Chapter 3

Criterion 3: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Criterion 3 states “the evidence needs to show that results of the learning and teaching are directly related to the educational mission stated by the organization.” With regard to the mission statement of the campus, we assert:

Indiana University East challenges students to grow intellectually and personally in a supportive and scholarly environment where faculty teaching skills and participation in the creation and dissemination of new knowledge and artistic work enhance learning opportunities for all.

In addition, our Strategic Plan goes on to state:

Teaching and learning are at the heart of the IU East mission. As IU East completes the transition to a traditional, full-time baccalaureate and master’s degree institution, it must continue to grow in order to achieve the critical mass necessary to provide the highest quality educational experience available in Richmond, at off-campus sites, and online. A guiding principle is that students must persist and succeed in completing their degrees in as short a time frame as possible.

Teaching and learning are undeniably intertwined—the measure of effective teaching is student learning. Assessment of student learning must be integrated into every aspect of campus operations, guided by a program of continuous improvement. Students must leave every course they take feeling that it was an important and high quality learning experience and one they would recommend to anyone seeking a bachelor’s or master’s degree. In order to achieve excellence in student learning, those who teach must be supported in their quest for excellence.

The goal of the IU East faculty, staff, and administrators is to deliver on this promise to our students with an emphasis on “challeng[ing] students to grow intellectually and personally” through individual faculty excellence in teaching and support structures that enhance learning.

The University has made significant progress in assessment over the last ten years. We have moved forward in ensuring that the Undergraduate Learning Objectives are being met in the classroom, in the degree programs, in general education, and through co-curricular offices and programs throughout the campus. Each year, we move ever closer to a ubiquitous culture of assessment on the campus; conversations are taking place about assessment, and faculty have become increasingly engaged in this topic. In many instances we have succeeded in “closing the loop” in our assessment process. We have held two Assessment Days (2008 and 2010) in which
an assessment mentor conducted sessions for faculty and staff on the implementation of effective assessment strategies. (Assessment Day 2008 presentation; Assessment Day 2010 presentation; The EMU 2008; The EMU, 2010) Schools have focused on ensuring that each degree program has an assessment plan, and faculty are expected to report on their assessment efforts in their annual reviews. In this regard, the campus is focused on assessment beginning in the classroom and extending to the undergraduate learning objectives and principles of graduate education.

Core Component 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The last self-study visit by the Higher Learning Commission in 2002 found that IU East remained at the beginning level of implementation of its assessment processes. Since that time, IU East has expended much time, effort, and resources creating an active, campus-wide culture of assessment. In 2007, IU East applied to and was accepted into the Academy for Assessment of Student Learning, sponsored by the Higher Learning Commission. (Academy for Assessment Application) The original assessment plan for the campus, which focused solely on academic programs, has now been expanded to include general education and co-curricular assessment, the two projects developed in the Academy. The core of assessment remains with the faculty housed within the five academic schools as they evaluate each academic program, set appropriate learning outcomes for students, evaluate student progress toward those goals, and modify instruction to assist students in achieving program goals. Online programs and off-site offerings are presently assessed in the same manner as programs at the Richmond campus. Discussions are occurring for the purpose of developing plans that take into account the unique delivery system of the online environment to ensure that the learning objectives of the program and of the campus are being met.

Baccalaureate Programs

IU East began its efforts related to program assessment in the mid-1990s. While the Schools of Nursing and Education developed viable and sustainable programs of assessment, the efforts in the other units were spotty and faculty buy-in, in general, was not at the level needed. The assessment of student learning in the baccalaureate programs was guided in the 1990s and early 2000s by a campus-wide Assessment Committee composed of a representative from each academic division and chaired by the Assistant and then Associate Vice Chancellor for Academic Affairs. Members of the Assessment Committee were responsible for producing an annual report on assessment for their academic division; together these became the campus report. The reports from Nursing and Education produced much information that was useful for improvement. The reports from the other three divisions were less useful, although they did represent the start of an assessment process. (Assessment Report, 2002-2004)
In 2007, the campus began to move toward increasing autonomy and the academic schools were formed. It was determined that the responsibility of assessing baccalaureate degree programs should reside within each school with the faculty who know the programs and who can most appropriately gauge student learning and implement meaningful change. At that point, the campus Assessment Committee was disbanded and replaced with a General Education Assessment Committee, and faculty became much more receptive to creating and implementing meaningful assessment plans. We now have student learning outcomes and assessment plans for all baccalaureate degrees that are currently offered.

While the School of Education and the School of Nursing still lead the campus in assessment, all Schools are making a concerted effort in using assessment data to improve student learning. Assessment plans and reports are posted on the Office of Academic Affairs website; more detailed information is housed within each School.

Many degree programs have decided to use curriculum maps to assist in organizing their data collection efforts; however, not all have done so. The current thinking is to let each School determine the assessment methods that work best. This is both a strength and an opportunity for improvement. Rather than the institution dictating process, this flexibility allows for creative and innovative conversation among the Schools with regard to the effectiveness of their work.

**The Schools**

The School of Education is accredited by the National Council for Accreditation of Teacher Education and has well-defined assessment plans for each bachelor’s degree, showcased by a highly detailed curriculum map. (This curriculum mapping process was later adopted by a number of other programs as a way to systematize assessment efforts.) The curriculum map aligns the following: School of Education Conceptual Framework themes, INTASC Principles, and IU East Undergraduate Learning Objectives. The faculty use the Director of Field Experiences’ Annual Report as a foundation for assessing how effectively the established mission statement and goals are being met. Areas identified as candidates for improvement are documented with a Data Driven Program Changes Form that identifies the need, the data supporting the change, and the specifics of the change. (Data Driven Program Changes Form) For example, a trend was identified over the course of a few years that portfolio scores for INTASC principle #8 (assessment) were consistently low, as were scores on student evaluations forms for the same criterion. Students had not achieved the level of mastery desired, and faculty determined that greater infusion of the topic into the current curriculum was not sufficient to address this deficiency. Instead, faculty developed and implemented two courses that are now currently offered at strategic points in the program. One of the weaknesses was related to foundational issues with assessment; thus, now a one-credit course is devoted to those topics. The second course (two credits) is focused on the development and use of sound assessment practices.

The Indiana University East School of Nursing program outcomes and competencies follow the standards set by the National League of Nursing Accrediting Commission, and these are aligned with the Undergraduate Learning Objectives. Program outcomes and competencies are also aligned with the American Association of Colleges of Nursing (AACN) Essentials of...
Baccalaureate Education for Professional Nursing Practice. The program has well-articulated and documented assessment plans including program outcomes, competencies, and a curricular framework. Students are evaluated at multiple points with a variety of assessment tools. For example, the Assessment Technologies Inc. (ATI) testing and remediation program is implemented to assess student knowledge regarding content areas and outcomes achievement. Multiple content proctored exams and a comprehensive predictor exam for NCLEX-RN success is taken 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. Through Spring 2011, portfolio development was used as a tool for students to demonstrate their achievement of program outcomes and competencies, leveled to the appropriate year of coursework. This has now been phased out as the faculty determined that the assessment data did not provide useful feedback compared to the time devoted to this exercise. Courses at each level (sophomore, junior, and senior) still 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 Nursing faculty have documented their use of assessment data for improvement. For example, last year’s assessment results in obstetrics (OB) indicated that students were struggling with content related to labor and delivery. This content is now being emphasized in lecture courses and through discussions in clinical experiences. Students also now engage in OB simulations relative to labor and delivery to give them opportunity to apply content to this situation. Beginning in Spring 2011, the School of Nursing began the use of Educational Benchmarking, Inc. (EBI) to assist with program assessment data, including the exit, alumni, and employer surveys. They will also map questions asked against AACN Essentials and program outcomes. Students in the IU East nursing program are being compared to six selected peer institutions and will be benchmarked nationally.

Assessment processes in the School of Nursing are currently overseen by an internal curriculum committee. Because such extensive assessments are being implemented, the School is considering the development of an evaluation committee to oversee the revision and continued implementation of their systematic evaluation plan.

The Schools of Natural Science and Mathematics, Humanities and Social Sciences, and Business are making concerted efforts to improve their assessment processes. Every degree program has an assessment plan with a capstone course or culminating senior experience in place. Faculty in the schools are actively participating in assessment activities, and changes have been implemented to improve student learning. Although more remains to be done, considerable progress has been made since the last self-study.

The School of Natural Science and Mathematics (NSM) has assessment plans that include curriculum mapping documents for the BS in Biology, BA in NSM (Biology concentration), BS in Biotechnology, and BA in NSM (Mathematics concentration). These curriculum maps detail 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
The course map document was designed to help in the advising of students in the various degree programs housed in NSM.

Several major changes have been implemented in the degree programs based on semi-annual faculty assessment discussions that began in August 2009. Listed below are four examples.

- The approach to general chemistry has been modified to be more concept-oriented, with certain concepts being emphasized throughout the semester. This adds layers to student understanding each time the concept is discussed.

- A major change involves the introductory biology course, Biological Concepts. This challenging five-credit hour course was required of all biology majors as well as nursing majors. The course has now been divided into two courses, each having a more human-centered focus. The first semester, focusing on organisms and populations, will be a lab course appropriate for any student choosing to fulfill their general education laboratory science requirement. The second semester, focusing on cellular and molecular biology, will meet the needs of science majors and nursing students. The human-centered focus comes from faculty literature research of the idea that relevance is greatest when the concepts being taught are based on human examples. With this new approach, the teaching will also be sensitive to the amount and kinds of vocabulary students are expected to master. This will better meet the needs of the nursing students and will add more relevance for all students. Future assessment will be used to evaluate whether the change produces the desired results.

- To better assess the students in the BA in NSM, Biology concentration, the faculty decided to add Evolution (BIOL-L 318) as a degree requirement. With this added requirement, students in the BA will have three courses in common affording three levels of direct learning assessment.

- A change as a result of assessment is the mathematics faculty development of the Bridge to Abstract Mathematics Course (MATH-M 393). This course was developed to address some weaknesses, observed by the faculty in several courses including Capstone, in students’ abilities to problem-solve by mathematical proofs.

The School of Humanities and Social Sciences (HSS) has identified student learning outcomes for all of its degree programs, developed assessment plans for strategically gathering information for each and is completing the process of creating curriculum maps. Several degree programs were recently approved and assessment programs were built into the proposals of these degrees; so, the faculty in these areas are well-positioned to begin the systematic collection and analysis of assessment data in each degree program. A faculty member in each discipline has been appointed to be the assessment coordinator for his or her degree program. All coordinators participated in an assessment workshop conducted by a participant in the HLC Assessment Academy. HSS formed a school-wide assessment committee in Spring 2011 that will liaise with departments and programs to ensure that assessment is consistent and sustained, HSS initiatives are understood, and progress is made towards meeting HSS assessment goals.

The School of Humanities and Social Sciences, which is only three years old, has been unable to combine the assessment plans of the former Division of Humanities and Fine Arts and the Division of Behavioral and Social Sciences. Therefore, faculty are working together to
systematically develop and implement a school-wide assessment plan. During HSS faculty meetings, faculty have discussed assessment and its role in enhancing student learning. With greater focus on degree programs, the School has been better able to “close the loop” on the assessment process. For example, the English Department’s analysis of the ethical reasoning learning outcome within its program had proven to be problematic, and the faculty met to discuss the embedded general education expectations. The English faculty determined that there was no course within the English concentration that specifically addressed ethical reasoning. The faculty decided that the intent of the objective was for students to gain an understanding of how to ethically reason directly and not indirectly through literature and writing. The faculty recommended that students majoring in English be required to fulfill the ethics requirement by taking Philosophy P120 or P140 as one of the courses in the Humanities and Fine Arts general education distribution. Before that change occurred, it was possible for students to receive an English degree without receiving the kind of ethical reasoning experience that the English faculty believe majors in this discipline should have, and that the campus general education program prescribes.

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

The School of Business and Economics adopted a set of program outcomes in May 2009. Central to these outcomes has been an integrative analysis that students complete in Bus-J 401 Administrative Policy which is a capstone course. The case analysis is scored with the aid of a rubric, and these are reviewed periodically by other 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 annual corporate financial reports publicly available. As a result, business faculty members began to look at what was occurring throughout the curriculum in order to ensure that students are better prepared. The following is a summary of the key changes that were recommended and the actions taken:

1. In BUS-A 201 Financial Accounting, students should be exposed more extensively to company financial statements. A unit on financial statement analysis has been added to this course.
2. In BUS-F 301 Financial Management, students should gain more exposure to financial ratio analysis and financial statements. Students now have the opportunity to use publicly available financial data sources.
3. In BUS-J 401 Administrative Policy, the expectations for the integrative case should include an executive summary section, and the rubric for measurement should also be evaluated. The course was revised to include a preliminary paper on financial analysis. The integrative assignment was modified to include a required executive summary, and the rubric was revised to provide a more focused assessment on individual components.
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 Social Work programs at IU East are managed and assessed by the IU School of Social Work located at IUPUI, and are accredited by the Council of Social Work Education. The IU East Social Work program has developed a set of 19 learning goals for students in the Bachelor of Social Work degree. The assessment of these learning goals changed in August 2010 so that they are assessed by the evaluation of competencies which will be demonstrated and measured in practica. Also in place is a values inventory comparison between incoming freshmen and outgoing seniors. Since this assessment plan is new, no data is yet available with which to guide improvements.

While the assessment cycle has not been completed for all of the degrees offered in these schools, progress is occurring, and the faculty are poised to evaluate the data they receive in an effort to enact changes in the programs which will enhance the student learning experience.

**Graduate Programs**

Currently IU East offers two graduate programs—the Master of Science in Education and the Master of Science in Social Work, implemented in 2007 and 2008, respectively. The preparation and implementation of these degrees foreshadowed the significant change in mission that is currently underway within the institution. Additional master’s degree programs in nursing and management are awaiting final approval by the Higher Learning Commission. A master’s degree in English was recently approved by the IU East Faculty Senate, and has left the campus for further review and approvals.

