February 19, 2008

TO: Chancellor Una Mae Reck  
Indiana University South Bend

FROM: Robert R. Appleson, Associate Director, Accreditation

SUBJECT: Final Team Report

Enclosed is the institution's copy of the final Team Report of a visit to Indiana University South Bend. The Commission encourages you to make additional copies of the Team Report to circulate to your constituencies. In addition, I have attached draft copies of the Statement of Affiliation Status (SAS) and the Organizational Profile (OP). These two documents, the SAS and the OP, will be posted on the Commission website after the Board of Trustees validates the accreditation decision of the Institutional Actions Council or the Review Committee. They are enclosed now for your information and for your review. You will receive an official action letter, an SAS and an OP following validation of the action by the Board of Trustees.

You are asked to acknowledge receipt of the Team Report and the SAS and OP worksheets; and to file on behalf of your institution, a formal written response to the evaluation team's report and recommendation. Your response becomes a part of the official record of the evaluation visit. Your response also serves as an integral part of the evaluation process, and it will be included in the materials sent to the next team that visits your institution. Please send your institutional response to me two weeks after you receive this report, send copies to members of the visiting team, and set aside some additional copies for the Commission’s review process. (See Handbook of Accreditation, Third Edition, Chapter 2.2-2)

In your response, you are also asked to let me know which review option you prefer: the Readers Panel or the Review Committee. A description of these processes appears in the Handbook, Chapter 2.2-2 and 2.2-3. Please review these options and advise me as soon as possible, whether you agree essentially with the team’s report and recommendation, and therefore choose the Readers Panel, or whether you wish to have the team’s report and your materials examined by a Review Committee. The next Review Committee meeting is May 5, 2008, in Chicago.

Enclosed please find three evaluation forms. In an effort to strengthen its professional development program for Peer Reviewers, the Commission is initiating this structured method outside of the institution’s formal written response to seek from the institution an evaluation of the team. We recommend that you distribute these to knowledgeable people representative of several constituencies at your institution. You can make additional copies if you wish. Your participation is voluntary but greatly appreciated.

If you have any questions concerning the evaluation team’s report, the SAS, the OP or the review options, please let me know.

Enclosures

cc: Dr. Bette G. Midgarden, Team Chairperson
ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Indiana University South Bend
South Bend, Indiana

November 12 – 14, 2007

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Bette G. Midgarden, Vice President for Academic Affairs, Minnesota State University
Moorhead, Moorhead, MN 56563 [Team Chairperson]

Dr. Eldon Clary, Jr., Dean of the Graduate School, Arkansas Tech University, Russellville, AR 728012222

Dr. A. Gabriel Esteban, Provost, Seton Hall University, South Orange, NJ 0707890001

Dr. Stuart J. Fagan, President Emeritus, Governors State University, Chicago, IL 606130000

Dr. Cynthia Foust, Associate Provost of Academic and Student Affairs, Southwestern Oklahoma State University, Weatherford, OK 73096

Mr. Thomas G. Sonnleitner, Vice Chancellor for Administrative Services, University of Wisconsin-Oshkosh, Oshkosh, WI 54901

Dr. Vicki W. Wilson, Professor of Nursing, University of Northern Colorado, Greeley, CO 80631
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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of this visit was to conduct a comprehensive evaluation, site-visit review for continued accreditation.

B. Organizational Context

Established in 1916 to bring Indiana University classes to the residents of north-central Indiana, Indiana University South Bend (IUSB) began as the "South Bend-Mishawaka Center of the IU Extension Division." By 1923, the South Bend Center had evolved beyond its original focus to expand the preparation of area teachers and was offering an array of accredited Indiana University courses to working adults who sought both career advancement and personal enrichment. Although IU initially envisioned its regional centers as two-year feeder schools for students ultimately seeking a Bloomington degree, the following decades saw a steady increase in programs and students at the South Bend Center. The Center began to provide access to undergraduate degrees in addition to continuing educational opportunities for area professionals. By 1950, the Center called Indiana University at South Bend came under increased pressure for more academic options increased and community leaders advocated for a new permanent site for the campus. In 1961, the Center achieved this latter goal when the campus moved to its current location. The campus awarded its first baccalaureate degrees six years later, in 1967. At the end of that decade, the Center’s second director, Lester M. Wolfson became the first IU South Bend Chancellor and IUSB received its initial independent accreditation by the North Central Association. When Chancellor Wolfson retired in 1987, IUSB had evolved from a university satellite center to a campus that was ready and eager to establish itself as a regional comprehensive university.

Since the last comprehensive visit in November 2000 a restructured campus administrative team is in place, new campus facilities and renovated buildings are in use, campus housing is under construction, and an institutional research office is able to provide data and information, which can support more sophisticated strategic planning and enrollment management efforts. Moreover, the Indiana University mission differentiation initiative underscores IUSB’s distinctiveness in faculty/student collaborations, in enhancing diversity and a global perspective, in the arts, and in nursing and health professions.

C. Unique Aspects of Visit

None.

D. Sites or Branch Campuses Visited

Representatives from the HLC site-visit team toured the new Elkhart Center for IUSB, which opened this fall. Dedicated citizens of Elkhart, IN, raised approximately $4 million dollars in private funds to build the Center. This building houses a small bookstore,
student lounge area, offices, classrooms, and a science and computer lab. All classrooms are equipped with state-of-the-art instructional technology.

The opening of the Elkhart Center revitalized not only the IUSB presence, but also the downtown area where it is located. Staff and community members attribute new building and renovation of old buildings in the area to the presence of the Center.

E. Distance Education Reviewed

The Elkhart Center and IUSB collaborate to provide and deliver outreach and distance learning opportunities. IUSB has seen an increase in prospective students and a heightened presence of professors teaching at the facility. IUSB plans to provide the complete general education program in Elkhart. Community support for this substantive addition to IUSB continues with the goal of providing private scholarship funds to ensure any needy student the opportunity to attend college.

Indiana University South Bend’s Extended Learning Services Office provides two different types of e-Learning online courses: web-based interactive career development and instructor-facilitated courses. Galin Education offers web-based courses, which students complete within six months. These courses are self-study with books or materials and an instructor assigned who addresses student questions or problems. Instructor-facilitated courses are provided in partnership with Education To Go, a division of Thomson Learning, Inc. Students can select both career development and personal enrichment courses; each course is six weeks, with two lessons issued each week.

Currently, IUSB does not offer any of its academic programs or courses online. During spring semester, IUSB plans to offer two or three online courses. Initial work in enrollment management appears directed toward increased programming for working adults whose educational needs cannot be addressed through traditional instruction, offered at fixed times, dates, and locations. A strong partnership between academic and student affairs will be essential to tying strategic enrollment management to academic program goals and capacity, diversity initiatives, and requisite professional development and resources allocation.

