

Criterion 1 – Mission and Integrity

Criterion 1 Committee

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Criterion 1

MISSION AND INTEGRITY

The organization acts with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a - The organization's mission documents are clear and articulate publically the organization's commitments.

- Types of evidence to be collected :
 - Mission Statements - current and the revision process for that we underwent
 - Value Statements
 - Explanation of how IU Kokomo fits into overall IU system
 - Strategic Plan
 - Seven Strategic Priorities
 - Examples of usages of Mission and Value Statements – websites, brochures, etc.
 - Mission Differential Process and results

Core Component 1b – In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- Types of evidence to be collected:
 - Statements on diversity
 - Affirmative Action website
 - Reports on diversity from each unit
 - Search and screen policies and results
 - Strategies used to address diversity of faculty, staff, and students
 - Survey of each program and how they deal with diversity

Core Component 1c – Understanding of and support for the mission pervades the organization.

- Types of evidence to be collected:
 - Evidence that faculty and staff understand and agree with the mission
 - Evidence that budget and planning flow from the mission
 - Evidence of mission statement incorporation into unit's mission statements
 - Evidence of communication flows in budgeting and planning processes

Core Component 1d – The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- Types of evidence to be collected:
 - Faculty Senate minutes showing governance decisions such as new degrees, general education changes, etc.
 - Minutes of various Advisory Boards
 - Remonstrance List and processes
 - Impact of new programs on the community
 - Changes in various programs such as Nursing and ASN

Core Component 1e – The organization upholds and protects its integrity.

- Types of evidence to be collected:
 - Evidence of how complaints are handled
 - Handbooks – including those at program level
 - Student Code of Conduct
 - IRB reports
 - Evidence of how the university presents itself fairly and accurately to the public
 - Evidence of how external constituencies are involved with the university

Criterion 2 - Preparing for the Future

Criterion 2 Committee

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Criterion 2

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.

Core Component 2a

- The organization realistically prepares for a future shaped by multiple societal and economic trends.
- Types of evidence we will seek:
 - Budgeting plans
 - Changing student expectations plans including admissions and retention plans
 - Facility plans
 - Reports from accrediting agencies
 - Information Technology plans
 - Multicultural and diversity plans

Core Component 2b

- The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- Types of evidence we will seek:
 - IU Kokomo is financially sound
 - Enrollment and retention figures
 - Recruitment and retention of faculty, administrators and staff
 - Staff development
 - Continued technology support
 - Facilities development
 - Plans to increase its revenue base and identify new sources of funds

Core Component 2c

- The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
- Types of evidence we will seek:
 - Processes for collecting, analyzing and using information are in place
 - Institutional data analysis – enrollment management, class profiles, and comparative data with peer institutions
 - Budget and planning flow from the mission
 - Strategic decisions are mission-driven
 - External groups are involved

Core Component 2d

- All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.
- Evidence we will seek:
 - Internal and external constituents are involved with planning
 - Communication and information are shared broadly
 - Strengths of institution
 - Concerns for future
 - Recommendations for improvement

Criterion 3 - Student Learning and Effective Teaching

Criterion 3 Committee

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Criterion 3

STUDENT LEARNING AND EFFECTIVE TEACHING

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

Core Component 3a

- The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- Types of evidence we will seek
 - Course syllabi contain relevant student learning outcomes
 - Common format for assessment plans and reports
 - New degree proposals contain relevant student learning outcomes
 - Description of assessment activities and funding for assessment

Core Component 3b

- The organization values and supports effective teaching.
- Types of evidence we will seek:
 - Description of teaching awards and other forms of faculty recognition for effective teaching
 - CTLA activities in support of effective teaching
 - Library support (e.g., teaching journals) for teaching
 - Description of P&T criteria for teaching
 - Hiring practices (e.g., sample ads) for faculty
 - % of faculty promoted on basis of excellence in teaching in past 5 years
 - Increase in # full-time faculty over past five years

Core Component 3c

- The organization creates effective learning environments
- Types of evidence we will seek:
 - National Survey of Student Engagement data
 - Description of Freshman Learning Communities & evidence of their effectiveness
 - Description of Math Lab, Writing Center, Information Commons (incl. data on usage, effectiveness)
 - Description of International Programs, Honors Program
 - Student development activities (organizations, leadership development program, campus climate)
 - Expansion of technology in classrooms
 - Accelerated Evening College
 - Examples of how program review resulted in programmatic changes

