborative classroom, room #203 in Springwood Hall is used for interactive, technology-enhanced teaching and learning.

Nursing Labs

The [Reid Hospital and Health Care Simulation Lab and the Quigg Learning Laboratory](#) boast an impressive array of instructional resources for faculty and nursing students at the bachelor's and master's level. The labs consist of three specific areas within the lower level of Hayes Hall (HY 020, HY 015, and HY 003). These labs provide a setting in which nursing students can demonstrate and practice psychomotor skills that are necessary in the health care field as well as develop critical thinking, problem solving, and communication skills essential to nursing practice. These labs consist of multiple patient care areas with bays set up similarly to hospital and extended care rooms. One high fidelity simulator is in a separate room equipped with essential equipment and a one-way mirror which affords faculty the opportunity to view simulation work as it occurs. Various lower fidelity simulators and other area-specific simulators (e.g. pelvic and oto/opthomology simulators) are available in various lab rooms. Other equipment that is available for student practice and mastery includes IV pumps, tube feeding materials, and medication administration items. With the implementation of the Family Nurse Practitioner program, one lab holds additional equipment such as exam tables to facilitate student practice at the master's level. Laboratories for the instruction of nursing students provide an excellent example of IU East's commitment to both technology and resources to assist classroom instruction.

Science Labs

The School of Natural Science & Mathematics allocates significant funding to maintain and enhance the supplies and equipment necessary to provide a high quality learning environment for students. Alongside the considerable investment in [laboratory equipment](#), there are six teaching labs for general biology, microbiology, chemistry, anatomy and physiology, environmental science and physics/astronomy. There are two faculty research laboratories and five storage/prep rooms. Faculty and students have access to research lab space, a dark room, and a tissue culture suite. Smart classroom technology in the physics lab enables faculty to use multimedia presentations that illustrate

how to graph mathematical functions and apply them to the principle being studied, assisting students in learning Newton's law of motion, Kirchoff's law of electricity, and simple harmonic motion. The smart classroom technology in the Anatomy and Physiology lab allows for multimedia presentations of various tissues, muscles, organs, and functions as a complement to the more traditional lab experiences in which students utilize multiple life-size and miniature models of anatomical features, complemented by a full-size skeleton.

Fine Art Labs and Art Galleries

The teaching "arts suite" is comprised of five labs: painting, drawing, ceramics, sculpture/metalsmithing, and a "power" shop for wood/metalworking. Room 912 in downtown Richmond serves as an art gallery, classroom and event space, and contains dedicated workspace for student artists, supervised by two staff members. Over the past three academic years, the School of Humanities & Social Sciences has invested significantly in [materials and equipment](#) to support instruction in the Fine Arts program including pottery wheels and kilns. IU East boasts one of the largest arts programs and collections among all regional campuses of Indiana University with five dedicated galleries. IU East appointed its first full-time Art Director in July 2015 to manage the gallery spaces and coordinate all art exhibits and shows in the campus facilities.

Music Labs and Practice Space

IU East has invested heavily in the development of the music program and its [available resources](#) over the past three to four years. Most notably, the first full-time, tenure-track faculty member in music was hired in fall 2013, giving us the opportunity to significantly expand the music courses offered for general education and to support the B.A. in Humanities concentration in music. Two sound-proof rooms are utilized for classroom instruction, individual lessons and practice sessions.

Partnerships for Student Learning

IU East has multiple partnerships in the community to support student learning through clinical rotations, student teaching and other practical experiences. The School of Nursing has more than 50 clinical affiliation agreements with local health care facilities, youth serving agencies and the other community-based organizations that provide opportunities for application of course content, development and refinement of clinical skills, and service provision to clients. Clinical affiliation agreements are between the IU Board of Trustees and the agency and are initiated at the request of faculty who wish to place students at an agency. The [clinical affiliation agreement](#) outlines the responsibilities of the agency and the School of Nursing faculty and students, and is approved by IU legal counsel before being enacted. Agencies used for clinical placements must meet standards appropriate to the agency type. Student and faculty feedback is informally based on the student experience. Issues related to the facility or staff are addressed directly within the agency for resolution. Administrators or chief nursing officers of many local health care facilities serve on the School of Nursing advisory board and provide feedback regarding student and graduate performance.

The Indiana University School of Social Work partners with community agencies in education at the bachelor's and master's level, and all social work students complete a practicum at a social service agency in the community. Agencies that become practicum sites for the School of Social Work must meet established criteria; each site is vetted by the Director of Field Experiences who assures quality placements for social work students, and every agency completes an [Affiliation Agreement](#). The School solicits [feedback](#) from practicum instructors, students and the field liaison regarding the administration and effectiveness of the field experience.

The IU East School of Education utilizes an [affiliation agreement](#) in working with area school corporations for the delivery of field experiences. Currently, we place candidates in K-12 schools in 12 counties in two states (Indiana and Ohio), with 31 public school corporations and seven non-public schools representing large town, small town and rural locales. New partnerships developed since the last CAEP (NCATE) visit in 2013 include parochial schools and corporations in outlying counties making more diversified field placements for students.

Library

The IU East [Campus Library](#) offers [multiple resources](#) to support student and faculty research. Since 2009, the IU East Campus Library has transformed from a traditional academic library of primarily print resources to one equipped with the latest in web-based resources and technology. The collection includes 84,000 journal titles, 420 databases, and 153,000 electronic books. Expenditures for electronic resources exceeds \$164,000 per fiscal year. Online search capabilities enable extensive research off-site, which is essential for the significant percentage of IU East students enrolled in online courses. In addition to research instruction in numerous classes across disciplines, the Campus Library provides individualized instruction and online tutorials for specific databases to support course learning outcomes.

Faculty librarians and professional staff support each academic school within IU East. Working collaboratively with faculty, they provide individual and group instruction, both basic and advanced, in current library research strategies. These collaborations often include the creation of course-specific research guides (e.g. [Communication Research Methods](#)) that include links to online databases, print materials, e-books and web sites.

Writing Center

Located in Whitewater Hall, the [Writing Center](#) is staffed by students who are employed as writing consultants. They assist students with identifying themes, editing drafts, and making distinctions among sources—directly contributing to the support of the Campus Learning Outcomes for communication and information literacy.

Math and Science Resource Center

This [center](#) is staffed by student mentors who help students tackle problems and prepare for exams. A Math Hotline is also available for students who are unable to come to campus but who can benefit by one-on-one conversations by telephone.

Athlete Study Tables

All incoming freshmen athletes (regardless of high school grades) and all incoming transfer students with a gpa of less than 3.0 from their previous institution, are required to participate in four hours/per week of study tables during their first semester at IU East. Once an athlete achieves a cumulative gpa of 2.75, she or he is excused from study tables as long as the gpa stays at or above that benchmark. Additionally, all athletes are required to attend a “progress check-up” with a coach/counselor once every two weeks where they discuss academics and how to prepare in advance for times when the teams are travelling away from campus for a competition.

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- School of Education Affiliation Agreement
- School of Social Work Affiliation Agreement
- Social Agency Field Instructor and Agency Evaluation Instrument
- SPSS software
- Student Success Coaching
- Student Success Collaborative
- Student support services
- University College Advising
- University College Webdoc

3.E - Core Component 3.E

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

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

Argument

Not all learning happens within the confines of the real or virtual classroom. IU East students learn from faculty, staff, and other students; they learn by participating in new experiences, by having leadership roles on campus and by interacting with individuals of different backgrounds. IU East offers an array of co-curricular experiences. Students can be admission ambassadors, pack leaders, peer mentors, tutors, supplemental instruction leaders, and participate in service learning, internships, study abroad, athletics and more. While the opportunities are too numerous to describe in detail, a few are highlighted below.

The IU East [Honors Program](#) provides an intellectually enriched curriculum for highly motivated students, allowing them to demonstrate academic excellence through honors coursework, including independent research, creative work, and service-learning or civic engagement opportunities. Objectives of the program include fostering students who are culturally well-rounded, strong in research, academic leadership, and enhanced citizenship both on and off campus.

[Student clubs and organizations](#) are another way for students to enhance their leadership skills. IU East currently offers 38 clubs which are organized and led by students. Any student may propose the establishment of a new club, and the [Office of Campus Life](#) coordinates the [application and approval process](#). All student clubs and organizations have a sponsor; the majority are sponsored by a faculty member, although staff may also serve as in the sponsor role (e.g. the [Student Veterans Organization](#) is sponsored by the IU East Registrar). The [Student Government Association](#) (SGA) is composed of students who are elected by students to represent them. The group is effective in promoting the interests of students and evaluates funding requests made by registered student organizations. SGA also serves as a conduit to enhance communication with the administration of IU East; the chancellor meets regularly with SGA to share information and hear student concerns. A member of SGA attends the IU East Faculty Senate as a non-voting member and may present informational items to the faculty.

IU East recognizes that sports are a valued component of the college experience, for those who wish to compete and for those who enjoy supporting the teams from the sidelines. IU East [Athletics](#) "Red Wolves" expanded its programs in 2014-2015 with the addition of a women's basketball team; there are now five men's and six women's sports. The number of student athletes has increased from 79 in 2012-13 to 120 in 2015-16 (approximated). We added a full-time athletics director to support the growth of these programs. IU East has been designated an "NAIA Champions of Character" institution every year since joining the NAIA in 2007, demonstrating integrity, respect, responsibility, sportsmanship and servant leadership. Six IU East teams received the Buffalo Funds Five Star Champions of Character Team award, which is the Champions of Character national championship

for a given sport in each year.

[Enactus](#) (formerly known as SIFE) is one of the most successful co-curricular organizations on the campus. Students participating in this organization have received numerous awards including being a four-time champion in the regional competition. The IU East team is in the top 20 in the nation for student involvement in sustainability and entrepreneurship. IU East students have been awarded Enactus scholarships in recognition of their leadership, teamwork and communication skills.

IU East presents numerous opportunities for students to travel abroad which help expand their understanding of different cultures. Recent trips to Spain, Italy, Argentina, Belize, England, and Costa Rica provide just a few examples of student travel opportunities. A trip in 2014 to the [Dominican Republic](#) included a service learning component in which students worked with a clean water initiative to help understand the importance of a resource that they likely take for granted. Students also have opportunities for domestic travel within North America. For example, students in the School of Nursing can apply to work for a week in Chinle, Arizona at a health care facility for Native Americans. Nursing students also travel to [Washington D.C. and New York City](#) to work with the homeless and those in poverty, assisting in shelters, soup kitchens, and making home visits to the elderly to assess for home safety.

IU East supports and encourages students to fully engage with their community. The [service learning partnership document](#) provides a list of opportunities for students in Richmond and throughout the region to make a difference in the lives of others. A student in a writing course with a service learning component worked on literacy issues in Wayne County; this experience helped her find her passion and new career focus, which is now professional and technical writing. Service learning is growing as more students choose to engage more deeply with their communities. In fall 2014 and spring 2015, 682 and 823 IU East students, respectively, participated in a service learning activity.

The Campus Library leads IU East students in participating in educational outreach programs for elementary, middle, and high school students including the Early College Academy, Third Grade Academy, and after-school tutoring and enrichment programs at several school and community sites.

The recently implemented [LEADS program](#) represents an initiative to provide students with the opportunity to organize and document their co-curricular participation. In the LEADS program, students complete a set of experiences woven into a series of internships, experiential learning, service learning, research, and other opportunities. At graduation, students who complete the LEADS requirements receive a notation on their transcript formalizing their participation in these significant experiences.