F. Interactions with Constituencies

Affirmative Action Officer, recently retired, by telephone
American Democracy Project Leaders (2)
Assessment Committee (6)
Associate Vice Chancellor for Academic Affairs
Associate Vice Chancellor for Student Affairs and Enrollment Management
Athletics Director
Budget Committee (5)
Campus Leaders Group (50)
Campus Tour
Chancellor
Community-based Learning/IUSB Outreach Faculty/Staff (4)
Dean of the College of Liberal Arts and Sciences
Dean of the Division of Nursing and Health Professions
Dean of Library and Media Services
Dean of the Raclin School of the Arts
Dean of the School of Public and Environmental Affairs
Dean of the School of Education
Dean of the School of Business and Economics
Development Staff (3)
Director, Campus Diversity Office
Director Career Services
Director, Civil Rights Heritage Center
Director, Extended Learning Services
Director, General Education
Director, Human Resources
Director, Library
Director, Summer Academy
Director, University Center for Excellence in Teaching
Elkhart Center Tour (6)
Extended Learning Services Staff (6)
Facilities Director
Faculty Senate President and Past Faculty Senate President
General Education Committee (23)
Graduate Admissions and Retention Officer
Graduate Council (6)
Grants Representatives (12)
Indiana University Board of Trustees Member (1) by telephone
Indiana University Board of Trustees Liaison
Indiana University President by telephone
Indiana University South Bend Advisory Board (7)
Institutional Research Director
Library Tour (7)
Open Faculty Meetings (16,18)
Open Staff meeting (22)
Open Student Meeting (5)
Self-Study Steering Committee (15)
Senate Curriculum Committee (6)
Senate Executive Committee (8)
Special Events Scheduling Coordinator
Strategic Planning Advisory/Campus Directions/Senate Budget Committee Members (9)
Union/Staff Leadership (10)
Student Leadership (5)
Student Activity Center (Registrar, Admissions, Financial Aid, International Students, Enrollment Management)
Vice Chancellor for Academic Affairs
Vice Chancellor for Administrative and Fiscal Affairs
Vice Chancellor for Information Technologies
Vice Chancellor for Public Affairs and University Advancement
Vice Chancellor for Student Affairs and Enrollment Management
G. Principal Documents, Materials, and Web Pages Reviewed

Academic Handbook
Academic Master Plan
Academic Senate Admissions and Advising Report on 2002 Retention Action Plan
Academic Special Events, 2002 - 2006
Academic Units Three-Year Strategic Plans
Administrative Structure at IUSB: Analysis and Recommendations
Advance College Project (ACP) Courses on the Indiana Core Transfer Library, April 2007
Affirmative Action Policies and Procedures
Alumni Association Brochures
Analecta, Poetry, Non-Fiction, Drama, Short Story
Annual Report, Education
Annual Report of the Department of Athletics and Recreation, 2006-07
Annual Report of the School of Business and Economics, 2006
Annual Reports of the Office of Academic Affairs, 2002-03, 2003-04, 2006-07
Annual Reports of the Office of Student Affairs, 2002-03 to 2006-07
Annual Reports of Student life and Programs, 2002-05
Articulation Agreements with Ancilla College, Glen Oaks Community College, Ivy Tech
Lake Michigan College, Southwestern Michigan College, and Vincennes University
Assessment Committee Third-Year Evaluation Rubric
Assessment Plans Reviewed: Biology, Communication Arts, Criminal Justice, Master of Liberal Studies, Nursing
Assessment Practices and Responsive Improvements, 2005-07
Assessment Techniques Used by Academic Programs, October 2007
Associate Faculty Handbook
Blur
Bridge to the Future: Self-Study Document and Executive Summary
Bursar Refund Policy
CLAS Nuts and Bolts of Advising Manual
Campus Advising Practices – Summary
Campus Bulletins, 2000-2009
Campus Directions Committee (CDC), 2002-2005
Campus Events binder
Campus Events Evaluations, 2004-2007
Campus Room Reservations, July 2006 to June 2007
Campus Table Requests, July 2006 to June 2007
The Chalkboard, School of Education
Chancellor’s Annual Report
Chancellor’s Transition, 2002-2003
Civil Rights Now, Civil Rights Heritage Center
Commitment to Excellence Program Documents
Community Correspondence to the Chancellor
Comprehensive Riverfront Plan, ISUB, September 1994

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Course Equivalency Tables, Help University College and Japan College of Foreign Languages
Developing and Enrollment Management Model at IUSB, J. Gyure, 2003
Divisional Three-year Strategic Plans Enrollment Reports, 2000-2007
Emergency Action Plan
Emergency Procedures Handbook
Employee Rewards Survey Results, June 2007
Enrollment Management Advisory Committee Membership List
Enrollment Management Report: Facilitating the Future and Effecting Change, November 2002
Enrollment Management Plan February 2005
Enrollment Management Plan Update, 2007
Enrollment Trends at Indiana University Campuses, 1997-2006
Extended Learning Services, Business Plan, 2005-06
Extended Learning Services, Schedule of Classes
Facilities Master Plan Background
Faculty and their Teaching Assignments: Business and Economics, Education, Liberal Arts & Sciences, Nursing & Health Professions, Raclin School of Arts, Schurz Library
Federal Student Aid Eligibility Documents
Foundation for the Future: Preparing for New leadership, October 2001
Gateway to Excellence: Bridge to the Future, 2005 Strategic Plan
General Education Offerings, 2006 and 2007
Graduate Application Summary as of August 28, 2007
Graduate Program Admissions Packets – Selected Sample of Programs
Graduate Program Student Recruitment and Retention Plan Draft, fall 2005
Graduate Student Grants
Groups Utilizing Campus Space, 2004-07
Foundations, Alumni Association
IPAS Evaluation of Retention Initiatives
IPEDs, 2001-2006
IT, Informational Technology
IU Home Pages
The IUSB Preface
The IUSB Vision
In Touch, General Studies Program
Indiana, the Alumni Association magazine
Indiana University Academic Handbook, 2006
Indiana University Fact Book, 2006-07
Indiana University Financial Reports, 2001-02 to 2005-06
Indiana University Foundation Audit Report, 2006
Indiana University Institutional Snapshot
Indiana University Internal Audits (Revenue Processing; Parking Services Processes; Controls and Financial Transactions; Student Information System; Student Records Module Implementation; Hospitality Expenditures; Student Financial Aid Module Implementation; Student Information System, Student Financials Module Implementation; Transitional Management Review for the Vice Chancellor
Administrative and Fiscal Affairs South Bend Campus; Follow-Up of Transitional Management Review for the Chancellor South Bend Campus

Indiana University Life Sciences Strategic Plan
Indiana University Official Financial Aid Reports, 2000-01 to 2005-06
Indiana University Research and Academic Computing Strategic Plan
Indiana University Undergraduate Retention Reports, 2000-2006
Indiana University South Bend Appointed Professional Staff Handbook, 2003
Indiana University South Bend Appointed Support Staff Handbook, 2003
Indiana University South Bend Budget Policy
Indiana University South Bend Campus Plan: Realizing Our Mission for the Future, 2004
Indiana University South Bend Clery Report, 2004-06
Indiana University South Bend Health and Wellness Services binder
Indiana University South Bend Peer Institution Selection and Analysis, May 2006
Indiana University South Bend Planning Assessment Metrics, 2005-2006
Indiana University South Bend Schedule of Classes
Indiana University South Bend Service Learning Courses
Indiana University South Bend Strategic Planning Metrics, 2005-2006
Indiana University South Bend Student Code
Indiana University South Bend Task Force of General Education: Report and Recommendations, March 2003

Information Technologies Policies
Institutional Origins of IU Transfer Students, February 2007
Intercollegiate Athletics Programs Policy
Integrated Image Initiative
International Programs Directory
Laboratory Chemical Safety Plan

Library and Media Services News
Library Prize for Undergraduate Research
Lily Student Success Grant, Final Report, July 2001 to August 2002
Lumina Foundation for Education Progress Report, November 2006 to October 2007
Lumina Foundation for Education Proposal, January 2004 to December 2005
Lumina Foundation for Education Report, January 2004 to December 2005
Maintenance Plans: Housing, Associates Building, Greenlawn Hall
Master Inventory of Classrooms, Main Campus
Mission and Strategic Priorities, 1997
Mission Differentiation Project Final Report: Eight Campus Identities, One Shared Destiny
Mission Differentiation Project Report
Mission Statement, 2005
Mission Statements, Athletics, Units, Schools, Colleges, Divisions
NCA Self-Study Documents, 1999-2000
NCES Data Feedback Report for IUSB, 2006
New Student Orientation Packet

