

Indiana University Kokomo

Report of Self Study for Reaccreditation 2008-2009

**Submitted to the Higher Learning Commission
of the North Central Association of Colleges and Schools**

30 North LaSalle, Suite 2400

Chicago, Illinois 60602

312-263-0456

www.ncahlc.org

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Table of Contents

Acknowledgments	2
Table of Contents	3
Glossary of Acronyms	7
Introduction	11
Background	11
The Self-Study Process at Indiana University Kokomo	12
Institutional Structure and Governance	13
Significant Developments at IU Kokomo 1998-2008	14
Changes in Leadership	15
Refinement of Mission	16
Accreditations	17
New Programs	17
Facilities	17
Addressing the Challenges Identified by the 1999 Visiting Team	19
Chapter 1: Mission and Integrity	31
Core Component 1a	32
The organization’s mission documents are clear and articulate publicly the organization’s commitments.	
Core Component 1b	39
In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.	
Core Component 1c	47
Understanding of and support for the mission pervade the organization.	
Core Component 1d	53
The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.	
Core Component 1e	65
The organization upholds and protects its integrity.	

Chapter 2: Preparing for the Future	75
Core Component 2a	75
The organization realistically prepares for a future shaped by multiple societal and economic trends.	
Core Component 2b	88
The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.	
Core Component 2c	106
The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.	
Core Component 2d	110
All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.	
Chapter 3: Student Learning and Effective Teaching	115
Core Component 3a	116
The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.	
Core Component 3b	123
The organization values and supports effective teaching.	
Core Component 3c	129
The organization creates effective learning environments.	
Core Component 3d	147
The organization’s learning resources support student learning and effective teaching.	
Chapter 4: Acquisition, Discovery, and Application of Knowledge	157
Core Component 4a	158
The organization demonstrates, through the action of its board, administrators, students, faculty, and staff, that it values a life of learning.	
Core Component 4b	170
The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.	
Core Component 4c	177
The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.	
Core Component 4d	186
The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.	
Chapter 5: Engagement and Service	195
Core Component 5a	195
The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.	

Core Component 5b _____	200
The organization has the capacity and the commitment to engage with its identified constituencies and communities.	
Core Component 5c _____	207
The organization demonstrates its responsiveness to those constituencies that depend on it for service.	
Core Component 5d _____	214
Internal and external constituencies value the services the organization provides.	
Conclusion: Summary of Findings and Request for Reaccreditation _____	221
Appendix A: Organizational Charts _____	229
Appendix B: Federal Compliance _____	239
Appendix C: Self-Study Steering Committee and Subcommittees _____	243
Appendix D: Institutional Snapshot _____	247

Glossary of Acronyms

AACN	American Association of Colleges of Nursing
AACRAO	American Association of Collegiate Registrars and Admissions Officers
AACSB	Association to Advance Collegiate Schools of Business
ACP	Advance College Project
ADA	Americans with Disabilities Act
ADP	American Democracy Project
AEC	ACCELerated Evening College
AIM	Archives of Institutional Memory
A.S.N.	Associate of Science in Nursing
B.A.	Bachelor of Arts
B.G.S.	Bachelor of General Studies
B.S.	Bachelor of Science
B.S.N.	Bachelor of Science in Nursing
CAPE	Community Alliances to Promote Education
CCNE	Commission on Collegiate Nursing Education
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CIO	Chief Information Officer
CIS	Computer Information Systems
CMP	College Management Program
CRCA	Center for Research and Creative Activity
CTE	Commitment to Teaching Excellence
CTLA	Center for Teaching, Learning, and Assessment
CuLab	Curriculum Lab/Teacher Resource Center
D:E	Destination: Education
DHHS	Department of Health and Human Services
DPS	Division of Professional Standards
EEO	Equal Employment Opportunity
EMA	Enhancing Minority Attainment
EOB	Early Outreach Building
EPC	Educational Policies Committee
ETS	Educational Testing Service

FACET	Faculty Colloquium on Excellence in Teaching
FASB	Financial Accounting Standards Board
FERPA	Family Educational Rights and Privacy Act
FISAP	Fiscal Operations Report and Application to Participate
FLC	Freshman Learning Community
FLSA	Fair Labor Standards Act
FMLA	Family Medical Leave Act
FT	Full-time
FTE	Full-time Equivalent
FY	Fiscal Year
FWA	Federal Wide Assurance
GAC	Graduate Affairs Committee
GASB	Governmental Accounting Standards Board
HBCU	Historically Black Colleges and Universities
HERI	Higher Education Research Institute
HLC	Higher Learning Commission
HR	Human Resources
HRHS-BHS	Howard Regional Health System—Behavioral Health Services
IACUC	Institutional Animal Care and Use Committee
ICHE	Indiana Commission for Higher Education
INTASC	Interstate New Teacher Assessment and Support Consortium
IPAS	Indiana Project on Academic Success
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
IRB	Institutional Review Board
IT	Information Technology
IU	Indiana University
IU Kokomo	Indiana University Kokomo
IUPUI	Indiana University Purdue University Indianapolis
IU South Bend	Indiana University South Bend
JRCERT	Joint Review Committee on Education in Radiologic Technology
LEC	Learning Enhancement Center
M.B.A.	Master in Business Administration
MDP	Mission Differentiation Project
M.L.S.	Master in Liberal Studies
M.P.A.	Master of Public Affairs
M.P.M.	Master of Public Management
NACADA	National Academic Advising Association

NACUBO	National Association of College and University Business Officers
NBPTS	National Board for Professional Teaching Standards
NCA	North Central Association
NCAA	National Collegiate Athletic Association
NCATE	National Council for Accreditation of Teacher Education
NIMS	Department of Natural, Information, and Mathematical Sciences
NSSE	National Survey of Student Engagement
OCM	Office of Communication and Marketing
OMB	Office of Management and Budget
PT	Part-time
RIO	Research Integrity Officer
R.N.	Registered Nurse
R&R	Repair and Renovation
SBDC	Small Business Development Center
SBSC	Department of Social and Behavioral Sciences
SCS	School of Continuing Studies
SIFE	Students in Free Enterprise
SIS	Student Information Systems
SOAS	School of Arts and Sciences
SoTL	Scholarship of Teaching and Learning
SPEA	School of Public and Environmental Affairs
TBL	Team-Based Learning
TBTN	Take Back the Night
TEC	Teacher Education Committee
UBO	University Budget Office
UFC	University Faculty Council
UITS	University Information Technology Services
UPIRA	University Planning, Institutional Research, and Accountability
URSI	Undergraduate Research Summer Institute
VISION	Vision of Industries and Schools in Ongoing Networks
VSA	Voluntary System of Accountability
WCWA	Wildcat Creek Watershed Alliance
WIRED	Workforce Innovation in Regional Economic Development

Introduction

Background

In 1945, near the end of World War II, Indiana University established an extension center in a stately Victorian home at 508 W. Taylor Street in Kokomo that had served as Kokomo Junior College. Educator Virgil Hunt was called upon to open the new school, and in a 1995 interview he recalled his legendary first day on the campus on West Taylor Street: “When I got to Kokomo, it was really dark. I found 508 W. Taylor and located a window open. I crawled in through that window and spent the night on the sofa.” This story recounts the humble beginnings of IU Kokomo from its days as a small, one-building campus being formed from the ground up by a dedicated individual. In the sixty-plus years since that day, the campus moved to its current location on Washington Street, added five buildings, increased the numbers of its faculty and student body, developed a wide range of degree programs, and became one of the regional campuses of Indiana University.

The front cover of this self-study report, a picture of Indiana University Kokomo’s newest building, Hunt Hall, is a tribute to the legacy of Virgil Hunt, the founding director of the campus. This building, with its soaring, light-filled atrium, illuminates the journey the campus has transformed from the small campus on Taylor Street under the reins of Virgil Hunt into a mature regional resource with an award-winning science building named for him. “I see nothing but greatness” for IU Kokomo, said Virgil, looking back to the campus’s modest beginnings.

In the years following World War II, the Indiana University extension centers grew to meet the need for postsecondary education throughout the state. Their primary purpose was to offer general education courses that students could transfer to Indiana University Bloomington or elsewhere in order to complete requirements for a baccalaureate degree. By the late 1960s, the extension centers had evolved into IU regional campuses with broader missions. The Kokomo campus offered associate and bachelor’s degrees. As part of its evolution, each campus moved toward accreditation by the North Central Association of Colleges and Schools, separate from the Bloomington campus. Indiana University Kokomo is proudly now one of eight campuses of Indiana University.

IU Kokomo was first accredited in 1969 and had subsequent visits at five-year intervals. As a result of the self study in 1988-89, the campus received ten-year accreditation for the first time. In September 1992, the campus had a focus team visit as a result of a request to change its

statement of affiliation status in order to offer a Master of Business Administration degree. In 1998, the campus again received ten-year accreditation.

As the campus was preparing to begin the self-study process to request renewed accreditation for a ten-year period, Chancellor Ruth Person introduced the book *Good to Great* by Jim Collins to the campus leadership. Since the campus was undergoing yet another evolution in its development, it seemed appropriate to place the journey in the context of moving from good to great. In response to the introduction of a community college system in Indiana and a change in its mission, the campus is developing into a more mature baccalaureate institution with limited graduate degrees. Jim Collins suggests that “Good is the enemy of great.” He argues that the vast majority of organizations never become great because it is just so easy to settle for being good. The chancellor used the book as a framework for campus discussions on how the campus could realize its vision statement, “Indiana University Kokomo aspires to become a regional institution of first choice.” The book led the campus faculty and staff to begin to discern the hallmarks of the campus and the factors that distinguish its identity as a primarily baccalaureate institution. The discussions have been lively, and the goal is that the campus will reach consensus on how to move forward toward this goal at the close of this academic year.

The campus has used the occasion of preparing this self study to examine the changing environment in which IU Kokomo operates and its ongoing programs and activities. This final report serves as a vehicle to acquaint the members of the visiting team with IU Kokomo and to summarize the campus’s strengths and efforts to address its challenges.

The Self-Study Process at Indiana University Kokomo

A steering committee appointed by Chancellor Ruth Person and chaired by Dean Susan Sciame-Giesecke and Vice Chancellor Tim Sehr guided the writing of this report. Faculty, academic administration, staff, and students were represented on the steering committee. The committee created five subcommittees, one for each of the five criteria. Each subcommittee was chaired by a member of the steering committee. A list of the steering committee and subcommittee members can be found in Appendix C. To understand and prepare to supervise the self-study process, the steering committee members attended the Higher Learning Commission Meeting in Chicago with Chancellor Person in both 2007 and 2008.

Even before the formal self-study process began, the campus began to prepare for its self study by inviting its former HCL liaison to speak at a convocation on campus regarding the new criteria for accreditation. In addition, the deans of the schools and divisions at IU Kokomo reported to the campus as a whole on the status of engagement projects. To help the campus understand and prepare for the self-study undertaking, steering committee members and members of the administration discussed the self-study process at the 2007 and 2008 fall and spring campus convocations and at the 2009 spring convocation. The committees were introduced, and the campus faculty and staff were informed about the process and the criteria. The steering committee and the subcommittees met throughout the fall of 2007 and during the spring and summer of 2008 to draft each chapter. Draft chapters were analyzed in August by the steering committee for comment, correction, and revision. Members of the chancellor’s

Cabinet, Administrative Council, Deans Council, Academic Council, and the Faculty Senate also reviewed drafts and provided feedback on the report during the fall 2008 semester. Electronic copies of the report were given to each department in early 2009 with printed copies placed in the IU Kokomo Library. Student leaders also received a copy of the report. A final version of the report was shared with the Faculty Senate and with the IU Kokomo Board of Advisors at their January meetings. All campus constituencies also received six issues of the *Good to Great Newsletter*, which outlined the highlights of the report.

The five criteria for accreditation guided the organization of the self-study report. This introduction outlines the relationship between IU Kokomo and Indiana University, briefly summarizes major changes that have occurred at IU Kokomo since the last comprehensive visit, and responds to the concerns of the 1998-1999 visiting team. Subsequent chapters address each criterion for accreditation in order. The final chapter summarizes the conclusions drawn by the campus as a result of the self-study process. The appendices provide organizational charts of campus administrative offices, information on federal compliance by the campus, a listing of the committee members involved in drafting this document, and the required institutional profile.