In 2011, the Graduate Affairs Committee was established to develop and oversee the policies and procedures of graduate programs at IU East. This group established the Principles of Graduate Education that form the conceptual framework of expectations of all graduate students at IU East. More specific expectations are determined by the faculty in a student’s field of study. These principles have been passed by the Graduate Affairs Committee and will be forwarded to the Faculty Senate for approval in the 2011 academic year. (Principles of Graduate Education)

1. Demonstrate mastery of the knowledge and skills expected for the degree and for professionalism and success in the field.
2. Think critically and creatively to evaluate literature, solve problems, and improve practice in their field of study, applying sound judgment in professional and personal situations.
3. Communicate effectively high-level information from their field of study to their peers, their clientele, and the general public.
4. Understand and abide by the ethical standards established for their discipline and/or profession.
**Master of Science in Education**

The School of Education at IU East accepted its first graduate class in June 2007. This 36-credit hour program is designed to provide professional development and cultivate leadership for teachers in eastern Indiana. The program, which begins with the Best Practice Academy (BPA), has unique learning goals that differentiate it from the bachelor’s degree programs offered by this school. The BPA courses are only available to master’s level students. The program provides elementary and secondary teachers with professional development grounded in educational research directly applicable to learning, student diversity, classroom instruction, and management. The program is assessed using the National Board for Professional Teaching Standards Five Core Propositions and the School of Education Conceptual Framework. (The Five Core Propositions)

All graduate courses are listed on a master Unit Assessment System chart that is maintained by the School of Education. This chart details how each course in the program meets the core propositions that frame the Master’s degree. This chart is reviewed periodically and updated as needed.

There are four benchmarks within the Master of Science program at Indiana University East. Each of these benchmarks addresses different points within the graduate program and are structured to assess the professional development of the teacher. (Master’s Unit Assessment System Benchmarks; Master of Science in Education Admission Rubric) The School of Education administers additional surveys at three different points in the program (following best practice academy, immediately following graduation, and two years after graduation). The purpose of this survey is to gather greater insight into the utility of the methods covered through the graduate coursework as it relates to teacher effectiveness in the classroom. (School of Education Graduate Student Survey)

**Master of Social Work**

In 2008, the IU East Program in Social Work became, administratively, governed by the IU School of Social Work at Indianapolis University Purdue University-Indianapolis (IUPUI). In that year, the Master of Social Work degree began on the IU East campus as a cohort-based program with a single cohort in progress at any one time. The MSW requires 60 credit hours in classes which are only available to graduate students enrolled in this program. Similar to Education, the MSW program is designed to continue professional development through scholarship and evaluation for practice.

The MSW program derives its 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. The learning goals for this program are differentiated from the Bachelor of Social Work degree. Because a new class is admitted only once every three years, the assessment of the first cohort is currently in progress. In August 2010, the MSW program began evaluating competencies which will be demonstrated and measured in practice. The faculty are also revising the field instruments. (MSW Program Evaluation Plan)
**Master of Science in Nursing**

The School of Nursing plans to admit its first class for the MSN degree in Spring 2012, pending approval by the Higher Learning Commission. As currently designed, this degree program will require 39 credit hours of coursework which are not available to undergraduate students. The purpose of the proposed degree is to prepare nurses with advanced depth of knowledge in the practice of nursing and its leadership, and nursing administration and/or nursing education. These learning goals are significantly different than the bachelor’s degree program. The proposed MSN program is comprised of three components: (1) nursing core courses: Nursing Research, Nursing Theory, Measurement and Data Analysis, Advanced Practice Nursing Concepts I and II, and Introduction to Nursing Informatics; (2) administration core courses: Administrative Management in Nursing, Financial Management, Nursing, Leadership in Nursing, The Legal Environment of Health Care, and a Nursing Administration Practicum or education core courses: Curriculum in Nursing, Evaluation in Nursing, Teaching in Nursing, Computer Technologies for Nurse Educators, and a Nursing Education Practicum; (3) a culminating experience. There is an articulated assessment plan for this program. (MSN Assessment Plan; MSN Program Proposal). IU East and IU Kokomo received approval for their MSN programs at the same time, using the same curriculum. As a consequence, students at either institution may be able to take courses at the other institution, although it is not required.

**Master of Science in Management**

The School of Business and Economics plans to admit its first class for the Master of Science in Management degree in Spring 2012, pending approval by the Higher Learning Commission. (MSM Program Proposal) As currently designed, the degree program will consist of 12 required courses totaling 36 semester hours. Areas covered by these courses include Leadership and Motivation, Organizational Learning and Change Management, Financial Management, Marketing Management, Information Management, Human Resources Management, Strategic Management, Ethical Issues, Economics and Research. The admission requirements include a baccalaureate degree in any field and at least two years employment in either a management position or position(s) leading to management. Recommendations from employers will be part of the admissions’ packet. The program will be conducted in a cohort fashion through intensive class sessions and the utilization of online communication tools to facilitate process and content learning. The program is designed on the emergent management practice of asynchronous teamwork completion. (MSM Assessment Matrix) A program-long applied project will serve as a bridge to help students integrate the work and education realms. It is designed to facilitate a wide range of organizational needs within the region including non-profit, government, small business, and healthcare, as well as for-profit companies.

**General Education**

The faculty of Indiana University East developed the current seven Undergraduate Learning Objectives (formerly titled Campus Student Outcome Learning Objectives) in 1998. (Undergraduate Learning Objectives) Objectives 1 and 2, breadth and depth of knowledge, are assessed within each academic program. The remaining five objectives (3-7) comprise the general education component required of all students. The HLC review in 2002 indicated that
faculty had not yet begun assessing the principles of general education. In 2005, the campus Assessment Committee began to create student learning outcomes for general education and scattered data started to be collected. (General Education Assessment Report, 2006) This initiative was enhanced in 2006 when the faculty of Indiana University East developed a 39-credit hour General Education Framework to deliberately guide students in the attainment of the general education curriculum. (GenEd Framework) In the following year, IU East was accepted into the 2007 cohort of the Academy for Assessment of Student Learning, and the project to assess general education outcomes was developed. The faculty in the School of Humanities and Social Sciences and in the School of Natural Science and Mathematics are both actively participating in General Education Assessment, and this is contributing to the growing culture of assessment on campus.

The General Education Assessment Committee was formed in Fall 2007 and began its work by addressing the foundational tasks needed to establish successful practices. Since ULO #3 (communication) is assessed by the directors of the writing and speech program, this group created or modified existing rubrics to assess ULOs #4-7. (General Education Rubrics) These rubrics were designed to more effectively categorize the evaluation of student learning into one of three levels—Emerging, Developing, or Mastering. Because some assessment had begun prior to the establishment of the General Education Framework, the committee has continued the assessment of some of the original learning outcomes. As this project progresses in the Assessment Academy, the General Education Assessment Committee must next consider the integration of these two parallel sets of outcomes. Regardless, progress is being made with regard to assessment of the objectives; the remaining issue is the further standardization of the outcomes.

The assessment strategy devised in concert with an Assessment Academy mentor calls for the collection of data during each fall semester, and the analysis of that data every spring. Thus far, we have collected data in Fall 2008 (pilot), Fall 2009, and Fall 2010. This plan allows time for faculty to thoughtfully consider the data and devise strategies for improvement with ample time to incorporate changes into syllabi for the next academic year. This plan also provides the committee with a somewhat limited pool of data on which to base its recommendations. However, providing adequate time for data analysis and reflection is a sound strategy for faculty at this point.

Guided by the General Education Assessment Committee, full-time and adjunct faculty are asked to assess students in more than 100 sections of fall semester IU East classes. Response rates have been 27%, 71%, and 89%, respectively, since this project began. The significant increase in participation is a visible sign that faculty are aware of the importance of assessment and are invested in student learning. (General Education Assessment Report 2008-2009; General Education Assessment Report 2009-2010; General Education Assessment Report 2010-2011)

The Spring 2011 analysis revealed that the mean rubric scores for ULO #4-7 were consistently 3-4 (“developing”), which is appropriate for students who are generally beginning their college careers. ULO #5 and 6 (problem-solving and diversity) moved slightly closer to “mastering,” while ULO #4 and 7 (computation and ethics) was a little lower as compared to the previous year. However, given the limited data, neither of these should be interpreted as significant trends
among the students. (General Education Assessment Report 2010-11)

In the Spring 2011 report, the General Education Assessment Committee made recommendations for further refining the processes, as well as substantial recommendations for addressing issues within the General Education Framework, such as the complexity and difficulty of assessing the embedded objectives.

**Evaluation**

*Strengths*

- IU East clearly delineates and differentiates student learning outcomes for undergraduate and graduate students. These outcomes were all developed by faculty and represent the core values of the learning environment.
- Each degree program at IU East has student learning outcomes that are clearly stated.
- Most of the degree programs have completed or have begun to develop curriculum maps. Other programs have plans for the systematic collection of assessment data.
- A process has been developed to assess general education. Data has been collected for two years after implementation of the pilot study.
- Participation in the Assessment Academy has helped the campus move toward building a culture of assessment.

*Opportunities*

- Efforts must continue toward full development of an ongoing and sustainable process of meaningful program and general education assessment.
- Faculty must continue to be held accountable for using assessment information to improve student learning.
- Faculty must continue to define and measure the learning outcomes for general education.
- The General Education Assessment Committee should transition from an academic affairs committee to become a standing committee of the Faculty Senate. This would formalize the structure for enacting the recommendations of this group.
- A process for systematic storage of records needs to be developed for all assessment programs so that progress can be tracked longitudinally.
Core Component 3b: The organization values and supports effective teaching.

Indiana University East is first and foremost committed to student learning. At the heart of this promise is the institutional support provided to the faculty which sustains their commitment to teaching of the highest quality. Both the campus and the University recognize faculty achievements related to teaching, and the faculty who are awarded tenure have presented evidence of excellence in teaching.

The Faculty

In Fall 2004, there were 82 full-time faculty employed at IU East (excluding librarians), and approximately 55% of all course sections offered that semester were taught by full-time faculty. Instruction by full-time faculty increased, reaching a high of 68% of sections in Spring 2006. In recent years, the campus has responded to the surge in enrollment by adding more course sections to the schedule. However, the increased numbers of course sections has outpaced the addition of new faculty members. In Fall 2010, there were 89 full-time faculty at IU East (excluding librarians) and 47.7% of sections and 51% of all students received instruction from full-time faculty, supplemented by 139 part-time adjunct faculty. This decrease in full-time instruction in the last few years reflects a lag in response time necessary for the campus to acquire the substantial long-term resources required to support new tenure-eligible faculty lines.

The chart below shows the change in full-time faculty positions since 2004. (Fall 2004, Total Faculty; Fall 2007, Total Faculty; Fall 2010, Total Faculty) While the overall number of tenure-eligible faculty appears relatively stable, it actually reflects a dynamic equilibrium that accounts for a few resignations as well as recent retirements of senior faculty (some of whom guided IU East from the very beginning of the campus), balanced by an influx of new tenure-track faculty. The increase in visiting faculty is a short-term response to the sudden enrollment growth in some disciplines. (Note: IU East Social Work faculty are not included in the 2010 faculty count because of the transition of this program to IUPUI. These faculty were included in the 2004 or 2007 counts.)

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Teaching Loads

In 2008, the teaching load of tenured/tenure-track faculty was reduced from 21 credits (4/3) per academic year to 18 (3/3). (Faculty teaching in the School of Nursing maintain 13-18 contact hours per semester.) New faculty often get a further reduction of the teaching load in their first
academic year in order to establish their research programs. Lecturers and clinical faculty are full-time faculty whose responsibilities do not require research. With a teaching load of 12 credit hours per semester, lecturers and clinical faculty are valued members of the faculty. Clinical faculty may have a reduced teaching load dependent on the requirements of their professional service to the School. Lecturers may also get a reduced teaching load for special projects or professional service.

Full-time faculty may occasionally be asked to teach an extra class when no other alternatives are available. They are compensated by overload pay at adjunct faculty rates. Faculty may also teach up to six credit hours in the summer sessions for which they receive 10% of their salary for each three credit hour class. These opportunities vary with summer offerings and are not guaranteed.

Adjunct faculty share the teaching load with the full-time faculty, and this institution has worked over the years to develop its pool of qualified adjunct faculty. A number of these faculty have taught at IU East for many years and are valued for their commitment to teaching and learning. In many cases they are practicing professionals who bring pertinent experience to the classroom. Some of these adjuncts may be preferred instructors for some courses. For example, students who enroll in American Constitutional Law may be instructed in this subject by a practicing judge—a unique learning opportunity for many students. Some disciplines such as mathematics rely quite heavily on adjunct faculty, while other disciplines such as education employ very few. Adjunct faculty can teach a maximum of eight credit hours in each fall and spring semester. Additional teaching opportunities may be available in the summer terms. In Fall 2010, IU East employed 139 adjunct, part-time faculty. (Fall 2010, Total Faculty)

While adjunct faculty are highly valued and supported by the University, the full-time faculty provide the primary support for the educational mission outside of the classroom. All new courses, new degree programs, and major curricular changes are initiated by faculty, approved by the Curriculum Committee, and brought to the IU East Faculty Senate as information items or for a formal vote. All new degree programs are required to identify the student learning outcomes expected for that degree and have an assessment plan for measuring those outcomes, and are approved at higher levels of the University and the state before becoming finalized. All academic programs are officially reviewed on a recurring basis, and these documents focus on the quality of instruction and areas in which improvements can be made.

Quality teachers do quality scholarship, and that is one of the reasons that the teaching expectation was reduced from a 4/3 to a 3/3 load for tenure-eligible faculty. This also brought the teaching load in line with our sister, regional campuses. In that spirit, faculty remain active in their research and creative activities, and most are active members in professional organizations related to research and/or pedagogical improvement. (Professional Organizations) Refereed publications, books, book chapters, and presentations increased significantly, for example, from 112 in 2008 to 161 in 2009.
Faculty Qualifications

We consider teaching to be the primary responsibility of faculty. One of the most important ways IU East demonstrates that it supports and values effective teaching is by hiring quality teachers to fill faculty vacancies. All tenured and tenure-track faculty possess terminal degrees in their field of study. The minimum qualification for lecturers and clinical faculty is a master’s degree in their respective teaching area. However, the commitment to quality entails much more than a degree. Candidates for faculty positions are closely screened and evaluated so that the best match to IU East needs and expectations can be secured.

New faculty are purposefully guided and supported as they transition to the culture of IU East. The process of mentoring new faculty varies with each school. In some schools, new faculty are assigned a mentor who is a current faculty member; in other schools, the Dean assumes this role. In either case, the Dean or mentor welcomes the faculty member to campus, eases the first-year transition, holds regular meetings with the faculty member, and provides peer observations of teaching. The mentor addresses questions and concerns and provides referrals to the appropriate campus resources. The mentor may also serve as a resource for the preparation of the third-year review dossier, and often, members of the school promotion and tenure committee will do this as well. The Dean of each school meets regularly with their new faculty, explains the promotion and tenure process to tenure-track faculty, explains the requirements for long-term contracts to lecturers and clinical rank faculty, and discusses the annual review process with all. Junior faculty often seek out Deans and senior faculty to review their classroom teaching and to garner tips to increase their effectiveness in the classroom. The mentoring of new faculty is an activity that is highly valued by the institution.

