

**IUSB Campus Directions Committee:
Strategic Planning Process**

**Student Access, Learning, and Success
Strategic Planning Task Force Report**

DRAFT
July 1, 2002

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Created by Student Learning on 7/3/02

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Student Access, Learning, and Success Strategic Planning Task Force Report

DRAFT

July 1, 2002

Cynthia Sofhauser and Connie Deuschle: Co-Chairs

Defining the Task Force Topic

Forefront to the Mission of Indiana University South Bend is the commitment to “provide a learning and working environment that attracts and retains students...” In order to fulfill this mission IUSB pledges to prepare students to be successful in their chosen professions; to provide and maintain academic programs of depth, quality, and value; develop and maintain a student-centered environment; attract and sustain a diverse student body; create a learning environment that serves the needs of a global citizen; provide support services; and promote the excellence of IUSB. Therefore, fostering student access, learning, and success is integral to the mission and strategic direction of the university.

In defining student access, learning, and success our task force identified a great deal of overlap between programs and services. We found it difficult to parcel out which university programs focused on access versus success versus learning. Therefore, we chose to view these concepts on a continuum. Once a student accesses the university via initial admittance, access to resources and programs foster student learning. When learning occurs a degree of success is achieved based on student goals and priorities. Although student completion of a college degree is the traditional measured form of success, learning for learning’s sake may be the definition of success for many of our students.

Defining the Planning Territory: Key Sub Topics

Although there is overlap between access, learning, and success there are distinguishable issues relevant to each of the areas. After thoughtful dialogue we agreed upon these four main areas to research and gather data for the initial report. The four areas of focus are:

1. Admissions: How are potential students identified, admitted, and guided through the IUSB system once they enter the university?
2. Administrative/Academic Affairs: How are students’ academic experiences guided, recognized, and supported?
3. Student Services: How are students’ needs identified and met? What structures and programs are currently available?
4. Health and Wellness: How does the institution support and promote students’ well-being?

The Context: National Trends and IUSB History

Undoubtedly, the Higher Learning Commission's new criteria for accreditation of colleges and universities will impact our university's strategic planning efforts in the coming year. As stated in Criterion Three: Student Learning and Effective Teaching, "Consistent with its mission, the organization assures and advances student learning, recognizes and promotes teaching effectiveness, and evaluates the currency and relevance of its curricular offerings." The Commission's focus will be on assessment, calling for evidence that is based on instructional outcomes. To that end, our task force has focused this report on what IUSB is currently doing to "assure and advance student learning".

Historically, IUSB has grown from a traditional liberal arts-defined campus to a university with a strong complement of professional and graduate programs. Business and Education now have the two largest enrollments on the campus. The School of Education, which prepares most of the region's public school teachers, has NCATE accreditation, and is the only public education school in the region. The School of Business and Economics has AACSB accreditation. Nursing, dental assistance and hygiene, and radiography programs are also present on the campus, as are undergraduate and graduate programs in the School of Public and Environmental Affairs and a graduate program in Social Work. Each of these programs has separate professional accreditation. The IUSB campus maintains a "small campus" feel with the IU reputation. Class sizes are generally small, and students requiring additional academic and social support can find the attention they need. IUSB serves a diverse mix of students, a blend of adult learners and recent high school graduates, with a growing ethnic diversity that includes a diverse group of international students.

Almost all IUSB students are Indiana residents from St. Joseph and Elkhart counties, although the campus has a strong music program and graduate business programs with sizeable international enrollments. Most of the students live off-campus, although the campus has made a limited amount of housing available to international students, student athletes, and visiting scholars. Most of the students at IUSB remain within the community. There are over 23,000 alumni now living in the Michiana area.

Key to understanding where our university stands relative to student support, is to understand the history of Student Academic Support Services (SASS). Much of the information given here is from an executive summary provided by SASS. Please see [Appendix A](#) for a copy of that summary. Prior to fall, 2000, IUSB had a comprehensive, traditional Student Services Division. In September 1999, Chancellor Ken Perrin sought assistance from outside consultants to evaluate the current structure. Based on their recommendations, the former Student Services Division was incorporated into Academic Affairs resulting in three units, the Office of Enrollment Management, the Registrar's Office and Student Academic Support Services, all reporting to the Vice Chancellor for Academic Affairs. Student Academic Support Services became a unit in July, 2000 and consists of the following units: the Academic Resource Center, Career and Graduate School Planning and Placement, Student and Community Relations and Centralized Student Services. More detail regarding administrative structure is provided later in this document.

IUSB has maintained a fairly consistent enrollment over the last ten years (see [Appendix B](#)). Currently, enrollment figures are strong with a 3.4% increase for spring, 2002, over fall, 2002 semester. Please see [Appendix C](#) for a report detailing IU campus enrollments for second semester, 2001-2002. Enrollment for spring, 2002 was 6, 910, a 3.4% increase from the previous semester. Of that number, 4,448 (64.4%) are female and 2, 462 (35.6%) are male. Full-time undergraduate enrollment was up 9% as was part-time undergraduate enrollment, 5.5%. Graduate student enrollment was up 5.9%. There was a greater increase in non-resident enrollment in comparison to resident enrollments, 6.7% vs. 3.2% respectively. Credit hours were up 5.8%. Regarding the diversity of the IUSB student population, there were 27 students identifying themselves as Native American (-6/9% change), 90 as Asian-Americans (12.5% change), 377 as African Americans (4.1% change), and 160 as Hispanic (4.6% change). Roughly, 9.5% of the IUSB student population identifies with one of the aforementioned ethnic groups. Of the 8 IUSB campuses, IUSB ranks third in degree of student diversity. IUSB is most comparable in degree of student diversity to the Bloomington and Fort Wayne campuses, with IUNW having the most diverse student population.