One aspect of the IU East institutional mission is related to community engagement. As evidenced by the [Community Engagement Roster](#), IU East faculty and staff serve a variety of different organizations through their participation on local, regional, national and international boards. Faculty and staff are regular volunteers in the community and this informs the philosophy of service which pervades IU East. Additional examples of community engagement activities through the IU East School of Business & Economics include the [Center for Leadership Development](#), the [Center for Entrepreneurship](#), the [Academy for Cultivating Talent](#), the [Business and Economic Research Center](#) and the [Positive Place Initiative](#) (in collaboration with the School of Humanities & Social Sciences).

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- SIFE Webdoc
- SRD 2015 program
- St. Org. Contact List 14-15
- Student Government Association
- Student organization with cover
- Student Veteran Organization SVO
- SUMRS List of Students
- Washington DC for Nursing Students

3.S - Criterion 3 - Summary

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

Summary

IU East has met or exceeded all core components of Criterion 3. We offer high quality education and support the changing needs and preferences of students through the delivery of on-site and online classes and programs. Online classes are subject to the same standards as those offered in person and the learning goals are the same regardless of mode of delivery. We ensure that the same quality of instruction and learning opportunities are present for both online and face-to-face students.

All faculty hold appropriate credentials and IU East ensures that the qualifications of faculty are suitable to the areas in which they teach. Faculty are supported through the Center for Teaching and Learning in the use of technology and best practices of teaching. We employ the use of the Quality Matters framework to guide our course construction. This framework, alongside continuous professional development, has proven to be a strong resource for our faculty.

In 2013, the faculty of IU East totally recreated general education including the establishment of new Campus Learning Outcomes and the development of a new Framework for General Education. Our program of general education aligns with the state mandate and links the Statewide Transfer General Education Core competencies with Campus Learning Outcomes. While the assessment of general education has been in place for less than two years, the information literacy component has been assessed and several changes are being implemented to strengthen student learning of this outcome. The assessment of general education is a priority and remains an ongoing effort.

Continuous investment in professional development for faculty ensure that they remain current in their disciplines. Significant funding is provided by the academic schools and the institution, promoting a high level of engagement in research and creative activities. Increasing numbers of students also participate in research activities through independent projects or in collaboration with faculty. IU East encourages and supports these endeavors at all levels. We are working to establish a methodology to help us better document and record these wide-ranging efforts.

IU East has a robust infrastructure to support the academic mission of the institution. Student services such as financial aid, campus life, and advising are student-centered and effective. Our co-curricular programming provides numerous opportunities for students to participate in activities and learning experiences outside of the classroom.

In summary, IU East has provided evidence that it fulfills all components of Criterion 3. An enriched campus experience is the goal for all students attending IU East, and this takes many forms including diversity experiences, research and engagement in service. The cumulative nature of these experiences is different for each student, but the impacts certainly reside within the Red Wolf experience.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

IU East maintains high quality academic programs and adheres to a system of program reviews and assessment to ensure that the content and curricula being offered are current and relevant to students, that learning outcomes are being met, and that students are retained through graduation and are successful in securing employment related to their discipline.

Four schools at IU East are externally accredited (Business & Economics, Education, Nursing and Social Work). The table below displays the review cycles and the most recent accreditation confirmation letters.

School/College	Accrediting Body	Last Accred	Next Accred	
Business and Economics	Accreditation Council for Business Schools and Programs (ACBSP)	2007	2017	Letter
Education	Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE)	2013	2020	Letter
Nursing	Accreditation Commission for Education in Nursing (ACEN)	2009 and 2013	2018	Letters
Social Work	Council on Social Work Education (CSWE)	2013	2021	Letter

All academic schools at IU East are responsible for actively maintaining their respective accreditations or undergoing an internal program review. Externally accredited schools each follow specific accreditation procedures requiring data collection and analysis. The School of Business & Economics is currently affiliated with ACBSP but is seeking accreditation through [AACSB](#); our [eligibility application](#) has been approved and we have been assigned a mentor.

Programs in the School of Humanities & Social Sciences and the School of Natural Science & Mathematics undergo [scheduled internal reviews](#), as described in the policy on [academic program review](#). These reviews occur at five-year intervals and require faculty in the discipline to complete an extensive [self-study](#). The self-study is reviewed by a committee comprised of two external evaluators and one tenured IU East faculty member from a school outside the program under review. The program review committee holds meetings with campus constituencies and submits a written report of their findings to the Executive Vice Chancellor for Academic Affairs (EVCAA). The written report is then shared with the dean and the faculty of the school. The EVCAA and the school dean meet to discuss strengths and weaknesses revealed through the program review process. As per the policy, the dean may submit a written response to the EVCAA to address findings from the self-study and a plan is created for moving forward. As shown by the policy calendar, all programs have established times in which they will be reviewed. The programs that are currently preparing self-studies are Criminal Justice, Communication Studies, Biology, Biochemistry, Human Life Science, English, Fine and Performing Arts, and Informatics.

[Transfer students](#) at the undergraduate level make up a substantial component of the IU East student body (approximately 35% in the fall 2015 semester) and all of these students have existing college credits, some from multiple institutions. Each student transcript is evaluated by the Office of Admissions for eligible transfer courses. The [Transfer Evaluation System](#) provides a searchable database (based on course descriptions) for evaluating course transfer, allowing transfer coordinators to accurately determine equivalency. Every course is evaluated and if approved, the transfer coordinator posts the proper credit on the transcript. Indiana University is also involved in the development of a [Credit Transfer Service](#), another searchable database for course transfers that may

be utilized by students. These two database resources are valuable resources for students and transcript coordinators.

The [Core Transfer Library](#) (CTL) is a comprehensive system that lists courses approved for transfer among all public colleges and universities in Indiana. Courses may satisfy a general education requirement or may be undergraduate electives. Courses in the CTL have agreed upon equivalencies at most or all of the state colleges and universities which greatly facilitates the transfer process for students. Additionally, in 2013 the Office of the Vice President of University Academic Affairs created a [University Transfer Office](#) that works to promote seamless and transparent transfer processes at Indiana University.

Many IU East students transfer from Ivy Tech Community College, and we maintain articulation transfer agreements known as [Pathways](#). Pathways represents an agreement where courses taken at Ivy Tech will seamlessly transfer into degree programs at IU East, provided the student earns a grade of C or above. These articulation transfer agreements have been developed for bachelor degrees including [Business Administration](#), [Education](#), [Nursing](#), [Criminal Justice](#), and [General Studies](#). Coursework completed at any community college is transferred to Indiana University at the 100/200 level with a maximum of 64 credit hours applying to a bachelor degree.

Military service members receive academic credit for their training and experiential knowledge as it pertains to courses offered at IU East. The IU policy on [Transfer Credit Related to Military Service](#) stipulates that service members be awarded undistributed transfer credit for training they have received. The transfer coordinator utilizes an [equivalency chart](#) to evaluate a service member's educational benefits based on information provided by the military and the service member's Form DD-214 and/or joint service transcript.

We provide significant access to resources to assist transfer students who are enrolled in an online program. Two [student success coaches](#) work with this population exclusively to assist in their transition to IU East. The coaches connect with students by email and telephone to familiarize them with campus resources. AskOnline.com provides a portal for students to receive remote support from the [Writing Center](#) and [Math and Science Resource Center](#). The campus library has numerous resources that are available 24/7. The Help Desk at IU East assists students both on and off campus with technology support. Professional advisors from each of the schools and University College work with students by telephone, email, Adobe Connect and in person for advising appointments. All offices provide support by telephone and email to students who are online or who wish to access services conveniently. Campus websites including those of the [Office of the Registrar and Student Records](#), the [Office of Financial Aid and Scholarships](#), and the [Office of Student Accounts](#), provide ways for students to request transcripts, accept financial aid, and pay tuition and fees from any location.

IU East maintains autonomy within the larger Indiana University network, and IU East faculty retain the authority to [approve academic programs](#) (Faculty Senate Constitution Section 2.1.B) and confer degrees (example: [faculty senate minutes](#)). Within academic schools, faculty determine the curricula for each degree program, including prerequisites and optimal course sequencing. Faculty serve as subject matter experts within academic programs and are responsible for the development of student learning outcomes for each academic program (example: [BSN in Nursing](#)). Modifications to requirements for any degree program require review by the Curriculum Committee (see [bylaws](#)) and subsequent notification and possible vote by the faculty senate.

Tenured and tenure-track faculty at IU East are required to hold terminal degrees in their disciplines and faculty hired as adjunct instructors or lecturers are required to possess a minimum of a master's

degree in the discipline. Through the [Office of Human Resources](#), search and screen committees utilize an existing matrix to evaluate qualifications for vacant positions. All individuals applying for employment must meet the minimum qualifications, but committees also develop preferred criteria, depending on the nature of the position. IU East utilizes a standard procedural policy in the review and vetting of potential candidates with committees receiving input from various campus constituencies throughout the process so that the best candidate can be identified.

Indiana University maintains oversight of the [Advanced College Project](#) (ACP), a program that offers college credit to qualified high school students who enroll in IU general education courses that are offered in local high schools. IU East has participated this initiative for many years. High school teachers serving as instructors for ACP courses are required to hold a master's degree and complete specialized training at the IU Bloomington campus. IU East faculty serve as ACP liaisons to the high schools and are trained to observe, evaluate, and mentor the high school instructors. High school students participating in these courses are admitted to IU East as non-degree seeking students, and at the conclusion of the semester, the grade for the course is recorded on an Indiana University transcript. The attached table illustrates a selection of popular ACP courses for fall 2012-2014.

IU East seeks to maintain a relationship with our students after graduation and in their transition to the workplace. The campus has a Director of Alumni Relations who uses the [Crimson Advancement System](#) to maintain contact with university alumni. Each school attempts to track employment outcomes of their graduates, but must often rely on student self-reports. The School of Humanities & Social Sciences utilizes a [survey instrument](#) to help them better understand how well-prepared their graduates are for the job market. The School of Education and School of Nursing track the number of graduates who pass the required licensure exams which is used as a method of indirect assessment, and assists the faculty in modifying program components in a purposeful way. Both schools ([School of Education](#) and [School of Nursing](#)) post student pass rates on their websites, providing information to the public about the success of students in these programs.