Note: The IU Kokomo campus is currently undergoing a total revision of its website. This document contains links to IU Kokomo webpages that existed under the previous website. These links will remain useable as legacy links to provide information for the visiting team. All external websites, including those active within Indiana University as a whole, will remain current. The campus is also providing AIM (*Archives of Institutional Memory*) sites that will provide searchable lists of a wide range of archived documents. In addition to the legacy and current links provided in the document, a section on resources is supplied at the end of each criterion to provide information about access to documents relevant to each chapter. As soon as the links to the new website are made permanent, the campus will provide an updated electronic version of this self-study document for all members of the visiting team.

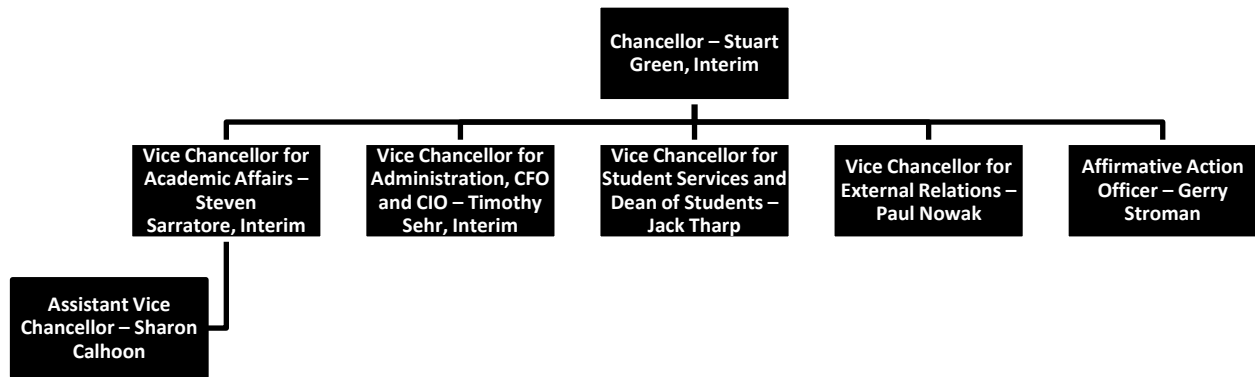
Institutional Structure and Governance

Indiana University was founded in 1820 in Bloomington, Indiana, and is one of the oldest institutions of higher education west of the Allegheny Mountains. Its facilities and programs are internationally known for their excellence and diversity. With 99,000 full- and part-time students on eight campuses, as well as a faculty of more than 5,000, Indiana University is one of the largest universities in the nation. The university offers 5,000 courses of instruction and 880 degree programs, and it attracts students from all 50 states and more than 150 countries. IU Kokomo shares the central administrative structure with the other campuses of Indiana University. Administrative leadership is provided by the president of Indiana University, an executive vice president, seven vice presidents, and, for seven of the eight campuses, a chancellor. Indiana University is governed by a nine-member board known as the Indiana

University Board of Trustees. In addition, a variety of administrative units and offices work together to provide support for the ongoing business endeavors and the success of Indiana University.

The sixth chancellor of IU Kokomo is Stuart Green, who took office August 15, 2008. Chancellor Green oversees the campus and reports to the president of Indiana University and the Indiana University Board of Trustees. Reporting directly to the chancellor are the vice chancellor for academic affairs; the vice chancellor for student services; the vice chancellor for external relations; the vice chancellor for administration, CFO CIO; and the affirmative action officer. These reporting relationships are summarized in Figure Intro.1. For expanded and more detailed administrative organizational charts, see Appendix A.

Figure Intro.1. Organizational chart of the IU Kokomo administration.



In policy and practice, these administrative positions function in a context of shared institutional governance. The members of the IU Kokomo Faculty Senate are responsible for the institution’s undergraduate and graduate programs and faculty personnel matters. The IU Kokomo Student Government serves as the official representative and legislative body for the students. The Professional Staff Council and the Biweekly Staff Council serve as the voice and representative bodies for professional, clerical, and maintenance staff. Collectively, these governance structures provide a voice for faculty, students, and staff in the campus decision-making processes.

Significant Developments at IU Kokomo: 1998-2008

Important changes in personnel, the campus mission, program growth and accreditation, and facilities have taken place during the last decade. A brief overview of major developments follows.

Changes in Leadership

Since the campus's last accreditation visit, three presidents have guided Indiana University. Myles Brand presided over a period of remarkable growth at IU, including record student enrollments, national leadership in information technology and the life sciences, and increased research support. He led until he accepted the presidency of the National Collegiate Athletic Association (NCAA) in 2002. The next President was Adam Herbert, who emphasized transformative initiatives in teaching, research, and public engagement, including the beginnings of general education reform, a Mission Differentiation Project, and an enhancement of IU relationships with the new community college of Indiana. He also enthusiastically promoted diversity in IU's faculty, staff, and student body, challenging each IU campus to develop concrete diversity plans. He led until summer 2007. President Michael McRobbie was inaugurated in fall 2007 and has launched his goals, which include developing additional international study programs and partnerships, increasing external funding for IU programs with the goal of doubling such funding by 2010, energizing inter-campus research collaborations, increasing degree completion rates, enhancing economic development initiatives, and expanding the life sciences initiative throughout the state.

Although several resignations in key leadership positions have occurred on the IU Kokomo campus in 2008, overall the campus has had stable leadership that has been the foundation of the campus's growth and success during this review period.

Dr. Person became the Chancellor of IU Kokomo right after the team visit in 1998. She served nine years until she left to accept a position at her alma mater in August 2008. She was replaced by Interim Chancellor Stuart Green, the former vice chancellor for academic affairs. His appointment is for two years so that he can see the campus through the accreditation process and help facilitate the search for a new chancellor before he retires. Stuart Green was the vice chancellor for academic affairs during the 1998 review, and he has been replaced by a one-year interim vice chancellor, Steve Sarratore from IUPUI Fort Wayne, while a replacement is sought. There were formerly two assistant vice chancellors for academic affairs, both of whom have left IU Kokomo, and currently there is only one assistant vice chancellor for academic affairs, Sharon Calhoon. The former position of assistant vice chancellor for student success no longer exists. Jack Tharp has been the vice chancellor for student services since 1984.

During the review period, including interims, IU Kokomo has had four vice chancellors for external relations. Tom Allan served for a year in 1999, Jack Tharp served for a year as interim in 2000, Nancy Dailey served for three years from 2001-2004, Jack Tharp served again as interim for a year in 2004, and currently Paul Nowak, who came to IU Kokomo in 2005, serves in that position.

Dr. Thomas von der Embse was the dean of business during the last review; in 2001 he was replaced by Dr. Naranjan Pati, who left in the summer of 2008. The position is now filled by Interim Dean John Wellington while the search for a new dean takes place. Dr. Penny Cass was the dean of nursing in 1998; she retired in 2007 and was replaced by Dr. Linda Wallace. Dr.

Shelle Kelz was the dean of arts and sciences during the last review, and she was replaced by Dr. Susan Sciame-Giesecke in 2002.

Dr. Steven Gilbert was the chair of the Division of Education in 1998. Dr. Loren Henry served as the chair from 2001-2004 (internal interim chairs served during searches). The position was changed to a dean's position in 2005; Dr. Dean Cantu served as dean from 2006-2008, and the position is currently held by Interim Dean Patricia Swails during the search process. Dr. Allen Anderson was the director of public and environmental affairs (SPEA) during the last review period. The position was changed to a dean's position in 2008, and it is now filled by Dr. Robert Dibie, who came to IU Kokomo in 2005.

Richard L. Ardrey, director of library services, retired from IU Kokomo in June 2003. Stuart Green, vice chancellor for academic affairs, served as interim director through June 2004. He was replaced by John C. Stachacz, who left the institution in June 2008. The position was changed to a dean's position and is currently filled on an interim basis by Diane J. Bever, who has been at IU Kokomo since 1979.

Refinement of Mission

During the review period the mission of the campus has changed in three distinct ways as a response to both internal and external factors. In response to the introduction of a community college system in Indiana, IU Kokomo began to replace all two-year degrees (except criminal justice, general studies, labor studies, and radiography) with additional bachelor's degrees and graduate degrees. Throughout the past decade the campus has steadily evolved into a more mature baccalaureate and graduate institution. From its inception as a two-year institution in the 1960s, IU Kokomo has emerged as a strong provider of twenty-eight different bachelor's degrees in the areas of business, nursing, education, general studies, SPEA, allied health, labor studies, and arts and sciences and four graduate degrees in SPEA, business, education, and liberal studies. The maturation process has included developing articulation agreements with the Ivy Tech Community College of Indiana, developing five new bachelor's degrees to meet the needs of the new traditional-aged students, and expanding the graduate degree program offerings to four. Throughout the mission realignment process, enrollment remained stable, a new science building was added, new faculty lines were realized, and a new accelerated hybrid course delivery system was introduced for adult learners.

In addition, the campus changed its focus from offering continuing education courses for personal development to promoting regional engagement to enhance the economic vitality of the region. The reorganization of the School of Continuing Studies with the addition of an assistant director of community outreach position has enabled the campus to provide more internship opportunities for students, foster more community partnerships, become a more visible resource in the region, and provide an incubator for job development. Each of the schools and divisions within IU Kokomo also responded to these new developments, and additional information on their community partnerships can be found in Criterion 5.

Finally, the new mission statement articulates the long-standing campus commitment to diversity. See additional information on the campus diversity efforts in 1b.

Accreditations

During the current review period, the following programs earned or renewed professional accreditations:

- The School of Business is accredited by the AACSB International. Their last visit was in 2000-01, and their next visit is in 2010-11.
- The School of Nursing baccalaureate program is accredited by the Commission on Collegiate Nursing Education (CCNE). Their last visit was in 1999-2000, and their next visit is in 2009-10.
- The associate degree program in radiography is accredited by the Joint Review Committee on Education in Radiologic Technology (JCERT). Their last visit was in October 2007, and they received the maximum 8-year reaccreditation in May 2008. The next self study will be due in 2015 with an interim report due in November 2011.
- The Division of Education programs have been accredited by the National Council for Accreditation of Teacher Education (NCATE). A focus visit was conducted in 2005 with the next full visit scheduled for fall 2009.
- The new dean of the School of Arts and Sciences implemented external reviews of all programs in 2002. Communication Arts, mathematics, and sociology are scheduled for review in spring 2009. Normally, the programs are reviewed every 3-5 years. However, there was a slight delay while a new campus review process was being implemented.

New Programs

During the past ten years the campus has added fourteen new degree programs. This energetic expansion of our programs came after an extended period when few new programs were developed (1989-1999). See the campus response to the report of the 1999 visiting team at the end of this introduction for a complete listing of the programs.

Facilities

The single largest improvement in facilities in the past ten years has been the addition of the new science building, Hunt Hall, in 2001. This state-of-the art facility has enabled the science faculty to prepare our students more effectively for careers in the sciences and health services. The building has won numerous design awards for its student study and lounge spaces.

The campus has upgraded the technology available in all of its general use classrooms and remodeled space in existing facilities to accommodate growth in specific programs, such as fine arts and nursing. A new lecture hall and the renovation of the observatory lecture hall have allowed for larger class sizes in nursing courses and use of the latest innovations in technology. Early Outreach Building I has been renovated to provide space for art facilities to accommodate the new fine arts degree.

In addition to classroom use, the campus has responded to shifts in student learning patterns in other areas of the campus. In particular, the library and general use computer labs have been merged into a learning commons.

Please see the following section of the introduction for the campus response to the challenges identified by the site visit team during IU Kokomo's previous accreditation year, 1998-99.

ADDRESSING THE CHALLENGES IDENTIFIED BY THE 1999 VISITING TEAM

The 1999 visiting team identified eight challenges that Indiana University Kokomo needed to address. The discussion below enumerates each identified challenge and explains how the campus has addressed it since 1999.

1. Declining enrollments and subsequent reductions in budgets are affecting the institution's ability to fund program growth and qualitative enhancement.

Table Intro.1 below displays the pattern of fall enrollments at IU Kokomo during the 1998-99 self-study year and for the six most recent years. In the fall of 1998, the campus had a headcount enrollment of 2,796 taking 24,192 credit hours, the equivalent of 1,644.4 FTE students. In the fall of 2007, the campus had a headcount enrollment of 2,835 taking 27,599 credit hours, the equivalent of 1854.3 FTE students. Comparing one fall to the other, the campus increased by only 39 students, but the FTE enrollment increase was 209.9. This pattern underscores that the campus has been attracting more full-time students directly from high school than it did ten years ago. The decline in enrollment this past fall (2008) was expected due to the final phase-out of the associate of nursing program.