IUSB student persistence rates to the second semester have increased for both beginners and transfers when comparing 1999, 2000, and 2001 cohorts. Please see [Appendix D](#) for a copy of the Undergraduate Retention Report. Rates for both beginners and transfers stand at 79.3% in 2001 compared to 77.8% in 1999. Persistence rates for African-American students stands at 83.3% for 2001 up from 74.5% figure in 2000. The most dramatic increase has been with regards to retention of our Hispanic student population. In 1999 the persistence rate was 54.5%; up to 75% in 2000; and 86.4% in 2001. Additionally, student persistence rates based on age, gender, residency status, high school rank, GPA in the first fall semester, and SAT scores have all steadily increased or remained fairly consistent from 1999 to 2001.

Finally, as society becomes more dependent on technology, so too do our students. For example, technology influences the way students access information about IUSB. In 2001, 16% of students registered via the Web and 70% via telephone. A dramatic reversal occurred in 2002 with 70% of students registering via the web as opposed to 22% using the telephone. IUSB must continually seek ways to communicate with students via Web sites and technology.

Assessment Issues/Benchmarks

Assessment issues are related to how the university holds itself accountable for the access, learning, and success of its students. Measures of success relative to students include, but are not limited to the following:

- Student persistence rates - in the context of semester to semester, year-to-year, etc.
- Completion of degrees, undergraduate and graduate
- Enrollment numbers for cohorts based on ethnicity, gender, resident vs. non-resident
- Credit hour numbers
- Assessment of support services utilized by students
- Student satisfaction surveys

Findings/Analysis

Perceived Attainments (not necessarily in perceived order of importance)

1. Student enrollment, credit hours, and credit hours per student has steadily increased from 1971 - 2001; Please see [Appendix B](#) for a series of graphs illustrating this trend.
2. Student retention rates from the first to the second semester, in most all categories, has steadily increased from 1999 to 2001. Please see [Appendix D](#).
3. Day to day credit hours per student are currently on the rise....4/1/02 to 6/12/02. Please see [Appendix D](#) for a graph illustrating this trend.
4. Enhancement of the physical plant - opening of the Student Activities Center, classroom and science lab renovations
5. IUSB ranks third in diversity of student population when compared with other IU campuses.
6. The Stay at IUSB program out of the Office of Student Persistence has exhibited success in working with high risk students. Please see [Appendix E](#) for the Fall, 2001 report.
7. State of the Art Library services and resources. Please see [Appendix F](#) for results of a Library User Survey Questionnaire.
8. Readily available access to a variety of technological services.
9. University information available on World Wide Web.
10. Variety of wholistic services readily available to students with continued development of these programs, i.e, wellness center, childcare services, counseling center, writing center, etc.

Perceived Challenges (not necessarily in perceived order of importance)

1. Relative to the Admission procedure:

Who answers what questions when students call the university for information?

How well informed is the person to answer the questions?

Students may need to speak with several people to elicit the needed information.

Although web information is valuable the web site could be better more user friendly and be updated more frequently.

Fees are not consistent throughout IU system. EX: IUSB fees are based on course number whereas IUB fees are based on student classification. Students who work in Indiana and live in Michigan must pay out-of-state fees.

Also, the geographic location of Registration, Bursar, Financial Aid, etc. could prove problematic and confusing for students.

2. Current research regarding the student admission process for the “millennium kid” speaks to the development of a team approach to recruitment and admission procedures, involving parents and other student support systems. Therefore, on what research does IUSB base its admission policies and procedures?
3. Need to enhance student recruitment and marketing, strengthening partnerships with local high schools as well as the business community. (CDC report, *Foundation for the Future: Preparing for New Leadership*, October, 2001)
4. Most of the students who come to IUSB are highly motivated and eager to succeed. Yet many of them come to the campus with skill and learning deficits that must be overcome for them to succeed. Many do not have good study skills, and have not developed the habits of self-discipline to manage collegiate work successfully. Most of them are over-committed with other priorities such as family and work, and thus these students do not focus fully on their academic work. Further attention must be given to promoting the best integration of academic and student support to ensure that IUSB students have every opportunity to succeed. More on-campus work opportunities and more financial aid counseling and support are needed to keep the students on campus and to reduce their need for off-campus employment. (CDC report, *Foundation for the Future: Preparing for New Leadership*, October, 2001)
5. Communication between student support services is problematic:
How does Admissions connect with Financial Aid?
Is there consistency among the Student Services Departments?
What services continue to be conducted in Student Services? How are these services communicated to students, faculty, community?
Who do students report concerns to - is there a Chief Student Affairs position?
6. Issues related to enrollment: Roughly half of all students enrolled at IUSB are freshmen and sophomores. EX: Headcount for Fall, 2001 was 7417. Of that number 3446 were freshmen and sophomores, approximately 46.5%. This number has been fairly consistent in reviewing records back to 1993, percentages range from 42 to 46%.
Is this a phenomenon unique to IUSB??
7. Concerns relative to direct admission policies: Will faculty respond with consistency throughout the IUSB campus? What occurs during the summer when faculty are not as available as this is generally the highest time for enrollment?
8. Communication problematic among all university areas. Lack of consistent and organized dissemination of information on significant and relevant issues: Who? What? Where? When? Why? How?