Sources

- 2013 BSN Program Outcomes IU East School of Nursing- competencies final may 7 13
- AACSB Preliminary Accreditation Letter
- AACSB Website
- Academic Program Review and Procedures
- Academic Program Review and Procedures (page number 2)
- ACBSP website
- ACEN accreditation website
- Advanced College Project
- BSN Program Outcomes IU East School of Nursing- competencies final may 7 13
- Business-ACBSP webpage
- Credit Transfer Service
- Crimson Advancement System
- Educational Testing Service
- Education-CAEP-NCATE
- Faculty Senate Minutes 8-21-2014
- First Destination Report-June 2015 2
- Indiana Core Transfer Library webdoc
- IU Policy ACA-78-transfer-credit-military
- IUE Faculty Senate Constitution

- IUE Faculty Senate Constitution (page number 2)
- IUE Senate Bylaws
- IUE Senate Bylaws (page number 6)
- IUE Writing Center
- Ivy Tech business-articulation agreement
- Ivy Tech education-articulation
- Ivy Tech nursing-articulation agreement
- Ivy Tech-criminal justice-articulation agreement
- Ivy Tech-general studies-articulation agreement
- Math and Science Resource Center
- Military Education Credits Equivalency Chart
- Minutes 8-21-2014
- National Council on State Board of Nursing
- NCATE Education Accreditation letter
- NCLEX-RN Exam Pass Rates
- Nursing Accreditation Letters
- Nursing-ACEN
- Office of Financial Aid
- Office of Human Resources
- Office of Student Accounts
- Office of the Registrar & Student Records
- Pathways Ivy Tech
- School of Business AACSB webpage
- School of Business Accreditation Letter
- School of Business and Economics
- School of Ed Passrate webdoc
- School of Ed webpage
- School of Nursing
- School of Social work 2
- Social Work Accreditation Letters
- Social Work-CSWE
- Student Success Coaching
- Transfer Evaluation System
- Undergraduate Transfer Students
- University Transfer Office

4.B - Core Component 4.B

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

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

Argument

Indiana University East utilizes the [Principles of Assessment](#) to guide the assessment practices of all academic programs. Each academic program at IU East has a specific set of learning outcomes at the graduate and undergraduate levels and through assessment and review of these outcomes, each program makes appropriate modifications. All faculty members possess a shared responsibility for sound, reflective, and effective assessment, ensuring a direct association and linkage to the [Campus Learning Outcomes](#) or [Principles of Graduate Education](#), program objectives/outcomes, and disciplinary accreditation standards where appropriate. The dean from each school is responsible for submitting an annual assessment report to Executive Vice Chancellor for Academic Affairs. IU East utilizes WEAVEonline as a repository for documentation of all areas that are assessed, including programs, general education, and co-curricular areas. Below, each school is discussed individually.

School of Education

The graduate and undergraduate programs for the School of Education are accredited by the [Council for the Accreditation of Educator Preparation](#) (CAEP), formerly NCATE. Undergraduate degrees include a Bachelor of Science in Elementary Education and a Bachelor of Science in Secondary Education with emphasis in specific content areas. Each program has well-defined [learning outcomes](#) and assessment plans (example: [elementary program](#)). A detailed curriculum map for the undergraduate program aligns the School of Education [Conceptual Framework](#) themes, [InTASC Standards](#), and IU East [Campus Learning Outcomes](#). Student pass rates for state licensure exams are tracked and maintained by the Director of Field Experiences as a means of assessment. The annual [assessment report](#) from the School of Education is attached.

Students in the secondary education program complete a portfolio showcasing their work in planning, instruction, and assessment. Gathering feedback from principals in area schools and a changing climate of accreditation revealed the need to develop a more specifically focused final portfolio assignment. As the primary focus for pre-service teachers is to show a positive instructional impact on their students, the faculty worked to develop the [Teacher Performance Assessment Sample](#) (TPAS) assignment. Each student in the secondary program completes a TPAS portfolio (example: [TPAS template](#)) that is assessed using a [rubric](#) developed by the School of Education faculty. Through these portfolios, student mastery of program outcomes and standards is assessed and students have a much stronger portfolio to bring with them when speaking with potential employers.

The Master of Science in Education program utilizes the [National Board for Professional Teaching Standards](#) (NBPTS) [Five Core Propositions](#) and the School of Education Conceptual Framework as a foundation. All courses are listed on a [Unit Assessment System](#) (UAS). This details the requirements for student degree progress through the graduate program necessary to meet the expectations of the School of Education. The UAS is reviewed periodically and updated as needed. The graduate program utilizes the same data-driven program changes form as the undergraduate program. For example, faculty identified a lack of cultural awareness and sensitivity in students of the first cohort. An additional course was added to the required core that emphasizes multicultural and global education. Following the last CAEP accreditation visit, a [rubric](#) was developed that applies to the culminating research project. With this revised rubric, students benefit from more detailed feedback on their projects. [Four benchmarks](#) address different points within the graduate program and are structured to assess the professional development of the teacher. The graduate program utilizes both [dispositional](#) and [impact](#) surveys occurring at three different points in the program (following the Best Practice Academy, following graduation, and two years after graduation).

School of Nursing

The School of Nursing program outcomes and competencies follow the accreditation standards set by the Accreditation Commission for Education in Nursing (ACEN) at both the undergraduate and graduate levels. The bachelor degree (BSN) has well-articulated and documented assessment plans including program outcomes, competencies, and a curricular framework. The outcomes and competencies are mapped to the American Association of Colleges of Nursing's (AACN) [Essentials of Baccalaureate Nursing](#).

Students are evaluated at multiple points with a variety of assessment tools. For example, the [Assessment Technologies Inc](#) (ATI) testing and remediation program is utilized to assess student knowledge regarding content areas and outcomes achievement. Multiple content-oriented proctored exams and a comprehensive predictor exam for NCLEX-RN success are completed by each traditional BSN student. Results are used for individual student remediation and preparation, as well as for identifying areas of strengths and weakness in the curriculum and its delivery.

Courses at each level (sophomore, junior, and senior) map content and assignments to ensure that all outcomes and competencies for each level are addressed. Exit surveys, alumni follow-ups, employer surveys, the clinical capstone course that provides a culminating clinical experience, and NCLEX-RN State Board Licensure Exam scores are examples of the assessment tools used to determine student learning in this program. The RN to BSN mobility option utilizes exit surveys, alumni surveys, employer surveys, capstone course, and class assignments for assessment purposes. The faculty are currently working on strengthening the assessment of this mobility option. Additional information is available in the [2014-15 Assessment Report](#).

Beginning in spring 2011, the School of Nursing began the use of [Skyfactor](#) (formerly EBI) to assist with program assessment data, including exit, alumni, and employer surveys. They also map questions asked against AACN Essentials and program outcomes. Students in the BSN nursing program are being compared to six selected peer institutions and are benchmarked nationally.

The School of Nursing uses assessment data for the purpose of programmatic improvement. One important example addresses the NCLEX-RN pass rates which have been lower than the state required 80% for three years. A faculty task was established in 2013 which reviewed the NCLEX-RN scores and the ATI NCLEX-RN predictor scores. The Associate Dean for Undergraduate Nursing programs contacted all students who failed the NCLEX-RN to discuss circumstances surrounding their failure. One of the issues identified was that many of the students who were not successful

were “out of sequence” students, primarily for failing a nursing course during their program. A new policy was established requiring remediation for all out of sequence students. These students are required to meet with the Associate Dean for Undergraduate Nursing Programs to develop individualized success plans with remediation that involves both didactic and clinical learning components.

The nursing faculty also noted issues related to the implementation of the NCLEX-RN test plan and student understanding of content. The school hired a consultant (Tim Bristol) to provide professional development for faculty in the areas of active learning, clinical application, and testing in the spring of 2014. As a result of the consultation, several policies were implemented including the use of a lesson plan for every class session which requires students to complete activities as a ticket to class; the development of a testing committee that oversees test question development; and a testing policy that requires test questions in NCLEX-RN format. In fall of 2015, the school implemented the use of ExamSoft, a computer program that provides students with NCLEX-RN type testing on the computer, simulating the NCLEX-RN testing environment.

Student comments regarding clinical paperwork and its value to learning as well as the actual clinical experiences were reviewed. Evidence indicates that learning is enhanced with consistent exposure, so clinical assignments were changed from two days every other week to one day every week for each clinical course. Faculty agreed to revise the required clinical student paperwork to decrease the perceived amount of work while enhancing the usability of paperwork for clinical learning and assessment. The nursing program integrated the use of ATI learning templates and a revised, shortened evaluation tool. Anecdotal feedback from students indicates this yields a more reasonable workload and provides for better learning.

Students typically took an NCLEX-RN review in May after graduation, just prior to their taking the NCLEX-RN exam. Faculty determined that it might be more advantageous for students to take the review earlier to enable them to have adequate time to review and reinforce content in areas in which they are weak. In January 2015, a Hurst NCLEX-RN review was brought to campus for senior students. Students who attended this session were able to attend another review in May for free. Students who could not afford the review were able to request assistance from the School of Nursing. Unofficial results of the 2015 NCLEX-RN scores indicate an 84% pass rate for the 2015 graduating class. The Undergraduate Evaluation Committee will contact those who did not pass to investigate the circumstances and has already begun looking at the data for additional insights.

The outcomes for the [Master of Science in Nursing](#) degree are aligned with AACN’s [Essentials of MSN Education](#). The MSN Family Nurse Practitioner track is aligned with the standards set forth by the National Organization of Nurse Practitioner Faculties, and requires 42 credit hours of coursework to prepare the graduate to function as a mid-level healthcare provider. The MSN Education track is mapped to the National League for Nursing Nurse Educator Competencies, and the MSN Administration track is mapped to the American Organization of Nurse Executives Competencies. Both the education and administrative tracks require 39 credit hours of coursework which are not available to undergraduate students. The [learning outcomes](#) are significantly different than the bachelor’s degree program. There are articulated [assessment plans](#) for the Nursing Education Track, the Nursing Administration Track, and the Family Nurse Practitioner Track. Following analysis of the [2015 MSN graduate assessment report](#), graduate faculty approved a revision of the [program learning outcomes](#).

School of Natural Sciences & Mathematics

The School of Natural Sciences & Mathematics (NSM) offers the Bachelor of Arts in

[Biology](#) and [Natural Sciences & Mathematics](#) with student learning outcomes and assessment plans. The Bachelor of Science degree ([Biology](#), [Biochemistry](#), [Human Life Sciences](#), and [Mathematics](#)) has student learning outcomes and assessment plans. Curriculum maps document how the student learning outcomes in the major courses address the student learning outcomes of each degree; the maps also show the assessment points for students in each degree program. The dean's annual [assessment report for 2014-15](#) contains additional details.

Math degree program assessment revealed that students were having difficulty making connections between various areas of mathematics in the course sequence. The faculty developed a 300-level course (MATH-M 380, History of Mathematics) to address this issue.

Students graduating with degrees in Biology were having trouble achieving a score on the MCAT exam to make them competitive in their applications to medical school. One portion of the MCAT exam tests knowledge of chemistry and this was especially problematic for students. NSM faculty connected every course listed in the B.S. in Biochemistry to address MCAT competencies. As a result, students taking the MCAT now have a higher rate of acceptance to medical school.

The Master of Arts in Teaching in Mathematics is a new degree, designed for those who aspire to or already teach mathematics (see [learning objectives](#)). This 36-credit hour program has two tracks; one leads to initial teacher certification (co-offered with the School of Education), the second is a standard graduate program.

School of Humanities & Social Sciences

The School of Humanities & Social Sciences (HSS) is structured into seven academic departments, each with a faculty Assessment Coordinator who collects relevant data within the respective disciplines and departments. The coordinators attend assessment-related trainings and workshops, communicate assessment-related information to disciplinary and department faculty, and lead [assessment workshops](#) for faculty members. Seven assessment coordinators comprise the HSS Assessment Committee that serves as a coordinating entity for the entire academic school with regard to assessment planning, feedback, training, and reporting. Faculty, assessment coordinators, department chairs and the dean meet regularly to discuss assessment-related goals and plans, as well as programmatic changes based on assessment data and trends. Assessment is a frequent agenda topic and focus at departmental and school meetings, including the annual HSS Retreat. Nearly every HSS faculty member is involved in program assessment at some level, including 45 full-time faculty and more than 100 part-time faculty in fall 2015. Each year the dean submits an annual assessment report (example: [2014-15 Assessment Report](#)).