Table Intro.1 demonstrates that growth has fluctuated over the years, but IU Kokomo has had more FTE students than it had in the fall of 1998 every fall since 2001 even when headcount enrollment was less than it was in 1998.

Table Intro.1. Fall enrollment patterns and unrestricted income for 1998 and 2003-2008.

Fall Enrollment	1998	2003	2004	2005	2006	2007	2008
Headcount	2,796	2,954	2,903	2,895	2,734	2,835	2,690
Credit Hours	24,192	27,860	27,925	28,127	26,687	27,599	25,790
FTE	1,644.4	1,874.6	1,875.1	1,889.8	1,709.9	1,854.3	1,735.2
Unrestricted Income							
Total Tuition	18,079,708	20,897,020	21,908,649	22,636,809	23,451,705	23,578,433	24,228,605
Appropriations	10,961,088	11,991,674	12,131,762	12,416,835	12,549,710	12,751,535	13,169,190
% from appropriations	60.63%	57.38%	55.37%	54.85%	53.51%	54.08%	54.35%

The income portion identified in Table Intro.1 above demonstrates that IU Kokomo has seen consistent growth in unrestricted income and that more of that growth has come from increases in tuition rather than from state appropriations. The percentage of unrestricted income supplied by appropriations has decreased from 60.03% in 1998-99 to 54.35% in 2008-09. This pattern at IU Kokomo of becoming more reliant on fee income and less dependent on state appropriations is common among state-supported universities across the United States. Nonetheless, the campus is on a solid financial footing and has been able to initiate several new academic programs in recent years without new state appropriations for those programs.

2. The shift in student demographics from part-time, nontraditional students to recent high school graduates requires a redirection of courses of study, use of facilities, and more full-time faculty.

Since 1998-1999, the campus has expanded baccalaureate and graduate programs consistent with the needs of its service region. During the past ten years the campus has added fourteen new degree programs.

In 1999 the state of Indiana created the Ivy Tech Community College of Indiana with the goal of establishing a minimum of twenty-seven sites statewide. Concomitantly, the regional campuses of Indiana University and Purdue University were asked to begin a process of mission differentiation. The primary strategy encouraged by the state, through the Indiana Commission for Higher Education (ICHE), was to cede the majority of associate degrees to the community college and to expand the number of baccalaureate programs and master's degree programs consistent with the needs and demands of the students and regions served by the respective regional campuses. The campus reviewed its existing degree programs, eliminating all but four of its associate degrees and reformulated some baccalaureate degrees, such as the B.S. in Computer Information Systems, which was replaced by the B.S. in Informatics. As a result of its change in mission, Indiana University Kokomo has added and implemented the following new degree programs:

Arts and Sciences

B.A. in Chemistry

B.A. in Fine Arts

B.A. in Health and Aging

B.A. in History and Political Science

B.A. in New Media Communication (formerly Professional Communication)

B.S. in Informatics

Master of Liberal Studies

Education

B.S. in Early Childhood Education

B.S. in Secondary Education

M.S. in Education (this degree merged two existing master's degrees in elementary education and secondary education based on consultation with regional K-12 superintendents and the campus Division of Education).

Public and Environmental Affairs

B.S. in Public Affairs

Master of Public Management

Allied Health

A.S. in Radiography

B.S. in Medical Imaging Technology

In addition, the campus has initiated the freshman learning community program, a freshman common reading program, a freshman convocation, and international travel courses to meet the needs and expectations of recent high school graduates. All of these programs are described in more detail in the self-study report. The addition of the coordinator of programming and applied learning has also helped the campus respond to the needs of traditional-aged students.

The campus has developed new facilities which better meet the needs of our students. The single most significant improvement in facilities in the past ten years has been the addition of the new science building, Hunt Hall, in 2001. This state-of-the art facility has enabled the science faculty to prepare IU Kokomo students more effectively for careers in the sciences and health services. The building has won numerous design awards for its student study and lounge spaces, essential for students who may commute long distances to campus and may have several hours between classes. Students use these spaces extensively when classes are in session.

The campus has also responded to changes in classroom use. The campus created two advisory and oversight groups to provide input and guidance for campus decisions: the Information Technology Advisory Committee and the Classroom Advisory Committee. These committees review proposals for classroom and technology initiatives and provide advice and recommendations to the campus's administration regarding priorities for classroom redesign and new uses of technology. In addition, the campus consults with the University Planning and Facilities Office and the University Architect's Office on specific initiatives and investments.

As a result, the campus has upgraded the technology available in all of its general use classrooms and has remodeled space in existing facilities to accommodate growth in specific programs, such as fine arts and nursing. A new lecture hall and the renovation of the Observatory lecture hall allow larger class sizes in nursing courses and the use of the latest innovations in technology. Early Outreach Building I has been renovated to provide space for art facilities to accommodate the new fine arts degree.

In addition to classroom use, the campus has responded to shifts in student learning patterns in other areas of the campus. The campus has added a mathematics lab on the lower level of the main building, and the library and general use computer labs have been merged into the Learning Commons. Development of the Learning Commons was initiated in order to increase

the use of the library and the general computing labs. By all measures, the process and outcomes of this initiative have been successful.

Finally, student study lounges were created in every major building on campus to provide comfortable spaces for students to study and meet. A space was also renovated to provide a meeting place for the campus's first sorority.

See item 3 below for a discussion of new faculty.

3. Even though some progress has been made in the extensive use of part-time faculty, the percentage of part-time to full-time is still too high. Much of the improvement occurred as a result of starting the M.B.A. program.

In May 2001, the Indiana University Board of Trustees approved the creation of lecturer, senior lecturer, and clinical faculty ranks, providing for faculty whose responsibilities would include teaching and service, but not research or creative activity. This policy is described in the IU *Academic Handbook* (http://www.indiana.edu/~deanfac/acadhbk/acad_handbk_2006.pdf). In June 2001, the Indiana University Board of Trustees approved a three-year budget plan for increasing the number of full-time faculty by hiring lecturers in these newly created ranks.

IU Kokomo has taken advantage of the new policy to increase the number of full-time instructional faculty and decrease the number of part-time instructional faculty significantly, as shown in Table Intro.2 below.

Table Intro.2. Number of full-time and part-time instructional faculty 1998 and 2003-2008.

Faculty Counts	Fall 1998	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Full-time	80	89	94	96	95	94	90
Part-time	102	88	85	76	79	68	78

In 2007, IU Kokomo employed 94 full-time and 68 part-time instructional faculty. Sixty-five percent of the full-time instructional faculty and three percent of the part-time instructional faculty have earned a doctorate or other terminal degree. Another 34% of the full-time instructional faculty and 63% of the part-time instructional faculty have earned a master's degree.

The increase in full-time faculty members has significantly expanded the percentage of credit hours taught by full-time faculty members. In 1998-99, full-time faculty members taught 56% of the credit hours offered on campus. Recently, the percentage of credit hours taught by full-time faculty has ranged from 69-73% (see Table Intro.3 below).

Table Intro.3. Faculty credit hours taught by appointment type.

Year	Full-time	Part-time	Full-time Percentage
Fall 2007	20,823	7,887	73%
Spring 2008	17,883	8,419	68%
Total 2007-08	38,706	16,306	70%
Fall 2006	19,729	8,588	70%
Spring 2007	18,727	7,868	70%
Total 2006-07	38,456	16,456	70%
Fall 2005	20,822	8,710	71%
Spring 2006	18,694	9,057	67%
Total 2005-06	39,516	17,767	69%
Fall 2004	21,724	9,450	70%
Spring 2005	20,926	6,977	75%
Total 2004-05	42,650	16,427	72%
Fall 2003	20,089	9,506	68%
Spring 2004	19,692	7,822	72%
Total 2003-04	39,781	17,328	70%
Fall 2002	18,434	8,991	67%
Spring 2003	17,138	8,718	66%
Total 2002-03	35,572	17,709	67%
Fall 1998	14,506	12,156	54%
Spring 1999	14,440	10,547	58%
Total 1998-99	28,946	22,703	56%

The Schools of Arts and Sciences, Allied Health, Public and Environmental Affairs, and the Division of Education have all increased their numbers of full-time faculty in recent years. The School of Arts and Sciences continues to employ more part-time faculty members than the other units, due, at least in part, to the many lower-division general education courses taught in the school. The increase in the number of full-time lecturers in English, communication arts, psychology, and mathematics, however, has also increased the number of sections of general education courses taught by full-time faculty. Although nursing has been able to maintain the total number of full-time faculty positions, they have done so only by changing some of the tenure-track positions to clinical positions because of the national shortage of doctorally prepared nursing faculty.

By creating new lecturer and clinical positions, the campus has been able to develop new degree programs in radiography, fine arts, and early childhood education. Lecturers also help supervise the Advance College Project on our campus, an Indiana University program which enables talented high school students to earn college credit (dual credit) in English composition and a variety of other courses at their own high schools.

4. The general education program is undergoing a drastic restructuring and is not understood nor enthusiastically supported by many groups, especially the students. Part-time faculty know little about it.

The NCA visiting team, while awarding IU Kokomo ten-year renewal of its accreditation, raised concerns about the campus's ability to implement and manage the new Freshman Learning Community program. The Freshman Learning Community program was referred to as the general education program in their report because it was the vehicle for delivering the English composition and public speaking courses. In their final report it was noted that a site visit would occur in 2003 to examine the progress made in implementing the revised general education program. However, shortly after the visit the IU Kokomo Faculty Senate rescinded the motion that required the Freshman Learning Community experience for all freshmen students. Instead, the campus voted to offer a small number of elective pilot courses and, based on the outcome data, make decisions about the future of the program. As a result, the NCA cancelled the site visit.

During the last visit, the development and implementation of the Freshman Learning Community (FLC) program was an important issue on campus. At the time, the proposal originally mandated the program for all freshman students. Many faculty members were unsure of the learning community approach (it was a new concept) and were opposed to requiring it for all freshman students. Ten years later, the program is now well accepted, has both full- and part-time faculty involvement, provides students with a community of learners, and recently became required of all freshman students except those who have completed English composition in high school through Advance College Project, transfer students, and part-time students. For fall 2008, 300 of the entering class of 600 students were enrolled in a freshman learning community. The program has been assessed, and the results document its successes and challenges.

The FLC program provides a year-long experience for freshman students where they engage with an interdisciplinary topic and establish relationships with other students and with faculty. The program was piloted in spring 2000 and implemented in fall 2000. Enrollment in the learning community program was elective until 2007-08, when new discipline-specific FLCs were created for students in business, education, and nursing. In that year, most first-time beginning freshmen who had not completed freshman composition were placed into a learning community.

The FLC program goals are to (1) provide a structure for students to develop a sense of community and belonging, (2) help students develop an interdisciplinary perspective, (3) improve students' skills in writing and public speaking, and (4) promote students' academic

success. Each FLC is taught by a team of faculty members who work together with the same students for an entire academic year. Students take a topics course with freshman composition in the fall and a second topics course with public speaking in the spring, for a total of 12 credit hours. The courses generally are capped at about 45 students, with the exception of the nursing learning community, which has approximately 55 students.

Early in the program, a team of researchers from the Indiana Project on Academic Success (IPAS) conducted an assessment of the Freshman Learning Community program. They found that students who participated in learning communities were two times more likely to persist from fall 2002 to spring 2003 than students who did not participate in learning communities, controlling for student background, academic preparation, college enrollment characteristics, and financial aid. However, the learning community experience did not affect fall-to-fall student persistence for that cohort. More recent retention data show that the FLC program has had some success in retaining beginning students from fall to spring and from fall to fall, though considerable variability exists from year to year. For instance, for students who began in fall 2005, a greater proportion of FLC students persisted into spring (79%) than non-FLC students (75%), but fewer persisted into the second year (47% and 49%, respectively). In 2006, the campus found very little difference in FLC versus non-FLC student retention from fall to spring, but a fairly large difference in fall-to-fall retention, with 54% of FLC students persisting into the second year, compared to 48% of non-FLC students. The fall 2007 cohort had the most students in the FLC program, and this is the first year that FLC students were better prepared (i.e., higher high school class rank) than the non-FLC students. Fall to spring and fall to fall retention numbers show that the FLC students were retained in higher numbers than non-FLC students.