New Views on Gender
Notes from the Chancellor
Office of Community Links Final Report, July 2006 to June 2007
Office of Financial Aid Academic Progress Policy
Office of Institutional Research Portfolio: A Sampling of Contributors to IUSB
Office of International Programs Newsletter
Official Budgets, 2003-04 to 2007-08
Organizational Charts
Partially Paid Family Leave Policy
Personnel Policies
Personnel Policies for Professional Staff and Non-Union Appointed Support Staff
Physics 3 + 2 Agreements
Plagiarism and Copyright Statements
Policy on Academic Appointments
Policy on Conflicts of Commitment Involving Outside Professional Activities
Policy: Review Procedures for Chancellors
Policy, Procedures, and Minimum Standards for Graduate Programs
Press Ganey Needs Assessment, October 2001
Professional Advisors Committee
Program Review Instructions
Program Reviews Examined: Biological Sciences, English Department, SPEA
Recommendations for Increasing Success of Incoming Students by removing Barriers,
Registrar’s Office Policies and Procedures
Report of the Status of Minorities at Indiana University, 2003
Retention Action Plan, 2002
Special Events Guidelines and Policies, 2007-08
School of Business and Economics Summary of ETS Field Test: Results
Strategic Planning Advisory Council: Minutes and Documents
Strategic Planning Process Vision Statement and Statement of Campus Priorities
Student/Mentor Academic Research Teams
Student-Athlete Eligibility Documents, NAIA, 2006-07
Student Complaints against Members of the University Faculty and Administration,
Campus Procedures
Study Abroad Programs
Support for Tenure at IUSB, Summary of Findings, Gwynn Mettetal
Tenure Decisions Summary, 2000-06
Vice Chancellors’ Annual Reports, 2003-04, 2004-05, 2005-06
UCET Technology Training Statistics, 2000-06
UCET Needs Assessment Survey, spring 2007
Undergraduate Admissions Packet
Undergraduate Research Journal
Unit Strategic Plans, 2004-07
University Center for Excellence in Teaching (UCET) Annual Reports, 2000-06
University Faculty Council, Constitution and Bylaws
Walrood, Practical, Feasible Steps for General Education/Core Assessment
Websites visited:
http://academicaffairs.iupui.edu/appd
www.chancellor.iusb.edu
www.iupui.edu/~josotl (Journal of Scholarship of Teaching and Learning)
www.iusb.edu/~adacademicprograms
www.iusb.edu/~sbas/gradpolicies.doc
II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

Indiana University South Bend forthrightly monitored its progress in meeting challenges identified by the site-visit team in November 1999. The self-study process for the 2007 visit built on this commitment. In September 2002, the Vice Chancellor for Academic Affairs inaugurated the formal process when he presented the proposed new HLC criteria to a joint strategic planning meeting with the Campus Directions Committee, the Budget and Assessment Committees, and members of the Task Force for General Education. The Steering Committee formed the next month, with Criterion Teams finalized early the following fall. Representatives of the Steering Committee and/or the Criterion Teams attended pre-conference spring training sessions developed by the HLC for three consecutive years, 2005, 2006, 2007. Over three years, the IUSB institutional self-evaluation and analysis involved all components of IUSB stakeholders. Data available to the team electronically prior to the visit and in the extensive, well-organized resource room included both quantitative and qualitative data. The well-documented process provided numerous opportunities for students, faculty, staff, administrators and community members to give input and review.

B. Integrity of the Self-Study Report

Indiana University South Bend organized the self-study chapters, which focus on the core components. The self-study is detailed, descriptive, and comprehensive. Links to additional data, publications, and other resource, in addition to the self-study document itself, contributed to the teams' pre-visit confidence that the report was inclusive and the process open. Team members validated and confirmed these impressions through individual and group meetings with internal and external members of the IUSB community, as well as through careful examination of resource room exhibits. Indiana University South Bend's choice to conclude its treatment of each core component with an analysis of progress made and work yet required assisted team members in identifying key areas for advice in the advancement section and in determining institutional effectiveness necessary for ongoing accreditation.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the response of the organization to previously identified challenges to be adequate.

The 2000 evaluative report identified four institutional challenges: comprehensive strategic planning; interrupted communications flow attributed largely to administrative and staff changes and temporary appointment; inadequate assessment of student learning for purposeful modification and enhancement of the curriculum; and the absence
of uniformly applied, well-defined qualifications for IUSB faculty teaching at the master's level on the IUSB campus. The team report addressed Institutional progress for each challenge in Criterion 2, Criterion 1, Criterion 3, and Criterion 4, respectively.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Third-party comment process began in July 2007; requirements fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information and found the institution to be in compliance with those requirements.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

Indiana University South Bend is a regional institution committed to providing a strong liberal arts education and preparation for professional disciplines. IUSB plays a critical role in regional economic development and cultural enhancement of the region, underscored in its mission statement. IUSB's clearly articulated mission is stated and widely communicated through its web site and institutional publications. University and community members are familiar with the mission, goals and values of the institution and stakeholders express support for the institution.

As an outcome of the Indiana University Mission Differentiation Project, IUSB identified distinctiveness in faculty/student collaborations, in enhancing diversity and a global perspective, in the arts, and in nursing and health professions. The institution's mission statement further emphasizes that IUSB is the comprehensive undergraduate and graduate regional campus that serves north central Indiana and southwestern Michigan. Team members confirmed that IUSB provides a strong liberal arts and sciences foundation for all degree programs; supports learning, access, and success for a diverse student population; contributes to the economic development and vitality of the region; and fosters student/faculty collaboration in research and creative activity. Moreover, a strong commitment to teaching excellence, technologically facilitated and focused on active learning, is apparent throughout the organization. These mission-driven core institutional values are evident in the planning processes at all levels of the university.

In November 2004, IUSB campus community members were apprehensive that the Mission Differentiation Process (MDP) would too narrowly focus the organization's
mission as part of the effort to encourage the Indiana University System to create a public hierarchy of community colleges, regional universities, and research universities. During that month, IUSB faculty approved a mission statement that reflects the requirements of the MDP for the purposes of the MDP project only. Months of discussion ensued and in April 2005, IUSB adopted a new mission statement, which laid anxieties to rest. Through an inclusive process, IUSB determined its priorities and areas of distinction, set a course for future growth, and served to focus more sharply programmatic and financial decisions.

Indiana University South Bend’s student population is changing. More students are recent high school graduates than was historically true. IUSB’s revised mission statement appropriately reflects this evolving demographic and identifies a student population that is both residential and non-residential, includes students from traditionally underrepresented populations, as well as a significant number of international students. IUSB’s increasingly diverse student body, combined with targeted student support services and selected curricular offerings, demonstrate that IUSB lives its mission to support educational opportunities for all students and to increase the region’s global awareness. IUSB strives to meet the changing educational and research needs of the community and serves as a vibrant cultural resource.

Indiana University South Bend’s governance system places an integral and inherent value on faculty, staff, student and administrative input. The team observed an institutional priority and focus on teaching excellence that places faculty in a critical, central role for future planning, enrollment management, and resource allocation, as well as in curriculum development, assessment, and revision. The intentional inclusion of all governance groups in institutional planning, resource allocation, and institutional policy development is noteworthy, which serves to enhance communications, support institutional loyalty, and contribute to individual and collective effective performance.

Indiana University South Bend focuses on the student as learner and potential contributor to the economic and cultural growth of the region. A strong commitment to ethical, legal, and responsible action guides the development of policies and procedures within IUSB, as well as evidenced in interactions with external constituencies. IUSB is not only responsive, but also is proactive in relationships with other constituencies.

The 2000 HLC site-visit team charged IUSB to repair interrupted communication flow attributed largely to administrative and staff changes and temporary appointments. Upon her arrival, the Chancellor established “communication” as an administrative priority. An external consultant’s advice provided insight into restoring, aligning, and fully staffing a new administrative campus structure, which replaced the 32 temporary appointments previously in place. While effective communication between and
among various campus constituencies presents challenges to all institutions, the team observed that IUSB made adequate progress to address the concern delineated by 2000 HLC site-visit team.