A New Faculty Orientation is held immediately prior to the start of every fall semester. This daylong, required session acquaints faculty with major functions of IU East, policies, and offices. A significant portion of the day is devoted to working with the Center for Teaching and Learning staff who present information sessions on the services and technology tools that are available. Follow-up sessions are held monthly during the fall semester and deal with topics such as annual reviews, research funding opportunities, promotion and tenure guidelines, and other issues.

A Faculty Senate Retreat is held prior to the start of each fall semester. This is a time in which new faculty are introduced, new policies and initiatives are discussed, and the Chancellor often provides a “State of the Campus” address. (Faculty Retreat Fall 2007; Faculty Retreat Fall 2008; Faculty Retreat Fall 2010) These meetings promote camaraderie among the faculty and are important in increasing the communication among faculty across academic fields. Individual schools may also hold retreats prior to the beginning of the fall semester and these provide an additional opportunity to help new faculty to integrate into their new school.

Promotion and Tenure

Successful teaching, research, and service activities are recognized through the promotion and tenure system. Many activities occur during a faculty member’s early years, designed to inform them of promotion and tenure procedures and expectations, and to prepare them for the eventual
process. These activities include new faculty orientation, an annual promotion and tenure information session, annual performance evaluations, and a third-year review.

Academic Affairs notifies tenure-track faculty in the fall of their fifth year of full-time employment at IU East that they are required to submit a dossier for consideration of promotion and tenure, and that the dossiers will be due the following September. The promotion and tenure process is officially initiated the next August with a letter from the faculty member to the Executive Vice Chancellor for Academic Affairs stating his or her intent to apply. This is followed in September by the submission of the dossier to the Office of Academic Affairs. Tenured faculty seeking promotion in rank must also prepare a dossier. Promotions in rank follow the same process and timelines as described for tenure-track faculty.

Four external reviewers from both inside and outside the Indiana University system evaluate each dossier. After additional evaluations by the Promotion and Tenure Committee within the candidate’s academic school and the candidate’s Dean, the dossier moves to the campus Promotion and Tenure Committee. This Committee carefully reviews each dossier, which includes a narrative for teaching, research/creative activity, and service along with required documents and other items that the candidates may wish to include to strengthen their case. Candidates for tenure must achieve a rating of excellent in one area (teaching, research, or service), and at least satisfactory in the two remaining areas. After the committee makes a recommendation, the dossier goes to the Executive Vice Chancellor for Academic Affairs for a recommendation, and then undergoes Executive Review (Chancellor, Executive Vice President, and President). The Chancellor of IU East notifies the candidate of the University decision. Dossiers that have been approved are forwarded to the Indiana University Board of Trustees for a final confirmation. Dossiers that have been disapproved at any level still move further in the process until they reach the President of Indiana University, unless the candidate chooses to withdraw from the process.

The guidelines for promotion and tenure underwent a substantial revision that was approved by the IU East Faculty Senate in 2004. The evaluation of teaching activities is now organized around characteristics that have been identified in peer-reviewed publications as having an effect on the quality of teaching and learning.

In preparation for a successful promotion and tenure decision, schools have developed procedures to assess the progress of tenure-track faculty midway through their probationary period. The purpose of this third-year review is to ensure that tenure-track faculty achieve an understanding of the expectations of promotion and tenure and are being provided with an assessment of where they stand in the process.

Faculty going through the third-year review prepare a dossier similar in structure to the one they will prepare in their fifth year. The faculty member is expected to produce a narrative with documentation and evidence describing how he/she is currently meeting the Indiana University East Promotion and Tenure guidelines in teaching, research, and service. This mini-dossier is reviewed by the Promotion and Tenure Committee in the School in which the tenure-track faculty member is housed, typically near the end of the third year of full-time employment or at the beginning of the fourth year. Each School has developed its own guidelines for this review.
Examples from the School of Natural Science and Math can be viewed here. (Third Year Review Policy, NSM; Third Year Review Timeline, NSM; Third Year Review Process, NSM)

Faculty are provided with a critique of how their cases are perceived within the School, their strengths and weaknesses, and the overall presentation of their cases. With this feedback, the candidates are better prepared to focus the next two years on specific aspects of their careers before their final dossier must be submitted for the IU East promotion and tenure process.

**Long Term Contracts**

Lecturers are responsible primarily for teaching while clinical rank faculty teach and participate in clinical practice or other significant service; both groups provide service to their academic School and the institution. Faculty who have been hired at these ranks are appointed yearly through the fifth year of their employment. Similar to the promotion and tenure process, these faculty members develop a dossier-like document to highlight their accomplishments in teaching and service. Faculty are required to apply for a long-term contract no later than the first month of their sixth year of full-time employment within their school by submitting the dossier for review.

The Lecturer Long Term Contract Review Committee evaluates the dossier. Applicants must demonstrate excellence in teaching and must be at least satisfactory in service. The criteria for excellence in teaching are the same as that for tenure-track faculty. At the initial appointment to a long-term contract, there is a promotion to Senior Lecturer or Senior Clinical Lecturer. The promotion to these ranks is subject to the same executive review process that other faculty promotions go through, and is approved by the IU Board of Trustees. The long-term contract is for a period of five years and is renewable.

**Faculty Professional Development**

IU East faculty are current in their disciplines. Most faculty are active in professional societies, make presentations at annual meetings, and publish in refereed and juried journals. Faculty research and creative work are supported in part through sabbatical leaves (tenured faculty), sabbatical-like leaves (senior lecturers, clinical rank faculty), and summer faculty fellowships. In addition, IU East actively supports and rewards teaching excellence, which in turn leads to a positive impact on student success. This institution expects its faculty members to be committed to teaching excellence and to seek new avenues for professional growth in their area. IU East offers grants to support the scholarship of teaching and learning. (Teaching and Learning Grants) IU East supports professional development activities and encourages pedagogical innovations. (Sabbatical Recipients; Summer Faculty Fellowships)

Indiana University offers opportunities for faculty on the regional campuses to compete for research funding. The Intercampus Research Fund was a significant source of funding for IU East faculty until the program was retired in 2005 and new initiatives were created. (Intercampus Research Fund Recipients) The New Frontiers in the Arts and Humanities is an internally funded grant program to which faculty on any Indiana University campus can apply. IU East
faculty have been very competitive for these awards. (New Frontiers Award Recipients) In another initiative, Indiana University created a program of matching grants to support faculty research and creative activities. The Office of the Vice President of Research provides $12,000 annually to IU East, which is matched by the campus for the total of $24,000. This Faculty Research Support Fund began in 2007 and provides significant funding to support the professional development of faculty. (Faculty Research Support Fund) The table below shows the funds requested and awarded since this program began. While the funding from Indiana University has remained stable at $12,000, in recent years IU East has contributed substantially more than the required match in order to provide additional support to faculty.

<table>
<thead>
<tr>
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<th>Awarded</th>
</tr>
</thead>
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<tr>
<td>2011</td>
<td>$55,719</td>
<td>$36,619</td>
</tr>
</tbody>
</table>

**Technological Support**

IU East provides up-to-date technology to all full-time faculty, staff, and students. All faculty offices have an Internet-connected computer. All faculty and staff computers are replaced every three years through life-cycle funding, as are the computers in the student computer labs. The Office of Information Technology has eight full-time staff members who troubleshoot and repair technological problems in hardware or software, install new equipment, and maintain the technology. The Help Desk is staffed daily from 8 a.m. to 7 p.m., and 24-hour live chat assistance is provided through Indiana University.

Classroom technology helps faculty to be more successful educators. In this regard, more than 96% of classrooms have been converted to some level of smart classroom. Students and faculty can download a wide variety of software applications from the IT website through IU Ware, either free of charge or for a nominal cost. This is an important initiative that allows faculty and students to have programs on their home computers that are compatible with those on campus.

IU East supports professional development designed to facilitate teaching in a variety of learning environments, including online learning. This led to the creation of the Center for Teaching and Learning (CTL), whose mission is dedicated to providing on-going support for faculty development in teaching and pedagogical scholarship, thus helping to improve the overall environment for faculty and students. The Center provides information and technologies to enable professors and instructors to pursue their own teaching and learning goals, thus supporting a high quality learning experience for students at IU East.

In 2008, CTL began a yearly equipment initiative to give faculty an opportunity to work on technology projects that fulfill a pedagogical need, incentivized by the faculty being able to keep certain equipment upon completion of the project. In 2008, the CTL awarded eight webcams, and in 2009, five Flip Video cameras were awarded. The School of Humanities and Social Sciences also purchased wireless pointers and additional Flip cameras, which are housed in the
CTL and are available for checkout. Additionally, the CTL purchases equipment as needed or as requested that faculty can reserve for periods varying from two weeks to a complete semester. The CTL strives to provide equipment that is both user-friendly and compatible with faculty office/home systems.

Aside from equipment initiatives, CTL hosts a Course Assistant Program. Piloted in 2010, this initiative trains qualified post-baccalaureate individuals from the local IU community to serve in online courses as course assistants. Course assistants are usually assigned to instructors with large online enrollments. These individuals provide a variety of services and assistance dependent on instructors’ needs, including offering student technical assistance, answering general questions, posting materials, contacting non-responders, and helping students network with other campus offices.

**Evaluation and Recognition of Effective Teaching**

IU East values the vibrant professionals who compose the faculty of this institution and rewards them for their expertise in the classroom, in their service contributions to the University, and in their research and creative endeavors.

All full-time faculty are required to submit an annual report in which they describe their contributions and accomplishments in teaching, research/creative activities, and service. (Annual Faculty Report) Faculty are also asked to address their efforts in assessment as well as their contributions to diversity. The Dean of the School reviews the annual reports and evaluates the faculty in each area. (Supervisor’s Review) In consultation with the faculty, strengths and weaknesses of the prior year are identified, and plans are made to help faculty improve. These discussions between the Dean and the faculty member are honest, valued communications, and typically, faculty are eager for the feedback that they receive. The Dean makes recommendations for reappointment for all tenure-track faculty and those without long-term contracts. All annual reports, along with Dean reviews, are submitted to the Executive Vice Chancellor for Academic Affairs for final evaluation.

IU East faculty have received a number of awards and honors in recognition for teaching excellence. The **Faculty Colloquium on Excellence in Teaching** (FACET) is a community of scholars of Indiana University who are devoted to teaching excellence. Each year, IU East selects one of its best teachers for nomination to this organization. Since FACET’s inception, 15 faculty from IU East have been inducted and these faculty members remain highly committed to teaching excellence. (FACET)

IU East faculty have been awarded numerous certifications by external constituencies, and these provide additional evidence of the high quality of IU East faculty. Examples of certifications received by the Nursing faculty include the ANA Medical Surgical Clinical Specialist, NLN Certified Nurse Educator, Certified Nurse-Midwife, Certified Pediatric Nurse Practitioner, American Heart Association Certified Healthcare Provider, and Certified Diabetes Educator. A more complete listing of the certifications and awards received can be viewed in the faculty files.
Annual awards are another way in which IU East recognizes outstanding teaching. The Helen Lees Award for Excellence in Teaching was established in 1991 to honor a full-time faculty member who has taught at least 10 semesters at IU East. (Helen Lees Recipients) The Part-Time Faculty Award for Excellence in Teaching signifies the value of adjunct faculty to the teaching mission of IU East. IU East also gives annual awards for excellence in research, distinguished service, and a Chancellor’s Award for outstanding sustained contributions by a faculty member. (IU East Faculty Awards)

IU East faculty have been very competitive for awards that are offered through Indiana University. (Distinguished Teaching Awards, Descriptions) The Trustees Teaching Awards was a program that extended from 2001 through 2007. During this time period, IU East faculty received 21 of these awards. (Trustees Teaching Award Recipients) Indiana University currently has three major awards that recognize teaching excellence, and faculty from all campuses compete for these in annual competitions. IU East faculty have been awarded the Sylvia E. Bowman Award for Distinguished Teaching (2001, 2006), the Herman F. Lieber Award for Distinguished Teaching (2004, 2011), and the Frederic Bachman Lieber Award for Distinguished Teaching (2009). (Distinguished Professors) Additionally, in 2004 and 2011, IU East faculty members were awarded the W. George Pinnell Award for Outstanding Service. (Indiana University Awards) The number of Indiana University awards conferred upon the faculty at IU East is a great point of pride for this campus.

Evaluation

**Strengths**

- Effective processes for identifying and rewarding quality teaching are in place, and numerous faculty have received campus and University awards for teaching excellence.
- IU East nominates quality teachers for FACET, a University-wide colloquium that honors and nurtures excellent teaching.
- IU East Promotion and Tenure guidelines have been revised in an effort to better enable faculty to understand how excellent teaching is defined.
- Course Enhancement and Development grants enable faculty to develop and improve their online courses.
- The technological support through the CTL and the Office of Information Technology effectively supports the teaching environment.
- New faculty are provided with a semester-long program of orientation.

**Opportunities**

- New ways to maximize the effective use of part-time faculty for teaching assignments must be explored as student enrollment grows without comparable increases in state appropriation or tuition revenue.
- Formal processes for mentoring of full-time faculty with regard to teaching excellence should be established.
• Given the current reliance on part-time faculty, enhancement of orientation and professional development for part-time faculty must be a priority. (Note: An adjunct faculty orientation day was held August 17, 2011.)
Core Component 3c: The organization creates effective learning environments.

Teaching and learning are at the heart of Indiana University East, and the academic success of students is the highest priority on campus. Every department, office, program and service is designed to create a positive environment that supports student learning. In this regard, significant resources have been invested to support the learning environment and to provide the appropriate materials and personnel that students need in order to excel academically.

A number of academic support services have undergone restructuring, based in part on student input and assessment. Most student services units are led and staffed by highly trained individuals who hold master’s degrees. Those who hold bachelor’s degrees have many years of experience to apply toward assisting students.

Assessment of the Co-Curricular is the second project that IU East initiated through the Academy for the Assessment of Student Learning. Although all offices and programs on campus provide direct or indirect support to students in creating and maintaining an effective learning environment, they have been infrequently asked to detail their contributions. Through this project, we are hoping to better systematize the efforts of these co-curricular units as they strive to improve their services. We also are beginning to track the quality improvements that are being made by units across campus that provide the infrastructure support for the University.