9. Need for formal Institutional Research office that could facilitate gathering and dissemination of pertinent information to all invested parties.
10. Perceptions of current and potential students are such that they are unaware of the quality of programs, faculty, resources and services available at IUSB.
11. Lack of student housing could limit accessibility to many potential students based on geographical issues.
12. Equipment allocations for instruction and research, especially for the sciences, arts, and other areas that depend heavily on expensive instrumentation but have small base budgets for acquisition or replacement remains a serious concern. (CDC report, *Foundation for the Future: Preparing for New Leadership*, October, 2001)
13. Need for a course addressing adult prospects applying for admission and financial aid, finding scholarships and grants, securing loans, deciding on a major, scheduling courses, etc. (*Adult Student Study Non-resident Campuses*, Executive Summary, 2001). Please see Appendix G for a copy of this report.
14. Lack of accelerated degree completion programs.
15. Need to ascertain needs of persons accessing child care services relative to limitations on age of child, accommodations for children with disabilities, hours of operation, etc.
16. Is Career and Graduate School Planning and Placement meeting the needs of students with reduced resources and staff?
17. Child Development Center Challenges: constant waiting list, playground equipment and fencing are below standards and out of compliance, salaries for staff need to be comparable to other like professionals.
18. What are the special needs of IUSB graduate students?
19. The IUSB Bookstore struggles with what is the best way to meet the needs of students at the Elkart campus.

Information Gathered (also indicated information still needed)

Administrative/Organizational Structure

At the administrative level, Karen L. White is **Assistant Vice Chancellor for Student Academic Support Services**. Please see Appendix H Academic Affairs Organizational Chart for more information about the administrative structure. The following is a list of key student service units and their heads that report to Ms. White:

Academic Advisors: Rick C. Dennie, Mark C. Dosch and Victoria H. Geschke (Peer Mentors report to Victoria H. Geschke)

Writing Center, Joanne B. Detlef, Director

Office of Student Persistence, Kirby Kitson, Acting Coordinator (Lilly grant expires 2002)

Learning Disabilities, Donna Lamborn, Interim Specialist (Lilly grant expires 2002)

Special Populations, Academic Resource Center, David E. Ogden, Coordinator

Choose a Major (MAP), Kathye J. Waters, Coordinator (Lilly grant expires 2002)

Student and Community Relations/Judicial Affairs, Charlotte D. Pfeifer, Director. Services reporting to her include:

 Campus Diversity, Elonda R. Hamilton-Wilder, Coordinator

 Child Development Center, Janice R. Nowak, Director

 Student Counseling Center, Bruce Cook, Director

Career/Graduate School, Planning & Placement, Internships, Christine W. Richardson, Director

Linda M. Fritscher is **Acting Associate Vice Chancellor**. Reporting to her are: *Honors Program,* Brenda E. Knowles; *Director and International Programs,* Gabrielle Robinson, Director.

Jacqueline L. Caul is **Senior Associate Vice Chancellor**. Reporting to her are: *Student Scholarships and Financial Planning,* Rose Marie Hengesbach; *Director and Off-Campus Programs,* Sarah J. Cooke, Associate Director.

Lisa M. Shaffer is **Acting Dean of Enrollment Management**. Reporting to her are: *Recruitment/Admissions, Office of Admissions,* Jeff Johnston; *Director and Office of Financial Aid,* Director position vacant.

The Deans and Directors report directly to **Vice Chancellor for Academic Affairs,** Alfred J. Guillaume, Jr. Two divisions provide direct services to students: *The Schurz Library,* Michele Russo, Director; Kim Parker heads the *Learning Resource Center* and reports directly to Michele and the *Office of Information Technology,* Bev Church, Acting Director.

In the summer 2001, a Direct Admits program was implemented, moving from the Freshman Division (currently Centralized Student Services) model whereby all freshman students were ‘housed’ in one unit to a model where students are admitted directly into their school or college which houses their major. Please see Appendix I for a final report from Centralized Student Services, spring, 2002, detailing this process along with their recommendations and summary. This initiative was designed to provide students with earlier faculty contact and foster stronger connections with faculty specializing in a given discipline. The transition to a direct admits model was accomplished in a three Phase process. Phase III was completed when all students in Centralized Student Services were transferred to their respective academic units during the last week of January, 2002. The Centralized Student Service Committee is working to ensure that all student services are implemented in the new model and that none fall through the cracks.