Core Component 3d

- The organization's learning resources support student learning and effective teaching.
- Evidence we will seek:
 - Library resources & evidence of effectiveness
 - Use of student tech fee to support student learning
 - Academic advising description & evidence of effectiveness
 - New facilities for Science, Nursing, Fine Arts, School of Continuing Studies
 - Disability services
 - Placement testing

Criterion 4 - Acquisition, Discovery, and Application of Knowledge

Criterion 4 Committee

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Core component 4a – The organization demonstrates, through the action of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Examples of evidence that we will seek:
 - Approval and dissemination of statements supporting freedom of inquiry.
 - The organization’s planning and finances demonstrates that it values a life of learning
 - Support for professional development
 - Funding for travel, conferences, etc.
 - Acknowledgment of the achievements of students/faculty in scholarship
 - Research awards?
 - The faculty/students produce scholarship and create knowledge through basic and applied research
 - Research data from various units
 - The organization uses scholarship and research to stimulate organization and educational improvements

Core component 4b – The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- Examples of evidence that we will seek:
 - Integration of general education into all of its undergraduate programs...
 - Evolution of gen ed in the last 10 years
 - The organization reviews the relationship between its missions and values and the effectiveness of its gen ed
 - Demonstration of the linkages between curricular and cocurricular activities that support inquiries, practice, creativity, and social responsibility.
 - Data/statements from SIFE, ADP, Early Childhood Education Project, Learning Communities (maybe in the form of “vignettes”)
 - Learning outcomes demonstrate effective preparation for continued learning.

Core component 4c – The organization assesses the usefulness of its curricula to students who live and work in a global, diverse, and technological society.

- Examples of evidence that we will seek:
 - CTLA is an example of a commitment to this component
 - Regular program academic reviews include attention to currency and relevance of courses and programs
 - Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.
 - Does this campus have enough data for this outcome?
 - Kathryn Widman’s report
 - Support for creation and use of scholarship by students.
 - URSI, etc.
 - Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.
 - “Vignettes” may also be used in this section to highlight some achievements.
 - E.g. “Take back the night”, Math Lab, EMA conference, etc.

Core component 4d – The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Examples of evidence that we will seek:
 - Academic and student support programs contribute to the development of student skills and attitudes to responsible use of knowledge.
 - Procedures to ensure ethical conduct of research are in place.
 - IRB, IACUC, etc.
 - Effective oversight and support services to ensure integrity of research.
 - Clear policies are in place on practices involving intellectual property rights.
 - University-wide policies.

Criterion 5 - Engagement and Service

Criterion 5 Committee

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Criterion 5

ENGAGEMENT AND SERVICE

As called by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a

- The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations
- Samples of evidence we will seek
 - IU Kokomo's Constituencies identified by Carnegie Communications
 - Academic units and their direct constituencies
 - Advisory Boards of IU Kokomo and its academic units
 - Alumni Association of IU Kokomo and its academic units
 - NSSE Data
 - Academic unit interaction with constituencies

Core Component 5b

- The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- Samples of evidence we will seek:
 - Service learning
 - Speakers bureau
 - Engagement of academic units with their constituencies, e.g., asthma camp, listening to communities, SIFE, etc.
 - Faculty/staff/students on community and/or professional boards
 - Internships
 - Experiential learning
 - International engagement

Core Component 5c

- The organization demonstrates its responsiveness to those constituencies that depend on it for service
- Samples of evidence we will seek:
 - Transfer and articulation policies
 - Educational partnerships, e.g., CEE
 - Economic development partnership
 - Business and community outreach, e.g., outlook panel
 - Hybrid programs and certificates
 - Research collaborations
 - Co-authorship of grants, e.g., Inventrek and WIRED
 - News media quote/contributions

Core Component 5d

- Internal and external constituencies value the services the organization provides
- Samples of evidence we will seek:
 - Contributions to cultural and economic enrichment, and education
 - Sharing physical facilities with the community, e.g., Havens, library, observatory
 - Employer satisfaction scores for internships
 - Student satisfaction scores (NSSE)
 - Quality of life, health and wellness
 - Quotes from the news media and press releases
 - Comments by community and business leaders