These efforts are all contributing to the improvement in the learning environment for students. Our challenge with this project is to bring pieces of information together to create a better picture of the co-curricular experiences of students. Nearly every unit is implementing changes that are improving the student experience, providing increased customer service, and contributing to the learning environment. We are working to more systematically gather the data from the non-degree granting areas of campus and document how that is being used for improvement. Our efforts continue and more work lies ahead; however, we have taken the important first steps toward our goals.

Entry-Level Assessment and Support

Assessment of students begins even before the first semester of matriculation. Open admissions ended with the fall class of 2004. Minimum selectivity criteria were used for fall classes of 2005 and 2006. Beginning with the fall class of 2007, selectivity has increased incrementally each year. To determine admission status, the Director of Admissions evaluates student preparedness as part of the admission decision. Students who have demonstrated through their high school record, college entrance exams, performance at other colleges and universities, or other accomplishments that they can succeed in completing a bachelor’s degree from IU East and be minimally prepared to be successful in 100-level English and Math coursework will be admitted for undergraduate admission. Students are required to hold a Core 40 diploma, Core 40 with Technical Honors Diploma, Academic Honors Diploma, or GED on a case-by-case basis for Indiana residents or equivalent for out-of-state residents. ACT and SAT scores, high school
GPA, class rank, and performance at other colleges and universities provide further evidence of preparation for college-level work and potential to succeed through graduation.

For first-time-in-college students, getting started in the appropriate level courses is the first step to success. The faculty who oversee introductory writing and math courses have been working to develop better strategies of determining student placement in these areas.

Preparation for college level writing is assessed by a designated faculty member who evaluates high school transcripts of new students and makes recommendations based on performance in high school English classes. Students can opt for extra support in developing their writing skills by choosing to take a 3-semester writing “stretch program.” Other students are placed directly into Elementary Composition 1 (ENG-W 131) or Advanced Freshman Composition (ENG-H140). Students are asked to write an introductory diagnostic essay in the first week of their writing class to determine if further adjustments in placements should be recommended. In Summer 2009, a no-fee Writing Bridge Program was piloted as a way to give students a head start in writing. While this program was not continued, the campus continues to explore ways to assist students with their writing skills. Additional support is being provided through Supplemental Instruction and the Writing Center.

Adequate preparation of students for college-level math continues to be a concern at IU East as it is across the nation. All incoming freshmen are required to participate in COMPASS testing for placement into their appropriate mathematics course. Students take the COMPASS placement test at their convenience any time prior to the New Student Orientation at which they register for classes. Arrangements for testing are handled by University College, and students complete their tests electronically in the Testing Center using one of the nine computers. Students may retake the COMPASS if they feel that their score is not indicative of their math abilities. Transfer students may also choose to take the COMPASS if they have not completed a recent math course.

Students who are identified as potential beneficiaries of a math refresher are invited to participate in a no-fee Math Bridge program. Offered for the first time in Summer 2009, this program provides one month of additional instruction and review for those students who may need it or want it. More than 60 students participated in Summer 2009, almost all of whom were able to enroll in College Algebra after completion. Some students are referred to Ivy Tech Community College for remedial math classes; financial aid consortium agreements have been developed to assist those students. The Math Bridge program is now offered prior to each fall and spring semester.

**New Student Orientation**

New Student Orientation (NSO), in its present form, became mandatory for all new freshmen in 2007. NSO is a significant event that not only familiarizes the student with the campus and with key personnel, but also provides the critical initial instruction for accessing email, Oncourse, and OneStart. NSO is also the time during which students meet their coach/counselor, academic advisor, faculty, and other students, and register for classes. (NSO Goals) Students receive presentations on financial aid, campus life, information technology, and social media as used by
IU East. They also participate in a campus resource fair where they receive information about important campus offices and programs, such as Supplemental Instruction, Student Support Services, and the Mathematics and Writing Centers. Students and parents are encouraged to visit with staff in financial aid to ensure that all necessary arrangements are in place. Assessment of New Student Orientation is done through exit surveys with students. (NSO 2010 Survey) The orientation program has evolved through the years. Available survey data reveals changes in this program that have included a greater focus on preparing the students to connect with electronic resources as well as more emphasis on understanding the financial aid processes. (Orientation Evaluations)

**Extreme Jumpstart**

Administered through Academic Support Programs, this week-long program is offered yearly, just prior to the start of Fall semester. Although optional, it is designed for freshmen as a way to acquaint the students with the campus and with others in their class before the start of the semester. Extreme Jumpstart students have the opportunity to attend interactive faculty presentations, meet the Deans of the Schools, and connect with numerous staff members. Students gain skills in writing, note-taking, test-taking, and time management. In addition, students gain practice in using Oncourse, a key tool in many classes, and in using the IU email system. The program began in Summer 2008 as a new retention strategy that has proven to be successful. For example, the classes that participated in August 2008 and 2009 each had a fall-to-spring persistence rate of 91%, while the August 2010 class had a persistence rate of 95%. This compares favorably to the overall full-time freshman cohort that had persistence rates of 81.1%, 87.2% and 88.7%, respectively. (Jumpstart Stats)

**University College**

University College, formed in Summer 2009, was designed to address student needs during the freshman year and facilitate the transition of students into their academic schools. University College serves as the gateway for all new students entering IU East. This unit represents a key retention strategy and is supported by funding designated for the Indiana University Degrees of Excellence initiative. Guided by the Executive Director of University College, two student coach/counselors are an essential component in creating a supportive and comfortable atmosphere for students. These master-prepared individuals work closely with students to help them establish both personal and academic goals. Students can stay under the guidance of University College throughout their first year in order to establish a firm foundation at IU East. (University College Plan)

One of the difficulties on a non-residential campus is creating a sense of community among students. The coach/counselors connect with students through face-to-face meetings and through a variety of social networking opportunities. In particular, students are becoming active in finding friends via Facebook. The goal of University College is to create an environment where students thrive socially as well as academically.

University College is assessing and improving its activities through information gathered via surveys at New Student Orientation, the First Year Seminar, and various faculty and student
groups. In one survey, the faculty evaluated a semester-long workshop program in which the coach/counselors made presentations on a variety of topics in First Year Seminar classes and other classroom settings. Results from this survey led to changes in workshop content and administration of the program. (UCOL Workshop Survey, 2009) After six months of their existence, a Student Satisfaction Survey addressed advising, career counseling, coach/counseling, and the general purpose of University College. It also gathered information about the students such as hours worked per week, etc. Student satisfaction was quite high with regard to the services offered. (UCOL 2009 Survey; UCOL 2010 Survey)

**First Year Seminar**

Through information collected from focus groups, the National Survey for Student Engagement (NSSE) and the Noel-Levitz Student Satisfaction Inventory, IU East students called for more contact with faculty, both socially and academically. This input helped guide the creation of the First Year Seminar (FYS) course in Fall 2009. FYS sponsors a Kick-Off Celebration during the week prior to the start of the Fall semester where students participate in team-building activities, meet their FYS instructor, and fellow classmates. This event serves as an avenue that brings new students together with faculty in a positive interaction that sets the stage for the semester to come. Rates of persistence to the second semester for freshmen increased by 6.1% over the previous year when FYS became mandatory (Fall 2009). (FYS Assessment, Fall 2010)

**Connecting Students with the Right Major**

IU East actively pursues opportunities to provide information about majors and associated careers to new students, particularly those who are still deciding or those who have declared a major and want to consider additional options. The first Majors Fair was presented in 2009, and faculty were available to talk with students about various degree programs. In 2010, this event was moved to the lobby of Springwood Hall with the hope that changing the venue would increase student attendance. Another attempt was made in Spring 2011 with “Major Madness.” Sponsored by University College, this event was more interactive and featured computerized assessments, an alumni panel discussion about careers, various print resources, and the involvement of various student organizations. All students who had not declared a major were sent a letter of invitation to this event. Another event was “Major Mondays” at which a different degree program was highlighted by faculty and/or advisors each week. Since attendance at these events has remained low, new approaches will incorporate more intentional one-on-one exploration of majors with the coach/counselors of University College in Fall 2011. The effectiveness of these efforts will continue to be assessed and opportunities for improvements and new directions will be considered.

**Retention Efforts**

Many of the items described above are part of our growing efforts to retain students at IU East by focusing special efforts in their first year. By providing all students with support and access to resources, they will have a greater likelihood of persisting in upcoming years. In 2008, IU East established an Office of Retention Services headed by a full-time director. Guided by a consultant from Noel-Levitz, two campus-wide retention retreats generated buy-in from faculty
and staff and led to the creation of the first IU East Retention Plan. The initiatives outlined in the plan include many of those described above and in the sections following. The fall-to-spring retention of full-time beginners has increased from 81.1% in 2008 to 88.7% in 2010. Retention plans continue to be developed annually, all targeted at improving the student experience for new, transfer, and continuing students. (Retention Plan 2008-2009; Retention Plan 2010; Retention Plan 2011)

**Continuing Support of the Learning Environment**

*Advising*

Multiple sources of student and faculty feedback indicated that student experiences with academic advising were less than optimal, including the results of the 2008 Noel-Levitz Student Satisfaction Inventory and Institutional Priorities Survey. (Student Satisfaction Inventory; Institutional Priorities Survey) Although several different advising models had been used through the years, students consistently indicated that this was an area of concern and that advising was a significant barrier to academic success. Students noted that advising could be inaccurate, and as a result they were sometimes enrolling in classes that were not required for their academic program. For example, in the NSSE 2007 comments, three of the comments related to advising, paraphrased as: advisors are not helpful and sometimes rude, advising is poor/I was misguided, and students need more help from advisors. Similar types of comments can be found in the NSSE reports.

In response to accumulating information, the Academic Advising Center was dismantled in 2008, and those staff were repositioned into other academic support areas. A new plan was created to provide students with a better advising system. Students are now encouraged to declare a major as soon as possible and are assigned to a faculty advisor in their School. In many Schools this support is supplemented with a full-time professional advisor. Because students are assigned to faculty much more quickly, they receive timely guidance in their discipline, and the selection of appropriate courses is tailored to the students’ academic and career goals. The need to coordinate the advising function and provide consistency has led four of the five schools to hire at least one full-time professional advisor.

In NSSE 2010, three of 26 comments from freshmen referenced advising—two students indicated that they had problems identifying their advisor, and one student wrote that the advisors are helpful and courteous. While our advising system is not perfect, we are pleased with the improved comments and results, and we continue to modify our communication with students so that they will be able to easily identify their assigned advisor.

The IU East NSSE (Full NSSE Reports) data shows a steady increase in student satisfaction with advising since 2007, and a significant jump in student satisfaction, particularly for freshmen, after the changes were complete in 2008 (based on a four-point scale):
<table>
<thead>
<tr>
<th>Year</th>
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<th>Seniors’ Responses</th>
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**Tutorial Services and Math, Writing, and Reading Centers**

The Office of Tutorial Services had a long history at IU East. Funded primarily through the Perkins Grant program, this unit was most recently located in a suite of offices in Springwood Hall and provided support in math, writing, and reading, along with Supplemental Instruction and individualized tutoring in a variety of subjects. With the change of mission of IU East, the decision was made to move away from a community college model of centralized tutoring and in December 2009, Tutorial Services was dissolved.

The math, writing, and reading support functions of Tutorial Services were each moved to new locations in close proximity to the faculty who teach in those disciplines and are now under the administrative oversight of the appropriate Schools. The goal was to create student-friendly spaces that had ready access to faculty. The Math Center is under the direction of the School of Natural Science and Mathematics. Students who excel in this subject are hired as Math Mentors to assist their peers in this subject. The Writing Center is directed by the School of Humanities and Social Sciences, and student Writing Consultants assist with a variety of needs. Both the Math and Writing Centers are located in Whitewater Hall, logistically placing the Centers in close proximity to faculty offices in these disciplines. The support for reading is now provided in the Reading/Study Skills Resource Room, located in Tom Raper Hall and housed within the School of Education. Although support for reading remains, it is at a much smaller scale than when located in Tutorial Services. Due to the changing student body, it was determined that the need for reading assistance was not (and should not be) at the same level as it previously was.

The focus of all three Centers has shifted so that they are no longer comparable to the mission of the former Tutorial Services unit. As more time passes, we will be able to gather data to assess the effectiveness of the Centers. Currently, the indications are that the Math and Writing Centers are a great success, with more and more students seeking their services, and the reading program continues to support students with needs in this area.

The three centers developed the following missions:

**Math Center** – The Math Center will provide students enrolled at IU East a place to study in the presence of math mentors and faculty. By encouraging upper level mathematics students and
math education students to use the center as a place of study, the center will build a supportive community for all students enrolled in math courses at IU East. Math mentors working in the Center will offer encouragement, model appropriate study skills, and provide math assistance that will enhance academic performance and develop self-confidence, thereby promoting independent life-long learning for students at IU East.

The transition from Tutorial Services to the Math Center has improved the assistance provided to students in two ways. First, the Math Center has much more faculty involvement as a result of being located among the faculty offices. Second, the criteria for being a Math Mentor have increased. Due to this change, the mentors are better qualified to assist students in higher levels of mathematics, rather than just the entry level courses. (Math Center, Overview)

In Fall 2010, there were 810 students enrolled in all levels of IU East math courses. Cumulatively, there was a 73.2% pass rate (grades above F) in these courses. In this semester, 194 students were assisted in the Math Center; they had a combined pass rate of 78.9%. Clearly, the students who seek assistance are achieving a greater level of success in this subject than those who choose not to use this resource. (Math Center Stats, Fall 2010)

**Writing Center** – The Writing Center is a space where students, staff, or faculty can sit down with an experienced student consultant who will provide assistance with writing. Writing Center consultants are committed to assisting both experienced and inexperienced writers with all types of composition, fostering productive learning between students and their classroom instructors, and working to maintain the IU East tradition of serious academic instruction in a positive, open, and stimulating environment. Additionally, writing consultants can aid in the preparation and review of resumes, graduate school applications, and scholarship letters.

In Fall 2010, 210 students made 552 visits to the Writing Center. Forty-four percent of these visits were to seek assistance in English composition courses, the other visits related to other classes that required a writing assignment. Students were asked to rate their satisfaction with the services provided at each visit—100% of the students rated the consultations as satisfactory or above. (Writing Center Stats; Writing Center, Overview; Writing Center Evaluation, Fall 2010)

**Reading Support** – The School of Education provides reading and study skills resources to support IU East faculty and students and to strengthen students’ academic skills at both the undergraduate and graduate levels. Students will develop reading, thinking and problem-solving competencies that foster independent learning and academic success leading to timely graduation from post-secondary education.