2. Evidence that one or more specified Core Components need organizational attention

As IUSB's administrative structure expands to respond to the needs of the campus community, additional communication venues will require thoughtful attention. The IUSB administrative structure is still evolving. The decision to move student affairs and enrollment management from the direct oversight of academic affairs is a recent change in organizational hierarchy, which provides a relevant example. Effective enrollment management targets relate to, among other things, program goals, diversity initiatives, and multiple instructional delivery strategies. While the infrastructure for online courses and program delivery is in place and planning was accomplished in the early 90s, there is no academic affairs program advocate at the level of the Chancellor's Cabinet to move plans to implementation, plans that when implemented can reach working adults whose educational needs cannot be addressed through traditional instruction, offered at fixed times, dates, and locations. A strong internal collaboration between academic and student affairs, supported by frequent and open information sharing and jointly held strategic planning priorities can assist IUSB in fulfilling its mission.

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted.

Recommendation of the Team
Criterion is met; no Commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

The 2000 HLC site-visit team charged IUSB to develop a comprehensive strategic plan, which identifies objectives, defines agreed upon measures of accountability, and develops strategies for interconnecting all components of the institution's operation. IUSB completed an initial strategic planning process and submitted the required report
to the Higher Learning Commission in January 2005. The HLC accepted the report in March 2005. While work remains to move from this initial, relatively general strategic plan to one that purposefully links planning, budgeting, and assessment in all areas of the institution, non-instructional as well as instructional, the team agrees that IUSB’s progress in addressing this challenge meets expectations set by the prior team of consultant-evaluators.

Indiana University South Bend demonstrates significant progress in planning. IUSB has in place a widely supported campus strategic plan, an enrollment management plan, and a technology plan. These planning documents show evidence of broad participation, an understanding of IUSB’s role in the region, and an understanding of campus history and heritage, as well as the institutional operating environment.

The institution has managed its financial affairs in a deliberate and targeted mode by focusing its resources on major goals of the university. Like most public higher education institutions across the nation, reductions in state revenue support have required IUSB to identify additional revenue streams in order to continue to meet the needs of the students who attend the institution and the faculty and staff who serve this outstanding campus. The campus continues to make headway toward identifying new revenue streams, which is a credit to the leadership of IUSB and the communities it serves.

Advancement initiatives at IUSB are at an all-time high with major successes to its credit. The advancement office led by the Vice Chancellor for Public Affairs and University Advancement has engaged the leadership of the institution in identifying donors who are eager to help IUSB serve the communities in the region. A recent example of success is the new Elkhart Center fully funded by major donors because of their confidence in IUSB to deliver its mission. Many of these donors are not alumni, which is strong testimony to the strength of its advancement initiatives.

Indiana University South Bend invests significant resources in physical plant, technology, and human resources. Physical plant improvements range from new construction, including the institution’s first residence halls, to building renovation. Physical plant projects receive support from the Indiana legislature and through private fundraising efforts, which reflect confidence in IUSB’s ability to fulfill its mission by multiple external stakeholders. IUSB replaces computers on a three-year cycle, which allows faculty and students to rely on the availability of current technology in a variety of learning environments.

IUSB is in the process of constructing new residence halls with a capacity of 400 students scheduled to open in fall 2008. The occupancy of these new halls will have a profound impact on the campus, particularly on the capacity of other campus operations’ ability to meet the needs of these mostly new students. Operational issues that need close scrutiny are management of the halls, impact on the Student Activities Center and evaluation of costs related to the need for additional student services operations. The institution has done outstanding work in anticipating many of these issues and is well-positioned to meet the challenges associated with the major issues confronting IUSB relating to new residence halls.
Indiana University South Bend documents measurable progress in assessment of student learning since the prior self-study report and evaluation. IUSB’s decision to hire a Director of Institutional Research and to add another position to this office recently provides a focal point for campus-wide assessment activities. In discussions with faculty members and other campus leaders, team members learned that there is widespread support for the continued development and use of assessment to affect student learning and effective teaching at IUSB. Developing an evidenced-based culture of assessment that leads to curricular improvement represents a cultural change that is challenging to create and sustain; IUSB is making progress.

Regional comprehensive universities often do not have histories of successful development and fundraising. In recent years, IUSB demonstrates impressive progress in these areas. The approximately $4 million dollars raised by Elkhart community leaders, largely members of the Chancellor’s Community Advisory Board, is a remarkable example, but other efforts of the public affairs and university advancement office are also commendable. In recognition of this latter office’s contributions to the work of the university in fulfilling its mission, Indiana University allocated funds to support an additional professional staff person for a three-year term, with agreed upon productivity levels to sustain the allocation to self-supporting status at the end of year three. Continued success in development and fundraising will allow IUSB to reduce its reliance on state support and tuition dollars.

2. Evidence that one or more specified Core Components need organizational attention

Indiana University South Bend has made commendable progress toward the development and implementation of a comprehensive strategic plan. However, in discussion with campus leaders, there is a concern that the links between resource allocation through the budgeting process and strategic initiatives are not fully developed nor made explicit. If this concern is not addressed support for the current strategic plan could erode.

While responsible officers now access cost center budget information and the institution is financially stable and able to respond to minor fluctuations in revenue or expenses, an ongoing concern is the considerable – at times adverse – impact of the unplanned resource demands of Indiana University of the other campuses. As an illustration, a recent “assessment” targeted at each campus to fund overall Indiana University initiatives came after IUSB’s budget was developed and commitments made. As a result, IUSB made some difficult decisions to adjust campus expenses. Even though the unexpected “assessment” was suspended resulting in a temporary windfall, it came later in the year after painful adjustments were initiated.

While IUSB progress in the assessment of student learning is significant, there remains considerable unevenness in assessment across the academic units, as well as across campus units. Academic programs with program-specific accreditation, such as NCATE or AACSB, show more developed assessment mechanisms and are more likely to have feedback mechanisms in place to improve performance continuously. More than a few academic units, as well as most non-academic units,
are not yet at an equivalent level of development.

3. Evidence that one or more specified Core Components require Commission follow-up. (Sanction or adverse action may be warranted.)
   None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up.
   None noted.

Recommendation of the Team
Criterion is met; no Commission follow-up recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

The 1999 HLC site-visit team told IUSB that the assessment of student learning outcomes for purposeful modification and enhancement of the curriculum remained a challenge. While the current team of consultant-evaluators believes that work remains to generate data in a consistent manner that will enable IUSB to develop a comprehensive university response to measured learning deficiencies, IUSB's documented progress is sufficient to determine that the concern cited by the previous team is met.

Based on evidence in the resource room and the IUSB self-study report, interviews with faculty and students, and a review of selected annual assessment reports, the team concludes that differentiated learning goals for undergraduate, graduate, and post-baccalaureate programs appropriately define expected student learning outcomes making effective assessment possible. Assessment of student outcomes achievement includes multiple direct and indirect measures of student learning. IUSB program curricula provide students a rigorous education, which is recognized in the local and regional communities and beyond for its usefulness and quality.

During the open faculty meeting, faculty members stated that effective assessment of student learning is achievable and they were generally positive and supportive of this effort. They reported that program assessment and assessment of expected learning outcomes finally made sense to them during a workshop offered by Barbara Walvoord. While few examples of program change are documented in the annual assessment reports posted on the IUSB assessment website, faculty members are more actively involved in defining expected student learning outcomes and in developing and implementing assessing strategies to determine whether those outcomes are achieved. It is important that IUSB faculty members continue to make measurable progress to assess student learning, avail themselves of the resources...
now available through the Office of Institutional Research, and make use of assessment results to strengthen and improve curricular offerings.

Faculty and students expressed satisfaction with most academic units and services provided across campus. Many groups interviewed offered examples of how the University Center for Excellence in Teaching (UCET) provides opportunities for faculty discovery, feedback, reflection, support, and collegiality. IUSB’s financial support for professional development, availability of current classroom technologies, openness to use of innovative practices in the classroom, and evaluation of teaching effectiveness affirm that that IUSB values and supports effective teaching.