Also, as part of a comprehensive review of the FLC program, FLC students and faculty were surveyed in spring 2008. According to the faculty survey, FLC faculty gave high priority to forming a community of learners. Indeed, most students reported they had developed good friendships with their peers and with faculty, and they felt that being with the same students for a year increased their sense of belonging. However, fewer than half said they felt more connected to IU Kokomo as a result. Most FLC faculty also highly valued the goal of developing an interdisciplinary perspective, with most reporting that they intentionally developed assignments to promote interdisciplinary thinking and discussed topics from various perspectives in class. Most students said their FLC experience had helped them see multiple sides of issues. Most faculty members agreed that students should be taught skills such as time management and note-taking which would help the students adjust to college life and felt that they could effectively teach those skills. Most students said that the FLC had improved their ability to succeed academically and adjust to college life, but fewer than half the students said that the FLC helped them establish specific skills related to college success (such as time management or study skills).

The surveys revealed concerns about the structure and delivery of the FLC program, including whether or not it should be mandatory for freshmen and how to standardize the teaching of composition and public speaking across FLC sections. The FLC director and FLC faculty have discussed the recommendations in these reports, and the faculty are piloting different

structures and delivery systems for the FLC program in 2008-09. In addition, the campus is planning to participate in the Foundations of Excellence program in 2009-10, which the campus anticipates will help further improve its work with freshman students in support of their success.

In November 2008 the campus received the results of the latest assessment of the FLC, *Impact of Freshman Learning Communities on Early Educational Outcomes*, conducted by the University Planning, Institutional Research, and Accountability Office. The retention study included a series of statistical analyses regarding the impact of the FLC program on the academic performance and persistence of participants relative to non-participants. The report found the following:

- 1) Students with lower academic credentials had greater probabilities than their peers of participating in the program (advisors encourage at-risk students to enroll in the program).
- 2) The difference in the estimated fall semester GPA between FLC participants and non-participants is explained almost entirely by the differences in the entering characteristics of these two groups.
- 3) FLC participants had a significantly greater probability than non-participants of persisting to the spring semester (at 0.88 and 0.72). This 16-percentage-point difference in the estimated probability of persisting is substantial.
- 4) The higher the students' fall semester GPA, the greater the students' estimated probability of re-enrolling in the spring.
- 5) Students who re-enrolled in the FLC program for the spring semester had a significantly higher estimated spring semester GPA than both non-participants and students who did not re-enroll in the FLC Program.
- 6) Students who re-enrolled in the FLC Program for the spring semester had a significantly greater estimated probability of persisting to the second year of college (at 0.71) than either non-participants or students who did not re-enroll in the program (at 0.58 and 0.29).

5. Newly approved programs are held too long before implementation.

In the past, newly approved programs were delayed while the campus awaited funding from the state to support the programs' implementation. Under current state policy, IU Kokomo cannot expect any new state appropriations for new programs, so the campus has developed the following programs and financed them within its budget. New programs are now implemented much more quickly, as evidenced by the list below.

- Master of Liberal Studies was approved by ICHE on August 9, 2002, and implemented in fall 2004.
- B.S. in Medical ImagingTechnology was approved by ICHE on October 8, 2004, and implemented in fall 2005.

- B.S. in Informatics was approved by ICHE on October 8, 2004, and implemented fall 2006.
- B.S. in Early Childhood Education was approved by ICHE on March 31, 2006, and implemented fall 2006.
- M.S. in Education was approved by ICHE on March 9, 2007, and implemented in fall 2007.
- Master of Public Management was approved by ICHE on March 9, 2007, and implemented fall 2007.
- B.S. in Secondary Education was approved by ICHE on March 9, 2007, and implemented fall 2007.
- B.S. in Fine Arts was approved by ICHE in March, 2008, and implemented in fall 2008.

6. The lack of communication regarding policies and procedures is apparent among campus groups and evident within some major offices.

The team in 1998 explained this concern in their summary comments in Criterion 2. They noted that the campus used a variety of group meetings (i.e., Academic Council, Leadership Council) to share information about campus planning and other vital issues and to disseminate the information throughout the campus community. However, they believed that it did not always work effectively. They noted, however, that the structure of the institution was still effective in carrying out its responsibilities.

Since that time the campus has added new groups to expand the communication networks (e.g., Deans Council and Administrative Council). The addition of Administrative Council, which involves people from all segments of the campus, and the inclusion of the group in the campus decision-making process have helped facilitate communication channels. The campus has implemented a procedure for disseminating information across campus via RSS feeds. For instance, all key groups on campus now post their minutes on the RSS feeds, thus making them available to all interested parties. The interim chancellor sends out a regular newsletter updating the campus on key issues. In addition, the chancellor and the vice chancellor for academic affairs update the faculty on important issues at Faculty Senate meetings. As with most organizations, communication is a challenge that must be constantly monitored. The campus continues to work on this effort.

7. The University needs to develop a campus-wide approach to the development and administration of graduate programs now that graduate instruction is part of the institutional mission.

With the increase in graduate programs from two to four within the last five years, the campus established the Graduate Council, which is composed of the Faculty Senate Graduate Programs Committee and the Graduate Directors Committee. The Council provides the administrative structure for graduate programs on campus. IU Kokomo has offered the Master of Business Administration since 1992. Since 2003, the campus has established master's degrees in liberal studies and public management and a substantially revised master's in education.

Because IU Kokomo's mission specifies that the campus offer limited graduate degrees, it does not have a Graduate School. Administrative responsibility for graduate degree programs rests with the deans of each school or division and their appointed graduate program directors. Faculty governance for graduate programs (e.g., approving new courses and degree proposals) is provided by the Faculty Senate's Graduate Programs Committee established in 2006.

Separately, in 2007, the graduate program directors began meeting informally to exchange information and coordinate recruitment efforts. In 2008, under the auspices of academic affairs, this group became the Graduate Program Directors Committee. To facilitate communication between faculty governance and the administrative committee, the Faculty Senate approved the creation of the Graduate Council, which is composed of the Graduate Programs Committee and the Graduate Directors Committee. This group provides the administrative structure for graduate programs. Most recently they created a statement on graduate student learning outcomes and have been charged to establish a graduate program strategic plan.

Indiana University has changed its policy, and now all tenured and tenure-track faculty members are automatically members of the graduate faculty at Indiana University. Faculty no longer have to apply to the Graduate Committee in Bloomington. At IU Kokomo, faculty cannot serve as chairs or members of thesis committees unless they are members of the graduate faculty.

8. The institution needs to utilize the assessment of student achievement in program improvements.

IU Kokomo responded to this concern by establishing an administrative structure for assessment, creating a director's position, providing faculty training in program assessment, and establishing an Assessment Council.

In 2004, because assessment is an integral part of the teaching and learning process, the Center for Teaching Excellence was given the responsibility for supporting assessment, and its name was changed to the Center for Teaching, Learning, and Assessment (CTLA). The director (formerly 50% FTE) became the full-time director of the center, with 50% of her time to be devoted to assisting faculty and professional staff with assessment of student learning. The director reports to the vice chancellor for academic affairs.

In early spring of 2005, Dr. Susan Hatfield came to campus for a workshop with faculty and staff on developing effective assessment plans. Dr. Hatfield is assessment coordinator at Winona State University and serves as a mentor in assessment workshops conducted by the Higher Learning Commission. The vice chancellor for academic affairs strongly supported this initiative and requested that every school and department have at least one faculty member present for the workshop. Several units had nearly all of their faculty attend. CTLA built on this momentum by conducting individual workshops with academic and cocurricular units in developing assessment plans. In fall 2005 Dr. Hatfield returned to campus to review the assessment plans that the academic units were creating.

An assessment policy was instituted by the Academic Council (chaired by the vice chancellor and composed of deans, chairs, and some directors of programs) in May 2004. At this time the Assessment Council was created and charged with implementing the assessment policy. The Assessment Council is chaired by the CTLA director. It is composed of faculty from every academic unit (including the library) and professional staff from some cocurricular units. The Assessment Council developed a yearly calendar for assessment activities and created a common format for assessment plans and reports (for information on the CTLA assessment policy, calendar, and format for assessment plans and reports, see the CTLA website at <http://legacy.iuk.edu/~kocltla/assessment/>).

As programs have become more skilled in developing effective assessment plans, the quality of their assessment efforts has improved. For instance, in 2006, according to the peer reviews of assessment reports, just 39% of the programs collected sufficient data from their students to make sound judgments about program effectiveness. However, by 2007, this number had increased to 65%.

Departments and schools use assessment results in a variety of ways to improve teaching and learning. Because of their review of assessment results, units have, for instance, changed course schedules, added or revised courses, added or changed assessment strategies, and/or revised pedagogies. For example, psychology faculty assessed students' ability to design a basic study. Results indicated that students were lacking the necessary understanding to write hypotheses and operational definitions, so a new course assignment was added to the curriculum to assist students with some preliminary feedback regarding their hypotheses and definitions. Preliminary results indicated some improvement in that ability. Nursing has made changes within the curriculum, including piloting an improved model for clinical education. Pilot assessment results indicate that the model has significantly improved student learning. Some departments have used assessment results to change or add degree offerings. For example, nursing used assessment results to indicate the need for eliminating the A.S.N. degree program and enhancing the B.S.N. degree program. Education used assessment data to add a B.S. in Secondary Education, add a B.S. in Early Childhood Education, and combine two master's degree programs into one. More information on assessment activities in curricular and cocurricular units can be found in Criterion 3 and Criterion 4.

Chapter 1

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.

Indiana University Kokomo is responsible for defining and fulfilling a mission that supports the mission of Indiana University. IU Kokomo has a strong sense of mission with a primary focus on teaching and learning in a personalized learning environment accessible to residents in its service region. The mission documents, including the statements of commitment and vision, were recently re-evaluated and revised through an open, collaborative process and were the starting point for a new strategic plan and subsequent budget decisions.

The mission of IU Kokomo drives the institution. IU Kokomo is one of six regional campuses of Indiana University charged with placing the academic programs and resources of a comprehensive institution, Indiana University, within the reach of all Indiana residents and, specifically, those of North Central Indiana. As part of a multicampus organization, IU Kokomo strives to maintain high educational standards in teaching, learning, research and creative activity, and service activities as it responds to the students and needs in its service region. Although the campus mission statement has evolved over time, IU Kokomo remains committed to student learning and success, diversity, innovation, assessment, and regional engagement.

At the same time that IU Kokomo fulfills the campus mission within a multicampus organization, the campus also forges its own identity while building its relationship with Indiana University. As a result of an extensive mission differentiation process, the campus has conducted an orderly phase-out of terminal associate degrees as it focuses on its primary mission to provide baccalaureate and selected graduate programs. In addition, the campus's commitment to promote student success for a diverse student body on a commuter campus--diverse in age, academic preparation, and background--is articulated in campus documents, plans, structures, and program offerings.

The campus works diligently to communicate and make its mission understood to campus constituencies. IU Kokomo has faced many opportunities and challenges during the past ten years: the introduction of the Ivy Tech Community College of Indiana, an increase in the number of traditional-age students, and the fulfillment of President Herbert's Mission Differentiation initiative. Throughout all of these changes, the faculty, staff, and administration

thoughtfully analyzed and debated each one, resulting in a campus consensus to build a mature, primarily baccalaureate institution by eliminating associate degree programs and adding limited graduate programs.

Stable campus leadership and governance structures and policies have been the foundation of the campus's growth and success during this time of change. IU Kokomo, as part of Indiana University, has adopted many of its procedures and policies from the IU Bloomington campus, from tenure and promotion to purchasing and research integrity. The enormous resources of the system have provided advantages to the campus's infrastructure. However, IU Kokomo has also developed structures that are unique to its mission. For example, the Faculty Senate is a "committee of the whole" faculty rather than the representative senate established on the IU Bloomington campus. Over the past nine years, Chancellor Ruth Person has led IU Kokomo with the assistance of Vice Chancellor Stuart Green (over 35 years at IU Kokomo), Vice Chancellor Jack Tharp (28 years at IU Kokomo), and Vice Chancellor Tim Sehr (20 years at IU Kokomo). Although Chancellor Person has recently resigned, the campus is well positioned with a clear mission, a strategic plan, and stable leaders to continue its work and to inform and guide the search for a new chancellor.

