

**CDC TASK FORCE STRATEGIC PLANNING
PHASE II
TASK FORCE – STUDENT ACCESS, LEARNING AND SUCCESS**

I. INTRODUCTION

A brief description of the process followed to develop this report.

- A. Our Task Force began meeting as a committee in the Fall 2001. We have met as a committee throughout the Fall 2001, Spring and Summer 2002, and Fall 2002. At times the co-chairpersons have met together, or met with Eileen Bender, and/or other committee members individually or together. Through these interactions, by gathering and reading materials related to the specific segments of our Task Force, and by interviewing several IUSB staff and faculty, we developed the Phase I report and submitted it along with the other Task Forces for review in August 2002. This Task Force has multiple appendages that have been found to be interwoven with many areas of the IUSB campus, along with dovetailing with the other Task Forces. Therefore, we realize the complexity of this assignment and of submitting a report that would encompass the breadth and depth of areas that are part of the Task Force.

Rather, we choose to offer the key areas of our focus at this time, being aware that these may increase or decrease as this planning process continues, and to include the perspectives of our committee members, perspectives from the resources and interviews we have conducted, and the addition of comments from community members who participated in the CDC Task Force meeting on October 4, 2002.

It is increasingly evident to our committee that the core of the IUSB campus revolves around the students. With this awareness, this Task Force will strive to include the many campus areas which are utilized for the recruitment of students, the retention of students, and the success of these students. Although there are many effective programs currently on campus, the dialogue around these services and how they could be enhanced in the future, has made an impact upon how we would frame long-term planning and budget expenditures for the recommendations of this Task Force.

- B. Where we are today.

1. Academic Programs, Persons, Experiences

There are a number of administrative resources to address student access to IUSB. Included would be:

- a. Regional High School programs explaining IUSB to high school students.

- b. Off Campus Programs – for high school students to be able to take academic courses for college credit.
- c. Admissions Office to allow students and questions to be answered as promptly and efficiently as possible.
- d. Academic Affairs – Two divisions offer services – Schurz Library and Learning Resource Center and also Office of Informational Technology.
- e. Student Academic Support Services – Includes Writing Center, Learning disabilities, Special populations, Student and community relations/Judicial affairs, Academic advising, Student Counseling Center, and Career/Graduate Planning and Placement.

2. **Support Services**

There are several supportive programs in place to help support and retain students. Included would be:

- a. Academic Resource Center (ARC) – Center remediation, study skills, and other successful learning strategies.
- b. Bookstore services – multiple academic supplies
- c. Child Development Center – Offers quality developmental and educational programs for children from an early age through kindergarten – for both faculty and students.
- d. Choose A Major – To assist undecided students.
- e. Dental Clinic – Students work and study for professional certification
- f. Disabled Student Services – Special services offered as needed.
- g. Financial aid – To assist students to fulfill academic goals.
- h. Honors Program – For highly motivated undergraduates.
- i. Instructional Media Services – Multiple technology availability
- j. International Programs – Provides admission, immigration, and counseling services for all international students at IUSB.
- k. Learning Resource Center (LRC) – Production center for teaching aids.
- l. Library – Six floors of multiple materials.
- m. Off-Campus programs – Offer geographic locations for students and course work for high school students.

- n. Office of Instructional Technology – Computer access ability.
- o. Office of Student Life – Co-curricular activities.
- p. Student Community Relations – Offers support and guidance to under represented student groups.
- q. Writing Center – Services to assist with planning, writing, revising, and editing papers and other writing needs.

3. Emotional/social and Physical Health Programs

- a. Child Development Center – Child care center.
- b. Disabled Student Services – Support for students with any disability.
- c. IUSB Health Insurance – Student health insurance for both mental and physical health needs.
- d. Student Counseling Center – Free mental health counseling and referrals for students.
- e. Student Activities Center – Multiple activities offered to students and faculty.