The undergraduate degrees offered by HSS include the Bachelor of Arts and the Bachelor of Science in a variety of disciplines. Each degree has defined learning outcomes and assessment plans that align with departmental, program, and school assessment priorities and outcomes. Selected programs include:

Degrees		
B.S. Criminal Justice	Outcomes	Assessment Plan
B.A. History	Outcomes	Assessment Plan
B.S. Communication Studies	Outcomes	Assessment Plan

B.S. Psychology	Outcomes	Assessment Plan
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With greater focus on degree programs, the School has been better able to “close the loop” on the assessment process. Over the past five years, assessment data has directly influenced several programmatic changes and improvements in HSS, including but not limited to:

- Drafting and adoption of several new program learning outcomes
- Drafting and adoption of several new course learning objectives
- Significant curricular changes in several programs
- Adoption of myriad embedded assessments in several courses
- More frequent, formal faculty meetings dedicated to assessment
- Dedicated funding for assessment-related trainings, workshops, speakers, and activities within the school
- Frequent cross-disciplinary, assessment-related sharing of best practices and ideas
- Adoption of a formal assessment reporting schedule for all programs.

Communication Studies is also in the process of better utilizing assessment data related to performance of students who take ENG-W 132 as their second writing course versus those who take ENG-W270 or ENG-W231. The perception is that Communication Studies majors who complete W132 are academically stronger in their major coursework. The data are currently being analyzed, and the results may alter the degree requirements for the second writing course.

The Master of Arts in English degree is a 36-credit hour degree program offered in the School of Humanities & Social Sciences. This program can accommodate career and student interests, including technical and creative writing and studies in composition and rhetoric. This program is a fairly recent addition to IU East and is collecting assessment data, but has not collected enough to make informed program modifications.

School of Business & Economics

The School of Business & Economics adopted a set of [program outcomes](#) in May 2009 and through annual review have determined these to still be relevant. The annual [assessment report](#) from this school is attached.

Central to these outcomes has been an integrative analysis that students complete in Bus-J401 Administrative Policy which is a capstone course. The case analysis is scored with the aid of a [rubric](#), and these are reviewed periodically by faculty members. In the initial examination of the cases, it was determined that business students were not achieving the desired results, particularly in the area of financial analysis of organizations. Specifically, students were less prepared than the School desired in terms of their knowledge of publicly available financial resources and of their understanding of the annual corporate financial reports publicly available. A variety of changes were made to the learning experiences within this course. Preliminary results indicate that these changes have resulted in more detailed financial information being submitted by students as a part of the integrative case assignment. A greater number of students are also being exposed to publicly available databases prior to the course, such as Hoover’s or SEC filings. The next step in the process is to complete a more extensive curriculum mapping process, and this is currently underway.

The business capstone exams measure performance in 13 Common Professional Component areas. One of the lower scoring areas of the exam has been in the marketing area, an area in which there

were no full-time marketing faculty members. In response to the assessment results in this area, business faculty have begun the process of revamping the core marketing courses. A simulation has been added to the introduction to marketing course, and in response to student feedback, the marketing concentration has been reinstated and a minor in marketing was designed. We are monitoring student learning and we expect to see a gradual increase in the performance of students in the marketing area.

Based on exit interviews, satisfaction with student advising has shown signs of improvement, although the desired level of consistency is not yet present. Recurring themes indicated some level of dissatisfaction with student advising, manifested by students having multiple advisors, taking courses out of sequence and not being sure of the program requirements. The utilization of full-time advising staff and the continued development and implementation of curriculum maps is expected to lead to increased satisfaction, higher levels of engagement and improved graduation rates.

The [Master of Science in Management](#) consists of 12 required courses totaling 36 semester hours. The program is conducted in a cohort fashion through intensive class sessions and the utilization of online communication tools to facilitate process and content learning and [assessment](#). The program is designed on the emergent management practice of asynchronous teamwork, exemplified by a program-long applied project serving as a bridge to help students integrate educational and work realms including non-profit, government, small business, and healthcare.

The initial round of assessment of the graduate program yielded two significant results—both related to the quantitative skills of the students. After recognizing that students were struggling more in the second semester of the program, the graduate program committee of the business school is working to analyze how key quantitative and information technology concepts can be integrated more strongly in the first semester; to identify whether our program expectations in this area need to be adjusted; and to determine ways that may provide more integration of the three, second semester courses. As with any relatively new program, the assessment processes at the graduate level will continue to evolve as the program develops.

School of Social Work

The IU East Social Work Program is part of the Indiana University School of Social Work which requires that assessment reports be submitted once every three years, instead of annually. The attached reports for the Bachelor of Social Work and Master of Social Work degrees are the most recent. Both the [undergraduate](#) and [graduate](#) programs have differentiated outcomes. The School of Social Work routinely collects and analyzes student learning outcomes in both the [BSW](#) and [MSW](#) programs. The Council on Social Work Education (CSWE) mandates that accredited BSW and MSW Programs widely report student learning outcomes on several practice competencies. All CSWE accreditation competencies and various social work practice behaviors that comprise these competencies are determined through the use of the Learning and Evaluation Tool to assess the implicit and explicit curricula. The implicit curriculum considers the resources, climate, and other implementation processes that are needed for delivery of a quality program. Students are surveyed at graduation to determine whether, from a student perspective, the necessary resources were available and utilized (see [Implicit Curriculum Report 2015](#)). The CSWE's Commission on Accreditation uses these and other data to monitor quality and to evaluate the extent to which programs across the nation are in compliance with national CSWE accreditation standards. The faculty are currently in discussions regarding program modifications.

The [Master of Social Work](#) requires 60 credit hours, and is designed to continue professional development through scholarship and evaluation of the practice. The MSW program derives its

program goals directly from the [mission statement of the IU School of Social Work](#) in conjunction with the Council on Social Work [Education's Educational Policy and Accreditation Standards](#). One example of program change is the elimination of two required courses (SWK-555 and SWKS-516) for BSW students entering the MSW program as advanced students. The faculty found there to be curricular redundancy and so modified the program.

Co-curricular Assessment

IU East developed a [co-curricular assessment plan](#) at the completion of the HLC Assessment Academy. Our plan considers all non-academic units to be “co-curricular” so all areas of the campus will eventually be assessed in the services that they are providing in support of the academic mission. Student learning is being, or will be assessed in areas such as [athletics](#), leadership in [student clubs](#), study abroad experiences, [service learning](#), [supplemental instruction](#), etc. Many of the other areas will be included in studies of institutional effectiveness. This is a large project and it is well underway.

As a result of assessment efforts, several changes have been made across different programs on campus (see [Co-curricular assessment report 2014](#)). The First Year Seminar course has been placed under the purview of University College, where there is more training of the peer mentors for the freshman students and increased standardization of select portions of the course. The IU East Alumni Association has developed a Red Wolves legacy scholarship, based on feedback provided by students and alumni. The Office of Financial Aid has increased the focus on financial literacy for incoming students and reduced the institutional student loan default rate significantly. Students are assessed through focus groups and a variety of surveys. Examples of student surveys include:

[National Survey of Student Engagement](#) – yearly or alternate years

[Student Satisfaction Inventory](#) – every 3 years

[Information Technology survey](#) – alternate years

[Athletics survey](#) – yearly

[Student Government Association](#) – yearly

[Financial Literacy survey](#) – occasionally

The next step in co-curricular assessment will be to develop a mapping process to more strategically collect information for review by the Co-curricular Assessment Committee. A new staff position is being created which will have a role in assessing institutional effectiveness which will greatly advance data collection and analysis.

Sources

- 2012-13 Impact Report, co-curricular
- 2013 BSN Program Outcomes IU East School of Nursing- competencies final may 7 13
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- Annual Educational Climate Survey-2015 IUE (BSW)

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- Assessment Map Final BS BioChem Sep 29
- Assessment Map Final BS Biology Sep 29
- Assessment Map Final BS Human Life Sci Sep 29
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- Master of Social Work
- Masters NBPTS Core Pre-Post Survey
- MAT Program Objectives 2013
- MSM Assessment Matrix--2015
- MSN 2015_Graduate assessment report_su15
- MSN 2015_Graduate assessment report_su15 (page number 2)
- MSN Program Learning Outcomes_fa15
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- MSW Assessment Report
- MSW program goals
- National Board of Professional Teaching Standards
- National Survey of Student Engagement
- NBPTS Core Propositions
- NCATE CAEP Webdoc
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- NSM-Report Assessment for 14-15 Acad Year
- Psychology Program Outcomes 8_2015
- School of Ed Annual Assessment Report 2014-15
- School of Ed TPAS Rubric
- School of Education TPAS Assignment
- Service-Learning Report 2015 Data
- SI Annual Report 2014-2015
- Skyfactor
- SoBE Program Learning Outcomes--Summary2015
- SOBE Quality Assurance Report 2014
- Student Government Assessment Report
- Student Government Officer Assessment
- Student Learning Outcomes for the BA and BS in Communication Studies
- TPAS Template
- UAS Data Collection Process ELeментарy
- UAS Data Collection Process Secondary

4.C - Core Component 4.C

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

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

Argument

Retention, persistence and completion are areas in which IU East invests significant resources. IU East has maintained an active retention plan since 2008 (e.g. [Retention Plan 2013](#)), and student [persistence and retention rates](#) are tracked and analyzed each semester. From 2009 through 2013, IU East led the IU regional campuses in persistence of full-time beginners. The fall-to-spring persistence reached as high as 90.2% for the fall 2012 beginning cohort. IU East also led the IU regional campuses in retention of full-time beginners from 2010 through 2012. The 2012 fall-to-fall retention was 67.5%, but then we experienced a steep decline to 63% for the 2013 cohort.

IU East was proactive in addressing the decline in retention and engaged a consulting firm ([Teresa Farnum & Associates](#)) to help us develop a new retention strategy. A multi-day retention retreat involving a large group of faculty and staff was held involving an extensive data analysis and resulting in the [Retention Plan 2014](#). This plan sets goals and develops strategies for specific groups of undergraduate students who register late, and some strategies which target all students. The retention goals that have been established are modest, yet appropriate for the role of a regional institution. The goals are achievable, and we will continue to monitor our progress and set new goals as we move forward.

As the current retention plan is just over one year old, retention strategies are still being implemented. We have made significant progress on aspects related to advising (degree maps, etc.), connecting students with Focus 2 for career exploration, and early reporting of attendance issues. We are pleased that the retention of first-time beginners to the second year has shown improvement already, increasing from 63% for the 2013 cohort to 64.3% for the 2014 cohort.

Efforts to encourage students toward a timely graduation occur at multiple levels. The IU East efforts to track and improve graduation rates began in 2010 with the establishment of a Graduation Rate Task Force. This group of faculty and staff made a number of [recommendations](#) and many of these have been implemented or are in process. For example, deliberate counseling by financial aid staff is helping students effectively budget for graduation, and flat rate tuition will be implemented beginning

in fall 2016. IU East implemented mandatory advising for all students each semester, so professional advisors make an important contribution to completion efforts. Advisors from all schools meet monthly to discuss ways to improve advising and help students stay on track for graduation.

The Indiana University [Office of Completion and Student Success](#) is providing support through the Student Success Collaborative, early alert programs, and an electronic degree mapping system, all of which have been implemented throughout Indiana University to contribute to a timely graduation. The Indiana Commission on Higher Education launched a “[15 to Finish](#)” campaign which encourages students to complete 15 credit hours per semester. Indiana University developed a program which freezes tuition for full-time students who complete the 30, 60 and 90 credit hour benchmarks on time, providing a financial incentive for students to stay on pace.