It is hoped that there will be a common set of experiences and services that students new to IUSB encounter, regardless of their school or college. For example, the Freshman Division used to make repeated contact with admitted students to ensure enrollment and continued connection to the University, including orientation sessions, postcards, newsletters and phone calls during the semester. This type of contact has a positive affect on retention. To illustrate, IUSB's first-to-second year retention rates increased from 54.2% in 1995 to 60.9% in 2000. In the Fall of 2001, numerous contacts were made with freshman students by the Student Affairs Support Services (SASS) staff. The first-to-second semester retention rates were impressive with 87% of first semester students returning Spring 2002.

The responsibilities of advisors includes curricular advising, academic probation status, dismissal and reinstatement issues, and other professional and career discussions. Research shows that intensive advising significantly increases retention. Advising is intended to link a student with an appropriate, concerned, available advisor/mentor. Likewise, student success is dependent on a number of factors, including access to student services, some of which are outside of the advisors purview. Advisors in a decentralized environment will need to be aware of many services IUSB offers to students and serve as a referral to those services.

Academic Resource Center (ARC)

The Academic Resource Center was created in 1990 to foster student success and mastery at IUSB. It does this by assessing preparation in basic skills through placement tests in reading, writing, and math for all entering and some continuing students. It also offers testing for college credit to students enrolled at IUSB through the College Examination Program (CLEP).

The Academic Resource Center also provides various academic support services. It coordinates the Supplemental Instruction Program which targets traditionally difficult courses. Through this program, SI leaders (students) are placed in these targeted courses to offer a forum for discussion and to facilitate help sessions. This office also provides individual tutoring to students experiencing difficulty with content material. It provides additional services, including a learning laboratory for self-paced remediation, special workshops on targeted areas (e.g., study skills, successful note-taking strategies, test anxiety), and literature related to student success. Please contact 237-4193 for additional information.

Bookstore

The IUSB Bookstore sells IUSB and Purdue Statewide Technology textbooks. In addition, the bookstore is the designated provider of several low-cost software packages including the Windows operating system, word processing systems, database management systems, and web design systems. The bookstore sells these items at significantly less cost than the retail cost as a result of special licensing agreements IU has signed with Microsoft. These items are available to IU student, faculty, and staff. The bookstore also carries a wide range of IU and IUSB general merchandise. The bookstore is open full days, Monday through Thursday, and half days on Friday and Saturday. Hours of operation are posted each semester.

Bookstore personnel are currently struggling with what is the best approach for meeting the needs of Elkhart students.

Career and Graduate School Planning and Placement

Career counselors assist students in developing comprehensive career and/or graduate school plans. Areas that may be addressed include choosing an academic major, career exploration and decision making, applying to graduate school, job search techniques, resume writing, and interview preparation. Additional services include career and graduate school reference materials, interest testing, on-campus interviews, resume referral, job fair, and job listings.

Initially, the Graduate Studies Centralized Services department was created to answer questions about graduate studies in order to connect more readily with students and prevent any delay in their questions. This encouraged more enrollment and increased effective decision-making strategies. These comprehensive and centralized services included a complete library of resources, computerized programs, and hours conducive to the student needs. Graduate School Centralized Services has now been incorporated into Career and Graduate School Planning and Placement. Career and Graduate School Planning and Placement houses information on various graduate schools, test dates, application procedures, financial aid, as well as resources on admission strategies and internet access. Career counselors can also discuss graduate school options. The department has many resources that explain about graduate school admission throughout the United States, including; cost per credit hour, admission requirements, pre-requisite courses, undergraduate requirements, selection of courses, etc. They also have multiple websites available to students. Students are referred to this department through switchboard contacts, Admissions, and the website. If students are unsure about graduate studies, they receive guidance from this department. If students are already informed about the specific graduate school of their interest, they are referred to that department/School.

IUSB offers graduate degrees from eight academic units: Graduate Business Programs offers a Master of Science in Accounting, a Master of Science in Business Administration, a Master of Science in Management of Information Technologies; the School of Education Graduate Programs offers a Master of Science in Education, Elementary Education, a Master of Science in Education, Secondary Education, a Master of Science in Education, Special Education, a Master of Science in Education, Counseling and Human Services, and a School Administration and Supervision Certificate; other graduate degrees include a Master of Arts in Applied Psychology; a Master of Science in Applied Mathematics and Computer Science; a Master of Liberal Studies; a Master of Music; a Master of Public Affairs; and a Master of Social Work. Information regarding graduate programs is easily accessed via the IUSB website or can be obtained from the IUSB Graduate Bulletin 2001-2003.

Child Development Center

Limited child care resources may limit access for many potential students who are parents of pre-school children. Many IUSB students are nontraditional students and need the services of a day care center. The IUSB Child Development Center is a nonprofit service, offering quality developmental and educational programs for children from the age at which they begin walking through kindergarten. The center's educational program is provided Monday through Friday from 7:30 a.m. to 5:30 p.m. The center also offers a school age camp program during the summer. The center provides services for students, faculty, staff and non-IUSB personnel.

The Child Development Center was established approximately 20 years ago. It was originally located off campus in a church. It was then moved into the existing space which was originally a student lounge. The Center is licensed to care for 86 children at any one point in time. Currently they have 112 enrolled, split among students who take Monday/Wednesday classes versus those who have Tuesday/Thursday classes. There is a minimum enrollment of two full days per week, either Monday & Wednesday or Tuesday & Thursday. The center Director notes an increase in the number of teenage single parents and non-traditional students seeking child care services in the past few years. No specific statistics are available. Currently, there is a waiting list for toddlers up to 2 years of age and preschoolers, 3-5 years of age.