4. Academic Degree Programs

- a. IUSB Undergraduate Programs
There are eleven undergraduate degree programs with exemplary instructors and practitioners with the knowledge, performance and disposition to teach and maintain a high level of academic excellence for students.
- b. IUSB Graduate Programs
 - 1). There are six graduate degree programs with outstanding instructors and practitioners with the knowledge, performance, and disposition to teach and maintain a high level of academic excellence for students.
 - 2). The purpose of this report is not to expand on the multiple disciplines taught at IUSB but rather to acknowledge the caliber of teaching is advantageous to the learning and success of the students

II. PART II

IUSB Mission/Context for future Development

Forefront to the mission of IUSB 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.

KEY PLANNING COMPONENTS IDENTIFIED IN THE PHASE I REPORT WITH RECOMMENDATIONS – as reported through resources and persons on and off IUSB campus. This report is the beginning of possible recommendations and will not include a timeline of expectations or possible budget appropriations, as these issues would be more adequately addressed after further discussion with our committee members and other significant IUSB personnel.

A. Academic Programs, Persons, Experiences

There are a number of recommendations that have been offered by persons on and off of the IUSB campus. These recommendations include, but are not limited to:

1. Academic Programs

a. **Admissions Procedures**

As students prepare to access information about IUSB and registration resources, students need to be adequately and **completely informed** from the first university contact to the final contact at graduation. Admissions procedures must be clearly defined for the students and/or the family of the student. A central location that would include the areas needed to be completed for the enrolling student would be in a central area, clearly designated, and staffed with professionals trained and experienced in this area. How IUSB compared with like campuses would be important to know, as the number of staff relative to the ease and efficiency of student admissions would be important to assess. Perhaps a study of other similar campuses and their admission procedures and staffing would be helpful in the design of such an area at IUSB.

A priority expressed by IUSB staff and students would be to have a **communication** process to allow for: appropriate and timely information supplied to prospective and currently enrolled students, communication and materials regarding programs, resources, financial aid, how to access supports systems and resources. This communication could be aided by a central location of academic and student services, working within a team approach to manage all services in a consistent and equitable manner, and follow-

up services to help with the assessment of the admissions, registration, and orientation procedures for students. It is difficult to determine student learning and success if we cannot be accountable for bringing students into IUSB programs.

The use of technology dovetails well with the dissemination of information to students about IUSB, but it does not eliminate the necessity for the interpersonal connects so important to student retention and success.

b. **Student Preparation**

Focus on student preparation to meet academic standards to include: remediation programs, college proficiency courses, tutoring/mentoring, learning contracts, curriculum and texts geared toward State Board Exams and Indiana Professional Standards Board requirements, technology increased and current, retention efforts increased and readily available. Students need to be able to access these resources easily. Geographic location on the campus, designed with student accessibility is instrumental.

c. **Academic Support Programs**

IUSB currently has multiple **support services** available for students, including; the Schurz Library, Learning Resource Center, Writing Center, Academic advising, Career/Graduate Planning, Special populations support services, technology services, and other special services for special needs. With the focus upon student academic success, and assuring opportunities for students to compete within the global economy, serious consideration for support and programs resources would potentiate success learning and success.

Additional technology programs and materials were encouraged by community members who have experienced students and graduates with limited technology skills. Support programs connecting local and regional businesses with IUSB course work could integrate and expand the praxis of learning for students and businesses. Visiting professionals and practitioners could provide educational curriculum and presentations to enlarge classroom experiences and offer practical situations, critical thinking and decision-making scenarios for building “real life” skills and strengthening students’ abilities.

Service Learning assignments to connect students with communities and schools could enlarge the traditional classroom and expand the academic environment beyond the walls of IUSB. Through these experiences, an appreciation for the needs of others, as well as partnerships between IUSB and surrounding communities, would be encouraged with benefits for the students, IUSB and community agencies, organizations, schools, etc.

Financial consideration would include maintain financial aid for qualifying students and addressing additional funding needs for all students who would need funding to attend or complete their educational program(s) at IUSB.

- d. **Curriculum development** for academic excellence and student success requires thoughtful attention to research. Action Learning research and research course work and projects could be included in curriculum across disciplines with acknowledgement of such research designed for both students and instructors. In order to maintain academic excellence, the IUSB teaching staff needs to remain continually involved in research development, continually challenged to achieve high levels of teaching, and provided the support and guidance to offer all of the students the highest level of teaching standards. UCET offers continual training and workshops related to teaching and other university requirements, and would need continued support both financially and through staffing.