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

The mission of IU Kokomo drives the institution. IU Kokomo is one of six regional campuses of Indiana University charged with placing the academic programs and resources of a comprehensive institution, Indiana University, within the reach of all Indiana residents, and, particularly, those of North Central Indiana. As part of a multicampus organization, IU Kokomo strives to maintain high educational standards in teaching, learning, research and creative activity, and service activities as it responds to its students and the needs of its service region. Although IU Kokomo's mission statement has evolved over time, the campus remains firmly committed to student learning and success, diversity, innovation, assessment, and regional engagement.

List of Evidence

- 1a.1: Indiana University Kokomo has adopted statements of mission, vision, and commitments that clearly and broadly define the organization's mission.
- 1a.2: The campus mission documents define the various internal and external constituencies that the campus serves and show the commitment to high academic standards in student learning that are supported by the policies and practices of the institution.

- 1a.3: The campus regularly revisits the mission statement and revises appropriately.
- 1a.4: The campus makes the mission documents available to the public, particularly to students.

1a.1: Indiana University Kokomo has adopted statements of mission, vision, and commitments that clearly and broadly define the organization’s mission.

Indiana University Kokomo is a regional campus of Indiana University, a major multicampus public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical, and technological education. The campus is responsible for defining and fulfilling a mission that supports the mission of Indiana University. As a result of a campuswide strategic planning process and the launching of a university-wide Mission Differentiation initiative, the campus and the university adopted new mission statements in 2005.

The mission, vision, and statements of commitment were developed as part of the strategic planning process. In the spring of 2004, IU Kokomo entered into a partnership with Carnegie Communications to conduct a multidimensional research study involving faculty, staff, current students, community members and alumni (in Resource Room). The purpose of the study was to identify up to seven overarching institutional themes from which the campus planning and work teams would develop a viable strategic plan. Upon completion of the study, IU Kokomo formed the Strategic Planning Committee; the Mission Statement Committee, chaired by the chancellor; and a Vision and Values Committee, chaired by the vice chancellor for academic affairs (in Resource Room). Once the mission statement was drafted, the Vision and Values Committee (which had representation from all constituencies) used the Nominal Group process to develop a vision statement and a statement of commitments. The mission, vision, and commitments statements went back to the larger Strategic Planning Committee for comments and revisions to the draft documents. As a result of comments and suggestions from a variety of campus individuals, the documents were revised. The final versions were approved by the Faculty Senate in September 2005. They were subsequently approved by the president, by the Board of Trustees (with the mission statement being approved in October 2005), and finally by the Indiana Commission for Higher Education (ICHE). This process was integrated with the university-wide Mission Differentiation Process which began in 2004 and concluded in 2005 (more details on this project can found in 1a.3).

IU Kokomo has a strong sense of mission with a primary focus on teaching and learning in a personalized environment. The campus is proud to provide broad access to Indiana University’s undergraduate and graduate programs to the residents of North Central Indiana. A recent marketing message, “Earn a quality IU degree close to home,” articulates this mission. In addition, the campus strives to be a good cultural and economic partner in the region. Through outreach efforts and numerous cocurricular activities in all academic programs, the faculty and staff seek to enhance mission-related opportunities in the region the campus serves.

As the faculty, staff, and students worked together to define their aspirations, it was clear that they wanted to move from being an institution of geographic convenience for students to one of first choice. They outlined statements of commitment that would allow the campus community to journey from being a good institution to being a great one. They reaffirmed key elements that provide a solid foundation for an institution of choice: programs centered on learning; opportunities for free and open inquiry and experiential learning; a safe and inclusive environment; and high quality instruction. They continue to work to realize a great institution.

The complete mission statement, vision statement, and statement of commitments of IU Kokomo follow. (For more information on items related to the IU Kokomo mission, see <http://institutionalmemory.iu.edu/aim/handle/10333/274/items-by-subject?subject=Mission>.)

Indiana University Kokomo Mission Statement

The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of North Central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity; promoting diversity; and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.

Vision Statement

Indiana University Kokomo aspires to become a regional institution of first choice recognized for providing critical opportunities for student success; acknowledged as a primary and engaged community resource; and valued as a campus where there are faculty, students, and professional staff active in research, creative work, and other scholarly activity.

Indiana University Kokomo Statement of Commitments

Indiana University Kokomo contributes to its students and to the region through the affirmation of the following values in all of its endeavors:

- **Commitment to Student Learning**

The campus community provides a learner-centered environment grounded in the liberal arts and sciences and linked to the professional schools. We are committed to open and free inquiry, high quality instruction and academic support services, experiences that foster students' development, opportunities for experiential learning, and the enhancement of skills in the areas of civic engagement, diversity, and global awareness and involvement.

- **Commitment to Regional Engagement**

The campus community works with regional partners, including other educational institutions, to enhance the vitality of the region by promoting

community engagement opportunities as a key campus strategy and by valuing service as a core component of faculty, student, and staff responsibilities and experiences.

- **Commitment to Diversity**

The campus community demonstrates its commitment to diversity by providing a safe, welcoming, and inclusive environment that promotes integrity and respect among all members of the campus community and by valuing shared governance and open, civil discourse.

- **Commitment to Innovation**

As a community of learners, the campus embraces innovation and creativity in its pursuit of best practices in teaching and learning, student development, institutional stewardship, and scholarly activity.

- **Commitment to Assessment**

The campus community embraces a culture of assessment, actively seeking evidence for improving current practices while providing an atmosphere in which new initiatives can develop as the campus strives for excellence in all of its work.

1a.2: The campus mission documents define the various constituencies that the organization serves and show the commitment to high academic standards in student learning that are supported by the policies and practices of the institution.

The IU Kokomo mission statement addresses “the residents of North Central Indiana.” IU Kokomo’s primary service area encompasses seven counties, defined as the home county and all contiguous counties (Howard, Miami, Cass, Grant, Carroll, Clinton, and Tipton) in their entirety. This definition of service area has been applied to the regional campuses of Indiana University and Purdue University for at least 25 years. Many years ago the Indiana Higher Education Commission (IHEC) distributed a document stating that 80% of Indiana residents were within driving range of a public campus; this IHEC document used the same definition of the service region of IU Kokomo as that explained above.

The seven-county primary service region represents the heart of the population the campus serves, with 80% of the student body coming from these counties. However, at times the campus has also referenced an eleven-county service area, adding portions of four counties (Hamilton, Wabash, Fulton, and Madison) to the boundaries of the region. Furthermore, in fall 2008, the campus enrolled 167 new students from areas outside the eleven-county service region.

The IU report *Programmatic Vision for the Regional Campuses* (2002) clearly outlined and affirmed the constituencies of the regional campuses and the commitment to high academic standards in student learning: “The mission of the IU regional campuses is to be responsive to

the educational needs of each region by providing an appropriate range of high-quality degree programs and other educational services typically expected of an excellent, comprehensive, master's-level institution. The degree programming will be built on IU's historic strengths in the arts and sciences and in professional fields such as business, education, nursing, public administration and social work. In addition to these core offerings, campuses will offer baccalaureate degrees in traditional, interdisciplinary, and new and emerging fields that are specifically responsive to the needs of their region."

Following the emergence of the Ivy Tech Community College of Indiana, the campus has focused its efforts on defining itself primarily as a baccalaureate institution with a limited number of associate and graduate degree programs. The campus has reaffirmed its commitment to high academic standards in student learning and the assessment of student learning. This commitment is supported by the admission standards for both undergraduate and graduate programs, required general education courses to provide breadth in the academic experience, annual assessment in courses and programs, national program accreditation to ensure academic excellence, and faculty annual review to ensure currency within the discipline and classroom performance. All of these will be discussed in greater depth throughout the self study.

1a.3: The campus regularly revisits the mission statement and revises appropriately.

Mission Differentiation

In 2004, Indiana University embarked on an extensive review of all campus mission statements. Mission differentiation was formally declared a priority for Indiana University and established as a project with a defined timeline by President Adam W. Herbert in his first State of the University address in the fall of 2003. Mission differentiation had been practiced informally on Indiana University campuses for decades, but without the articulation of goals in relation to mission clarity and the accomplishments of the campuses. The basic methodology of this project included various means of data gathering and analysis. The earliest stages consisted of contextual research. Project team members gathered both theoretical and practical materials from across the nation on the subject of mission differentiation and the results of various mission differentiation projects carried out in several other states.

Subsequently, data were gathered from campus officers as well as from the University Budget Office, which both collects institutional data and reports those data to the state government and to the federal Integrated Postsecondary Education Data System (IPEDS) project. The IPEDS common data set provided standardized data for each campus, including degrees awarded; graduation rates; cohort persistence; student body quality; diversity, faculty, student and staff profiles; and budgets related to instructional, research and service sector allocations. Other elements gathered for this project included campus vision and value statements, strategic planning processes and documents, tenure and promotion criteria, mission statements, articulation agreements, and outreach programs.

In addition to the data collection and analysis, IU Southeast Chancellor Emeritus F.C. Richardson conducted one-on-one meetings with campus chancellors and members of their executive staffs throughout the summer of 2004 to discuss the scope of the project and the opportunities it provided for their campuses. Several campuses requested additional meetings with Chancellor Richardson and the Mission Differentiation Project (MDP) team and/or used phone conversations and e-mail exchanges to clarify questions and data elements. Each campus focused considerable attention on the six key questions developed by the MDP. These questions reviewed the campus admissions policy and practices, the scope of degree offerings, remedial course offerings, research focus, characteristics and practices that tie IU together as one university, and areas of focus for defined excellence. Each campus was expected to provide a written response to these questions. Each campus was also expected to provide a mission statement that could be approved by the president, the Board of Trustees, and the ICHE.

The final method of information gathering included a series of campus conversations. Each campus sponsored structured conversations in such a way as to allow a broad-based discussion of the six questions among faculty, students, community leaders, and advisory board members. These conversations were recorded and transcribed. Initial campus conversations included a review of the six questions and any other topics the campuses wished to raise.

Two MDP task force recommendations, in particular, have guided the subsequent direction of the campus. The task force recommended that “the primary mission of the Kokomo campus should be baccalaureate and selected graduate professional programs” and that “there should be an orderly phase-out of terminal associate degrees in relation to the development of the Community College.” In response, the campus has eliminated all but four terminal associate degrees, added new baccalaureate and graduate degrees, and expanded its enrollment initiative.

With the conclusion of the mission differentiation planning process in 2005, the campus re-engaged its suspended strategic planning process using the recommendations from the Mission Differentiation initiative and the prior work of the Strategic Directions Charter as foundations. As part of this process a new mission statement was adopted by the IU Kokomo Faculty Senate in 2005.

Changes in the Mission Statement

An analysis of the new mission statement reveals that it has changed in three distinct ways in response to both internal and external factors. As Ivy Tech Community College of Indiana developed and at the urging of the ICHE, IU Kokomo instituted additional bachelor’s and master’s degrees and reduced the number of associate degrees. Currently, the campus has associate degrees in only four areas: criminal justice, general studies, labor studies, and radiography. Since its inception as a two-year institution in the 1960s, IU Kokomo has evolved into a more mature baccalaureate and graduate institution, providing twenty-eight different bachelor’s degrees in the areas of arts and sciences, business, nursing, education, SPEA, allied health, labor studies, and general studies, and four graduate degrees in the areas of public and environmental affairs, business, education, and liberal studies. The maturation process has

included developing articulation agreements with the Ivy Tech Community College of Indiana, developing five new bachelor's degrees to meet the needs of the new traditional-aged students, and expanding its graduate degree program offerings to four. Throughout the mission realignment process, IU Kokomo maintained a stable enrollment, added a new science building, added new faculty lines, and introduced a new hybrid course delivery system for adult learners.

In addition, the campus changed its focus from offering continuing education courses for personal development to promoting community engagement to enhance the economic vitality of the region. The reorganization of the School of Continuing Studies with the addition of an assistant director of community outreach has enabled the campus to provide more internship opportunities for students and more community partnerships, thus becoming a more visible resource in the region and providing an incubator for job development. Each of the schools and divisions within IU Kokomo also responded to these new developments, and additional information on their community partnerships can be found in Criterion 5.

Finally, the new mission statement articulates the long-standing campus commitment to diversity. See additional information on the campus diversity efforts in 1b.