There is a \$10 registration fee per child per semester. Services are offered based on the following fee schedule: Students are charged \$22 per day for children up to 2 years and \$20 per day for children 3-5 years of age. IUSB faculty, staff, and others pay \$24 per day for children up to 2 years and \$22 per day for children 3-5 years of age. A half day program is offered for children who attend kindergarten programs at other facilities at a cost of \$14 per half day for students and \$16 per half day for IUSB faculty, staff, and others. There is a 10% discount for the second child. Summer day camp rates for children K - 12 years of age are \$80 per week per child with a registration fee of \$80 per child. If students have limited financial resources they are often able to include the cost of child care in financial aid requests. All teachers at the center are degreed professionals working below wages of like professionals. Most assistants are IUSB students who need to observe or work with pre-school children. Therefore, the facility acts as a clinical site for students from psychology, nursing, and education.

Choose a Major

Students that are still listed as undecided after 12 hours are referred to this office. Workshops, the Discover computer program and individual counseling are offered to them to assist them in choosing a major.

Dental Clinic

The Dental Hygiene and Dental Assisting Program on the IUSB campus offers clinical services, including dental inspection, dental prophylaxis (scaling and polishing of teeth), caries preventive treatments (application of flourides), preventive periodontal treatment (treatment of minor gum disorders), and diagnostic dental X-ray films.

All treatment is rendered by qualified dental hygiene students under the supervision of an instructor. All persons are eligible for treatment.

Disabled Student Services

IUSB' s Office of Disabled Student Services assists disabled students, to the fullest extent possible, in achieving their academic potential. Specialist services are provided such as audio-taping, reading texts, note takers, interpreters, transcription typists, etc., based on the specific needs and requests of each student. In addition, counseling and individual consultations are available to address any concerns of students dealing with visual, mobility, hearing, learning, emotional, or other types of impairment.

The office also serves as a valuable liaison between the student and university personnel and/or community agencies. The office provides assistance in scheduling classes, obtaining books, registering for classes and arranging for alternative testing procedures. Help in securing special parking permits, obtaining academic and general advisory services and referral to vocational rehabilitation or other appropriate community agencies is also available. The student interest group, Students Together Able And Respected (STAAR), is also facilitated by the office and offers activities, fund raising events and peer group support to all disabled students at IUSB. The Office of Disabled Student Services is located in the Administration Building, A147. To obtain additional information, arrange an appointment, or make a referral please call Mark Dosch, 237-4479.

Financial Aid Office

Financial aid is administered through the Financial Aid Office. Information may also be accessed via an informative user friendly website. The scholarship and financial aid programs at Indiana University South Bend are designed to serve as many students as possible. The programs are administered by the IUSB Office of Scholarships and Financial Aid, which is located in the Administration Building, Room 157.

In awarding aid, IUSB recognizes two distinct criteria: scholastic ability and financial need. Need is the difference between the expected family contribution and the cost of attendance, and is determined by information provided on the Federal Free Application for Federal Student Aid. Students may qualify for one or more of the following types of aid: Scholarships (reserved for students who have demonstrated superior academic achievement); Federal or State Grants (students seeking their first undergraduate degrees only); Federal Perkins and Federal Direct Student Loans; and Federal Work Study. Each application is reviewed by a Financial Aid Administrator. Students seeking a second undergraduate degree or pursuing a graduate degree may be considered for Federal Perkins Loans and/or Federal Work-Study after all undergraduates applying by the priority date have been awarded.

Satisfactory academic progress is necessary to remain eligible for financial aid. Undergraduate students need to maintain a minimum cumulative grade average of 2.0 and complete 80% of the course they originally register for.

Graduate students need to maintain a minimum cumulative grade average of 3.0 and complete 80% of the course they originally register for. If a student has earned the required number of credit hours necessary to complete a degree but still has not graduated, the student must provide documentation of satisfactory academic progress.

Health & Wellness Center

The IUSB Health & Wellness Center opened in Northside Hall, Room 408, in January, 1999. The initial mission was to provide free health care to students who otherwise would not have that access to health maintenance services. Faculty and staff also have taken advantage of services offered by the Health & Wellness Center. Services offered at the Health & Wellness Center include free physical examinations, assessment, diagnosis and treatment of acute injuries and illness; low cost pap smears, routine health maintenance monitoring such as weight and blood pressure; health education and promotion. Also, students may receive free condoms and dental dams at the Health & Wellness Center. The Health & Wellness Center is staffed by nationally certified nurse practitioners in collaboration with Dr. Kenneth Elek, MD of the Memorial Family Practice Residency Program.

Many of IUSB's students are older and sacrifice full-time employment to further their education. With the loss of full-time employment, these students also tend to lose benefits, including health insurance. Many have noted that many years have elapsed since seeking health-maintaining screenings such as pap smears and clinical breast examinations. Access to the IUSB Health & Wellness Center may help keep our students healthy, which in the long run will improve their learning and success.