2. Evidence that one or more specified Core Components need organizational attention

The Self Study, validated through interviews with faculty members and administrators, reveal that an evidenced-based culture of assessment of student learning is not in place across the multiple units of the campus. While the IUSB administration, faculty, and staff articulate the importance of maintaining and improving academic, student, and administrative services that support and enhance effective learning environments both within and outside of the classroom, there is no comprehensive assessment plan in place that encompasses all instructional and non-instructional programs or services. Development of rubrics to assess student and administrative services for their contributions to effective student learning environments must become a higher priority. Stronger and more effective programs and services will result from understanding and applying the results of these assessments and evaluations.

The self-study document identifies the Franklin D. Schurtz Library as a university resource, which finds it increasingly difficult to provide adequate learning and research support, materials, and services. Interviews with faculty, students, and staff informed team members that students and faculty cannot always find books or journals needed for research projects. Campus community members told team members that budget reductions resulted in an inability to maintain library collections and monographs. Moreover, library staff members identify library building maintenance and adequate space needs as high priorities to assure a safe learning environment. IUSB is justifiably proud of its faculty-mentored student research and its commitment to excellence in teaching and learning, which in part depend on access to these instructional support resources.

From material in the self-study document, confirmed through faculty interviews, it is evident that although tremendous effort was made to assess and improve student learning during the past several years, IUSB demonstrated progress in this area is uneven. To date, insufficient data are available to allow IUSB to assess consistently the effectiveness of student learning and teaching effectiveness. While assessment measurement and reporting tools remain strengths of the institution, implementation continues to be variable across campus. A campus culture that fully embraces a structure supporting assessment activities is lacking, which means that assessment processes lack sustainability. Although improving, the Academic Program Review Procedures in the undergraduate curriculum are not fully linked to student learning.
outcomes. Moreover, not all departments submit assessment of student learning results in program review documentation. There is also lack of uniformity in assessment of graduate program student learning effectiveness. Without reliable assessment data that support student learning and effective teaching, program changes are not consistently linked to needed budgetary adjustments and improved student learning opportunities and support services can be overlooked in the IUSB planning and budget cycle.

Indiana University South Bend recently completed a significant revision of the institution's General Education Programs. Resource Room materials, the campus catalog and self-study document, and interviews with faculty and academic administrators provide convincing evidence that the IUSB faculty leadership and efforts merit commendation for the program's development and implementation. The next step in the process is the assessment of student mastery of the goals defined in the program, with the requisite feedback loop in place to ensure appropriate curricular revision, where required. It is essential that identified learning outcomes be measured to document that graduates have gained the skills and knowledge they need to function in diverse local national and global societies.

During the site visit, team members confirmed that the self-study document reflects accurately that faculty members, staff, and administrators acknowledge that all institutional services need assessment to understand their value to student learning and effective teaching. In keeping with the mission, additional curricular evaluation designed to include alumni, employers, program advisory boards, transfer partners, and other external constituents will contribute information and data that is invaluable in program revision, program development, or program elimination. The later difficult, but often inevitable decision regional comprehensive universities face as they act as responsible stewards of student tuition and state allocation dollars. To underscore these comments, these data are among the elements IUSB needs to link environmental scanning, strategic planning, the budget allocations, and assessment and evaluation.

During the site visit, team members learned that Indiana University South Bend academic departments do not undertake academic program review with the same level of seriousness. Sample reports reviewed showed that some departments address required report components, while failing to provide adequate documentation to demonstrate effective teaching and student learning outcomes achievement as part of the program review. IUSB would be well advised to put into place appropriate accountability expectations and work with departments to achieve them. The Assessment Committee is already in place and could oversee IUSB's program review accountability processes with some administrative support.

3. Evidence that one or more specified Core Components require Commission follow-up.
   None noted.

4. Evidence that one or more specified Core Components are not met and require
Commission follow-up. (Sanction or adverse action may be warranted.)
None noted.

Recommendation of the Team
Criterion met; no Commission follow-up recommended.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

Indiana University South Bend created the position of Associate Vice Chancellor for Graduate Programs and Sponsored Research to increase the amount of institutional research funding and to address questions concerning the graduate program addressed in the previous site-visit report. The concern focused on graduate course delivery at the master's level on the IUSB campus by faculty whose experience and credentials did not meet uniformly applied, well-defined qualifications. In late spring 2007, the IUSB Senate, which is a committee of the whole, adopted a policy titled, “Policy, Procedures and Minimum Standards for Graduate Programs.” This document serves a number of purposes and includes general goals for all graduate student learning, academic policies, and a statement of expectation concerning program assessment. In addition, the document includes an expectation that graduate faculty hold a terminal degree in the field in which faculty are teaching, or a graduate degree and demonstrated specialty knowledge in the specific course assigned. Although the current team of consultant-evaluators agree that IUSB addressed the prior team's expressed concern, the issue of graduate faculty experience and credentials will be expanded upon in the Advancement Section of this report.

IUSB encourages faculty and student research as part of the learning process. A number of internal and external grant sources are available to support this work, focused primarily on support for faculty members, which includes one-semester (full pay) or academic year (half pay) sabbaticals, various travel award opportunities, summer research grants, and seminars presented by the Office of Research. These seminars include presentations on topics such as data acquisition, management, sharing, ownership; IRB requirements; responsible research conduct; publication practices and ethical peer review. In the six years from 2000-01 to 2005-06, slightly more than 84% of the tenured or tenure-track faculty published at least 1 or 2 papers, with two-thirds of the faculty documenting at least 3 or 4 publications. Increased numbers of IRB requests from students reflects the efforts of the faculty to involve students in research.

The General Education program reflects the new mission statement of IUSB. Self-study document discussions related to administrative support for faculty ownership of the curriculum and the role and responsibility of the General Education Committee were confirmed through meetings with Senate leadership, representatives from the academic affairs administration, and the faculty. Specifically, conversations with
current and former Faculty Senate presidents make it clear that the faculty leadership sees the current administration as supportive of the faculty and working with the faculty to achieve the stated mission of IUSB. In a similar vein, although IUSB is still striving to link planning and resource allocation, the 6 hours of released time one faculty member receives to serve as Director of the General Education Program provides evidence of administrative support for faculty leadership of the program, evidence by resource allocation through the budgeting process.

The University Center for Excellence in Teaching (UCET) provides professional development programs and activities for faculty members, administration, and staff. Increasing staffing levels of the UCET reflects the importance of services provided by the University. The self-study document provided evidence of services provided, services, which are described in detail in Criterion 3 of this report. Faculty and administrators commented to team members that services provided by the UCET are beneficial. UCET's value in assisting IUSB fulfill its mission is further demonstrated by increased funding through the budget process to support additional staffing.

2. Evidence that one or more specified Core Components need organizational attention

Although development of the revised General Education program is a significant achievement, the assessment plan for this program is not complete. The self-study document openly acknowledges this situation and an interview with the Director of General Education confirmed that this is the case. Parts of the assessment plan are underway with the remainder of the plan scheduled to be in place by the end of spring 2008. The completion and implementation of the assessment plan is necessary for any determination about the program's effectiveness in meeting the defined General Education Program goals. Overall, at IUSB, academic program evaluation and assessment, and the resulting improvements made based on data analyses (implementation of the feedback loop) need to become the operational norm.

Enrollment data indicate that Indiana University South Bend receives a large number of transfer students. Many of these students transfer into IUSB courses that meet some or all of the general education requirements. The General Education Committee recognizes the problem of assuring that these transfer students have met IUSB's general education goals. The assessment plan needs to develop strategies to assess transfer student learning achievement in general education.

In keeping with Indiana University South Bend's mission, faculty and students produce scholarship and create knowledge through basic and applied research. While support and recognition of faculty achievement is apparent and institutionalized, that is not yet the case for student research, which is strong and increasing. Indiana University South Bend is making efforts to address these issues through the Office of Research, where some progress was evident during the site-visit. IUSB's stated commitment to develop and implement a strategic plan for undergraduate research is consistent with their teaching and learning mission and the Commission's core component to ensure that students acquire, discover, and apply knowledge responsibly.
3. Evidence that one or more specified Core Components require Commission follow-up.
   None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)
   None noted.