1a.4: The campus makes the mission documents available to the public, particularly to students.

As the campus mission documents have changed, the institution has been challenged in the transition to distribute the new mission documents and to communicate the new directions of the campus to its internal and external constituencies. The university and campus mission documents are accessible through the Indiana University website (www.indiana.edu), the IU Kokomo website (legacy.iuk.edu) and in the campus *Bulletin* (<http://legacy.iuk.edu/bulletin/>). As a result of the self-study process, the campus mission statement is now proudly displayed in each office throughout the institution. Each of the program assessment documents has linked the mission of the program major to the campus mission statement. In addition, the mission statement can be found in the *IU Kokomo Faculty Handbook*. Although the mission statement is not directly stated in the recruiting and marketing materials of the campus, it is implied. For instance, two recent marketing campaigns, "SIX New Degrees" and "Get an IU Degree Close to Home," emphasized the campus as a baccalaureate institution. In addition, the campus has increased its advertising of all graduate degree programs, again reiterating the shift in its mission.

Meeting Core Component 1a

- The campus, through a collaborative process, adopted statements of mission, vision, and commitments that clearly and broadly define IU Kokomo's mission.

- The mission documents define the various internal and external constituencies that Indiana University Kokomo serves in its seven-county region and show the commitment to high academic standards in student learning and the assessment of student learning.
- IU Kokomo revisited its mission documents through the Mission Differentiation initiative and revised them in response to internal and external factors.
- The campus makes the mission documents available to the public.

Challenges

Despite the campus's efforts, residents of the region still do not fully understand the mission of Indiana University Kokomo. The campus continues to educate the region about its new mission as an institution devoted to both baccalaureate and graduate education and committed to regional engagement and diversity.

Toward the Future

A new integrated marketing and recruitment plan and a redesign of the campus website will allow the institution to enhance its communication efforts about its new mission emphasizing baccalaureate and master's degrees. As a result of the self-study process, IU Kokomo will add the mission documents to the new student orientation manual so that all students receive a copy of the mission statement in addition to seeing it on the website.

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

Indiana University Kokomo is committed to diversity and evidences this through its mission statement, its policies and procedures, its strategic plans, and its curricular and cocurricular activities. While support for ethnic diversity is a campus goal, IU Kokomo also expands its commitment to diversity to include other aspects such as age, gender, socioeconomic class, preparation, and background. Campus members understand that a university cannot claim to be "comprehensive" without working through issues of diversity in its teaching, research and service. Respect for diversity is therefore embedded in its curriculum, campus policies, and campus structures.

List of Evidence

- 1b.1: The mission documents, the statement of commitments, and the diversity plan address the importance that Indiana University Kokomo places on diversity as a key element in a multicultural, global, and plural society.
- 1b.2: The campus shows a clear commitment to diversity in its practices.
- 1b.3: The campus follows university policies and state laws to ensure that diversity goals remain in the forefront of campus actions and decisions.
- 1b.4: The campus diversity plan, when fully implemented, and the campus diversity committee will help the campus achieve its diversity goals.

1b.1: The mission documents, the statement of commitments, and the diversity plan address the importance that Indiana University Kokomo places on diversity as a key element in a multicultural, global, and plural society.

As noted in the Mission Statement of Indiana University, “Indiana University strives to achieve full diversity, and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom.” The Mission Statement of Indiana University Kokomo, which states that the campus is “dedicated to promoting diversity,” recognizes the centrality of diversity in the institution’s ability to fulfill its mission. Furthermore, the IU Kokomo Statement of Commitment related to diversity emphasizes its importance: “The campus community demonstrates its commitment to diversity by providing a safe, welcoming, and inclusive environment that promotes integrity and respect among all members of the campus community and by valuing shared governance and open, civil discourse.” Finally, the IU Kokomo Diversity Plan, further reaffirms the campus commitment to diversity.

The results from the 2008 Higher Education Research Institute (HERI) Faculty Survey as they relate to diversity reaffirm the faculty commitment to diversity as a key element in the mission of undergraduate education: 72% of faculty said that a “very important” or “essential” goal of undergraduate education is to “enhance students’ knowledge of and appreciation for other racial/ethnic groups.” In addition, 86% of faculty said that a “very important” or “essential” goal of undergraduate education is to “teach students tolerance and respect for different beliefs.” Finally, 90% agreed that “a racially/ethnically diverse student body enhances the educational experience of all students.”

1b.2: The campus shows a clear commitment to diversity in its practices.

To ensure that the campus achieves its diversity goals, the institution has developed a diversity plan, committed resources, designed structures, and implemented actions. Several examples below provide evidence that the campus has moved from the statement of commitments to

action. The following examples encompass classroom practice, cocurricular programming, and faculty development. Section 4c.2 of the self study provides further discussion and examples of diversity efforts at IU Kokomo.

Diversity Portfolio

In 2007, the campus, as part of the IU Enhancing Minority Attainment conference, created a diversity portfolio outlining the campus diversity efforts in leadership, curricular and cocurricular activities, representation, and climate. With the diversity self study completed, the campus participated in an external peer review portfolio assessment. A faculty team from IU East reviewed the portfolio and spent a day interviewing campus constituencies about campus activity in the four outlined areas. As a result, a new diversity plan was accepted in January 2008. Recently, the president of Indiana University launched a million-dollar diversity initiative under which each campus can submit proposals for innovative programs in diversity that would fulfill actions in the campus plan. In addition, in spring 2009, the campus will award its first Chancellor's Diversity Excellence Award. It will be awarded annually to a faculty member, dean, chair, senior administrator, or staff member who has contributed in a significant way to achieving the goals of the Strategic Plan for Diversity at Indiana University Kokomo.

Freshman Common Reading Text

Beginning in the fall semester of 2006, incoming freshmen students were assigned a common reading text in English composition courses. The goals of this program are to introduce students to college culture, encourage them to read, enhance their understanding of different cultures, and help them to learn about and improve their writing. All students enrolled in these courses were assigned one common text, with the author visiting campus during the fall semester. These books were *Enrique's Journey* by Sonia Nazario in 2006, *Journey from the Land of No* by Roya Hakakian in 2007, and *Someday We'll All Be Free* by Kevin Powell in 2008. The evaluations of the visits by the authors are included in Table 1.1. Part of the challenge is that this program is still very new, and more needs to be done to evaluate it adequately. Based on these evaluations, students reported gaining knowledge from the presentations as well as seeing the connections to their classes. Most supportive of the gain in breadth of knowledge was that both programs were above the midpoint of the scale (3.0) in indicating that the programs influenced students' perspectives on the issues.

Table 1.1. Evaluations of the visits by the authors of the common reading texts.

Question	Mean
Sonia Nazario	
Knowledge of today's topic prior to event (illegal immigration)	3.33
Knowledge of today's topic after today's event	4.32
Has today's program influenced your perspective on these issues?	3.71
Today's program has a connection to the issues discussed in one or more of my classes	4.08
Roya Hakakian	
Knowledge of today's topic prior to event (Iran)	2.91
Knowledge of today's topic after today's event	4.20
Has today's program influenced your perspective on these issues?	4.27
Today's program has a connection to the issues discussed in one or more of my classes	3.74
Kevin Powell	
Knowledge of today's topic prior to event (African American males)	2.97
Knowledge of today's topic after today's event	3.70
Has today's program influenced your perspective on these issues?	3.28
Today's program has a connection to the issues discussed in one or more of my classes	3.38

Means calculated on a scale from 1=does not represent my opinion to 5=very much represents my opinion.

The Office of Campus Climate

The Office of Campus Climate provides a vital support system for African American, Latino, American Indian, and Asian students, as well as other students of color enrolled at Indiana University Kokomo. This office offers a variety of services, including social events so that students can meet other students on campus, cultural heritage programs, workshops, educational support programs, personal counseling, leadership development and enhancement programs, mentoring, and study tables. The Office of Campus Climate also assists in the development, administration, and evaluation of student recruitment and retention efforts, sponsors outreach and early access to higher education programs, and provides cultural diversity training for IU Kokomo. In fall 2008 the campus realized its highest enrollment of minority students, with the largest growth in nursing. The results from the 2008 HERI Faculty Survey indicated that only 8% of faculty agreed that “there is a lot of campus racial conflict.” Table 1.2 below shows the diversity background of IU Kokomo students in the areas served by the campus.

Table 1.2. Diversity of the campus compared to that of the region.

Ethnic Group	IU Kokomo Students in Fall 2007*	7- County Service Region**	11- County Service Region**
Black	3.6%	4.3%	4.3%
Hispanic	1.4%	4.4%	3.1%
Asian	1.0%	0.6%	1.5%
Native American	0.5%	0.5%	0%
Total	6.5%	9.8%	8.9%

Sources: *IU Factbook, Fall 2007 and **US Census Bureau, 2005

The Enhancing Minority Attainment (EMA) Conference

IU Kokomo convenes the Enhancing Minority Attainment Conference (EMA) each year. It is a university-wide conference that explores infusing diversity and equity into the curriculum and enhancing the underrepresented populations of students, faculty, and staff. Since 2000, faculty and staff have worked to develop and test a range of strategies to enhance teaching and learning and to transform the existing curriculum and institution. The 2006-07 EMA Conference provided an opportunity for each campus to reflect on five years of diversity work. Campuses were asked to engage in a diversity portfolio review as a vehicle to develop a paradigm for assessing equity and diversity at Indiana University, to identify campus and university diversity issues, and to initiate campus and university diversity plans.

In 2003, the Faculty Annual Service Report was modified to include a section where faculty are asked to “summarize their teaching and curriculum development efforts on issues relative to diversity.” Copies of these annual service reports are kept by the deans/department chairpersons, and a copy is filed in the Office of the Vice Chancellor for Academic Affairs. An analysis of the reports indicated that integrating diversity into the faculty reward structure did indeed create change, with faculty infusing diversity and equity throughout the curriculum (Resource Room).

International Studies Minor

During 2005, IU Kokomo developed an International Studies Minor. The minor comprises 15 credits of course work. All students must take the course COAS-I100 Introduction to International Studies and a capstone overseas study or foreign culture class. They then may select any nine credits of course work from any two categories of classes (including global markets and governance, arts and civilization, health and environment, and culture and society). To date, three students have completed the minor, one will do so in May 2009, and several have declared interest.

Study Abroad

In addition, faculty members in arts and sciences and in nursing have increased the number of international study experiences available to our students. Within the past five years, various short-term trips to Mexico, London, Ireland, Korea, Guatemala, and Italy have offered students the opportunity to experience other cultures and expand their horizons. Over a hundred students have participated in these experiences. Scholarship funds have been created to support student travel, and the campus continues to increase these offerings. Currently, faculty are exploring trips to Thailand, Spain, and China.

1b.3: IU Kokomo follows university policies and state laws to ensure that diversity goals remain in the forefront of campus actions and decisions.

Indiana University Kokomo publically pledges to continue its commitment to equal opportunity within the university and throughout American society as a whole through its Affirmative Action/Equal Opportunity Policy. In this regard, Indiana University Kokomo recruits, hires, promotes, educates, and provides services to persons based upon their individual qualifications. Indiana University Kokomo prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

The institution is committed to a policy of equal opportunity in its admission and employment programs. To ensure its compliance, the IU Kokomo Office of Affirmative Action monitors the university's policies and assists individuals who have questions or problems related to discrimination. The Affirmative Action website (legacy.iuk.edu/~koafac/) has information on policies and procedures, complaints and grievances, and the search and screen procedures for

hiring new employees. These policies and procedures also include rules on publications, advertising, construction of facilities, and appropriate language to use in all documents.

The ultimate responsibility for the effective implementation of the university's equal opportunity/affirmative action program on the Kokomo campus lies with the chancellor of the Kokomo campus. The campus affirmative action officer, who serves on the chancellor's Cabinet, is charged with monitoring all relevant matters and reporting them to the chancellor.

In addition to following university policy, the campus complies with Indiana state law (IC 21-27-4-4 at <http://www.in.gov/legislative/ic/code/title21/ar27/ch4.html>). This law requires the trustees of Indiana University to create a diversity committee on each campus and for the committee to issue an annual report to the trustees regarding findings, conclusions, and recommendations related to each of the statutorily defined areas. This template was created to facilitate development of a consistent and concise report to the trustees, which may also be shared with the Indiana Commission for Higher Education (ICHE) and interested members of the Indiana General Assembly. IU Kokomo submits its report to the IU Office of the Vice President for Diversity, Equity, and Multicultural Affairs who, after review, submits it to the trustees. This additional layer of review provides the campus with additional feedback.