The Reading/Study Skills Resource Room, located in Room 327 of Tom Raper Hall, has three computers and a printer for student use. Students use the computers in this room to complete practice tests and work on web-based programs such as *My Writing Lab* and *Plato*. Students can also receive Reading/Study Skills handouts and other print resources on request. All Education majors are provided with Praxis I practice tests through the Reading/Study Skills Resource Room.
Satisfaction surveys were offered to all students served through the Reading/Study Skills Resource Room. Of the 29 surveys that were returned, the mean satisfaction rating on a 5-point Likert scale was a 5.0.

<table>
<thead>
<tr>
<th>Students served to date: (January 2010 to April 2011)</th>
<th># of students</th>
<th># of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Rooms’ computer hours</td>
<td>47</td>
<td>200</td>
</tr>
<tr>
<td>Praxis 1 practice exams</td>
<td>102</td>
<td>380</td>
</tr>
<tr>
<td>One-on-one referrals to Reading Specialist</td>
<td>28</td>
<td>100</td>
</tr>
</tbody>
</table>

In all three cases of writing, math, and reading, the emphasis is on creating a space where any student can find student-centered support and assistance with faculty aid within reach.

**Student Support Services**

**Student Support Services** (SSS) began at IU East in 1977 and is one of the TRIO programs funded by the US Department of Education. The purpose of SSS is to improve retention and graduation rates for the target population—first generation and low-income students and those with disabilities. In September 2010, IU East received notification that this program has been funded for an additional five years.

The Annual Performance Reports required by the Department of Education calculate persistence and graduation rates for program participants based upon the point at which the students entered the SSS program. Although this makes it impossible to directly compare this data to the IU retention and graduation rates, it is apparent that the persistence of program participants is increasing.

<table>
<thead>
<tr>
<th>Assessment Year</th>
<th>Persistence Rate</th>
<th>Bachelor’s Degree Attainment Rate (6 Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>71%</td>
<td>14%</td>
</tr>
<tr>
<td>2007-08</td>
<td>75%</td>
<td>16%</td>
</tr>
<tr>
<td>2008-09</td>
<td>87%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Examples of services provided to program participants include college adjustment assistance, graduate school guidance, mentoring, goal setting and planning, one-on-one tutoring, financial and economic literacy, supplemental Pell grants, equipment checkout, and technology assistance. Student Support Services also works closely with the Disability Services Coordinator to offer students with physical or learning disabilities the support and assistance they need in order to succeed academically.

This program has a history of using assessment information to improve student satisfaction and to increase opportunities for student learning. For example, survey forms completed by students provide information on participants’ perception of the quality of services. The program collects information from various units on campus including faculty and Campus Life. Workshop feedback forms guide decisions on the content and scheduling of future workshops. Student surveys help SSS staff identify and provide for areas of unmet need in academic support.
Through information from faculty midterm reports, the staff identifies high-risk courses and develops appropriate academic support for the SSS program participants. In response to needs in the area of financial and economic literacy, SSS is providing additional information to students on topics such as budgeting, managing debt, understanding student loans, and credit. Additionally, SSS is collaborating with University College to identify students in their first year who might benefit from ongoing individualized attention. These students are referred to the Student Support Services program so that services can be provided that will help retain them, ideally through graduation.

**Disability Services**

Students at IU East who have documented disabilities have a wide-range of services available to them. Guided and supported by the Disability Accommodation Coordinator, students with physical or learning disabilities are provided with the support and assistance that they need in order to succeed academically. Disability Services provides accommodations and other forms of assistance that enable all students to succeed in the academic environment, such as test proctoring, reader services, computerized devices, and classroom accommodations. Students provide appropriate documentation of their learning disability to the Disability Services Coordinator who then determines the necessary accommodations to address the learning needs of each individual. The Coordinator is responsible for notifying appropriate faculty members of approved accommodations necessary for each student. (Accommodations) Disability services are affiliated with Student Support Services, and students with disabilities are encouraged to apply to the SSS program in order to access additional resources that are available through that office.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>86</td>
<td>111</td>
<td>121</td>
<td>101</td>
<td>91</td>
</tr>
</tbody>
</table>

**Supplemental Instruction**

The Supplemental Instruction program (SI), administered by Academic Support Programs, is an internationally recognized academic assistance program that provides support for students in general education courses and other targeted classes with high D, F, W rates. The purpose of SI is to reduce rates of attrition and improve student grades in historically difficult and gateway courses, with the overall goal of increasing the graduation rates of students. (SI Faculty Guide)

Each SI Leader is a student who has previously completed and excelled in the course in which the leader is designated to assist. Students are recommended by their instructors and trained by the staff of Academic Support Programs. The SI Leader is paid to attend the targeted class and design the SI sessions based on class lectures and text material. The Leaders facilitate study strategies and collaborative study techniques specific to the course through regularly scheduled sessions held in classrooms on campus. The Leaders promote their sessions as “guaranteed study time” because by attending SI, students have an opportunity to engage in the course material outside of class. During a typical SI session, students compare and clarify lecture notes, review textbook readings, and discuss key course concepts. SI also provides an opportunity for students to develop study skills specific to the course.
This program has a documented record of success. Statistics show that students who participate in SI earn higher course grades (up to one letter grade at IU East) and withdraw less often than non-participants. In Fall 2010, IU East raised its level of commitment to this program by increasing the funding from $42,000 to $75,000 for the year. This investment enabled 31 sections of classes to have SI support in Fall 2010 compared to 19 sections in Spring 2010. Now, over 30 sections of 10 to 12 high priority classes are provided with SI Leaders each fall and spring semester, with additional assignments made in the summer sessions (SI Report 2010).

An IU East student, Dorothy Campbell, was one of two recipients of the Award for Outstanding SI Leader, 2006. (Tutorial Services Newsletter, 2006) Campbell’s award brought world-wide recognition to IU East’s program. The award was presented to Campbell during the fourth biannual International Conference on SI held in Malmo, Sweden. In 2008, the IU East Supplemental Instruction Program was honored with the outstanding program award by the International Center for Supplemental Instruction at the University of Missouri at Kansas City and presented during the International Conference on SI in Orlando, Florida. (SI Outstanding Excellence Award)

**Exam Jam**

Exam Jam, also offered through Academic Support Programs, is an all-day campus event held at the end of each semester, just before finals week. This themed event provides students with the resources needed to better prepare for final examinations. Dozens of review sessions are conducted by SI Leaders as well as by faculty and staff. Free food, drinks, and door prizes are available to participants. The student evaluations of this program have been consistently excellent; typically 99% of students rate them as satisfactory or above. (Exam Jam Report)

**Technology**

Being a part of Indiana University has definite advantages for students at the regional campuses. For decades, IU has invested in cutting-edge technologies and is now a national leader in Information Technology among institutions of higher education, and IU East students, faculty, and staff have full access to those resources. “Smart” classrooms, convenient computer labs, Oncourse, OneStart, and wireless Internet available throughout the campus are just a few examples of the resources that support learning. The library provides extensive online capabilities, and these are addressed in Section 3d.

The use of technology is adding new dimensions to the breadth of communication between faculty and students. In NSSE 2010, 99% of both freshmen and seniors reported that they used email (at least sometimes) to communicate with an instructor. Only 9% of freshmen and 2% of seniors indicated that they had never used an electronic medium to discuss or complete an assignment.
Supportive Campus Environment

Indiana University East now participates annually in the National Survey of Student Engagement (NSSE). The survey targets freshmen and seniors with a variety of questions regarding their academic experiences, general education, and relationships among peers and campus personnel. Since this is administered on a regular basis, we have amassed large amounts of longitudinal data, and we can now discern several trends. Of particular note is the benchmark Supportive Campus Environment. The mean values have progressed steadily upward each year for freshmen from 2006 through 2010, and results from seniors also show a definitive trend of improvement.

In 2010, the mean scores for all of the 2010 NSSE institutions for Supportive Campus Environment were 62.5 (all freshmen) compared to 63.9 (IU East freshmen) and 57.5 (all seniors) compared to 64.4 (IU East seniors). For seniors, this was a statistically significant difference on the score for this benchmark. This is a point of pride, as NSSE provides clear, nationally-normed evidence that IU East is actively working to create an environment that supports and values students as they pursue higher education.

<table>
<thead>
<tr>
<th>Year</th>
<th>Freshmen’s Responses</th>
<th>Seniors’Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>60.5</td>
<td>59.8</td>
</tr>
<tr>
<td>2007</td>
<td>61.2</td>
<td>58.1</td>
</tr>
<tr>
<td>2008</td>
<td>62.5</td>
<td>63.6</td>
</tr>
<tr>
<td>2009</td>
<td>63.5</td>
<td>60.0</td>
</tr>
<tr>
<td>2010</td>
<td>63.9</td>
<td>64.4</td>
</tr>
</tbody>
</table>

Engagement Outside the Classroom

Not all learning happens within the confines of the real or virtual classroom. Students learn from faculty, staff, and other students. They learn by participating in new experiences and by interacting with individuals of different backgrounds.

Campus Life

Widespread restructuring of the Office of Campus Life began in 2006 and gained momentum in 2008 through information gathered from student focus groups. This unit now provides increased opportunities for student engagement and leadership, with a more concentrated focus on the traditional-age student. The number of student clubs and organizations has increased from 26 in 2007 to 32 in 2009. (Student Organizations 07-08; Student Organizations 08-09; Student Organizations 09-10) The Student Veterans Organization (SVO) is one of the student groups chartered in 2009. The SVO provides an opportunity for student service members to connect with each other. The group also welcomes students who are family members of military personnel, as well as anyone who wishes to support the military personnel. (SVO Flyer)

Campus Life and the Office of Communications and Marketing coordinated the redesign of the school student newspaper. Renamed “The Howler,” the student newspaper serves as a
communication link to the student body and uses student staff to plan, edit and produce a monthly edition. The Welcome Back Cookout, Organization Fair, and Wednesday movies are just a few of the exciting campus events that are sponsored by Campus Life.

A Student LEADERS program was developed in 2000 to increase participation in a more traditional student governance organization. The selected students participated in leadership training and organized several initiatives such as “Chat with the Chancellor.” Student interest in the LEADERS program gradually declined, and by 2007 there were only two student LEADERS. In 2008, it was replaced by the Student Government Association (SGA) under the direction of Campus Life. Now, with the more traditional student body, there is renewed interest in participating in the decisions of the campus. The SGA constitution calls for membership of three representatives from each school (including Social Work and Continuing Studies) as well as three members from the Purdue College of Technology. Because the organization is relatively young, and still in the process of becoming established, the proscribed representation has been difficult to attain. Unfilled representational slots have been filled by at-large representatives. The group elects four officers from among its members. In order to be a part of this group, a student must be nominated and then voted for by the student body.

The SGA has taken an active role in allocating funds for events and activities on campus, giving the students a needed voice as to the activities that are important to them. They review and discuss funding proposals submitted by student organizations. Decisions are made by a simple majority vote. This has led to the creation of new traditions like Homecoming and the Nearly Naked Mile, along with the sponsoring of various concerts and talent shows.

The SGA continues to organize the “Chat with the Chancellor” event that is held each semester. This is a unique opportunity for students to attend an informal question and answer session with the Chancellor and to make their voices heard at the highest level of the institution.

**SIFE**

Students in Free Enterprise (SIFE) is one of the most successful co-curricular organizations on the campus. A quick look in the lobby of Hayes Hall will reveal the number of awards this organization has received in the region and beyond. Indiana University East started its first SIFE team in 2005 to encourage students to get involved with projects that create learning opportunities while serving their communities.

The IU East SIFE team has been awarded high placement in regional competitions and has been in the top twenty in the nation for student involvement in entrepreneurship and sustainability.

- 2005 Rookie of the Year, USA Regional Competition: “The Night Ride”
- 2006 First Runner-up, USA Regional Competition: “Honoring Our Troops”
- 2007 First Runner-up, Regional Competition: “ACTION”
- 2010 Champion, Regional Competition: “Creating an Economy”
In 2011, an IU East student was one of three students in the country to receive a scholarship through the SIFE organization. This $2500 award was in recognition of the leadership, teamwork and communication skills that are enhanced through participating in SIFE.

**Multicultural Opportunities**

IU East Undergraduate Learning Objective #6 states that “Educated persons should develop the skills to understand, accept, and relate to people of different backgrounds and beliefs…One’s life is experienced within the context of other races, religions, languages, nationalities, and value systems.” The Strategic Diversity Plan supports this learning objective by defining a goal to focus attention on global cultures through efforts to internationalize the campus. The campus has embraced this goal by seeking additional ways to bring global awareness to the student population. Co-curricular opportunities are provided to help IU East students expand their attainment of this diversity learning objective.

Diversity events are held on campus throughout the academic year and are open to all students, faculty, and staff. Recent examples include salsa dancing, a program on Haiti, and a Native American celebration. These events introduce IU East students to individuals with traditions that may be foreign to students who have not traveled extensively outside of the boundaries of the state of Indiana. In Fall 2010, several of the international faculty and staff members of IU East gave presentations about their native countries and cultures, accompanied by a sampling of traditional food from the region. (Our World, IU East International Faculty) Students have attended field trips to the Freedom Center in Cincinnati, and the Crispus Attucks Museum in Indianapolis to gain historical perspectives of national and regional race relations. In Fall 2010, Frank Meeink, the author of *Autobiography of a Recovering Skinhead* gave a well-attended talk on campus. These examples indicate that students are being given opportunities to understand the world in the context of other value systems. Efforts are beginning to develop meaningful assessment strategies for these offerings. (Diversity Programming, 2010)

For-credit and non-credit opportunities to travel abroad further expand student understanding of different cultures. Recent trips to Spain, Belize, Thailand, India, and Costa Rica are just a few examples of student travel opportunities. In addition, there are also opportunities for domestic travel within North America. Students in anthropology classes have the opportunity to work in and experience archaeological sites in Utah. Students in the School of Nursing can apply to work for a week in Chinle, Arizona at a health care facility for Native Americans. (Navajo Experience Application) 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.