Recommendation of the Team
Criterion met; no Commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

Meeting regional service expectations and working collaboratively with external stakeholders to identify educational needs are as integral to IUSB’s mission and purpose as they were when the campus began as an extension site of the University of Indiana in 1916. Today, the Extended Learning Services Office continues to provide a relevant array of continuing education opportunities and off-campus programs. Among their varied initiatives are the Mini-University with an annual summer enrollment of more than 200 children, Early Childhood Professionals of Northern Indiana Conference, Entrepreneurship Symposium Series, Center for Economic Education, Collegiate Business Assistance Project, Small Business Practica, Volunteer Income Tax Assistance, and Bureau of Business and Economic Research. Fulfilling its role providing regional outreach to IUSB’s service region and beyond, the Office of Extended Learning Services is also an increasing important "front door" for students who would not have thought it possible to begin a formal college education without their community presence.

Indiana University South Bend faculty members meet expectations to share their expertise in service and engagement efforts beyond the levels established for tenure and promotion. In the School of Business and Economics, for example, faculty members responded to feedback from the banking community by developing and implementing a new concentration in banking. The Campus Theme, a General Education Strategy, spurs campus and community discussions. The theme is selected by a faculty committee, a group which also encourages integrating the theme into public gallery exhibitions, theatre performances, and campus lectures. The Civil Rights Heritage Center in the College of Liberal Arts sponsors the Oral History Project, which investigates the origins of the Civil Rights Movement and by preserving materials on local African-American history. One final example is the School of Education Center for Global Education, which promotes multicultural and global awareness through professional development workshops and curricular materials. It is evident that that IUSB learns from its constituents and works with them to provide services that each partner values.
Indiana University South Bend’s regional economy continues to shift from a manufacturing to a service economy. As the self-study explained and interviews with staff and administrators underscored, Studebaker and Uniroyal are no longer presences in South Bend and changes in Elkhart include the loss or diminution of the musical instrument industry, Bayer, and Miles Laboratories. The loss of local manufacturing jobs means increased need for college degrees and continuing education options in service and professional areas. As healthcare emerges as South Bend’s major industry, IUSB consolidated its nursing and health professions programs, added a master’s degree in nursing, expanded the two-year dental program to a baccalaureate degree, increased capacity in computer-related programs, and developed a new program in Infomatics. IUSB demonstrates that it has the skill and determination to scan the environment, analyze its capacity, and the agility to serve constituent needs responsively.

Indiana University South Bend subscribes to the adage that individuals learn the most when teaching others. Through the leadership of student life, IUSB develops and supports co-curricular and volunteer programs that enable IUSB students to mentor pre-collegiate students. A selected set of examples includes: Titans for Tomorrow – IUSB Honors student tutoring program; America Reads, America Counts; Career Service Interns; Income Tax Assistance; The Summer Academy; Child Development Center; Student Alumni Association activities; and Easing Transitions – IUSB’s Peer Advisers. Complementary classroom active and collaborative learning strategies in peer editing in writing-based instruction, small group discussions, study groups, and project teams are becoming increasingly common. Students are IUSB’s most important internal constituency; intentionally increasing experiential learning and co-curricular engagement most often enhances learning, improves retention, and expands students’ perspectives. The next step for IUSB is systematic, longitudinal evaluation of the effectiveness of these strategies.

The new Elkhart Center is a noteworthy partnership that IUSB shares with its region. Built with private funds of approximately $4 million, the Center and IUSB are in collaboration to provide and deliver outreach and distance learning opportunities. The building houses a small bookstore, student lounge area, offices, classrooms, and a science and computer laboratory. All classrooms are equipped with state-of-the-art instructional technology. IUSB plans to provide the complete general education program in Elkhart. The aspiring Elkhart community, ably represented on the IUSB Chancellor’s Advisory Board by several community leaders, is now turning to another ambitious fundraising effort to support student scholarships to increase access and opportunity to regional students. Without this financial assistance, these students would be unable to earn a college degree or acquire essential professional skills and training, which are increasingly critical in a changing regional economy where once plentiful manufacturing jobs are no longer available to them.

2. Evidence that one or more specified Core Components need organizational attention

Since the implementation of the community college system in Indiana in 2001, IUSB developed and signed a number of articulation agreements within this system, as well
as with other local colleges and universities. The self-study document appropriately describes that student learning and academic success must measure the ultimate success of these agreements. The self-study document expands this conclusion by delineating the need to compile, study and share transition, academic performance, persistence, and graduate rates, which are all appropriate data to analyze. The self-study document does not indicate plans to develop processes to identify and pre-advice students who plan to transfer to IUSB under one of these agreements. Moreover, there is no discussion of developing 2 + 2 or 3 + 2 program guides, which provide opportunities for program faculty from the partner campuses to meet and develop respect for one another's abilities and programs. These later strategies are effective and often serve to increase transfer rates, reduce transition issues, and lessen the time needed to complete the baccalaureate degree at the receiving institution.

3. Evidence that one or more specified Core Components require Commission follow-up.
   None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)
   None noted.

Recommendation of the Team
Criterion met; no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status
   No change.

B. Nature of Organization

   1. Legal status
      No change.

   2. Degrees awarded
      No change.

C. Conditions of Affiliation

   1. Stipulation on affiliation status
      No change.

   2. Approval of degree sites
      No change.
3. Approval of distance education degree
   No change.

4. Reports required
   None.

   Progress Report
   Topic(s) and Due Date (month-date-year)
   Rationale and Expectations

   Monitoring Report
   Topic(s) and Due Date (month-date-year)
   Rationale and Expectations
   Condition Statement (if . . . then)

   Contingency Report
   Topic
   Rationale and Expectations

4. Other visits scheduled
   None.

   Type of Visit
   Topic(s) and Timing (academic year - xxxx-yyyy)
   Rationale and Expectations

6. Organization change request
   None.

D. Commission Sanction or Adverse Action
   Not applicable.

   On Notice
   Due Date for Report
   Rationale and Expectations
   Areas That Must Be Addressed

   Probation
   Next Evaluation Visit
   Rationale
   Areas That Must Be Addressed (requirements for removal of probation)

   Denial or Withdrawal of Status
   Rationale

24 02/12/2006
E. Summary of Commission Review
Timing for next comprehensive visit (academic year – 2017-1018)

Rationale for recommendation:

The team found evidence that the institution publicly articulates its campus commitments, embraces and lives its mission, and upholds and protects its integrity. Campus processes are fair, open, and accessible. IUSB complies with the Title IV requirements of the Higher Education Reauthorization Act, the expectations defined by the HLC for off-site programs, and responds to complaints in a thoughtful and timely manner. IUSB made significant progress in establishing a viable strategic planning process, positioned to engage in environmental scanning, and is developing resources to enable it to make future-oriented, data-driven decisions. IUSB is financially stable; the resource allocation process is transparent. Responsible officers can access cost center budget information. Work remains to move from the initial, relatively general strategic plan to one that purposefully links planning, budgeting and assessment in all areas of the institution, non-instructional as well as instructional. Moreover, enrollment management targets must be connected to program goals, diversity initiatives, and multiple instructional delivery strategies. Student learning outcomes goals are clearly stated for each educational program and make effective assessment possible. IUSB values effective teaching and supports professional development initiatives directed at achieving enhanced student learning. Faculty responded positively to Dr. Barbara Walvoord’s recent on-campus assessment workshop, telling team members that it was the first time that assessment made sense to them. IUSB’s program assessment is at a level comparable to most peer campuses, although considerable work remains before the same is true of general education assessment at IUSB. Actions of the board, administrators, faculty, students and staff demonstrate that IUSB values a life of learning. Acquisition of a breadth of knowledge and skills, as well as the exercise of intellectual inquiry is integral to IUSB’s educational mission. The revised general education program is a major accomplishment. The usefulness of this curriculum to students who live and work in a global, diverse, and technological society appears intuitively compelling, but formal assessment of student learning outcomes must be accomplished before the impact of the new program can be known. IUSB has the capacity, creativity, and commitment to engage its identified communities and serves them in ways each partner values. The passionate dedication of the Board of Advisors to reach out to underserved students; the remarkable work by the Chancellor and her team to improve communication with both internal and external constituencies; and the increased trust and mutual respect so apparent among the faculty, staff, students, and the current administration engender reciprocal commitment and responsiveness between IUSB and the communities it serves.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS

Indiana University South Bend invested impressive effort into meeting the challenges identified by the prior team. Stable, capable leadership; dedicated faculty and staff; sound fiscal management; able and diligent development work; and a profound commitment to engage its community define the campus evaluated by the 2007 site-visit
team. Within the last five (5) years, IUSB made notable progress in programmatic assessment, planning and budgeting, development efforts, facilities initiatives, and curricular revision in general education; where appropriate, positive changes have been institutionalized into the governance and administrative structures.