The six-year [graduation rate](#) at IU East has improved significantly in recent years. For example, the 2004 beginning cohort had a six-year graduation rate of only 18.1%. In comparison, the 2008 beginning cohort has a six-year graduation rate of 26.8%. Based on the increasing number of overall graduates in recent years and our efforts to help students move efficiently toward completion, we anticipate that our [graduation rate](#) will continue to trend upward.

Indiana University maintains a centralized process to compile data related to retention, persistence and completion through [University Institutional Research and Reporting](#). Extensive data is collected for each campus as well as for Indiana University in its entirety. IU East also employs a full-time institutional research analyst who interfaces with this office to develop additional analyses that may not be produced centrally.

Sources

- 15 to finish webdoc
- Farnum and Associates Webdoc
- Farnum Retention Plan 2014
- Graduation Rate Report 2011
- Graduation Rate Tracking all regionals
- IUE DFW Rates Table Sheet1
- IUE Graduation and Retention Table
- Office of Completion and Student Success
- Retention Plan 2013
- Retention Tracking Tables-All IU regionals
- University Institutional Research and Reporting

4.S - Criterion 4 - Summary

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

Summary

Indiana University East has met the core components of Criterion 4. IU East is committed to its academic mission in teaching and learning, and evaluates and strives to improve through systematic program reviews and student learning assessment.

All academic programs are reviewed regularly to provide quality assurance, ideas for program improvement and possible realignment of programmatic resources. Four schools have programs which are reviewed by outside accreditors, establishing that they are achieving the standards that have been determined for the disciplines; other degree programs are reviewed internally, yet with the same goals of confirming quality.

Student learning for each degree program is assessed, ensuring that program goals and student achievement are congruent. In our model, assessment is decentralized to the schools. In that regard, faculty in each discipline work together to develop outcomes and assessment strategies, collect data, make decisions and offer changes to courses and programs. Programs are effectively using assessment-derived data to adjust the learning experiences that are offered to students, and we can document the changes that have been made within classes and programs. This is a major accomplishment for the campus given our past struggles with assessment. Each academic school has a Board of Advisors and we are increasingly aware that sharing assessment information with these groups may add valuable perspectives in our understanding of student learning.

IU East offers rich learning experiences outside of the classroom. These co-curricular experiences help students engage with their communities and with each other to develop skills such as leadership, teamwork, persistence and appreciation of multicultural perspectives. Assessment strategies include focus groups, surveys, NSSE, Student Satisfaction Inventory, etc.

Although we have made significant progress in all aspects of assessment, we realize that this effort requires constant oversight. We will continue to support and encourage assessment efforts at all levels across the institution and we will continue to refine and improve upon our processes.

Our efforts to improve academic programs and the student learning that takes place within them is ultimately tied to student completion. If students don't feel that their learning experiences are valuable or that the institution does not provide the support necessary for their success, students will be at risk of attrition. Our awareness of this has led to significant and ongoing efforts to improve student persistence and retention. We monitor these rates each semester and actively seek ways to improve and establish a greater connection between students and the university. Improved student retention is directly related to degree completion, and we are proud that the IU East graduation rate has increased significantly. Because of the long timeframe associated with this metric, students who entered IU East in the last few years are experiencing a different institutional culture than students who began in 2008. Many of the initiatives that have been implemented throughout campus are fairly recent and the impact of those is not yet apparent in the graduation rates. However, we are very confident that the

positive trend in these rates will continue.

Indiana University East fulfills Criterion 4 through its commitment to teaching and learning, through the offering of quality academic programs, and the assessment of student learning experiences.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

Indiana University East has the resources to support the current educational programs it offers, in all aspects of the infrastructure. The campus goals that are articulated in the IU East Strategic Plan are consistent with our mission as a regional campus of Indiana University. The mission statement was the starting point for the strategic plan, and our campus activities are guided by the goals of the plan.

Fiscal Resources

As a regional campus of Indiana University, IU East has latitude in making financial decisions affecting the campus but must operate within the policy parameters established centrally. Indiana University administration, in consultation with the President, establishes policies for determining financial matters in the following areas: accounting, budgeting, research administration, treasury, payroll, and purchasing. These policies form the framework for financial management in the Indiana University system.

The revenue of IU East comes primarily from state appropriations, tuition and fees, and other income sources. During the time period of FY 2011 through FY 2015, our relative share of state appropriations declined from 43% to 34% while the portion of our revenue coming from tuition and fees increased from 55% to 65%; other income has remained flat throughout this time period at approximately 1% of total revenue.

State Appropriations

State appropriations are awarded based on [performance funding](#); the formula is determined by the

[Indiana Commission for Higher Education](#) (ICHE). The performance funding metrics for the regional campuses of IU are appropriate for our mission; they relate directly to measures of student success for the student body we serve, and to the overall goal of increasing educational attainment within the state of Indiana. The performance funding metrics for the regional campuses of Indiana University in effect for the 2015-2017 biennium are:

- Overall degree completion (rewards institutions for increases in the absolute number of resident degrees awarded)
- On-time degree production (rewards institutions for increases in the absolute number of students graduating in four years)
- At-risk student degree completion (rewards institutions for increases in the absolute number of resident undergraduate degrees awarded to Pell-eligible students)
- Student persistence (rewards institutions for increases in the number of students completing their first 30 and 60 credit hours towards their degree)
- Productivity metric (rewards institutions for a reduction in cost per degree).

Given IU East's focus on increasing enrollment and improving student success, the campus has done very well on these performance metrics, resulting in additional resources being allocated to the campus. In the most recent biennial funding cycle (FY 2015-2017 biennium), IU East showed the largest percentage increase in [state operating appropriation](#) of any of the public university campuses in Indiana (14.5% for IU East; 4.5% for Indiana University as a whole).

Tuition and Fees

The substantial increase in the percentage of revenue derived from tuition and fees (55% in FY 2011 to 65% in FY 2015) is attributed primarily to the significant increase in enrollment growth during this time period. Undergraduate resident tuition rates increased only modestly between FY 2011 and FY 2015, averaging less than a 2.3% increase per year during this period. However, the total credit hours per year increased from 75,235 in FY 2011 to 91,543 in FY 2015, a positive increase of 22%.

The Indiana University [Board of Trustees](#) (BoT) is required by state law to set tuition fee rates and mandatory fees on the same two-year cycle as the state appropriation. The Trustees are also required to conduct a public hearing on these fee rates before the new rates are adopted. Course-related and administrative fees are approved annually by the Vice President and Chief Financial Officer. The tuition and mandatory fee rates and course-related fees combined with estimates of enrollment drive the campus estimate of fee income necessary for planning purposes.

Other Income

The category of Other Income is composed of revenue resulting from gifts, fees paid by Ivy Tech Community College and Purdue University for facility usage, and other miscellaneous items. Regarding gifts, the [Indiana University Foundation](#) is dedicated to maximizing charitable giving to Indiana University. The IU Foundation report of 5-year giving trends indicates that private gifts made to IU East have increased from \$1,421,408 in FY 2011 to \$1,800,782 in FY 2015 (including planned private gifts). The Indiana University Foundation has just announced a new \$2.5 billion campaign: "[For All: the Indiana University Bicentennial Campaign](#)," designed to coincide with IU's bicentennial in 2019-2020. IU East has a fund-raising goal of \$7M as part of that campaign.

Operating Budget, General Fund and Reserves

The total [FY 2016 Operating Budget](#) for IU East is \$43,447,010 while the [FY 2011 Operating](#)

[Budget](#) for this campus was \$32,851,398. It is apparent that IU East has made significant strides over the last five years with regard to expanding our financial situation with an increase of more than \$10.5M in total budget. These increases were predominantly driven by enrollment growth.

The IU East [General Fund Budget](#) for FY 2016 increased by \$2,367,428 over the FY 2015 General Fund Budget. This increase represented a percentage increase of 7.8% and was the largest percentage increase of any of the IU campuses. An analysis of the FY 2016 general fund budget by responsibility center exemplifies the IU East commitment to education. The overall budget allocated to academic schools and for academic support increased from 53% in FY 2011 to 58% of the total in the FY 2016 general fund budget. The actual dollar increase during this time period was \$6,699,461.

The current cash position of IU East is quite favorable with strong fund balances and reserves. The [Office of Budgetary Administration and Planning](#) requires that each regional campus maintain an uncommitted general fund year-end reserve equal to at least 3% of budgeted general fund income. For IU East, the required 3% guideline reserve is \$985,841 for FY 2016. However, the IU East general fund reserves have been increasing significantly and have much surpassed the required minimum. For example, at the end of FY 2011, the [general fund reserve balance](#) was \$1,939,846.44, and as of June 30, 2015 that [balance](#) had increased to \$3,164,900.40. The increase in reserves has been realized even though a significant portion has been used during this period to fund campus improvement projects, including the construction in progress for the new Student Events and Activities Center.

Budget Process

The budget allocation process for Indiana University (including IU East) is tied to the state of Indiana's biennial budget process. Throughout the process, [IU Government Relations](#) staff remain in close contact with the campuses, the legislature and the governor's office. The budget process is transparent and can be summarized as follows:

Upon the approval of the BoT, the [Office of Budgetary Administration and Planning](#) prepares a biennial budget request for each campus; this request is submitted to ICHE. The Commission reviews the request and forwards its own recommendation to the State Budget Agency, which then submits the Governor's recommendation to the General Assembly to start the legislative process to adopt the state budget. The legislature approves a biennial budget for the State of Indiana during odd-numbered years. Each campus of Indiana University is a separate line item in the appropriation.

As a regional campus, many aspects of IU East's budget are prescribed by the Indiana University President, Vice President and Chief Financial Officer (VPCFO), or University Administration. As indicated, tuition and mandatory fee rates are approved by the BoT. Course-related and administrative fees are approved by the VPCFO. University Administration (UA) provides central administrative service to all campuses. Intercampus transfers in the form of university assessments or university tax paid by all campuses provide the funding for UA operations such as the president's fund, pooled benefit fund, Microsoft Software Agreement, Faculty Colloquium on Excellence in Teaching (FACET) funding, student loan collections, and the Student Enrollment Services Assessment. Each campus is also required to transfer funds to the IU Foundation to support development efforts undertaken by the Foundation; UA determines the assessment amount required each year.

The President, in consultation with the BoT, determines the [salary policy](#) for the upcoming fiscal year. This information is communicated by the University Budget Office in a budget guideline that includes the approved salary policy and lists instructions and items required to be included in every campus budget. The salary policy is an important factor in determining the campus budget because approximately 66% of the IU East general fund budget in FY 2016 is for compensation. The [budget](#)

[guidelines](#) include the new projected revenue from tuition and fees and the state appropriation funding assumption. On the expenditure side, the budget guideline sets forth new fringe benefit rates, new travel reimbursement rates, amounts required to be budgeted for property and casualty insurance, desktop computer replacement for faculty and staff, and intercampus transfers.

Within the university budget guideline, each campus is responsible for developing its own budget planning process that will support and strengthen the quality of education offered on the campus while being flexible enough to respond to unanticipated needs. IU East adopted the University's [Responsibility Center Management](#) (RCM) model for financial management and budgeting starting with the 2008-09 fiscal year. In RCM, budget authority is aligned with operational responsibility that leads to an integration of academic planning and budget planning, more informed decision-making and better results or outcomes for the University as a whole. The decentralized nature of the model entrusts academic leaders with control of financial resources so that budget planning follows academic priorities. By allowing academic units to control the revenues they generate, deans are better able to understand both the academic and financial impacts of their decisions. Academic planning and resource decisions are more transparent within the unit and throughout the institution. Deans may leverage even limited resources more effectively, improving University accomplishments and outcomes. In the final analysis, RCM supports the mission of IU East by aligning academic priorities with financial resource allocation decisions.