When students cannot travel abroad, IU East brings the world to them by hosting students from remote destinations. The Center for Economic Education has hosted guests from India, Uruguay, Romania, Indonesia, and Korea. IU East students are given the opportunity to learn from our guests in the classroom and also have opportunities to interact with them outside of class in more informal settings.
**Honors Program**

The IU East Honors Program began in 2005 and centers around 4 “r’s” —rigor, responsibility, research, and recognition. This 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. (Honors Program Overview)

The Honors Program is an interdisciplinary undergraduate program that is open to students of any major. Honors coursework is reflected on the student’s transcript, and completion of the program results in recognition at a special awards ceremony and at graduation with a medal engraved with the student’s name and graduation year. In Spring 2010, there were 49 students in the Honors Program; by Spring 2011, the Honors Program had inducted over 40 new students, bringing the total number of active members to above 70. A point of pride is that 16 of the Honors Program students had papers accepted at the Mideast Honors Association Conference for individual presentations as well as a panel discussion in Spring 2011. (Honors Program Assessment Plan; Honors Program Assessment Report 2008-2009; Honors Program Assessment Report 2009-2010)

**American Democracy Project for Civic Engagement (ADP)**

This national initiative is designed to assist students in achieving greater engagement in civic life and responsibility, including bridge-building with the local community. IU East has participated in this project beginning in 2005, and since that time approximately 50 students have been involved in activities both on campus and in the community. Students in ADP have been very active in preparations for recent elections by initiating “get out the vote” panels with state and local candidates. They also sponsored a panel addressing the role of super delegates in a presidential election. Other events hosted by students in ADP include a student-led panel on the effects of Hurricane Katrina, and an event on freedom of the press featuring a panel of staff and reporters from the local newspaper. Members of the IU East ADP have also attended five national ADP conferences. (ADP)

**Student Research**

IU East students regularly participate in research and creative activities with faculty, and as the institution has become more research oriented, the number of students participating in these activities has increased. The Summer Research Scholar Program, Student Research Day, and the Nursing Showcase are points of pride throughout campus. These activities contribute to the learning environment and provide depth and breadth to the student’s academic pursuits. (Summer Research Scholars Program Recipients)
Athletics

The IU East affiliation with the National Association of Intercollegiate Athletics (NAIA) began in the fall of 2007. The move from club sports to NAIA membership was part of an effort to improve recruitment by making IU East more appealing to a younger, more diverse demographic. The change helped transform IU East Athletics from loosely organized clubs into successful squads that add to the campus' sense of identity and often serve as a source of pride. This was accompanied by a change in team mascot from the Pioneers to the Red Wolves. IU East began its experience in NAIA with varsity men's basketball, women's volleyball, and men's golf. During 2008-09, IU East added men's and women's cross country teams. The athletics program continued to grow with the addition of women's golf and men's and women's tennis in the following year. With the addition of a track and field program, the growth to ten sports has made IU East the largest athletics program (in terms of number of varsity sports) of any Indiana University or Purdue University regional campus, and two more are being added this year (competitive cheer and dance teams). (Athletic Teams)

Seven Red Wolves have been named NAIA Scholar-Athletes, an honor bestowed upon junior or senior student-athletes with a GPA of 3.5 or higher. Two IU East teams (men and women's cross-country) have earned NAIA Scholar-Team honors, given to teams with a cumulative GPA of 3.0 or higher. In Fall 2009, the cumulative grade point average of IU East athletes was 2.92 while for the overall student population, that figure was 2.79. In Fall 2010, the athlete GPA was 2.75, comparing favorably to 2.81 in the general student population.

All student-athletes are asked to complete a survey each semester to assess the effectiveness of the athletic program. The feedback provided by the student-athletes has initiated several positive changes including a revised system for travel allotments and additional scholarship opportunities. Improving our academic support services was also important to the athletes, and in this regard we have designated an area for study tables for these students. Studying in this quiet area is optional for some students and required of others, depending on their academic record.

Engagement with the Community

Learning environments are not limited to the campus and include involvement in the community. IU East and its students reach out to the local community and beyond to contribute to the greater good in a number of ways. These initiatives add to the learning experience of students and bring relevance to their curricula. As these programs have continued to expand, IU East invested in a new staff position, Coordinator of Experiential Learning, to help document and assess the growing variety of student learning experiences. Examples of these experiences include service-learning, internships, and entrepreneurship opportunities, all of which are described in detail in Criterion 5.

Exit-Level Support

Career Planning and Placement contributes to student learning by providing one-on-one counseling for career development and job search skills. The office also hosts workshops and job fairs in order to prepare students to enter the job market. A substantial number of books and
journals are housed in a Career Resource Center, and these are available for student use. The Career Planning and Placement website includes a link to information sheets called “What Can I Do with My Major?” correlated with the majors, concentrations, and minors offered by IU East. The Job Fair site has been modified to include information for students about how to get the most out of a job fair before, during, and after the event. The Job Search Assistance link provides easy access to websites of particular relevance including those focused on helping the minority student and the disabled student; it also includes the “Job Search Guide,” a booklet that provides instruction on résumé writing, job search skills, networking, and interview skills. (CPP Overview and Assessment, 2010)

One of the tools available to help with the assessment process in career planning is SIGI-3. This service allows IU East students to take surveys about their values, interests, personality traits, and skills and then match the results to possible careers in a large database. This can be an important tool for students who are exploring career pathways. Usage has increased from only six students in the first year (2006-07) to 112 in the 2010 academic year.

Résumé Writing Workshops began in Fall 2009 and are offered every semester. The number of students participating in these workshops has grown from four at the first offering to 20 in Spring 2011. The workshop has been modified based on information from students and now is offered in a shorter time period and includes goal setting, networking, creating a brand, résumé writing, cover letters, job search skills, and interview skills. Workshops continue to be assessed and modified to match the changing student needs.

An initiative began in Spring 2011 with the purchase of placement assistance software service (College Central Network) that allows IU East students and alumni to upload their résumés and employers to post their available positions. Employers are now able to review application materials of current students, graduates, and alumni for potential interviews. This is a significant increase in function for the Career Planning and Placement Office as it brings real placement service opportunities to IU East graduates.

**Alumni Relations**

The IU East Office of Alumni Relations has remodeled and revitalized its mission to include new scholarship opportunities, alumni awards, and active roles in recruitment, retention, and gift development. Efforts are being made to enhance alumni connections with current students to involve both groups more heavily in the life of the campus. Examples of activities sponsored by this unit include:

- Welcome to the Pack postcards for all new students
- Scholarships for children or grandchildren of IU East alumni
- The Etiquette Dinner in which students learn proper etiquette for business dining while interacting with alumni
- Red Wolves Dinners which connect small groups of students and alumni for networking
- The Nearly Naked Mile, one of the largest campus events, which raises donations for a local clothing bank.
The IU East Office of Alumni Relations received a prestigious CASE V Award for the best new alumni program for Homecoming 2009, competing with institutions of higher education from a five-state area.

The Online Learning Environment

The delivery of courses in an online format has become a critical part of IU East’s mission. As described in Chapter 1, IU East has been offering online sections of courses since the late 1990s and has seen a rapid growth in this method of delivery since the beginning of a formalized infrastructure in 2005. A few pioneering faculty developed significant expertise in teaching online and were instrumental in promoting among their colleagues the idea that online teaching could be an effective means of facilitating student learning. By the time the first program-level initiative (Choices@East) was begun in 2005, several faculty had willingly joined the effort. By gradually increasing online offerings over a period of time, allowing faculty to evolve in their thinking about the value of online teaching and learning, a “culture of quality” was established—a commitment to making sure that online courses provide the same high quality learning experience as face-to-face ones. Since 2005, online learning has become fully integrated into the life of IU East. Students, both on-campus and at a distance, appreciate the convenience and quality of IU East’s online courses, and more than half of the full-time faculty have taught at least one course in this format. In many programs, new faculty are expected to have experience in online teaching or at least a commitment to developing that expertise.

In 2007, IU East submitted a change proposal to the Higher Learning Commission requesting approval of three online completion programs (BS Business Administration, BA English – Professional and Technical Writing, BA Communication Studies). A team of consultant-evaluators visited the campus for a focused review, and their report led to the approval of those programs. A follow-up report was submitted and approved a year after programs were implemented. Subsequently, one additional completion program (BA Natural Science and Mathematics – Mathematics Concentration) has obtained HLC approval. Following 2010 changes in definitions and policies, IU East submitted to the Commission a list of 14 programs for which a student could potentially complete 50% of requirements online. In 2011, IU East was assigned to the 20% bracket defining its scope of activity. Only three additional programs have been identified for online delivery and approved by the Indiana Commission for Higher Education (BS Criminal Justice, Bachelor of General Studies, BS in Nursing – RN to BSN) bringing the total number of online bachelor’s degree completion programs to seven. All documents related to the accreditation history for online completion programs will be available for on-site team review.

<table>
<thead>
<tr>
<th>Distance Education Growth 2007-2010</th>
<th>Spring 2007</th>
<th>Spring 2008</th>
<th>Spring 2009</th>
<th>Spring 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sections</td>
<td>52</td>
<td>50</td>
<td>72</td>
<td>114</td>
<td>125</td>
</tr>
<tr>
<td>Students per section</td>
<td>25.5</td>
<td>25.8</td>
<td>27.7</td>
<td>23.4</td>
<td>27.9</td>
</tr>
<tr>
<td>Individual enrollments</td>
<td>1325</td>
<td>1291</td>
<td>1994</td>
<td>2662</td>
<td>3486</td>
</tr>
<tr>
<td>Credit hours</td>
<td>3723</td>
<td>3727</td>
<td>5970</td>
<td>7994</td>
<td>10,638</td>
</tr>
<tr>
<td>% of total credit hours</td>
<td>17.5</td>
<td>17.5</td>
<td>24.8</td>
<td>28.5</td>
<td>35.9</td>
</tr>
</tbody>
</table>
Indiana University supports a Sakai-based learning management system called “Oncourse.” This open source system provides a learning environment in which communication and interaction are facilitated; this classroom management tool is constantly evolving to meet the educational needs of today’s students. Online and hybrid classes rely heavily on this resource to deliver all or key portions of a course. Oncourse is used by students to access the syllabus, calendar, grades, and instructional material. Faculty can post messages to the entire class or can contact individual students. Students can participate in online discussions and chats as well.

Suggestions for improvement of Oncourse are directed to the Oncourse Priorities Committee composed of faculty from all campuses who actively utilize the system. This group works in collaboration with the Functional Requirements Committee, which is composed of technology service providers from all campuses, to make recommendations to developers. In this way, those who use the system are integral to its design and functionality. While occasional difficulties still exist, Oncourse has become a stable and effective platform for online instruction and is also used extensively by faculty teaching face-to-face courses.

OneStart is the student services portal of Indiana University. From this site, students can access their financial aid information and unofficial transcripts, find advisor information, and sign up for direct deposit of bursar refunds. This site is comprehensive in its scope, and is used by faculty and staff as well as students. The integrity of information is protected by the use of a required login with username and passphrase.

IU Knowledge Base is maintained by University Information Technology Services. Students can access approximately 1400 introductory documents that provide assistance with a wide range of topics such as computer hardware, computing policies, mobile devices, and podcasting. Venues for learning range from quick calls or emails to a technology help desk, to scheduled workshops, to asynchronous online learning such as tutorials available 24/7 through Lynda.com.

In August 2011, a half-time Student Trainer/Support Specialist will be hired to provide broader technology support for online and on-campus students. This person will assist students with learning how to use the various technologies that are available to them, some of which may be required in their curricula and many of which may directly contribute to academic success in an online class.

The IU East Center for Teaching and Learning (CTL) is a key player in support of faculty who are teaching online. Full-time staff includes an Instructional Design Specialist, an Instructional Support Specialist, and a Technical/Support Assistant. These staff members provide a variety of workshops, one-on-one consultations, production services, and equipment check-out. (CTL Report) The CTL has also developed a training program for course assistants. These individuals can then be hired by School Deans to assist faculty with a variety of tasks supporting their online teaching. Course assistants must hold at least a bachelor’s degree, and a master’s degree is preferred.

Each year, 12 Course Enhancement and Development (CED) grants are awarded to faculty, and CTL staff works intensively with these faculty to assist them in designing and producing courses that reflect best practices in online learning and use of technology. Courses developed under
these grants become the property of IU East and are available for use in whole or in part by other faculty. These courses become models of practice for other online faculty, and CED awardees often serve as mentors for those who are just beginning these efforts. As a result, IU East online courses are characterized by best practices such as student-student interaction and collaboration in discussion forums and wikis, the establishment of a faculty “presence” through the use of introductory videos and video announcements throughout the course, delivery of content through various means (video, podcasts, Adobe presenter), and well-organized modules. While Oncourse provides a structural framework that is consistent from course to course, faculty are free to design elements that are most appropriate for each course and audience.

Evaluation

**Strengths**

- IU East provides extensive support systems for students at every level.
- The connection of the Schools to the Office of Admissions, the Office of Retention Services, and University College has created a greater consistency and unity in the messages that students and prospective students are receiving.
- There are many opportunities for students to develop close connections with faculty through research and creative activities and international and domestic travel opportunities.

**Opportunities**

- The co-curricular assessment processes need to be fully developed in order to systematically evaluate the contribution of various units to student learning.
- Further opportunities could be explored to provide support to diverse students.
- Enhancement of orientations and other services for the on-line students will be important in retention efforts.
Indiana University East

Chapter 3: Student Learning and Effective Teaching

Core Component 3d: The organization’s learning resources support student learning.

IU East stresses the value of good instruction and provides technical, laboratory, library, and classroom resources necessary for success. The campus has numerous resources to support students, focusing on learning in the classroom, in co-curricular venues, and online. These include the library, renovated laboratory facilities with state-of-the-art equipment in nursing and biology, and an on-campus television studio. In the time since the last comprehensive self-study, Indiana University East has undergone remarkable changes. Inherent in those changes is the significant investment of money into resources that enhance the teaching and learning mission of the University.

Learning Spaces

Since Indiana University East was established and accredited in 1971, this institution grew from one original building to four state-of-the-art academic buildings located on approximately 200 acres of forested land. Whitewater Hall, the original building, houses faculty in the sciences, mathematics, and humanities, the Math and Writing Centers, science labs, the Den, bookstore, art galleries, and the majority of administrative and student services offices. Faculty in business and nursing are located in Hayes Hall, along with the nursing laboratories, Library, Center for Health Promotion, IT, and WCTV. Tom Raper Hall (formerly Middlefork Hall) is the location of faculty in education, social work, humanities and social sciences, as well as art labs and Purdue programs. Springwood Hall is the newest building and is the location of the Chancellor’s Office, External Affairs, University College, the music program, Graf Center, Athletics, and Campus Life.