Honors Program

Through its Honors Program, IUSB provides a special intellectual challenge for its keenest and most highly motivated undergraduates. Drawing upon the full range of resources that a large university can offer, this program encompasses a broad variety of classes, tutorials, and independent study opportunities. We expect our most talented students to respond by engaging in academic pursuits that encourage them to strive for individual excellence in their university course of study. Admission to the Honors Program and its classes is open to all qualified students, including part-time students and those who enter the university several years after leaving high school, without restriction with regard to academic units, major, or class standing. An Honors Program certificate is granted to students who have completed at least five Honors Program courses and an Honors Program senior project. Several scholarships available only to Honors Program participants are awarded each year. These scholarships are extended to a few particularly promising undergraduates, regardless of financial need.

Indiana University Student Health Insurance

Undergraduate students enrolled in more than 6 hours or graduate students enrolled in more than three hours may enroll in IU's student health insurance plan. The insurance plan is administered by MEGA Life and Health Insurance Company. The basic plan costs \$301 per year and covers \$50,000 inpatient and outpatient benefits per illness/injury. There also is a basic-plus plan that costs \$907 and increases the amount covered to \$75,000 for each injury/illness with a lifetime maximum of \$100,000. The plan covers the student only, families are not included in the fee. Locally, the preferred provider hospital is Memorial Hospital of South Bend. One drawback of the Student Health Insurance Plan is the cost. Many older students who are supporting a family find it difficult to pay the \$301 premium.

Instructional Media Services

This office is an appendage of the Office of Information Technologies and provides a variety of services to students: identification pictures and cards; consultation on media projects; use of equipment, i.e., camcorder, for course projects; and workshops on the use of media equipment. This office also has the capacity to have distance learning facilities for any distance education class, and can help university instructors develop a distance learning course. In Fall, 2002, the department plans to have more "fixed media" equipment in classrooms for the purpose of instruction. Questions about how this equipment will be available to students continues at this time. Although monies have been spent on equipment there has not been an equivalent increase in staff to utilize or teach about the equipment. When staff are not available, students use of these resources is also reduced, which could influence student enrollment.

International Programs

The Office of International Programs provides admission, immigration, and counseling services for all international students at IUSB. Trained staff also help international students adjust to life in the university and the community. Therefore, all newly admitted international students are asked to report immediately to the Office of International Programs.

The director of international programs is also responsible for promoting international studies, including cultural, academic, and social events, study abroad programs and exchanges, and area studies programs. The office serves as a clearing house for the international interests of students, faculty, and the community. IUSB offers active and broad-based international programs, which involve most disciplines and academic units. Many opportunities for study abroad programs are available through IUSB as well as through the IU system.

Learning Resource Center (LRC)

The Learning Resource Center in Greenlawn Hall room 111 is a K-12 curriculum center and serves as a production center for preparing teaching aids. The Center is also an official Textbook and Review Adoption Site for the state of Indiana. Production equipment includes poster printing, laminating, overhead production, and color printers. Experienced director and liberal hours of operation permit accessibility for all students, faculty, staff, and Michiana area residents.

Library

The Franklin D. Schurz Library opened in January, 1989, and its six floors now contain nearly one million items. This includes over 300,000 monographs, 1,968 print serial subscriptions, 437,000 microforms, 25,000 audio/video items, and 600,000 federal government publications. Additionally, the Library subscribes to a number of electronic databases, including over 15,000 online serials. Most of the databases are accessible from offices, student labs, and from home via the library website. The library website, at www.iusb.edu/~libg, not only provides information about the library but links the user to a world of information available over the Internet. The Schurz Library houses a networked computer laboratory in the library for student use. Study space is available for about 868 students with special equipment available for use by the blind and the visually handicapped.

The Schurz Library is part of the Indiana University Libraries system which is the seventh largest university library system in the country. Its 10 million monographs and print serials are available for use by all IU students and faculty. IUCAT is a computerized database that provides access to items held in the Indiana University libraries on all 8 campuses.

Most material not owned by the Schurz Library may be obtained by using the Interlibrary Loan (ILL) service. Well over 75% of the requested items are borrowed from another IU Library. Most of these items come within three-four working days of the request. The ILL department also borrows from other institutions within the state and nation using OCLC, a national database.

Professional librarians are available in the Library reference department for research assistance most hours that the library is open. In addition to answering questions at the Reference Desk, the Schurz Library Reference department offers in-depth, one-on-one consultations with a reference librarian for any library or research-related need. A taped, walking tour of the library is available for checkout at the Reference Desk. Handouts about our resources and services are available in the Reference area and in the lobby of the Library. Instruction Librarians are available to teach students in specific courses about resources that will help them to meet the needs of assignments in those courses. These sessions are arranged by the faculty member and are held during regular class time in the Library. Over 240 classes are taught in the use of the library each year.

The Schurz Library Circulation Desk checks out materials to individuals with the universal student ID or a separate library card. Library materials circulate for a variety of time periods depending on format. The Circulation/Reserve Desk handles reserve materials for specific classes. In addition, many frequently used materials are available for short-term checkout i.e, style guides, test preparation guides, etc.

Off-Campus Programs

The Office of Off-Campus Programs administers credit courses offered at sites other than the South Bend campus. Administrative offices are located at the IUSB Elkart Center. Services for students attending off-campus classes include on-site admissions and academic counseling, advance registration, late registration, placement testing, schedule adjustments, and textbook sales. The Indiana University School of Continuing Studies offers interested individuals the option of taking university courses (both credit and non credit) as well as high school courses, at home through the IU Independent Study Program.

