

July 9, 2002

Foster Student Access, Learning and Success Task Force Report

This Task Force has chosen to include the IUSB Mission Statement and the Strategic Priorities outlined in the Focus on Students report (1996) as a blueprint for investigating the current services available for students and in planning for future decisions and changes. We will also give attention to the Needs Assessment prepared by Rod Ganey in October 2001. Each committee member has chosen a specific area of study related to this Task Force.

Definitions/Goals

Mission: Indiana University South Bend provides a learning and working environment that attracts and retains students, faculty, and staff: fully develops and challenges individual talents throughout the community; encourages free and spirited collaboration and maintains a commitment to quality, integrity, and academic freedom.

Mission to Students and Alumni:

Prepare students to be successful in their chosen professions, valued citizens and leaders within their communities, individually enriched by their studies and the spirit of discovery.

Provide and maintain academic programs of depth, quality, and value that challenge the abilities of all students.

Develop and maintain a student-centered environment, focusing academic programs, policies, procedures, scheduling, and planning on how best to serve students.

Attract and sustain a student body that reflects the diversity of the community.

Create a learning environment that serves the academic, civic, cultural, and career needs of an educated citizen within the global community.

Provide awareness of the excellence of Indiana University South Bend programs, alumni, and service.

Planning Boundaries

This Task Force has met three times to discuss the goals, structure, and definitions of the areas included in the task force title. Although they overlap in some areas, they have 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 final report. The four areas are:

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

Other areas for future attention include, but are not limited to:

1. Undergraduate research.
2. The role of scheduling in promoting access.
3. The non-traditional students at IUSB.

Challenges/Goals

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
4. 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 holistic 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 professional.
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 Elkhart campus.