The IU East budget planning process is based on a philosophy of disclosure, transparency, and inclusion. The faculty senate's [Budgetary Affairs Committee](#) reviews the overall campus budget pro forma and fiscal analyses. This committee advises and makes recommendations to the chancellor on allocations of resources among competing demands, including campus facilities, faculty salaries, new programs or any other item. The chancellor and campus administration keep this committee fully informed about financial and budgetary matters, and provide materials for review at each step of the budget process.

As a result of the RCM budget process, deans of the academic schools work closely with campus administrators to develop the annual operating budget, according to the attached [schedule](#). The RCM budget model helps ensure that the campus works within its resources.

Through an annual "Budget Conference" process, campus leaders interface closely with IU University Administration to ensure that the campus is planning realistically within its stated mission. In preparation for this meeting, the campus prepares a report detailing highlights, accomplishments and challenges of the previous year, as well as plans for the coming year, an analysis of short term forces we anticipate will impact us over the next three to five years, and our ideas about how we will mitigate and/or take advantage of these forces. The campus is required to demonstrate and document how the proposed budget initiatives further the accomplishment of specific goals and objectives contained in the [Indiana University Strategic Plan](#), the IU Regional Campus Strategic Plan ([Blueprint 2.0](#), formerly the Blueprint for Student Attainment), and the [IU East Strategic Plan](#).

Budget Monitoring

Budgeting and managing financial resources at IU East are based upon a system of account supervisors, account managers, and account fiscal officers who function to ensure fiscal control and integrity of University funds:

- The account supervisor is the unit leader responsible for the fiscal integrity of the organization. This role provides leadership, oversight and management to ensure that all funds are spent and managed according to the goals, objectives and mission of the organization and in accordance

with University policies.

- The account manager has the responsibility for ensuring that funds are spent and managed according to the goals, objectives and mission of the organization, to ensure that funds are being spent according to a budgeted plan and that the allocation of expenditures is appropriate to the function identified for the account.
- The duties and responsibilities of the fiscal officer include providing daily oversight on how the funds are spent and managed. This oversight includes ensuring how funds are budgeted (where appropriate), that they are spent according to fiscal policy, that funds are spent in alignment with the account purpose, that processes and controls are in place, that assets are safeguarded, that transactions are recorded and reported properly, that the account is reconciled on a monthly basis, and that either the expenditures are in conformity with the budget, or appropriate budget changes have been made to reflect a change in the original budget. Signature authority on all financial transactions rests with the fiscal officer, who is the only person who can delegate signature authority on an account. On the IU East campus, signature authority has been delegated to account managers.

The Indiana University [Internal Audit](#) Department provides an independent appraisal of the University's financial, operational, and control activities. Internal Audit reports on the adequacy of internal controls, the accuracy and propriety of transactions, the extent to which assets are accounted for and safeguarded, and the level of compliance with institutional policies and government laws and regulations. In addition, Internal Audit provides assistance and coordinates audit efforts with the Indiana State Board of Accounts and other external auditors. The Internal Audit Director reports to the Vice President and General Counsel with dotted line reporting to the Finance and Audit Committee of the Board of Trustees. Annually, the Director submits to the Board a written report on the internal audit activity during the preceding fiscal year. The [Financial Statements](#) of Indiana University are subject to the annual external audit by the State of Indiana State Board of Accounts. The agency, as part of the audit process, renders opinions on the fairness of presentation of the various units' financial statements in accordance with the same professional auditing standards required of all independent audit organizations. Investigatory audits are also performed to reveal fraud or noncompliance with local, state, and federal statutes. State Board of Accounts audits and reports are accepted by the federal government as the financial and compliance audit of the entity examined and of the federal funds it receives.

Human Resources

The [Indiana Fact Book for 2014-15](#) and the Indiana University Information Environment provide details related to the human resources of the campus. In fall 2014, IU East had a total of 264 appointed employees, divided into three broad categories as follows: 108 faculty members, 91 professional staff, 39 secretary/clerical staff, and 26 service/maintenance/technical positions.

The 108 faculty members at IU East include 105 full-time faculty and three librarians. Fifty-three of the instructional faculty members were tenured or tenure-track, 44 were non-tenure track (clinical rank, lecturer, or visiting). The remaining faculty members are assigned to administrative positions. The tenured/tenure-track faculty are comprised of 60% females and 30% minorities. The non-tenure-track ranks are 75% female and 7% minorities. For comparison purposes, the [Indiana University Fact Book for 2010-11](#) indicates that IU East had 93 full-time faculty members. For FY 2011, 24% of IU East's tenured/tenure-track faculty were minorities and 53% were females, and non-tenure-track faculty were 73% female and 3% minorities. The percentage of minority faculty at IU East has improved throughout this time period. IU East recognizes that diverse faculty and staff are representative of the multicultural world that students should experience, and we have worked to create that environment through our hiring practices.

The IU East [Office of Human Resources](#) supports the process of recruiting and hiring qualified faculty and staff. All positions require the appointment of a search committee to review applications and make hiring recommendations. Faculty positions involve a national search with the expectation of a terminal degree (tenure-eligible positions) or a master's degree in the discipline (lecturers and clinical ranks). Professional staff positions involve a national or regional search with the expectation of a master's degree. Support staff positions are usually filled through a local search. The [Affirmative Action Officer](#) serves on search committees as an ex-officio member to ensure that proper procedures are followed and all efforts are made to attract diverse applicant pools. In fall 2014, 7% of the professional staff were minorities, as were 5% of administrative staff, and 8% of the service/maintenance/technical positions. Sixty-nine percent of all support staff were female. Although IU East has seen a recent upswing in the hiring of minorities into staff positions, the low level of diversity in the region affords a limited pool of qualified candidates.

All IU East employees are evaluated annually. Faculty are required to submit a Faculty Annual Report (FAR) that documents accomplishments in teaching, service and research. [Professional staff](#) and [support staff](#) submit annual evaluations that document and rate job skills, quality and quantity of work, attitude, etc. Staff may also complete a self-evaluation of these attributes; while this is optional, some supervisors may request this additional document.

Staff development opportunities take place through participation in external opportunities (e.g., the Wayne County Foundation [Annual Women's Leadership Conference](#)), as well as internal IU professional development programs. The IU East Office of Human Resources, in collaboration with the [Organizational Development Division](#) (ODD) of University Human Resources, has created a [Management Training Series](#) to train professional staff in effective leadership and management. The IU East Office of Human Resources, in collaboration with the IU East Staff Council and ODD has created a [professional development series](#) for support and clerical staff. Upon completion of the series, participants receive an Excellence in Career Certificate.

Indiana University sponsored [benefit plans](#) are a significant part of IU's total compensation package and they exemplify the commitment the university makes to protect and maintain the health and welfare of its full-time employees. Examples of plans funded fully or in part by Indiana University include medical and dental care, employee assistance program, basic life insurance, basic accidental death and dismemberment insurance, retirement plan, paid holidays and time off, tuition benefits, and FICA. Examples of additional benefits that are available to employees at competitive costs include supplemental life insurance, personal accident insurance, tax saver benefits and a variety of others. In fall 2015, the percentage of fringe benefits supplied by Indiana University is 39.1% for faculty and professional staff, and 38.21% for clerical staff. These are sizable contributions that are in addition to the direct salary earned by employees.

Physical Infrastructure

Indiana University takes pride in its physical infrastructure and works through state processes to ensure that facilities and grounds are appropriate, safe, and well-maintained. Each biennium, the [Office of the Vice President for Capital Planning and Facilities](#) completes a Capital Appropriation Request for Indiana University. The request contains a [Ten Year Capital Improvement Plan](#) for each campus based on input from campus administration. The plan contains building projects on the campus expressed as near, medium, and long-term projects. The Capital Appropriation Request is approved by the BoT and then submitted to [ICHE](#). Similar to the Operating Appropriation Request, ICHE reviews the request, forwards its own recommendation to the State Budget Agency, which then submits the Governor's recommendation to the General Assembly to start the legislative process to

adopt the State budget.

The IU East [Capital Appropriation Request for the 2015-17](#) biennium requested in the long term plan, a new academic building that will house the Schools of Nursing, Education, and Natural Science & Math, accompanied by associated renovations, infrastructure and road improvements. This additional building was proposed to accommodate program expansion at both the undergraduate and graduate levels which is essential to meet community needs for qualified individuals in these areas. The building was also planned in light of the needs and opportunities offered by the close proximity of Reid Hospital. Space vacated due to the new building will allow for the expansion of the Schools of Social Work, Humanities & Social Sciences, and Business & Economics.

[Repair and Rehabilitation](#) (R&R) is also included in the Capital Appropriation Request. The amount of the request is based on a formula involving building age, square feet and the estimated costs for major infrastructure improvements. IU East received [R&R funding](#) for infrastructure as part of the Capital Request for the 2013-15 biennium. This funding totaled approximately \$940,000 and was used to replace the roof on Whitewater Hall. IU East received [R&R funding](#) again for a major infrastructure improvement as part of the 2015-17 biennium capital appropriation; this is allocated to upgrade and automate all HVAC controls. The amount earmarked for this project totals \$1,200,000, and it is anticipated to save approximately \$200,000 in electrical energy costs annually.

In addition to funding received from the capital appropriation, IU East has invested [campus resources](#) to undertake new construction, building renovation, and critical repair and rehabilitation projects across nearly all areas of campus. A new parking lot was constructed adjacent to Hayes Hall during FY 2014 at a cost of \$272,000. Parking lot construction and maintenance are funded using revenue generated through parking permit fees paid by faculty, staff, and students.

IU students are assessed a Facilities Fee to supplement R&R funding received from the capital appropriation. Since the implementation of the Fee beginning in fall 2011, IU East has spent approximately \$1,044,000 on [projects](#) that include replacement of the second campus chiller, the construction of a collaborative classroom in Springwood Hall with the latest technology, installation of a card reader system on building exterior doors, and partial funding of the renovation of the Mikesell Quad.

IU East academic schools have an allocation in their [base budget](#) to fund repair and renewal projects that are related to school needs. The total budget allocation from all schools equals approximately \$240,000 per year. Since FY 2011, approximately \$943,000 of this fund has been spent on [projects](#) including the renovation of space in Hayes Hall for the Schools of Business & Economics and Nursing and an upgrade to the exhaust system in the ceramics art lab.

The IU East campus has received significant private donations to beautify the campus and to create a sculpture garden; this project was completed during FY 2015. Chancellor Cruz-Urbe appointed a campus art committee to develop a process to solicit and approve sculptures for exhibit on the newly constructed campus sculpture pads. The committee worked with the Western States Arts Federation to create a call for entry on their web platform known as CaFE. Six sculptures were selected and installed on the pads. The [sculpture garden](#) has added tremendous value to the campus since the sculptures are physical elements that help define IU East and add to the IU East brand as a traditional four-year, destination institution. We have also received [cash, pledges, and irrevocable life income agreements](#) totaling approximately \$1,400,000 to help the construction of the [Student Events and Activities Center](#). The Student Events and Activities Center will be the fifth building on the IU East campus and should be ready for occupancy before the start of the fall 2016 semester.

During the last five years, IU East has been fortunate to finish the fiscal year with operating surpluses in the general fund that add to campus reserves and fund balance. The campus general fund balance has grown significantly but not all funds have reverted to reserves. IU East has used some the operating surpluses to fund major projects on campus. The most significant project is the Student Events and Activities Center. \$3,400,000 of campus reserves have been allocated to this project. Campus reserves were also used to renovate the Community Room in Whitewater Hall and public areas in Tom Raper Hall.