1b.4: The campus diversity plan, when fully implemented, and the campus diversity committee will help the campus achieve its diversity goals.

In fall 2008, as an outgrowth of the campus diversity portfolio review, each Indiana University campus worked to develop a diversity plan. The plan outlined goals in four areas: institutional leadership, curricular and cocurricular transformation, campus climate, and representational diversity. This plan was reviewed by the University Office of Diversity, Equity, and Multicultural Affairs. As part of the plan, the campus created a diversity committee to oversee the plan and meet the requirements of the new Indiana law. The IU Kokomo Diversity Committee was formed in 2008 and charged by the chancellor to

- Review and recommend faculty employment policies concerning diversity issues.
- Review faculty and administration personnel complaints concerning diversity issues.
- Make recommendations to promote and maintain cultural diversity among faculty members.
- Make recommendations to promote recruitment and retention of minority students.
- Review the effectiveness of campus level leadership and oversight of diversity/equity activities and programs.
- Pursue additional scholarship and grant funding for minority students.
- Appoint a task force to review faculty salary minima with special attention to minority faculty.
- Identify and implement best practices in recruiting diverse faculty and staff.
- Consult with IU Bloomington and IUPUI regarding collaborating with them in their Historically Black Colleges and Universities (HBCU) partnership efforts.

- Identify and implement best practices in supporting diverse faculty and staff.
- Facilitate listening forums to ascertain needs and aspirations of diverse communities in the region.
- Facilitate listening forums to ascertain needs and aspirations of diverse campus communities regarding interest in speakers, service learning, and events.

Meeting Core Component 1b

- The mission documents, statement of commitments, and the diversity plan all address the organization's belief in diversity as a key element in a multicultural, global, and plural society.
- The campus shows a clear commitment to diversity in its plans, structures, and actions.
- The campus has developed a set of policies and procedures to be followed in all its actions to ensure that diversity goals remain in the forefront of campus actions and decisions.

Challenges

IU Kokomo must continue to work diligently to demonstrate its commitment to advancing diversity and to communicate that commitment to its various constituencies. Although the campus has always been committed to diversity, it lacked strategic initiatives to meet its goals. The new plan and committee will provide this structure.

Toward the Future

The president of Indiana University recently announced the President's University Diversity Initiative, a one-million-dollar commitment to fund activities that support the continued development of the racial, ethnic, and cultural diversity of all campuses of IU and improved equity of access for IU students from underrepresented communities. The University Diversity Initiative is designed to jumpstart the action steps in each campus's diversity plan. The Chancellor's Office sent to the president three proposals from various units on campus which addressed key goals in the campus and university diversity plans. One of the proposals seeks to establish and fund a position for a coordinator of access and success. This position would provide needed additional leadership in this effort on the IU Kokomo campus.

Core Component 1c: Understanding of and support for the mission pervade the organization.

Indiana University mandates that each campus formulate its own mission statement that defines its operations in terms consistent with the Indiana University Mission Statement. The IU Kokomo Mission Statement guides the campus governance, budget and planning, and decision-making processes.

In addition, the campus mission and commitment statements have provided the foundation for the mission statements of each academic, nonacademic, and cocurricular unit, which specify the role that each will play in assisting the institution to fulfill its broader mission.

The IU Commitment to Excellence initiative highlights some of the recent mission-driven planning and budgeting processes.

List of Evidence

- 1c.1: The mission statements of the campus academic and nonacademic units are clearly articulated and congruent with the broader mission of the university.
- 1c.2: The IU Kokomo mission drives institutional planning and budgeting decisions.
- 1c.3: IU Kokomo's budgeting and planning priorities and funding arise from the mission.

1c.1: The mission statements of the campus academic and nonacademic units are clearly articulated and congruent with the broader mission of the university.

As stated earlier, with broad campus involvement in the development of the mission documents, each campus unit adopted its own mission statements congruent with the campus and university mission statements. All the units that report directly to the chancellor (academic affairs, administration CFO CIO, student services, external relations, and the affirmative action officer) have websites that clearly display a mission statement for the unit. (Mission statements and information relevant to the mission are available in the Resource Room and at <http://institutionalmemory.iu.edu/aim/handle/10333/274/items-by-subject?subject=Mission>.)

The Office of Academic Affairs includes six Schools—Arts and Sciences, Business, Continuing Studies, Education, Nursing, and SPEA—and academic support areas including the IU Kokomo Library, the Honors Program, International Programs, the Undergraduate Research Center, the Center for Teaching, Learning, and Assessment, Academic Advising, University Division, and Disability Services. All the academic units have adopted mission statements, and each program major has a mission statement. Many of the support units have adopted mission statements;

other units have implied mission statements phrased as philosophies, as goals, or as what the unit does to assist students. In response to the National Academic Advising Association (NACADA) report on advising, the campus is developing a mission statement for academic advising (Resource Room).

All degree programs have mission statements listed in their assessment plans, and these are linked to the school mission statement and the campus mission statement (Resource Room).

According to the HERI faculty survey results, IU Kokomo faculty members understand and support the mission of the institution: 71% of full-time (FT) faculty and 92% of part-time (PT) faculty agreed that their values were “congruent with the dominant institutional values”; 66% of FT and 92% of PT faculty agreed that “this institution takes responsibility for educating underprepared students”; and 86% of FT and 92% of PT faculty said that “promoting intellectual development of students” is of “high” or “highest” priority to the institution.

1c.2: The IU Kokomo mission drives institutional planning and budgeting decisions.

The Indiana University Kokomo Mission Statement stresses the importance of enhancing educational attainment in North Central Indiana as well as strengthening the economic and cultural vitality of the region. Budgetary decisions made since the last self study underscore the commitment of the campus to its mission. As noted elsewhere in this report, since 1989 the campus has increased the number of degree programs and the number of resident faculty to enhance the opportunities available to residents in this region of the state. The campus has expanded its engagement activities in a number of ways as well.

Rather than repeat aspects of campus development that will be covered elsewhere in this report, evidence in support of this core component will be drawn from the way that the campus used new resources that came from the Commitment to Excellence (CTE) initiative. The trustees of Indiana University initiated the Commitment to Excellence initiative in response to a request to increase fee rates for students who matriculated in the fall of 2003 and after. The trustees agreed to create a two-tiered fee structure for five years. Students who matriculated at an IU campus before fall 2003 would pay a lower credit hour fee rate than those who matriculated in 2003 and after. The difference between these rates would create a resource to be called Commitment to Excellence funds. Each campus prepared proposals reviewed and approved by the trustees for the use of CTE funds, and the university tracked these funds separately in the accounting system to verify that they were used appropriately.

The Kokomo campus used the CTE funds to further its mission. Indiana University Kokomo used the majority of the CTE funds to improve instructional quality and degree opportunities. With CTE funds, the campus created four new faculty positions to reduce reliance on part-time faculty. The full-time faculty positions funded with CTE resources included lecturers in communication arts, geology, and fine arts. The new position in communication arts enabled the campus to develop a speech team, adding a new cocurricular activity for students. The geology position broadened course offerings in the sciences. The two positions in fine arts led

to the expansion of course offerings while stabilizing the direction of the campus art gallery. In addition, the positions in fine arts contributed to the development of a new degree program in fine arts.

CTE funds were pivotal in the development of four other degree programs. CTE funds supported two new faculty positions and other program costs for the associate degree in radiography and the bachelor's degree in medical imaging technology. In addition, with CTE funds, the campus created new positions in informatics and in early childhood education. These new positions facilitated the introduction of bachelor's degrees in each of those areas.

With CTE funds, IU Kokomo enhanced a very active Center for Teaching, Learning, and Assessment (CTLA). The center regularly sponsors workshops for faculty on instructional technologies and provides faculty development opportunities with workshops in such areas as assessment and teaching critical thinking. An allocation of CTE funds to the library has increased the availability of electronic resources that are used by faculty and students in their research and that support the development of new academic programs.

Funds from the Commitment to Excellence initiative have also been used to support student retention and student success. CTE funds supported the complete revamping of the orientation program for new students. Each fall new students are required to attend a convocation shortly before the start of classes for the semester. The convocation and related events on the same day are designed to make students feel welcome, integrate them into the campus community, and give them a sense of what will be expected of them if they wish to succeed. To support that student success, CTE funds were also used to create a mathematics laboratory to centralize tutoring in introductory mathematics courses and to provide computers for the completion of the online portion of the revised curriculum in those courses. The precalculus courses require students to complete homework and quizzes online using MyMathLab software.

Other uses of the Commitment to Excellence funds expanded opportunities for student engagement in a variety of ways. With CTE funds the campus created the Office of Programming and Applied Learning within student services. The coordinator of programming and applied learning has played an active role on campus by encouraging student volunteer activities in the community and fostering the integration of applied learning into courses. This office has brought speakers to campus and coordinates the campus participation in the national American Democracy Project.

The Commitment to Excellence initiative has encouraged engagement in two other ways. First, with CTE funds, the campus created the Regional Center for Economic Development housed at INVENTREK, the business incubator in Kokomo. Directed by the head of our Office of Community Engagement within the School of Continuing Studies, the Regional Center provides an avenue for faculty and students to work with new businesses in the community and to help them succeed. Second, CTE funds were used to support the development of paid internship opportunities for students. Internships are a critical part of the partnership with INVENTREK. Several students have had internships with fledgling businesses in the incubator. A few have

then moved on to jobs with those companies. Other internships have placed IU Kokomo students in local social services agencies and other nonprofit organizations, providing valuable experiences and contacts for the students.

The new funds made available to the campus by the Commitment to Excellence initiative were used to further the mission of the campus. And the commitment of the CTE funds was made without reducing the regular budgets of the academic units. The ways in which the campus used the CTE funds underscore that it places the mission at the center of budgeting and planning priorities.

1c.3: IU Kokomo's budgeting and funding priorities arise from the mission.

One way of looking at how Indiana University Kokomo uses its resources is to classify expenses by function. The functional classification system has been developed and defined by the National Association of College and University Business Officers (NACUBO) and its Accounting Principles Council. The functional classification system provides a standardized means of comparing data across institutions.

Tables 1.3 and 1.4 below show IU Kokomo expenditures for the past five years using the functional classification system in actual dollars and in percentages of total expenditures. The first four classifications—instruction, research, public service, and academic support—are considered the categories most directly related to the central campus mission of teaching and learning. For this campus, an average of 48.35% of expenditures went for those core functions. For the most recent fiscal year for which data is available at this time, 2007-08, the percentage of funds from all sources spent on the core teaching and learning functions was 48.29%. If the sources had allowed this analysis to use only general fund expenditures, then the percentage of expenditures devoted to these core functions would have been even higher.

Table 1.3. IU Kokomo expenditures for FY03 to FY08 in actual dollars.

	FY03	FY04	FY05	FY06	FY07	FY08
Instruction	8,748,092	8,804,773	9,006,685	9,334,137	9,900,356	9,917,442
Research	260,146	112,782	75,327	50,251	54,829	3,724
Public Service	629,578	499,878	670,272	653,171	550,522	659,292
Academic Support	1,400,278	1,588,403	1,727,181	1,711,646	1,763,063	1,708,558
Student Services	1,294,071	1,342,757	1,405,452	1,456,577	1,541,419	1,619,668
Institutional Support	3,159,870	2,955,740	3,299,083	3,915,550	3,261,330	3,544,431
Physical Plant	2,478,738	2,417,871	2,367,186	2,187,172	2,536,957	3,180,760
Scholarships and Fellowships	1,088,325	1,173,441	2,268,294	2,245,279	2,321,714	2,643,995
Auxiliary Enterprises	1,576,610	1,542,786	1,555,028	1,523,386	1,741,583	511,257
Depreciation	1,804,293	1,707,875	1,733,127	1,762,127	1,738,586	1,805,943
Total	22,440,001	22,146,306	24,107,635	24,839,296	25,410,359	25,595,070

Table 1.4. IU Kokomo expenditures for FY03 to FY08 in percentages.