The IUSB campus is now poised to make equally measurable progress in strategic enrollment management; in general education assessment supported by a newly developed and even more recently expanded institutional research office that is eager to provide assistance; and in achieving consistent academic program review participation and reporting among the departments. Moreover, it is important to note that the team was asked to give advice about effective strategies to link assessment, budgeting, and planning, which is provided in the Advancement Section. The team believes that the next natural step in assessing student learning achievement in the general education program involves appropriate administrative oversight and departmental compliance within a framework of strengthened academic program review requirements. Based on progress observed by the team during the site visit, as well as existing oversight through the Indiana University System, the team concludes that IUSB will continue capably to advance in general education assessment and academic program review without any external follow-up from the Commission.

The Indiana University South Bend campus today is not the same campus visited by the previous team of consultant-evaluators.
ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Indiana University South Bend
South Bend, Indiana

November 12 – 14, 2007

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Bette G. Midgarden, Vice President for Academic Affairs, Minnesota State University
Moorhead, Moorhead, MN 56563 [Team Chairperson]

Dr. Eldon Clary, Jr., Dean of the Graduate School, Arkansas Tech University, Russellville, AR
728012222

Dr. A. Gabriel Esteban, Provost, Seton Hall University, South Orange, NJ 070790001

Dr. Stuart J. Fagan, President Emeritus, Governors State University, Chicago, IL 606130000

Dr. Cynthia Foust, Associate Provost of Academic and Student Affairs, Southwestern Oklahoma
State University, Weatherford, OK 73096

Mr. Thomas G. Sonnleitner, Vice Chancellor for Administrative Services, University of
Wisconsin-Oshkosh, Oshkosh, WI 54901

Dr. Vicki W. Wilson, Professor of Nursing, University of Northern Colorado, Greely, CO 80631
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I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

Established in 1916 to bring Indiana University classes to the residents of north-central Indiana, Indiana University South Bend (IUSB) began as the “South Bend-Mishawaka Center of the IU Extension Division.” By 1923, the South Bend Center had evolved beyond its original focus to expand the preparation of area teachers and was offering an array of accredited Indiana University courses to working adults who sought both career advancement and personal enrichment. Although IU initially envisioned its regional centers as two-year feeder schools for students ultimately seeking a Bloomington degree, the following decades saw a steady increase in programs and students at the South Bend Center. The Center began to provide access to undergraduate degrees in addition to continuing educational opportunities for area professionals. By 1950, the Center called Indiana University at South Bend came under increased pressure for more academic options increased and community leaders advocated for a new permanent site for the campus. In 1961, the Center achieved this latter goal when the campus moved to its current location. The campus awarded its first baccalaureate degrees six years later, in 1967. At the end of that decade, the Center’s second director, Lester M. Wolfson became the first IU South Bend Chancellor and IUSB received its initial independent accreditation by the North Central Association. When Chancellor Wolfson retired in 1987, IUSB had evolved from a university satellite center to a campus that was ready and eager to establish itself as a regional comprehensive university.

Since the last comprehensive visit in November 2000, a restructured campus administrative team is in place, new campus facilities and renovated buildings are in use, campus housing is under construction, and an institutional research office is able to provide data and information, which can support more sophisticated strategic planning and enrollment management efforts. Moreover, the Indiana University mission differentiation initiative underscores IUSB’s distinctiveness in faculty/student collaborations, in enhancing diversity and a global perspective, in the arts, and in nursing and health professions.

II. CONSULTATIONS OF THE TEAM

A. Campus Facilities Master Plan

Indiana University South Bend developed a list of major facilities needs for inclusion in the broader Indiana University proposal for new and renovated facilities that is presented to the State of Indiana for funding each biennium. Indiana University South Bend’s latest comprehensive facilities master plan was completed over two decades ago with an addendum related to new student housing filed in the 1990’s. IUSB would be well served to undertake development of a comprehensive update to the facilities master plan due to the significant enrollment growth at the campus as well as other developments that have occurred in the last several years.
updated plan would serve the president and the advancement arm of the university as it seeks contributions from alumni, friends and other major donors.

B. In spring 2007, the IUSB Graduate Council adopted a number of new policies including the qualifications for graduate faculty. The policy adopted for graduate faculty was a policy established by the Indiana University System. According to this policy, all tenure track faculty are considered to be graduate faculty.

As a branch campus of Indiana University, system policies establish a minimum floor of expectations that IUSB is expected to meet. It would seem appropriate for IUSB to establish policies that might exceed the minimal requirements defined by Indiana University. It is recommended that IUSB compares its Graduate Faculty policy with the document, "Commission Guidance on Determining Quality Faculty" to evaluate the degree of congruence between IUSB policy and the Commission document.

C. Graduate Program Assessment

Assessment of programs at Indiana University South Bend is a departmental function and responsibility. As stated in the self-study document and confirmed through numerous conversations during the on-campus visit, departmental assessments are uneven. In order to ensure adequate assessment of the graduate programs, it would seem appropriate for the Graduate Council to exert leadership in this endeavor. The Graduate Council is comprised of the program directors of all graduate programs. In the meeting with the Graduate Council, these directors explained that they view the Council’s function as establishing general policies for graduate programs. In spring 2007, the Council approved a set of goals for all graduate programs regardless of discipline. The Graduate Council appears to be in a position to review graduate assessment results to ensure that the goals of all graduate programs at IUSB are met. To help provide leadership for the Graduate Council in this and in other roles, it is important fill the vacancy for the Vice Chancellor for Graduate Studies and Sponsored Research as soon as feasible.

D. Linking Planning, Budgeting, and Assessment

In the past, Indiana University South Bend relied on their collective experience and observations, along with some support from the IU campus research office to examine data and analyze trends. The IUSB institutional research office, a critical component for academic planning activities was minimized for a variety of reasons. With a new director and a recently filled second position in the office, IUSB has the opportunity to make data-driven decisions in its planning process. Linking strategic planning and assessment to budgeting requires a deliberate effort to collect and analyze useful and reliable data for participants in shared governance discussions related to budget recommendations and decisions.

It is important to note, however, that Indiana University South Bend has made considerable progress in planning and assessment and in making the resource allocation process more transparent. Moreover, it appears well understood on campus that the next step is to more explicitly link budgeting to both planning and
assessment. As an example of an opportunity to link data, planning, and budgeting, the team focused on faculty concerns about compensation levels. This issue was delineated in the self-study document and was raised in discussions with faculty leadership, which were tied to the need to remain competitive in hiring. Institutional data show a faculty-student ratio of approximately 14 to 1, which is very similar to a number of private liberal arts institutions. If compensation is a high priority for the institution, the possibility of increasing the ratio to IUSB’s peer institutions should be explored.

E. Program Review Used to Link Student Learning Assessment and Budgeting

During the site visit, team members learned that Indiana University South Bend academic departments do not undertake academic program review with the same level of seriousness. Sample reports reviewed showed that some departments address required report components, while failing to provide adequate documentation to demonstrate effective teaching and student learning outcomes achievement as part of the program review. IUSB would be well advised to put into place appropriate accountability expectations and work with departments to achieve them. The Assessment Committee is already in place and could oversee IUSB’s program review accountability processes with some administrative support.