IU East has 32 general purpose classrooms and 12 laboratories. 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). Six computer laboratories can be reserved for class instruction when needed. Although the recent increase in enrollment is causing Schools to plan course offerings more efficiently, IU East has been able to manage classroom assignments by scheduling more courses in underutilized times, including Fridays. (Room Capacity Chart)

Additional Locations

Indiana University East serves a large geographic area. From its most distant points, students may drive well over an hour each way to come to the Richmond campus. Providing courses and programs at locations outside of Richmond makes a University education possible for some who might not otherwise have access. In addition, at two locations outside our service area (Madison, IN and Dayton, OH), IU East programs have been requested to fill specific needs not being met by other institutions.
Details about off-campus sites can be found in the Spring 2011 report on Additional Locations submitted to the Higher Learning Commission. (Additional Locations Report) A subsequent HLC visit to examine selected locations resulted in a positive evaluation. (Additional Locations Evaluation)

**Library**

Library resources play an integral learning role at IU East. Students and faculty use the resources necessary for coursework, research, and scholarly review, which form the foundation of the academic mission. Arguably, the second most significant academic resource next to faculty, the library encompasses many of the major learning resources available at IU East. In the FY 2011 General Fund Budget, a total of $685,665 is allocated to the library to support its functions. This amount includes $65,000 that Ivy Tech pays IU East to provide library service for its students.

Faculty librarians support each academic school within IU East. Working collaboratively with faculty, librarians and library staff members provide workshops and teach individual and curriculum related basic and advanced library research strategies to classes with varying research experience. These collaborations often include the creation of online Libguides. These course-specific research guides, that include links to online databases, print materials, and web sites, are designed to serve student needs. Students participate in an online assessment survey at the conclusion of information literacy instruction. The library is included as part of the orientation for new faculty in order to familiarize them with the resources, services, and personnel available. Faculty can place course textbooks and film materials on library reserve and utilize the library’s interlibrary loan services for research needs.

Three professional librarians, two professional staff members, 1.5 support staff, 60 hours per week of student staff, and a library director are responsible for the operation of all aspects of the library. Library faculty liaisons are responsible for collection development and faculty communication. Electronic equipment available in the library includes 55 public computer terminals and 11 staff computer terminals. In addition, a computer lab (the Information Commons) is adjacent to the library. A coin or campus card-operated photocopy machine, laser printers, compact disc players, video tape and DVD viewing stations, and a video production suite are available for use in the library. A projector and laptop computer for audiovisual presentations, a mobile computing cart, and a smart board provide current technology implementation for librarians. Patrons may also borrow digital and flip cameras, headphones, and audio-recording equipment.

Interlibrary loan service is available for library patrons through a cooperative program called ILLiad. Patrons can utilize “request delivery” services to receive materials from other IU campuses or request materials from library holdings listed in WorldCat. Patrons can complete requests online and are notified electronically when print or audiovisual resources arrive. Articles are delivered electronically in a PDF format. There is no cost for patrons for interlibrary loan services.
Since 2000, the IU East Campus Library has transformed from a traditional academic library of primarily print resources to one that is equipped with the latest in web-based resources and technology. In 2000, the library housed more than 64,000 volumes and subscribed to 400 print periodicals. Electronic databases were increasing in prevalence and preference, and the library subscribed to almost thirty databases, providing access to nearly 7,000 full text journal titles. In the next ten years, the Library revised its focus on print resources and now contributes a significant portion of the annual budget, $105,514 last year, to developing a strong collection of valuable online databases.

Budget priority has shifted from print to electronic information resources, providing students with twenty-four hour access to a wider selection of up-to-date library resources. Online search databases make it possible to conduct extensive research off-site. A significant percentage of IU East students are enrolled in online courses, and these students depend on online availability. The library currently subscribes to nearly 200 online databases; these databases provide access to more than 30,000 unique journal titles. The library owns 80,000 print book titles and provides access to almost 60,000 electronic books, and we anticipate a continued increase in the ratio of electronic to print book titles.

Library patrons can utilize general search databases, such as Academic Search Premier and JSTOR, or explore specialized subject databases such as Daily Life through History, American Indian History Online, African American History Online, Nature Journals, Film Index International, and the David Rumsey Historical Map Collection. Patrons can also access newspaper databases, medical journals, education journals, and search interfaces for browsing ebooks, including E-brary and Brill E-Books. Campus-wide and remote access to these electronic resources is available to IU-affiliated patrons by entering the user name and passphrase into the authentication service.

Web-based access to the holdings of the library is available through IUCAT and WorldCat. All students, faculty, and staff can search the library holdings at any computer with an Internet connection. Patrons can also access information about their library account, renew items, request Interlibrary loan deliveries, and verify if an item is available for checkout. Patrons can access links to full-text articles and e-books and also find the library location of print materials and films.

In addition, the library has four study rooms, and houses computers for student use as well as an instruction lab. A portable instruction cart with fourteen computer netbooks is available, and the library has wireless access for IU patrons throughout.

In 2010, space was remodeled on the second floor of the library using funding from a donation, and an informal study space called “The Library Living Room” was created and designed based on research of the learning styles of Net Gen students. This space offers all sections of First Year Seminar, and a variety of other classes, the opportunity to experience the library literacy program in a dynamic, interactive environment. The First Year Seminar provides foundational library knowledge so students new to academic library resources learn to identify, access, manage, evaluate, and share information.
The Curriculum Resource Room, located on the library’s second floor, provides education students and area teachers with materials for lesson plans and education research. Students and local teachers can checkout Literacy Bags, which provide a variety of materials for coordinated lessons, including art supplies, books, and games. The second floor of the library also houses the library’s juvenile collection, which includes a large collection of children’s books in a welcoming space. The library shares a student staff member with the Education department and collaborates on special projects such as documenting reading level information for each children’s book.

The library is in the process of developing and redesigning its archives. A Coordinator of User Services, who also serves as archivist, was hired in the summer of 2010. She is coordinating the digitization of thousands of photographs and is in the process of sorting and preserving that diverse collection. The archives feature a variety of documents from IU East’s forty-year history, and these have been utilized by students, faculty, and outside researchers. The collection includes course guides, newspapers, faculty papers, and ephemera. Student staff has assisted with the transcription of oral histories and the cataloguing of materials for the archives.

For timely responses to student needs, a reference librarian is available during all working hours to assist with research and creative projects. The IU East Library has also partnered with academic and student services units for co-curricular programs. In conjunction with the Drama and Humanities Clubs, the library sponsored a mystery theatre experience. Other events hosted in the library include literary readings, awards ceremonies, a high-school speech competition, an Amazing Race: library edition, and an Edible Books competition. The library participates in educational outreach programs for elementary, middle, and high school students. These programs include: the Early College Program for high school students enrolled in dual credit courses; Third Grade Academy, a summer program for students not yet reading at grade level; and a Communities in Schools camp in which middle school students engage in special activities such as a book arts program.

As part of the assessment of library services, the Library Director redefined the mission of the library while enhancing its services to include a stronger emphasis on online resources, collection development, and library instruction. The library documents and measures service throughout the year using a comprehensive statistical tool, Zoho Statistics. A daily tally is kept of the number of patrons assisted, and a door counter is used to estimate overall library usage. Staff members use Zoho to track each daily interaction for circulation, reference, directional questions, computer access or tech help, and library instruction. The statistics can be configured in the form of charts and graphs to help library staff assess productivity and usage. The IU East Campus Library is partnered with Ivy Tech Community College and provides library services, including library instruction and reference service. The in-person use of the library increased from 32,652 in 2009 to 39,234 in 2010.

The IU East Campus Library provides the campus community with current and relevant research materials and technologies, a safe and comfortable space to study and learn, 24/7 online access, and services provided by a friendly and professional staff. The library offers a variety of tools for assessing the quality of information and increasing library literacy through library instruction sessions, reference assistance and accessible databases. Patrons have the option to meet with
library staff in person or submit questions via telephone, email, or the Library Facebook page. Library staff actively engage with the community through on-campus events and also with a weekly blog and Facebook updates. These venues present library resources in a way that is both accessible and practical, encouraging patron utilization. The library aims to continue improving its services to offer the highest quality resources and assist patrons in reaching their academic goals.

**Nursing Labs**

Located in Hayes Hall 015, the Quigg Family Foundation Learning Laboratory and the Reid Hospital and Health Care Simulation Lab are integral to the learning environment for BSN students. They provide students with a setting that features the demonstration and practice of skills as well as the opportunity to simulate real world nursing practice in a safe environment.

The Quigg Family Foundation Learning Laboratory is physically designed to provide a simulated environment in which to teach basic and advanced nursing skills. Designed to be similar to a centralized nursing station, the lab consists of multiple patient care areas, each equipped with a bed, bedside stand, and over the bed table. Locked storage areas house reusable and disposable equipment that is made available to students when they are practicing particular skills. The Learning Laboratory was renovated during the 2007-2008 academic year. Revisions resulted in the development of the Reid Hospital and Health Care Simulation Lab housed within the learning laboratory.

Students are increasingly being exposed to clinical simulation as means of providing opportunities for the implementation of nursing care while preventing harm to real patients. The Reid Hospital and Health Care Simulation Lab has one high fidelity mannequin, SimMan®, a portable advanced patient simulator with realistic anatomy, clinical functionality and interactive technology. The Quigg Laboratory and additional practice/simulation room house six adult VitalSim mannequins with simulators allowing the reproduction of ECGs, heart sounds, bowel sounds, blood pressure, and pulses. Pre-programmed scenarios as well as custom faculty-written scenarios can be downloaded to meet specific learning objectives for both SimMan® and the VitalSims. Of the six adult VitalSims, one is Noelle, a Maternal and Neonatal Birthing Simulator, and one is the Nursing Anne VitalSim Advanced, an adult female post-partum simulator. One Nursing Child simulator (moderate fidelity mannequin) is a reproduction of a six-year old male which allows for practice of child care procedures. An additional simulation room for students is located close to the laboratory in Hayes Hall 003. This room is equipped with four to five patient care areas and equipment appropriate to the simulation activity. Hayes Hall 020 has also been equipped with five patient care areas, equipped with beds and tables similar to those found in an extended care facility. Laptop computers are used in the learning laboratories for student documentation during simulations and clinical skill evaluations. The 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.

The Bachelor of Science in Nursing Program currently enhances the learning environments of its clinical courses by utilizing clinical simulation scenarios beginning in the sophomore year to demonstrate techniques learned as well as critical thinking. Three clinical simulation scenarios
are used to facilitate clinical decision making during realistic patient care scenarios. Junior level students currently participate in seven clinical simulations (OB simulations and med-surgical clinical simulations) which amplify real clinical experiences in an interactive manner. Some of these are used to replace clinical experiences because of the decreased availability of pediatric and maternal child experiences. Senior level courses utilize two simulations to test the clinical and decision making skills of the students. The seniors participate in a simulation on complexity, safety, and delegation. Communication with team members is an expected part of most simulations. One simulation requires students to provide care for a client with multi-system failure. Other simulations test the students’ ability to manage the care of multiple clients simultaneously with one in a deteriorating condition. Efforts are made to use the laboratory resources to create as many “real life” hospital situations for the students as possible. These simulations focus on the activity and also allow for student reflection and learning.

A computer laboratory located in Hayes 009 is in close proximity to the nursing laboratories. It provides 21 computers accessible to the nursing students. The computers house a practice form of the Siemens (SMS) documentation program currently used by Reid Hospital and Health Care Services. All students receive an orientation to the SMS program prior to beginning clinical rotations at Reid Hospital. When Reid Hospital changes its documentation program, the School of Nursing will initiate efforts to make the new program accessible to the student nurses.

To support the knowledge needed in the health care arena regarding technology, all students in the nursing program are required to have a laptop computer and a handheld device of their choosing. Students are encouraged to bring their laptops to class to facilitate the learning experience. The handheld device is used in multiple courses and is required for simulation experiences and clinical experiences; this tool also links to a medical dictionary, drug guide, laboratory and diagnostic tests, as well as abstracts from medical journals.

**Science Labs**

The 2006 IU East capital campaign included money earmarked for biotechnology. Reid Hospital and the Wayne County Economic Development Corporation were major contributors to this effort, which symbolizes the commitment of the community in the development of a labor force skilled in the health-related sciences. These funds have been used for the renovations of laboratories and the purchase of equipment which allows the faculty to remain on the cutting edge of teaching and research technology. These facilities and technologies make IU East graduates very appealing to future employers and to graduate programs.

IU East currently has six teaching labs for general biology, microbiology, chemistry, anatomy and physiology, physics/astronomy, and environmental science. There are two faculty research laboratories and five storage/prep rooms.

The science faculty have access to research lab space, a dark room, and a tissue culture suite. Students frequently assist faculty as they advance their research agenda. Additionally, many science students have been named Summer Research Scholars (SUMRS) where they complete their own research projects under the direction of a faculty member. In 2010, a SUMRS project in Biology was entitled “Aging as a Contributing Factor to Oxidative Cellular Resistance in
Domestic Dogs” and a SUMRS Chemistry project was entitled “Lambda Red-Mediated Recombineeering and Its Application.”

Equipment for various types of nucleic acid and protein analyses include thermocyclers, electrophoresis equipment and gel documentation system, NanoDrop (a microvolume spectrophotometer for nucleic acid and protein concentration determinations), and an ELISA plate reader. Additional equipment includes a gas chromatograph/mass spectrometer, a high performance liquid chromatography apparatus, an atomic absorption spectrometer and a fluorescent microscope. Students enrolled in cell biology, biotechnology, genetics, and chemistry courses learn to use these and other types of equipment to perform a wide variety of biological and chemical techniques. (NSM Labs and Equipment; Equipment List)

Smart classroom technology in the physics lab allows the faculty member to use multimedia presentations that exhibit how to graph mathematical functions and apply them to the principle that is being studied. Multiple mobile computer systems are also used to assist students through various simulations where they learn physical laws and phenomena such as Newton’s law of motion, Kirchhoff’s law of electricity, and simple harmonic motion. In astronomy, a model of the celestial sphere is used to teach diurnal motion and intrinsic motion.

The smart classroom technology in the Anatomy and Physiology lab allows the faculty member to broadcast the class to multiple sites around the state. The technology also allows for multimedia presentations of various tissues, muscles, and 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.

The School of Natural Science and Mathematics allocates significant funding to maintain and enhance the supplies and equipment necessary to provide a high quality learning environment for students. Below are figures from recent years indicating the amounts dedicated toward supplies and equipment, student hourly workers, and the salary of the full-time lab coordinator, collectively. Spending dramatically increased in 2010 when the School generated revenue well beyond the level projected. This allowed the School to make additional investments in updated equipment for Polymerase Chain Reaction (PCR) as well as in the purchase of an ultracentrifuge.