Office of Information Technologies

IUSB students have access to more than 1,100 on-site computers dedicated to core information dissemination by e-mail, World Wide Web (WWW) hosts, and USENIX News systems. The Indiana University statewide computer network and Internet beyond is integrated with the IUSB network and includes access to IU file servers, IBM mainframes, and on-line library services. IUSBNet operates on a fiber-optic campus wide backbone employing Ethernet

10/100 Mbs protocols and is well poised to accommodate increased growth and utilization.

The IUSBnet collection of coordinated file servers, operating under the Novell file system, are accessible by all students, faculty, and staff from their desk-top microcomputers on the high-speed network. Students have general access from 14 workstation laboratory clusters finding open computer labs in every major academic campus building and at the off-campus Elkhart site. Several computer-equipped classrooms serve as teaching laboratories. Dial-up access to all network resources is also provided for remote access by telephone. Available software includes all standard compilers, word processing, statistical computing, and application packages such as spreadsheets, linear programming, and database systems. The university-wide Microsoft site license provides almost universal access to most Microsoft software products. The IUSB campus offers frequent classes in the use of computer programs through the Office of Information Technology as a service to our students.

A key information site, Indiana Student Information Transaction Environment (INSITE), is available to all students through their technology fee. Students can access information related to: Admissions, Bursar and financial concerns, Personal identification number, Schedule of

classes, Current status and summer financial questions, Semester grade reports, Complete IRS form W-9S, View information about tax credits, View course history, and View schedule and registration appointments.

Office of Student Life

IUSB encourages co-curricular activities that complement the regular academic programs of the university and aid in the physical, social, and intellectual development of students. Students are encouraged to become involved in any student organization or activity of particular interest to them. The Office of Student Life welcomes all students and student organizations requesting assistance in any appropriate activity. Students who wish to form an organization are asked to fill out a registration form, available at the Office of Student Life, housed in the Student Activity Center.

Office of Student Persistence

The Office of Student Persistence is concerned with retaining students and assisting them to achieve academic success. The office is interested in providing students a mechanism to communicate their needs; academically, socially and mentally. To increase retention rates, the Office of Student Persistence, and Student Academic Support Services have been creating programs and services to meet the needs of students. One way to serve students is to provide them with a means to communicate their needs. An informal survey was conducted on “Ask an Advisor” day to assess student learning styles and needs. Please see [Appendix J](#) for a detailed analysis of this survey.

One hundred forty-seven students completed a three-question survey in a 3 hour period. The students appreciated the opportunity to be able to ask questions and find quick and complete answers. The top four answers given on each of the 3 questions follows: 1) Students learn by: reading/studying, classroom lectures, hands-on activities, and via classroom visual aids; 2) Things that hinder student learning: classroom distractions (students talking, hallway noise, students who dominate discussions); professor performance (lack of preparation and/or organization); student self (not motivated, procrastination), and classroom lectures (too long, not enough examples or interaction); 3) What faculty and staff need to do to help: add hands-on activities and more interactive discussion, offer extended faculty office hours, increase creativity, organization, and increase the number of study and review sessions. The Office of Student Persistence also conducted a Table Talk, December 4, 2001 as a mechanism for student communication entitled ‘Friends Don’t Let Friends Drop Out: Creating a Recipe for Success at IUSB’...16 students attended. Qualitative data was compiled and disseminated. Please see [Appendix K](#) for a detailed analysis of this data.

STAY@IUSB is an early-warning referral system that identifies those students who are at risk and need extra support. It’s purpose is to assist faculty members and advising services in promoting student success. At risk students are those who have attendance problems, those failing

Created by Student Learning on 7/3/02

exams, or otherwise in danger of failing. STAY@IUSB is administered by the Office of Student Persistence and funded by a Lilly grant until August 31, 2002. The program began initially with faculty referrals of at-risk students. Since the implementation of the program in the fall of 1998, 3,537 faculty referrals have been processed for a total of 2, 649 students. This averages to be 442 referrals per semester. Students referred to the program are contacted by a representative of the program, the student's academic advisor, and the faculty member, all seeking to identify the student's problems and how they can help. Beginning Fall, 2001, a new portion was added. Students may now self-refer to the STAY@IUSB program. This new segment produced an additional 65 referrals Fall, 2001. Students were to self-refer in order to receive assistance, help, advice and directions regarding tutoring, university services and programs, academic and career advising and general encouragement and advice for achieving their academic goals. Please see [Appendix E](#) for a detailed report.

The Stop-Out component of the STAY@IUSB program deals with students who enroll in one semester but do not re-enroll for the next semester. During any one semester, there are 1,400 to 1,500 IUSB stop-out students. The Office of Student Persistence sends these students a questionnaire to determine why they did not re-enroll and what plans they have for continuing their education. It also sends these students a bi-annual newsletter to keep them informed of campus activities, etc.