The program review process can be used to increase awareness and knowledge of effective, and not so effective, teaching and learning classroom strategies within the university. While not all changes will require additional resources, some will and sharing objective analyses of strengths and weaknesses in a manner accessible to the budgeting and planning processes makes it more likely that a case can be made for one-time or ongoing financial support. This approach could be useful in departmental assessment now, and will likely be equally helpful as assessment of the revised General Education programs takes form and matures. While there are committees involved in assessment activities in the academic programs and in General Education, there appear to be no formal processes to bring about and document change in individual classes or programs. The program review process is an exercise in self-examination and is an appropriate vehicle to address these issues. Departmental and administrative responses to the program review should include a planning process, with opportunity to request additional funding to support ongoing progress to remediate deficiencies or to continue to build on strengths. In order for a culture of student learning assessment to be embedded deeply into an institution's culture as part of planning and budgeting, incentives, resources to improve needs identified through the assessment, and university-wide recognition for exemplary assessment work should become a part of the overall assessment, planning and budgeting approach. Strategies designed to encourage both individual faculty and departmental participation should be considered.

F. University Wide assessment beyond the academic programs

Based on information in the self-study document numerous on-campus meetings and interviews during the site visit, the team strongly recommends that IUSB extend the scope of its current assessment program to the non-instructional areas. In this
context, the team recommends that IUSB should implement a process to systematically gather institution-level data from university support services including administration, enrollment management, and other departments that assist students and contribute to the student's overall well-being and goal attainment. This data will give IUSB requisite information to understand better which programs make contributions to the IUSB mission and should be strengthened or developed, as well as which programs should be modified or even discontinued.

III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

A. Advancement Office

Advancement initiatives at IUSB are at an all-time high with major successes to its credit. The advancement office led by the Vice Chancellor for Public Affairs and University Advancement has engaged the leadership of the institution in identifying donors who are eager to help IUSB serve the communities in the region. A recent example of success is the new Elkhart Center fully funded by major donors because of their confidence in IUSB to deliver its mission. Many of these donors are not alumni, which is strong testimony to the strength of its advancement initiatives.

B. American Democracy Project

Indiana University South Bend joined the American Democracy Project in 2004. An ambitious collaboration between the American Association of State Colleges and Universities and New York Times, member campuses worked for 3 years to make more explicit the knowledge, attitudes, and skills of active citizenship on their campuses and within their communities. A distinguishing facet of IUSB’s Project was the weblog that provided a forum for faculty, staff, students, and community members to express diverse views. Since the website was fully interactive, students were able to respond to the commentaries. The critical thinking, astute reflection, and public writing they engaged in enabled them to practice and hone the skills and habits of mind required of active citizens. Time and resources are not unlimited at the institution, but the IUSB American Democracy Project was conceived and implemented in exemplary fashion; focused efforts to continue this work, in sum or part, are encouraged.

C. Campus Facilities Improvements

Among Chancellor Mae Reck’s noteworthy accomplishments since becoming Indiana University South Bend’s fourth Chancellor in 2002, none is more visible than the development of new and existing campus facilities: the new pedestrian bridge, the construction of IUSB’s first residential housing, the construction and opening of the new Elkhart Center, and the renovation of the Administration and former Associate’s building. These physical plant improvements are a remarkable achievement, representing investment in IUSB’s future by the State of Indiana and by a growing number of private donors.
D. The Elkhart Center

The new Elkhart Center is a noteworthy partnership that IUSB shares with its region. Built with private funds of approximately $4 million, the Center and IUSB are in collaboration to provide and deliver outreach and distance learning opportunities. The building houses a small bookstore, student lounge area, offices, classrooms, and a science and computer laboratory. All classrooms are equipped with state-of-the-art instructional technology. IUSB plans to provide the complete general education program in Elkhart. The aspiring Elkhart community, ably represented on the IUSB Chancellor’s Board of Advisors by several community leaders, is now turning to another ambitious fundraising effort to support student scholarships to increase access and opportunity to regional students. Without this financial assistance, these students would be unable to earn a college degree or acquire essential professional skills and training, which are increasingly critical in a changing regional economy where once plentiful manufacturing jobs are no longer available to them.

E. The 2007 site-visit team chooses to close their report by commending the Indiana University South Bend Chancellor’s Board of Advisors. To a person, the team will long remember the informed, passionate commitment evidenced by these individuals. Individuals whose actions make a difference today and whose vision and dedication will continue to be felt for generations to come.
**Team Recommendations for the**
**STATEMENT OF AFFILIATION STATUS**

<table>
<thead>
<tr>
<th>INSTITUTION and STATE:</th>
<th>Indiana University South Bend, IN</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE OF REVIEW (from ESS):</td>
<td>Continued Accreditation</td>
</tr>
<tr>
<td>DESCRIPTION OF REVIEW (from ESS):</td>
<td></td>
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<tr>
<td>DATES OF REVIEW:</td>
<td>11/12/07 - 11/14/07</td>
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**Nature of Organization**

<table>
<thead>
<tr>
<th>LEGAL STATUS:</th>
<th>Public</th>
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<tbody>
<tr>
<td>TEAM RECOMMENDATION:</td>
<td></td>
</tr>
<tr>
<td>DEGREES AWARDED:</td>
<td>A, B, M</td>
</tr>
<tr>
<td>TEAM RECOMMENDATION:</td>
<td>no change</td>
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**Conditions of Affiliation**

<table>
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<tr>
<th>STIPULATIONS ON AFFILIATION STATUS:</th>
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<tbody>
<tr>
<td>TEAM RECOMMENDATION:</td>
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<tr>
<td>APPROVAL OF NEW DEGREE SITES:</td>
<td>Prior Commission approval required.</td>
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<tr>
<td>TEAM RECOMMENDATION:</td>
<td>no change</td>
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<tr>
<td>APPROVAL OF DISTANCE EDUCATION DEGREES:</td>
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<td>REPORTS REQUIRED:</td>
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<td>TEAM RECOMMENDATION:</td>
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<tr>
<td>OTHER VISITS REQUIRED:</td>
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<td>TEAM RECOMMENDATION:</td>
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**Summary of Commission Review**

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<thead>
<tr>
<th>YEAR OF LAST COMPREHENSIVE EVALUATION:</th>
<th>2000 - 2001</th>
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<tr>
<td>YEAR OF NEXT COMPREHENSIVE EVALUATION:</td>
<td>2007 - 2008</td>
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<td>TEAM RECOMMENDATION:</td>
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ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Indiana University South Bend, IN

TYPE OF REVIEW (from ESS): Continued Accreditation

--- No change to Organization Profile ---

Educational Programs

<table>
<thead>
<tr>
<th>Program Distribution</th>
<th>Recommended Change (+ or -)</th>
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<tbody>
<tr>
<td>Associate 15</td>
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<tr>
<td>Bachelors 52</td>
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Programs leading to Undergraduate

Programs leading to Graduate

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<thead>
<tr>
<th>Program</th>
<th>Distribution</th>
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<tbody>
<tr>
<td>Masters</td>
<td>14</td>
</tr>
<tr>
<td>Specialist</td>
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<tr>
<td>First</td>
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<tr>
<td>Professional</td>
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<tr>
<td>Doctoral</td>
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Off-Campus Activities

In-State:

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<th>Present Activity:</th>
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<tbody>
<tr>
<td>Campuses: None</td>
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<tr>
<td>Sites: Elkhart (Elkhart Center)</td>
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<tr>
<td>Course 1</td>
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Out-of-State:

<table>
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<tr>
<th>Present Wording:</th>
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<td>Campuses: None</td>
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<td>Sites: None</td>
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<tr>
<td>Course: None</td>
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Out-of-USA:

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<tr>
<td>Sites: None</td>
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<td>Course: None</td>
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</table>

Distance Education Certificate and Degree Offerings:

Present Offerings:

None

Recommended Change: (+ or -)