B. Support Services

Support services are appealing to students and encouragement enrollment and retention. Many of these services help with academic success, performance skills, and career achievement for students who would otherwise be unable to attend or complete a course or degree program. The services currently offered at IUSB are multifaceted and services many students. Like all other campus resources, accommodations to enlarge accommodations and to increase the number of students who are involved in support services could be improved in areas.

1. Child Development Center

Faculty, students, and community stakeholders agreed that Child care services are important for the appeal and retention of students. Limited child care resources limits the number of students who could attend classes while their children are being safely cared for in a quality developmental and educational program. Child care services which are affordable for both students and faculty are instrumental in the access and success of students. Everyone can

imagine how difficult it would be to study, attend classes, and be a component student if your child was in a place unclean, unsupervised, unmanageable, or unsafe in anyway. There is a waiting list for children to enroll in the Child Development Center – an indication of the need to expand and enlarge the facility.

Consideration for estimating future enrollment figures, with data that could assess possible numbers of children needing this service in the next five to ten years, would be helpful in determining location, funding, staffing, etc. Therefore, we would recommend future study by appropriate professionals who could offer this information to help with the framework for the future of the children's center.

Currently utilized as a clinical site for students from psychology, nursing, and education, if the Center could be enlarged, then concurrently, IUSB could expand the clinical experiences for students – perhaps from other disciplines as well. Discussion has revolved around having a “stand-a-long” building for the Children's Center or moving the exiting area into the “quiet cafeteria” and remodeling the entire area in combination with the currently location. Future study would provide additional information to assist with these decisions.

2. **Diversity**

- a. A common thread among the discussions held on campus and among committee members would be to have a visible **presence of diversity** among all sectors of IUSB. Diversity would be part of all IUSB staff, personnel, students and school community. Not only an appreciation of diversity, but access to multicultural and diverse programs and course work would be available, and resource would be inclusive of diverse information, materials, and cultural awareness.
- b. **Student recruitment** would focus upon diversity in presentations, materials, and events organized to offer insights into the IUSB culture.
- c. **International students** and visiting professionals would be encouraged, invited and celebrated.
- d. **Diverse educational experiences** would be a part of the educational curriculum across disciplines.

- e. **Mentoring** for students would be available and provided for any student requesting support academically, emotionally or socially.
- f. The **Student Community Relations** programs would have additional staff to assist in the education and celebration of the IUSB multicultural environment.
- g. **The Counseling Center** services students who request mental health services free of charge. Programs that would increase the number of students who receive prevention and early intervention for a variety of concerns could be promoted and supported through additional marketing and ideas for meeting the needs of all students. Hours that could accommodate students who attend IUSB in the evenings would be helpful. Additional staff and utilization of the counseling center for clinical experiences would possibly increase the number of clients and provide services for more students.

Organizing mentoring programs on campus for students could be managed through the counseling center. Offering mentoring trainings to students and matching them with other students would help with student retention and success. Perhaps more alumni could be considered as mentors and matched with students from like disciplines.

- h. **Way-finding** refers to the Campus Master Planning of pathways, gardens, identification of buildings, walkways through the campus, and environmental consciousness demonstrated through the landscape of the entire campus. The campus could benefit from having a professional evaluation of the environment with the goal of advising IUSB about possible improvements related to way-finding and the aesthetics of the campus. This is not to serve as a reflection of the maintenance of the campus groups, but rather to promote additional structures and changes that would make it clearer for people to find their way throughout the campus and buildings.

C. **Academic Degree Programs and Needs**

Currently IUSB has eleven undergraduate degree programs and six graduate degree programs without outstanding instructors and practitioners with the knowledge, performance, and dispositions to teach and maintain a high level of academic excellence for students. The faculty and IUSB staff continue to be a major recruitment tool for students.

a. **Recruitment issues**

How students and families are informed about the programs at IUSB and how students choose to attend the IUSB campus and are important issues to understand. We then need to superimpose the answers to these questions upon the long-term strategic planning for IUSB. What is the profile of the IUSB student in the next decade? What do we expect of our students? How do students meet the expectations of academic excellence, outstanding researchers, and other enrichment programs? These are concerns voiced through dialogue and interviews with IUSB and community stakeholders and they need to be addressed through the recruitment process and programs for retention services.