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Fine Art Labs and Art Galleries

The teaching “arts suite” is comprised of five labs: painting, drawing, sculpture/metalsmithing, ceramics and a “power” shop for wood/metalworking. These labs accommodate approximately two dozen sections of students each semester. The School of Humanities and Social Sciences has recently allocated $30,000 toward the purchase of equipment for the fine arts classes. This funding is being used to purchase potter’s wheels, easels, an electric kiln, digital cameras, and.
other items. The burgeoning student enrollment in fine arts classes may result in the future allocation of more space for studio activities.

The IU East art collection is quite significant among the IU campuses, second in size only to IU Bloomington. A large part of this collection consists of artworks donated by Naomi Osborne, a world traveler and benefactor to IU East, and Rick Boston, a local attorney and collector. However, the “Whitewater Gallery” was in that building’s main hallway and exhibits were rare. A Gallery Director was hired in 2004 and charged with locating and documenting the condition of the campus art collection that was scattered in halls, offices and meeting rooms across campus. Plans were made to construct an enclosed gallery from two adjoining classrooms in Whitewater Hall, and this opened in 2006, funded in part by the Campaign for Community. Soon after, the Meijer Corporation funded the remodeling of the original hall gallery, renaming it the Meijer Artway. Since 2006, there have been more than 60 singular and group exhibits in these galleries. The varying displays of student, regional and national artists enhance the learning environment of IU East, as does the annual Whitewater Art Competition.

**Music Labs and Practice Space**

While select music classes have been offered at IU East for many years, it was not until the hiring of a full-time tenure-track faculty member in music that this program became a stable reality. In the last few years, we have seen the offering of music classes expand dramatically, including online offerings and individualized and group instruction in performance. The music program is supported by twelve keyboards that are used by students in multiple classes. The School of Humanities and Social Sciences invested $48,000 to create a computer music lab that includes twelve computer workstations. The need for increased space had been anticipated as the program expansion was realized. The music program has two classrooms, two offices, and one practice room. In Summer 2011, a classroom in Springwood Hall was converted into two sound-proof practice spaces for individual lessons and small group ensemble practice. The campus choir performs at Reid Memorial Presbyterian Church. Student learning is additionally enhanced by lectures and concerts from local and national experts in their fields. This has resulted in a number of performances that help students appreciate the range of musical possibilities.

**WCTV**

Whitewater Community Television is a 501(c)(3) whose mission is to provide the Wayne County area with Public, Education and Government access television. This community-based organization was established in 1988 and operates three channels, including Channel 20, the Educational Access Television channel. IU East faculty and staff, in conjunction with the staff at WCTV, produce some of the programs that are broadcast on this channel. These include educational programming such as the weekly broadcast “In Your Business,” as well as broadcasts of sporting events, commencement ceremonies, etc. WCTV staff also provide IU East with technical and production assistance for faculty excellence videos which highlight faculty accomplishments in research and are posted to YouTube.
Opportunities exist for students to use the WCTV studios and equipment in a variety of ways. Telecommunication courses held in the studios allow students to create, host, shoot, and edit the programs “Inside IU East Sports” and “Faces of IU East” airing on WCTV’s education channel. Students are also involved in the production of IU East sports events (volleyball and basketball), which are part of WCTV’s broadcasts to the Wayne County area. WCTV has camera equipment that is available to students who wish to create their own productions on the campus. Internship opportunities with WCTV also exist for students interested in an even greater educational background in the technical aspects of the broadcast industry.

**Graf Fitness Center**

Springwood Hall opened in 1999 and the Graf Fitness Center became available for use in 2000. Students can enroll in a variety of health and physical education courses, many of which are supported by the Graf Fitness Center. Although initially the Graf Center had a membership fee for faculty, staff, and students, in recent years the use of the Graf Center has been free for students, faculty, staff, and their dependents with the use of the Wolf Card ID system. The Fitness Center houses a variety of exercise machines (four treadmills with TV technology, four elliptical cardio-machines, nine Cybex nautilus machines, two exercise bikes, one rowing machine) and multiples sets of dumbbells and free weights. (Graf Recreation Center Equipment) Membership is also available to community members as well as students enrolled at Ivy Tech Community College for a nominal fee.

The Graf Fitness Center is used by approximately 40-60 people per week (80% IU East students, 15% IU East faculty and staff, 5% Ivy Tech). In 2010, there were more than 3100 separate visits to the Fitness Center.

**Infrastructure that Supports Student Learning**

**Testing Center**

This unit became fully functional in Summer 2010. The Testing Center is used by instructors who are teaching distance education classes, and who want their students to take exams in a proctored environment. It is also utilized by faculty members who choose to administer make-up examinations for students in a structured setting. Students with documented disabilities who need extended time and/or reduced distractions on exams may also use this facility. From September through December 2010, the Testing Center proctored 66 mid-term exams, 80 final exams, 21 exams for students who required disability accommodations, and 42 make-up exams. All new students are required to complete the COMPASS test for math placement prior to their first semester of enrollment, and this is administered in the Testing Center as well. In summer 2010, the Testing Center administered 404 COMPASS tests, with 26 additional tests given from September through December 2010.

The Testing Center consists of 16 private study carrels and nine computers that are used for distance education tests, make-up tests, COMPASS tests, and mid-term and final exams. The Center is coordinated by a full-time staff member whose desk is located within the Testing Center.
Admissions

Beginning in 2007, the Office of Admissions developed and implemented its first comprehensive plan as a means to strategically organize and improve recruitment efforts. Initially created with the assistance of a select campus committee and now aided by the Admissions staff, the Director of Admissions establishes annual goals, develops action plans, and analyzes the results for effectiveness. Current recruiting efforts are focused on attracting traditional-age high school students, enhancing the transfer student population, and increasing the number of online students. Some of the specific objectives include providing transfer evaluations within one week of receipt and establishing a Passport Program with Ivy Tech to enhance a seamless transition for students from this community college. Other new student recruitment strategies involve leveraging scholarships as incentives for enrollment and refining the telecounseling program using staff and students to cultivate recruitment by phone.

Using these new strategies, IU East has experienced steady growth in enrollment. In Fall 2006, the entering cohort of full-time students numbered only 226, a decline of 58 students from the previous year. After this low point, the Office of Admissions adopted more successful strategies, and enrollment has increased every semester since. As a point of campus pride, in Fall 2010, IU East had 403 students in the freshman class and 315 new transfers, and was no longer the smallest of the IU regional campuses.

Office of Financial Aid and Scholarships

The Office of Financial Aid and Scholarships assists undergraduate and graduate students with all manner of financial aid needs including personal financial planning. Improved services, guided by a Noel-Levitz consultant, along with a new campus location and additional staff have resulted in more efficient processes and a focus on customer service. (Noel-Levitz report, financial aid) Staff from this office participate in New Student Orientation by leading a session on financial aid for new students and a question-and-answer session for parents.

Center for Health Promotion

The Center for Health Promotion relocated from a suite of offices in Springwood Hall to the lower floor of Hayes Hall in 2008.

The center is open 9 a.m. to 5 p.m. on Monday through Thursday and is open on Fridays by appointment. Some of the services provided include wellness education and programming, immunizations, individual health assessments, and STD testing (in conjunction with the Wayne County Health Department), free condom distribution, and a breast-feeding room. The Center also serves as a clinical site for nursing students.

Counseling services are provided to students through a part-time professional counselor. Confidential appointments are scheduled through the Center for Health Promotion; the first four appointments are provided at no cost; additional sessions are subject to a sliding fee scale.
**Bookstore**

In 2007, all of the bookstores of Indiana University were leased to the Barnes and Nobel franchise, and the transition to this new provider was seamless for students and bookstore staff. Since Ivy Tech Community College established its own bookstore with the opening of Johnson Hall, the IU East campus bookstore sells IU East and Purdue books, accessories, and apparel. The onset of the IU East Red Wolves brand led to specific marketing for this campus, with Indiana University Hoosiers products still available for student purchase.

The change to Barnes and Noble brought about increased opportunities in Fall 2010 related to reducing textbook cost, particularly with regard to the availability of textbook rentals and e-books. More than 650 textbooks were rented in Fall 2010 with similar numbers in Spring 2011. Indiana University is undertaking a larger project to implement the use of e-books in which the cost of the e-book would be incorporated as a student fee. These new alternatives have the potential to yield significant savings for the students.

The bookstore is open from 8:00 a.m. to 5:30 p.m. on Monday through Thursday and 9:00 a.m. to 3:00 p.m. on Friday. This unit supports learning by supplying course materials and computer software that assist students in building their knowledge bases in general and professional areas. Currently enrolled students may purchase a wide variety of software programs from the bookstore for a nominal cost. The software is available from vendors such as Adobe, Microsoft, and others through various agreements negotiated by Indiana University.

**Technology**

The use of technology has increased exponentially on college campuses, and IU East is no exception, particularly as we offer more courses and programs online. From the availability of Wi-Fi throughout the campus to the use of discipline-specific programs such as MyMathLab, SPSS, Ecobeaker, and others, technology has no doubt permanently transformed higher education. Below are some examples of how IU East is using technology to support student learning.

IU East has invested highly in the use of technology in order to enhance classroom instruction. “Smart” technology is installed in all but one of the 32 general purpose classrooms, and in four of 12 laboratory classrooms. A “smart” classroom is defined as a room that has, at a minimum, a ceiling mounted projector, computer, DVD/VCR combination unit, integrated sound, and an integrated control system. Many of the “smart” classrooms contain additional technology such as Smart Boards, document cameras, and video conferencing systems.

The campus has seven dedicated computer labs, additional computers in the library and in the Information Commons for a total of 180 available seats. These computers are available to students from 8 a.m. to 9 p.m. Monday through Thursday and 8 a.m. to 5 p.m. on Fridays to assist students with their studies. The number of available seats in six of the computer labs is displayed on the IT homepage and is updated every 15 minutes. Computers in the Information Commons are additionally available on Saturdays from 8 a.m. to 4 p.m. The computers have a wide range of software installed, including the Microsoft Office Suite, the Adobe Creative Suite,
various media players, design products, and other discipline specific software. The campus also has a number of kiosk-like machines located around campus where students tend to congregate or where there is an identified need (e.g. near the Office of Financial Aid and Scholarships).

The IT Help Desk is available to all students, faculty, and staff. A representative is available by telephone, Office Communicator, Tech Chat, in person, or by email to assist with any technological problem. The Help Desk has convenient in-person hours that extend into the evenings to assist those who may be enrolled in or teaching evening classes. There is telephone and online chat support available 24/7. Calls to the IT Help Desk on weekends or after 7 p.m. on weekdays (5 p.m. on Fridays) are forwarded to the University Information Technology Services Help Desk.

A survey administered regularly by the Office of Information Technology indicates a strong approval rating for the support provided. The 2010 survey asked students the following: How helpful has the information technology environment been in your learning experience at IU East? The average response was 4.24 (out of 5) with 97.4% satisfaction. For the question: Overall, how satisfied are you with IT instructional and student computing services available at IU East? The average response was 4.23 with 98.7% satisfaction.

At the present time, the campus uses primarily Dell computers as the workstation of choice for faculty, staff, and students. All of the workstations are on a three-year replacement cycle, i.e., every year one-third of the workstations are replaced with the latest model. The same is true of the various servers maintained by the IT department. Additionally, these servers are hosted in a virtual environment to ensure reliability and availability. The campus also has Macintosh and Linux-based computing systems for disciplines where that type of operating system is necessary.

The current network infrastructure has a fiber backbone and provides a Category 6 compliant 1Gb connection to the desktop. The IU East campus is connected to I-Light, Indiana’s high-speed fiber optic network for higher education and research. The emphasis placed on maintaining an up-to-date network infrastructure has resulted in a highly stable and very fast connection both internally and to the outside world.

Each full-time faculty member is furnished with a personal computer equipped with the latest technology. Hardware and software assistance is provided through the Office of Information Technology. The maintenance of adequate technological resources, particularly computers, is essential for faculty to develop course materials, communicate electronically with students and others, and connect to University resources.

The availability and reliability of technology is a strength of IU East. With Internet connections in all classrooms, wireless service throughout the campus, and smart technology in 35 teaching rooms, faculty and students have access to the latest technology resources to assist them in meeting their academic needs.
Campus Police

The campus police force is composed of five full-time law enforcement officers. This staff is responsible for maintaining the safety of the shared campus environment of IU East and Ivy Tech Community College. In 2009, a Segway was purchased which has allowed the officers to more efficiently patrol the campus buildings and grounds.

The Den and Bear Creek

The food service on campus has undergone numerous changes since the last self-study. In particular, the campus now operates its own restaurant and catering service. Beginning in Spring 2010, a chef was hired, a meal plan was created for students, staff, and faculty, and the food service area underwent extensive remodeling. The Den opened in September 2010 in Whitewater Hall. The Den serves a daily hot lunch special, pre-made sandwiches and salads and a fresh serve-yourself salad bar. This unit makes special efforts to provide healthy, cost-effective selections. Bear Creek Coffee is located in the Graf Center and offers a wide variety of specialty coffee drinks, smoothies, and quick snacks.

Evaluation

Strengths

- The library provides in-person and online support for student learning.
- Remodeled laboratories and state-of-the-art equipment provide students with rich learning experiences.
- Technology is used to enhance and support the teaching environment, and is a key component of the campus infrastructure.
- The physical setting of the campus creates an appealing environment for learning.

Opportunities

- IU East must strategically allocate library resources to ensure that the needs of students at the post-secondary and graduate levels are being met.
- More systematic assessment of the relationship between student learning resources and the quality of the student learning experience would help in making decisions about the allocation of campus resources.

Criterion 3 Conclusion

Indiana University East has met or exceeded all of the requirements and core components of Criterion 3.

The first major theme of the IU East Strategic Plan is Excellence in Teaching and Learning. This plan clearly articulates the focus on students and their achievements. The objectives and action
items speak directly to building and sustaining an environment that supports student learning. The institution has invested in quality faculty as well as the physical and technological resources that are needed to ensure that students are being presented with numerous opportunities to acquire the knowledge and skills necessary to succeed in a changing and diverse world. Although historically the classroom has been the center of student learning, IU East is presenting students with additional learning opportunities in nontraditional settings. Through leadership in sports and student government, national and international travel, and experiences in internships and service-learning that integrate students into the community, IU East offers numerous opportunities for students to engage more completely in a wide range of activities that enhance learning.

Each academic School has accepted ownership of its assessment of student learning, and changes are discussed and implemented by faculty housed in each School, creating a faculty-driven assessment process. Although there is still work to be done, and always will be, assessment has become an integral part of academic programs on this campus. The assessment of general education has developed as a result of our participation in the Academy for Assessment of Student Learning under the auspices of the Higher Learning Commission. IU East faculty are focused on creating a culture of assessment of student learning.