Student Activities Center

The Student Activities Center opened in January, 2002. Students who carry more than six hours per semester pay a per semester activity fee of \$43.50, of which \$13.75 goes to the SAC. Students carrying less than six semester hours pay an activity fee of \$21.75, of which \$6.87 goes to the SAC. These fees enable students to use the SAC. Not covered in this fee are lockers, which students pay \$5 per semester for, and fitness classes. The fitness classes cost students between \$15 and \$25 per session. Most sessions last approximately 6 ½ weeks. Faculty and staff fees are based on a sliding scale in relative to annual income.

The purpose of this facility is to enhance students' college life experience. It is intended to be a central meeting place on campus where students can relax between or after classes. It is a full-service facility and offers a weight room, track, basketball courts and racquetball courts. Courses currently offered include yoga, step aerobics and cardioboxing. In the future there are plans to offer martial-arts type of exercise and jazzercise. Summer hours of operation are Monday through Friday, 7 a.m. to 8 p.m.; Saturday, 9 a.m. to 4 p.m.; and closed on Sunday. During the school year, the hours are Monday through Thursday, 6:30 a.m. to 10 p.m.; Friday, 6:30 a.m. to 8 p.m.; Saturday, 9 a.m. to 4 p.m.; and Sunday, 1 to 7 p.m.

All student clubs, publications and student government offices are located in the Center. It also will house the Health & Wellness Center. The top floor of the SAC is dedicated to the student organizations previously mentioned and also has several state-of-the-art meeting rooms. The rooms can be divided into smaller meeting areas or opened up into one large room. The SAC also has several lounge areas for students to study and meet in.

Student Community and Relations Office

Through this office there are institutionalized programs established to assist all under represented student groups. Child care services, student services and minority enhancement services are all administered through this office. Campus diversity programs include: Hispanic heritage month, diversity and religion month, candlelight vigil against hate crimes, Conversations on Race, National AIDS Day, Black history month, disabilities awareness month, women history month, and Asian heritage month. This office is also involved in the EMA (Enhancement for Minority Attainment) initiative, an outgrowth of the WGod initiative. This program focuses on leadership growth and establishes partnerships between similar offices at other campuses. The Director is also personally involved in conducting diversity workshops and dealing directly with students complaints against professors and other students.

Students have access to the office through advertisements on bulletin boards, brochures outside the office located in the Administration building, flyers, workshops, etc.

Student Counseling Center

In the years prior to 1975, the counseling faculty at IUSB developed their own innovative pilot counseling program. During this time, Dr. Vince Peterson of the Counseling and Human Services (CHS) program and Dr. Michael Stark of the Psychology Department, worked together to organize the Counseling Center and staff. The Center was also designed to serve as the training laboratory for the IUSB Counseling Program. For about 15 years the Center was directed by a Counseling faculty member on a half-time basis. In 1992, in a fairly unique arrangement, the Center became part of Madison Center, the mental health center in South Bend. The services offered were unchanged and the Counseling Program retained access to the laboratory facilities. A major benefit for the Counseling Program was that they had additional highly qualified associate faculty employed by Madison Center, working closely with their students. The clients who chose to come to the counseling center for services became clients of Madison Center, and were therefore charged a sliding scale fee for services. They were billed through insurance, EPA programs, and other means to keep the fee as minimal as possible. Though the minimal amount could have presented problems for some clients, the benefits included client visits that could continue both short and long term, as deemed necessary by the counselor.

In 1999, a decision was made to change the format of the Counseling Center. At that time, it was decided that rather than having an employee of Madison Center in charge of the counseling center at IUSB, a separation from Madison Center would allow for students/clients to receive services without requiring payment. Therefore, an individual was hired to direct the counseling center services, separate from Madison Center. The change in the counseling center format resulted in a reduction of laboratory experiences for students enrolled in the CHS program.

The IUSB Student Counseling Center currently offers free mental health counseling, consultation and referrals to students. Bruce Cook, ACSW, LCSW counsels students regarding personal and school-related problems. Students may walk in to the Counseling Center or may be referred through other students, faculty and staff. He does not have a set number of times he will see a student. He said students tend to average three visits, but said he has seen some students up to 10 times. Mr. Cook refers students with chronic mental health needs to local mental health facilities and providers. Prior to referring, he assists students in setting appointments and determining which social services they qualify for. Mr. Cook also acts as a consultant for faculty members who have questions on how to deal with students who present challenges in the classroom.

The Center also provides workshops and one-on-one counseling for stress management, time management and test anxiety. The Student Counseling Center is located in the Administration Building and is open Monday through Friday, 8 a.m. to 5 p.m. Evening appointments also are available upon request. The number of students receiving services since the inception of the format change, as compared with students receiving services in the previous format, would be of interest to the university.

As the connection between mental health, physical health, and cognition becomes more recognized and accepted, this department is an important component of student learning and success.

Writing Center

The IUSB Writing Center, administered by the Academic Resource Center, in cooperation with the Department of English, provides a wide range of services to the entire campus--students, staff, and faculty. Among the services offered are tutorial help with planning, writing, revising, and editing papers; help with understanding assignments and writing essay exams; help with research strategies and writing research papers, brush-up review of grammar, mechanics, and spelling. Students may be referred to the Center for either voluntary or required help. Faculty are informed of help given their students. The Writing Center is located at 1726 Hildreth which is just west of Schurz Library. For hours and further information on services provided contact Joanne Detlef, Director, Writing Center, 237-4251.