As the population continues to revolve in this area of Indiana, how IUSB will choose to engaged adult learners to continue, to return, or to enroll in higher education, is an area for further review and study. How IUSB continues to network with regional two-year programs and ways to strengthen and maintain the transfer of credits from other institutions will encourage students to complete degree programs through IUSB.

Through the **enrollment study** conducted by Lisa Shaffer, IUSB is challenged to examine the type of students we want in the future – weighing the positive and negative ramifications of such a profile of a student, and how the students match with the objectives and agendas proposed by IUSB for the next five to ten years. As Lisa explains, “Answering these questions will require not only analysis of admissions data and cohort retention and graduation data, but also the implementation of survey research and assessment tools that will enable IUSB to construct enrollment models and set numeric goals and benchmarks”. Staffing to meet the goals outlined by Dr. Shaffer, will be a prime consideration for future decisions. This study will offer information, both qualitative and quantitative, about students and will have a significant impact upon future pathways for student success at IUSB. Providing the necessary materials, funding, staffing, and positions to gather, analyze, and present this important data will be necessary before this Task Force can make the quality of recommendations needed to achieve the mission and goals of IUSB.

In order to continue to study enrollment and to maintain a process for retrieving information relevant for strategic planning and future decisions, a formal **Institutional Research** officer could facilitate gathering and dissemination of pertinent information to all invested persons. This position seems instrumental for stakeholders who could financially support the growth of IUSB, as well as the faculty and students to utilize for research, planning, and evaluation. It could also be beneficial for legislative decisions and future planning for northern Indiana.

b. **Student Housing**

In March 2002, a Student Housing Study, was submitted to Indiana University by the Anderson Strickler organization, in Gaithersburg, MD. Lack of residential housing for out-of-state students or students wishing to reside in South Bend during their university experience, remains a priority for IUSB stakeholders. Based on the results of the survey completed in Spring 2002, the estimated potential demand for housing in Fall 2002 to be approximately 490 beds of housing at the survey's tested rents and with an academic year lease. After further analysis, the recommendations for the first phase of housing would be for 300 beds. The study stated that the housing should be built in two phases in order to ensure full occupancy for such a project and allow for potential students to learn about residential opportunities at IUSB.

In the concluding remarks of the study, the thoughts were that generally students felt positively about having housing available, but they were concerned about how affordable the housing would be. If housing would be initiated, other campus services would need to be expanded in order to serve the larger number of on-campus students.

c. **Student Activities Center**

As more students utilize the services provided through the Student Activities Center, more students will know about these facilities that could serve as a strong retention opportunity for students. Not only does the center offer physical and mental health activities, it provides a place for students to bond together and encourages a sense of "belonging" to this university. There are additional events

and programs being planned at the facility to encourage more student, faculty and community involvement.

d. **Promoting Academic Excellence**

In order to provide quality and innovative programs for our students, it is important to not only attract students who are well prepared for the IUSB experience, but who are recognized and rewarded for their academic achievements and contributions.

Program development should focus upon local and regional needs as well as the reality of the global world.

Learning resources and library use could be strengthened through purposeful assignments and a higher quality of library orientation and familiarity. Instructors could develop meaningful assignments requiring library and additional resource materials.

The recommendations stated in this study are the ‘beginning’ of Phase II of our Task Force. We have miles to go before we can rest, and we are well aware of the complexity of each of the areas within our Task Force. The co-chairpersons will be meeting to format a framework and design for this phase of planning, and in January 2003, we will be meeting together with our committee members to purposefully continue to carve out the areas delegated to this Task Force. Future meetings will also include meeting with the Academic Excellence Task Force, as we understand that our areas are interwoven and strategic planning will dovetail together. This report is not inclusive of all we have learned, the data we have gathered, and the impressions we have developed during these months of data gathering and analysis. Rather, the report is to present prospective areas for further study and deliberation, with the timeline of submitting a more thorough report in March 2003.

Respectfully submitted,
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