IU East has an impressive list of projects that are either in progress or planned for FY 2016 and FY 2017. They include a project to install security cameras in all parking lots and upgrade emergency call boxes in those locations. Renovations for faculty offices in Whitewater Hall and Springwood Hall have just been completed. Projects scheduled for the summer of 2016 are reconstruction work on the Whitewater Hall circle to replace sidewalks and curbs and the construction of a multi-use sidewalk and bike path from the center of campus to Chester Boulevard. In addition, plans are being prepared to renovate art lab space in Tom Raper Hall to create a kiln and forge work area and to renovate the Whitewater Hall lobby to better serve students. Construction on these projects should commence during FY 2017. The planned projects listed above, not including the Student Events and Activities Center, are estimated to cost \$1,092,585. All of these projects clearly demonstrate a forward-looking concern for ensuring educational quality.

Indiana University has a 10-year contract with Barnes & Noble Booksellers, Inc. to manage the bookstores on all of the IU campuses. The IU East bookstore is located in Whitewater Hall; we earn a 12% commission on sales that occur at our location. Students can purchase books on-site; online purchases can be sent to the student's residence. The bookstore also has a textbook rental program which allows students access to books at a reduced cost.

IU East shares a campus with Ivy Tech Community College, Richmond and there is an agreement that governs this relationship. For example, IU East provides security for Ivy Tech, and Ivy Tech students can access the IU East Campus Library; Ivy Tech pays an annual fee for these services. Both campuses work together for snow removal and landscape maintenance.

Purdue Polytechnic Institute is located on the IU East campus in Tom Raper Hall, and a variety of Purdue classes are offered on-site. Purdue students enroll in IU East courses (predominantly in general education) and IU East students may enroll in Purdue classes. Since students are taking classes at both institutions, the tuition and fees are reconciled at the end of every semester. The basic agreement between Indiana University and Purdue University was established in 1989 and is reaffirmed and updated every two years.

Technological Infrastructure

The infrastructure at IU East provides the resources necessary to support effective teaching and learning. The entire campus wireless network has been upgraded and now operates on the [Aruba platform](#) which increased the level of wireless coverage throughout the campus. All campus computers are replaced on a four-year lifecycle schedule; the used computers are refurbished and sold at low cost to the public as [surplus equipment](#). All computers (including those in the computer labs) have touch screen monitors and software that includes Windows 8.1, Microsoft Office 2013, and Adobe CS 6. The campus phone system has migrated to VOIP using Skype for Business. Cloud storage is now available with [IU Box](#), and Kuali open software is used throughout IU as the financial management system, and for research administration. The [One.IU](#) app has replaced the OneStart system and provides increased mobile access to a wide-range of resources for faculty, staff and students. A new IU learning management system ([CANVAS](#)), replacing [Oncourse](#), is now available;

in fall 2015 nearly all classes have migrated to this system. The availability and reliability of technology is a point of pride and a tangible asset at IU East.

Eight computer labs are available throughout the IU East campus, as well as at the off-campus sites in Connersville and New Castle. These student technology centers provide full access to the Internet and network printing. Programs that are utilized in specific classes are installed on these computers. A wide variety of software programs are available to faculty, staff and students through [IUWare online](#). IU maintains access to online training resources ([Lynda.com](#)) as a means for supporting learning and utilizing these different software applications. A [Help Desk](#) on the IU East campus provides personal support for a variety of technological problems, supplemented by TechChat and telephone support that is available 24/7.

The 2009 Strategic Plan for Information Technology entitled “[Empowering People](#)” addresses the recommendations for Information Technology infrastructure development. As parts of IT are centralized within the IU network across campuses, this document provides guidance for university planners.

Sources

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- IU East FY16 Operating Budget
- IU East General Fund Balance Sheet at FY11 Year End
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- IU East Sculpture Garden info
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- IU Financial Report 2013-14
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- IU FY16 General Fund Resources by Campus
- IU Government Relations
- IU IT Strategic Plan 2009
- IU-Bicentennial-Strategic-Plan
- IUE Affirmative Action Officer
- IUE Help Desk
- IUE Technology Surplus
- IUE-Strategic-Plan-Dec-2014
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- Office of Human Resources
- Office ofr Vice president for capital planning and facilities
- Oncourse portal
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- Organizational Development Division
- Performance Funding Chart 2015
- Performance Funding FY 2015-17 Biennial Request
- ProfessionalStaffEvalform
- RCM Annual Budget Process
- RCM Description
- Student Events and Activities Center
- Student Events and Activties Center Source of Funds
- Supervisors Seminar_Spring 2015
- SupportStaffEvaluationForm010214
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5.B - Core Component 5.B

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

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

Argument

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. The Indiana University [Board of Trustees](#) (BoT) is charged with general oversight of the entire university. As described in the [Indiana State Code](#), the board is granted broad responsibilities applicable to the academic, administrative, and financial aspects of the university's operation. The BoT is the governing board for all seven campuses managed by Indiana University, and in this capacity it serves as the legal owner and final authority. It accomplishes this by presiding over the university's financial, physical, human resource assets, and operations.

The BoT has the [authority](#) to set tuition and fees, award financial aid, write bylaws, invest university funds, acquire property, approve projects, and conduct other university-related business. Board members regularly engage with the business of IU East and the larger Indiana University network with one of the trustees being a direct representative to IU East. As illustrated in the [BoT meeting schedule](#), meetings are held each month at locations across the IU system. During these meetings, the chancellor or designee communicates campus information so that the members of the board are knowledgeable of IU East's financial status and significant new initiatives.

IU East has a well-established organizational framework, as evidenced by the [campus organizational chart](#). Campus communication among administration, faculty, staff, and students is an ongoing priority. As described in Criterion 2A, there are numerous venues across the university that promote effective communication among constituencies. While much communication takes place informally during the daily life of the university, there are numerous committees that formally engage faculty and staff in the workings of the university.

Examples of committees led by the chancellor include the Strategic Planning Team, which is composed of faculty, staff, students, and community members. The Extended Cabinet includes the vice chancellors, associate vice chancellors, deans, faculty senate president and other campus leaders. The Commission on Diversity and Equity plays an important role in bringing forward ideas to assist in the continuing attention to maintaining a welcoming and supportive campus environment for all, and the Diversity Events Committee provides the leadership for campus diversity programming.

The faculty voice is valued at IU East; the following are a few examples of how communication

between faculty and the academic administration is encouraged. The faculty senate president serves as a member of the Academic Affairs Council. This group is led by the Executive Vice Chancellor for Academic Affairs (EVCAA) and includes associate vice chancellors, deans, and library director. The IU East Faculty Senate meets monthly to advance the academic work of the institution. All full-time faculty are members of the faculty senate, as are the chancellor, EVCAA, associate vice chancellors and deans (all of whom hold faculty rank). The faculty in each school take part in school meetings with their dean either weekly or in alternate weeks.

The Enrollment Management Committee considers ideas for targeted admissions campaigns and discusses ways to be more effective in helping newly admitted students successfully transition to IU East. One recent idea discussed with this group was to initiate increased outreach to stop-out students—those who left IU East without completing a degree. An effort will be made in spring 2016 to attempt to contact these former students and encourage them to return to campus in summer or fall 2016.

The Academic Policies and Procedures Committee engages faculty and staff in discussing particular issues which may be slowing student progress toward a degree or otherwise presenting an unnecessary hurdle for students. An example of this is the recent modification of the Grade Replacement Policy. Grade replacement allows students to re-take any course and remove the first grade in that course from the grade point average calculation; grade replacement could be used for a maximum of 15 credit hours. A suggestion was brought forward from the Academic Policies and Procedures Committee that this policy may be needlessly restrictive. This resulted in broader campus discussions including with the Admissions and Academic Affairs Committee of the faculty senate. The result was a new policy lifting the credit hour limit. This policy was brought forward to the IU East Faculty Senate and approved by the faculty ([faculty senate minutes](#)).

Representatives from other groups (i.e. Campus Dining, Campus Police, Physical Facilities, Center for Teaching and Learning, off-campus sites) meet regularly with designated administrators to share information and discuss any issues that may need further input and review. Various ad hoc committees may be appointed as the needs of the university dictate. In cases where an ad hoc committee is formed (be it academic or otherwise), the membership is based on expertise in the matter(s) to be addressed.

[Professional](#) and [Staff](#) Councils have regularly scheduled meetings throughout the academic year to facilitate communication and address staff concerns. The chancellor attends both council meetings at various times during the year to discuss relevant issues.

The campus also has a practice of holding monthly “Coffee with the Chancellor” events, to which all employees are invited. Typically attended by 40-50 employees, this is a venue in which employees interact casually with the chancellor and ask questions about various campus initiatives, enrollment, athletic events, and whatever else they might want to discuss.

The Student Government Association (SGA) is a key student organization which promotes student interests, needs, and welfare across the IU East campus community. A member of SGA attends faculty senate meetings (non-voting) to keep apprised of issues under discussion; this representative also reports to the senate about issues being discussed within SGA. The chancellor meets with SGA officers monthly, and SGA members are invited to participate in important campus committees such as the Strategic Planning Team, the Campus Art Committee, search committees for key administrative positions such as the Chancellor and Executive Vice Chancellor for Academic Affairs, and other groups. The IU East SGA interfaces with the [All University Student Government Association](#) (AUSA), which facilitates discussion of university-wide student issues across all of the

Indiana University campuses. AUSA reports to the Trustees as a regular agenda item at every BoT meeting.

Sources

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- All University Student Association
- Authority of Board of Trustees
- Board of Trustees
- Board of Trustees Meeting Schedule
- Cir. E72-15 Grade Replacement Policy_Extended X Policy Senate Version copy
- Fac Senate Mtg Minute Apr 7th 2015
- Indiana State Code of Responsibilities and Charges
- Professional Council webdoc
- Staff Council webdoc
- Student Government Association

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

The use of [Responsibility Centered Management](#) (RCM) within the academic schools has provided deans with the opportunity to focus the allocation of university resources directly to supporting the academic mission. Indiana University has a detailed budget planning process and deans work closely with the Vice Chancellor of Administration and Finance (VCAF), the Executive Vice Chancellor for Academic Affairs (EVCAA), and with their faculty. This system of transparency ensures that budget priorities are identified at the school and university level and are disclosed ultimately to the Board of Trustees.

Within the framework of RCM, resources are allocated to meet the needs of the strategic plan. An example cited in Criterion 5A relates to the funds saved in order to build the Student Events and Activities Center. Currently, an important aspect of the Strategic Plan is to seek AACSB accreditation for our School of Business & Economics, which is currently accredited by ACBSP. All other IU campuses are accredited by AACSB, and IU East has begun the AACSB accreditation process, with our [eligibility application](#) approved in July of 2015. The campus has allocated \$100,000 for the expenses associated with accreditation (including consulting fees, accreditation fees, but most importantly, initial funds for hiring faculty who meet the necessary qualifications) over and above whatever the School of Business & Economics might normally garner through the RCM process; we are preparing for the long-term financial commitment required for AACSB accreditation.

Resources are also allocated to realign the learning goals in degree programs with the outcomes of student learning assessments. For example, students in the School of Nursing had NCLEX-RN pass rates that were lower than the state-required 80% for three years. In addition to developing policies and strategies to promote student success, IU East and the School of Nursing invested significant resources in equipping the nursing laboratories with a variety of high-tech simulators to enhance skills that are needed in this profession. Unofficial results of the 2015 NCLEX-RN scores indicate an 84% pass rate for the 2015 graduating class, a tangible reward for this investment.

Under RCM, many campus constituencies are involved in the discussions of additional faculty positions, beginning at the school level. Deans work with their faculty to analyze needs based on current and projected enrollment in identified programs. Suggestions for new positions within each school are brought to the EVCAA who prioritizes them within the larger institutional framework.

Final decisions about adding new faculty lines to each school are largely driven by whether the enrollment has met or exceeded the projected levels. Discussions about the actual discipline area for a new faculty line occur among faculty, deans and EVCAA; the final decision lies with the EVCAA.

Although IU East uses an RCM budget model, the campus budget is not prepared in a vacuum and campus officials work closely with the Indiana University central administration throughout the process. The VCAF works closely with the IU Senior Vice President and Chief Financial Officer throughout the budget process. Each spring, there is a campus “Budget Conference” which involves a visit to the IU East campus by the Executive Vice President for Academic Affairs, and his senior staff. The campus prepares a [Budget Conference Report](#) that looks both backward and forward, addressing questions including:

- highlights and accomplishments of the previous year;
- challenges of the previous year;
- plans for the coming year;
- forces that we anticipate will impact us in the next 3-5 years;
- ideas about how we will mitigate these forces through short term reallocation of funds, attempts to secure external funding, and reductions in expenses, and;
- opportunities that we see.

The report also requires us to articulate how the campus efforts fit with the IU [Bicentennial Strategic Plan](#) and our own campus strategic plan.

As an institution, Indiana University is very aware of the “new normal” in public higher education, and works diligently to ensure efficiency throughout its operations. Over the past several years, the university has moved to a “shared services” model in several administrative areas, including purchasing and admissions processing, and many other areas reducing expenses to the individual campuses. Information Technology is centralized under the Office of the Vice President for IT and CIO; the Strategic Plan for Information Technology “[Empowering People](#)” (2009) addresses the technological infrastructure for all campuses including the maintenance and expansion of the cyberinfrastructure for the entire university system.

As described, our recent campus planning process overlapped with the development of Indiana University’s first university-wide Strategic Plan, the Bicentennial Strategic Plan, which itself is informed by the IU “[Principles of Excellence](#).” In addition, the IU Regional Campus Strategic Plan, the Blueprint for Student Attainment, was also undergoing revision at the same time, resulting in “[Blueprint 2.0](#).” Globalization is a key element of the Bicentennial Strategic Plan, particularly through Priority Five: A Global University. Recently, President McRobbie announced that Indiana University will be investing at least \$300 million to address “[Grand Challenges](#)”—a program to develop transformative solutions for some of the state’s and the planet’s most pressing problems.

IU East takes an active role in planning for change, both anticipated and unanticipated, and has financial resources necessary to support changes. At the end of FY 2015, we had over \$3.2M in reserve, totaling 10% of the FY 2016 budget. These reserves enable IU East to better react to potential changes in enrollment, state appropriations and other sources of funding.

The IU East planning strategy recognizes that faculty and staff are an integral part of the process. The campus strategic plan represents the culmination of this process. As shown through the chancellor’s [webpage](#) on strategic planning, faculty and staff from across the university participated and contributed to the process. Further, the makeup of the campus strategic planning committee is comprised of faculty, staff, students, alumni and community members. The planning process for the

[2014–2019 Strategic Plan](#) included an analysis of our own campus data, available on the Strategic Planning website under the “[Background Discussion](#)” link. This analysis focused on key variables such as trends in patterns of enrollment, retention, graduation numbers and student demographics.

Campus budget planning is linked to long-term projections of anticipated demographic shifts which are crucial in a regional campus environment with a defined service region. We are well aware of the demographic realities of our service area, with a declining population, especially of the high school age population. In response, the campus moved to add online programs about ten years ago, and indeed, online enrollment has been the engine behind our sustained growth, even as other IU regional campuses have seen declines in their enrollment. Online programs have enabled the campus to open up new markets, as well as serve our local students. Many of these students work full-time jobs, thus, the convenience of online programs enables us to better serve local students as well as online students from outside our primary service area.

Recently, the regional campuses of IU commissioned Deloitte/Chmura to conduct a “[Market Analysis for Regional Campuses](#).” The consultants analyzed the following areas: population forecasts, demographics, industry data & forecasts, occupation projections, high school graduation forecasts, adult student forecasts, awards compilations, training concentration, secondary trends, online students, and adult & transfer students. The final report was delivered in October 2014. Key conclusions of the study include a recommendation to focus on online education (something that IU East has already been doing), including moving towards more master’s degrees. IU East has in fact, moved forward with a proposal for an online Master’s degree in English that is currently routing through Indiana University’s curricular approval processes.

Sources

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- Grand Challenge Website
- IU IT Strategic Plan 2009
- IU Regional Analysis Final Report_Final
- IU-Bicentennial-Strategic-Plan
- IUE Budget Conference Report Feb 2015 final
- IUE Strategic Planning Background Discussion
- IUE-Strategic-Plan-Dec-2014
- Principles-of-Excellence
- RCM Description

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

IU East works to improve performance in a variety of ways. We are held accountable by the state on several performance funding metrics which are calculated by determining the incremental increase when comparing the average of two sets of three-years of data. Thus, the campus consistently tracks these metrics and makes adjustments in our institutional activities; continuous improvement, directly affects our funding and also reflects aspects of student success.

The IU East [Strategic Plan](#) articulates performance metrics within each of the key priorities. These include standard metrics such as retention rates, graduation rates, number of students completing 30 and 60 hours, and loan default rates. We are also tracking relevant NSSE scores (e.g., those related to community engagement as a measure of our focus on community), number of faculty and staff involved in community service, number of community partnerships, the number of faculty certified in Quality Matters (online teaching), level of alumni satisfaction with their education, and more qualitative measures (such as tracking our progress on AACSB accreditation).

IU East develops evidence of performance internally within different operational areas. One key area, for example, is athletics; IU East has 11 teams competing in 6 sports as a member of the KAC Athletic Conference (NAIA). We firmly hold to the model of student athletes, and take the academic performance of the students very seriously. Our campus [Athletics Committee](#) (defined in our [Athletics Policy](#)), includes the Athletic Director, the Registrar, faculty elected through the Senate, and students. Each year, the committee conducts an annual survey of all student athletes. The questions focus on the academic experiences of the student athletes, including how athletics has enhanced their leadership abilities, time management skills, whether the coaches encourage students to attend class, attend study tables, study during travel times, etc. Results are shared with the committee as well as the faculty senate, and the Athletic Director follows up with specific coaches on identified areas of concern.

IU East learns from experience and works to improve our effectiveness in areas where we need to improve. We use what we learn from national models and trends as well as from the other campuses within IU. One very pertinent example is our loan default rate. In recent years, all of the IU regional campuses had seen a significant increase in the percentage of students defaulting on federal student loans, but IU East had the highest default rate of all the regional campuses, and the rate was not improving. IU pulled together a task force (including IU East representatives) to study this issue and make recommendations for improvement. IU created an Office of Financial Literacy in 2012 to help students make smart decisions about money. Some of the action steps implemented at IU East include a focus on educating parents and students about financial matters at different points in the student's career and in different contexts, including during orientation and in the required First Year Seminar. Our Office of Financial Aid and Scholarships has focused on debt counseling and outreach to borrowers, and a personal finance course is offered by our School of Business & Economics. IU has also contracted with an external loan servicing firm ([EdFinancials](#)) to engage in extensive outreach to

student borrowers.

The results of this work have included a decline in student borrowing, with fewer students borrowing less money. At IU East, when 2013-14 is compared to 2012-13, the number of borrowers was down 4.3%, and the amount of loans was down 7%. Most significantly, with the 2012 cohort, IU East has seen a significant improvement in our loan default rate. For the 2009 cohort year, our 3-year Cohort Default Rate (CDR) was 14.4%, rising to 20.0% for the 2010 cohort. We stepped up our campus efforts to reduce this rate, and were pleased to see the rate stabilize to 20.2% for the 2011 cohort. For the 2012 cohort, the rate declined dramatically, to 13.2%, and it is estimated that the 2013 and 2014 cohort rates will drop even further.

As part of a large university, IU East also benefits from learning from other IU campuses. Most of our students have some form of financial aid, and delays in disbursement make it difficult for students to purchase their textbooks and other needed class materials before the semester starts. This potentially puts them at a disadvantage and at a higher risk of attrition. The [Wolf Card EZ Deposit](#) idea was adapted from a process already in place at one of our sister campuses (IUPUI), and we learned from their experience. IU East established a process for students to have \$250 or \$500 applied to their Wolf Card which can then be used in the campus bookstore as a debit card. EZ Deposit is also available to distance students who can purchase books online from the campus bookstore. The EZ Deposit amount is returned to the institution from the students' personal funds, generally available when financial aid disburses.

Sources

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- AthleticsCommitteePolicy110503
- Edfinancials
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- IUE-Strategic-Plan-Dec-2014
- Wolf Card EZ Deposit

5.S - Criterion 5 - Summary

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

Summary

Indiana University East has robust processes of planning and resource allocation which meet or exceed the standards for Criterion 5. Our fiscal position is strong, with revenue derived primarily from state appropriations, tuition and fees. Indiana uses a performance funding formula determined by the Indiana Commission for Higher Education, and IU East has done very well under this formula. The campus has an uncommitted general fund reserve balance that is well above the Indiana University required minimum.

Our strong financial position has enabled the campus to engage in projects to improve the campus, including most recently the construction of our fifth campus building, the Student Events and Activities Center, scheduled to be completed in May 2016. The campus is well-maintained, and in recent years we have been able to continually invest in maintenance with significant Repair and Rehabilitation funds. Private donations have helped significantly with funding the Student Events and Activities Center as well as other campus projects such as the recently completed sculpture garden.

The budget allocation process for Indiana University (including IU East) is tied to the state of Indiana's biennial budget process. We are guided by our campus Strategic Plan, the IU Regional Campus Strategic Plan ("Blueprint 2.0") and the IU Bicentennial Strategic Plan, all of which are congruent with each other, and approved by IU Board of Trustees. The campus has latitude in making financial decisions, but operates within the Indiana University context, which provides access to resources from the much larger university, to our benefit. One example of this is the centralized IT infrastructure within Indiana University.

On the campus, IU East uses a Responsibility Center Management (RCM) model for financial management and budgeting. This decentralized approach to budget allocation assigns greater control over resource decisions to academic units; entrusting academic leaders with more control of financial resources so that budget planning follows academic priorities. Financial oversight is provided through a system of account supervisors, account managers, and account fiscal officers.

IU East has been able to recruit and hire qualified staff and faculty, and provides training and professional development opportunities throughout the organization. Campus communication among administration, faculty, staff, and students is an ongoing organizational priority, with some communication taking place through formal committee structures and other communication more informally through venues such as "Coffee with the Chancellor."

IU East allocates resources within the context of the campus strategic plan. In the annual "Budget Conference" process, campus leaders interact with University Administration to plan for the future, both near term (the coming year), as well as several years into the future. The planning is informed by the IU Bicentennial Plan, the regional campus strategic plan (Blueprint 2.0) as well as the campus plan.

We continuously assess our performance in a variety of areas, and work to improve our institutional effectiveness across all aspects of the institution.

Sources

There are no sources.