	FY03	FY04	FY05	FY06	FY07	FY08
Instruction	38.98%	39.76%	37.76%	37.58%	38.96%	38.75%
Research	1.16%	0.51%	0.31%	0.20%	0.22%	0.01%
Public Service	2.81%	2.26%	2.78%	2.63%	2.17%	2.58%
Academic Support	6.24%	7.17%	7.16%	6.89%	6.94%	6.68%
Student Services	5.77%	6.06%	5.83%	5.86%	6.07%	6.33%
Institutional Support	14.08%	13.35%	13.68%	15.76%	12.83%	13.85%
Physical Plant	11.05%	10.92%	9.82%	8.81%	9.98%	12.43%
Scholarships and Fellowships	4.85%	5.30%	9.41%	9.04%	9.14%	10.33%
Auxiliary Enterprises	7.03%	6.97%	6.45%	6.13%	6.85%	2.00%
Depreciation	8.04%	7.71%	7.19%	7.10%	6.84%	7.06%

Meeting Core Component 1c

- The mission statements of the campus academic and nonacademic units are clearly articulated and congruent with the broader mission of the university.
- The campus has effectively used new resources that came from the Commitment to Excellence (CTE) initiative to enhance its mission by adding resident faculty positions to reduce reliance on part-time faculty; developing new degree programs; enhancing the Center for Teaching, Learning, and Assessment; adding electronic resources in the library; enhancing assessment activities; revamping orientation; adding a new freshman convocation program; creating a math lab; increasing internships; and supporting INVENTREK.
- IU Kokomo’s budgeting and planning priorities and funding arise from the mission.

Challenges

The complexities of budgeting and funding decisions and priorities pose the continuing challenge of explaining the processes involved to internal constituencies.

Toward the Future

The campus continues to work on becoming more transparent in its budgeting and planning processes. For instance, the interim chancellor has called upon the units to prepare presentations which will communicate to internal constituents how the budgeting and planning processes are driven by the campus's mission.

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.

Indiana University and Indiana University Kokomo have well-defined sets of governance and administrative structures, policies, and processes that support effective leadership to fulfill the mission.

List of Evidence

- 1d.1: The Indiana University governance and administrative structures collaboratively support the IU Kokomo mission.
- 1d.2: The chancellor and campus administration are empowered to fulfill the campus mission.
- 1d.3: IU Kokomo supports campus leadership groups to expand the voices involved in its decision-making processes.
- 1d.4: The Faculty Senate is active on campus and promotes a faculty culture supportive of the mission.
- 1d.5: The staff leadership on campus is active and integral to the academic mission of the institution.
- 1d.6: The student leaders on campus provide activities and funding to further the educational mission of IU Kokomo.

1d.1: The Indiana University governance and administrative structures collaboratively support the IU Kokomo mission.

Administrative Structures

Indiana University is composed of eight campuses, including a residential campus at Bloomington, an urban campus at Indianapolis, and six regional campuses located in communities throughout the state. As one of the regional campuses, Indiana University Kokomo shares the central administrative structure with the other campuses. Administrative leadership is provided by the president of Indiana University, an executive vice president, seven vice presidents, and, for seven of the eight campuses, a chancellor. Indiana University is governed by a nine-member board known as the Indiana University Board of Trustees. In addition, a variety of administrative units and offices work together to provide support for the ongoing business endeavors and success of Indiana University.

The Indiana University administrative structures support the IU Kokomo mission by representing the campus on legislative issues with the state and national government and by providing essential services in the areas of budget, finance, technology, institutional research, human resources, and legal support.

Board of Trustees

As noted on the Board of Trustees' website (<http://www.indiana.edu/~trustees/>), "The Board of Trustees is Indiana University's governing board, its legal owner and final authority. The board holds the university's financial, physical, and human assets and operations in trust for future generations. Its membership, terms of office, responsibilities, powers and electoral procedures are governed by the Indiana Code. The nine-member board meets several times a year on various campuses around the state. Meetings are open to the public and anyone with an interest in the governance of the university is welcome to attend."

Various campus reports are routinely sent to the Board of Trustees. The Board of Trustees may also make specific requests for data from the campuses. These requests are routed through each Office of the Chancellor, and from there they are routed to the appropriate office for response. All requested information is collected, and the campus response is then issued by the Office of the Chancellor. The chancellor also provides the president and the trustees updates on items of interest to the campus as well as providing updates from the trustees to the campus.

The chancellor of IU Kokomo and Sue Talbot, the board member who serves as the IU Kokomo campus liaison to the board, represent the campus at the board meetings. Trustee Talbot attends the IU Kokomo Board of Advisors meetings, represents the university to the campus, and takes campus issues to the board.

The President of Indiana University

The president of Indiana University is the chief executive officer of the university and is appointed by the Board of Trustees. The president is responsible for determining the mission of the university and its priorities, for accomplishing the objectives of the university, and for using all resources efficiently and economically. Since the last IU Kokomo accreditation visit, three presidents have led Indiana University. Myles Brand presided over a period of remarkable growth at IU, including record student enrollments, national leadership in information technology and the life sciences, and increased research support. He served as president until 2002, when he left the university to accept the position of president of the National Collegiate Athletic Association (NCAA). The next president was Adam Herbert, who emphasized transformative initiatives in teaching, research, and public engagement, including the beginnings of general education reform, the Mission Differentiation Project, and an enhancement of IU relationships with the Ivy Tech Community College of Indiana. He also enthusiastically promoted diversity in IU's faculty, staff, and student body, challenging each IU campus to develop concrete diversity plans. He led until summer 2007. President Michael McRobbie was inaugurated in fall 2007 and has launched his goals, which include developing additional international study programs and partnerships, increasing external funding for IU programs with the goal of doubling such funding by 2010, energizing intercampus research collaborations, increasing degree completion rates, enhancing economic development initiatives, and expanding the life sciences initiative throughout the state.

The president of Indiana University presides over the IU Kokomo Commencement ceremonies; visits with the Kokomo faculty at least once a year to hear their concerns; advocates for our programs, needs, resources, and buildings at the state legislature; and communicates information about the university through a newsletter to all employees. Periodically, Kokomo faculty members have been invited to serve on the president's faculty advisory board or on key presidential committees. For example, currently, one of our faculty members is serving on The Joint Committee to Review Indiana University Promotion and Tenure Procedures.

University Faculty Council (UFC)

The University Faculty Council is an elected body of members from all eight campuses and is responsible for exercising faculty leadership for Indiana University. During the 1970s, the system was reorganized so that the UFC has the responsibility for faculty governance, and each campus has a Faculty Senate that has responsibility for faculty governance at each campus. President McRobbie serves as the presiding officer, with the IU Bloomington Faculty Council president and the IUPUI Faculty Council president serving as co-secretaries. Additional information on UFC, its subcommittees, and the minutes from all meetings can be found at www.indiana.edu/~ufc/.

The UFC has collaborated with the IU Kokomo Faculty Senate on academic policies, including general education outcomes, promotion and tenure procedures, and post-tenure review policies.

1d.2: The chancellor and campus administration are empowered to fulfill the campus mission.

The Chancellor

The president in consultation with the campus faculty and staff appoints the chancellor of each of the regional campuses. He delegates to the chancellor the necessary authority for the administration of the campus within IU system policies and guidelines. One of the regional campus chancellors serves on the president's cabinet to ensure that the voice of the regional campuses is heard. Former Chancellor Ruth Person served in this capacity for several years. The chancellor, in consultation with the faculty and staff, is responsible for

- Establishing the campus mission documents
- Determining admission standards
- Designing curricula and setting degree requirements
- Hiring all faculty and staff
- Defining and administering standards for faculty and staff evaluation and faculty promotion and tenure
- Recommending merit increases
- Administering all funds allocated or generated by the campus

Chancellor Person announced her decision to leave IU Kokomo effective August 2008. Stuart Green, vice chancellor for academic affairs, is the newly appointed interim chancellor for 2008-10. The chancellor is the chief executive officer on the campus and oversees the operation of the campus, including the academic, financial, student services, and external communication programs in consultation with the vice chancellors of each of these areas. (Organizational charts are included in Appendix A.) The chancellor also serves as the campus representative to Indiana University, to the Indiana General Assembly, and to the region the campus serves. The chancellor is responsible to the Board of Trustees through the Office of the President.

Chancellor Green has been appointed to a two-year interim term to facilitate the accreditation review of the campus. He received strong support from the campus faculty and staff because of his knowledge of and commitment to the campus (he has served the campus for over 36 years). He plans to retire in the fall of 2010. Therefore, he will be able to lead the campus through the accreditation visit and help the campus search for a new leader before he retires.

The Chancellor's Cabinet

The chancellor's Cabinet meets monthly to discuss all strategic and operational issues affecting the campus. This group, composed of all the vice chancellors and the affirmative action officer, is listed below:

- Steven T. Sarratore, Interim Vice Chancellor for Academic Affairs
- Paul Frederick Nowak, Vice Chancellor for External Relations
- Timothy J. Sehr, Interim Vice Chancellor for Administration, CFO CIO

- Jack Tharp, Vice Chancellor for Student Services and Dean of Students
- Gerry Stroman, Affirmative Action Officer

Vice Chancellor for Student Services and Dean of Students

The mission of the Office of the Vice Chancellor for Student Services fulfills the IU Kokomo mission by supporting the educational goals of all students through the delivery of essential enrollment services, cocurricular opportunities, and programs which complement classroom learning. Services for students with disabilities are offered by University Division. See Table 1.5 below for the offices and units comprising student services.

Table 1.5. Offices and units supervised by the vice chancellor for student services.

Enrollment Services	Student Development and Campus Life	Early Outreach
Admissions	Student Activities	21 st Century Scholars
Information Management	Campus Climate	Destination Education
Scholarships and Financial Aid	Career Services	
Registrar	Child Care Center	
	Applied Learning	

Vice Chancellor for Administration, Chief Financial Officer (CFO) and Chief Information Officer (CIO)

The Office of the Vice Chancellor for Administration, CFO CIO has responsibility for the business functions of the campus. This office includes accounting, purchasing, the physical plant, information technology, and the development and monitoring of campus budgets. The vice chancellor for administration, CFO CIO supervises the Department of Information Technology (IT), which is responsible for desktop support, network administration, student computer support, telecommunications, audio-visual services, distance learning, and Web management. Some of the services and resources provided by IT include:

- Local Area Network E-mail Services
- Computer Classrooms and Student Labs
- Audio Visual Resources
- Technical Support and Helpdesk
- Telephone and Voice Mail Services

As the CFO and CIO for the Kokomo campus, the vice chancellor has a direct working relationship with both the finance and the information technology leadership of Indiana University and thus represents the campus on many university-wide committees. The philosophy of this office is to maintain and improve the overall business services and the facilities necessary to support the mission and strategic plan of the university and this campus. See Table 1.6 below for the offices and units comprising administration, CFO CIO.

Table 1.6. Offices and units supervised by the vice chancellor for administration, CFO CIO.

Finance/Administration	Facilities	Security	Information Technology
Bursar	Physical Plant	IU Kokomo Police	Computer Services
Human Resources	Duplicating	Parking	Student Computing
Purchasing	Campus Mail Service		Web Services
Accounts Payable	Auditorium		Telecommunications
Food Service	Special Facilities		Audio-Visual Services
Bookstore			Copy Machines

Vice Chancellor for External Relations

The Office of the Vice Chancellor for External Relations manages external relations and is responsible for all campus activities within development, alumni relations, government relations, and communications and marketing. This office communicates the mission of the campus to internal and external constituencies. The functions are performed within three separate units: external affairs (development), alumni relations and public affairs, and communications and marketing. The nine staff positions within external affairs include six professional staff members and three clerical staff members. Table 1.7 below provides information on the areas comprising external relations.

Table 1.7: Offices and units supervised by the vice chancellor for external relations.

Communications and Marketing	Alumni Relations and Public Affairs	External Affairs
Graphic Design	Alumni Relations	Donor Relations
Publications	Ceremonies	
Media Relations	Government Relations	
Marketing		
Communications		

Vice Chancellor for Academic Affairs

The Office of the Vice Chancellor for Academic Affairs maintains the integrity of IU Kokomo's academic mission by overseeing academic programs, policies, procedures, calendars, academic appointments, promotion and tenure, and faculty grants and fellowships. Positions that report to academic affairs include the assistant vice chancellor of academic affairs, deans of all schools and divisions, the dean of the IU Kokomo Library, the director of Institutional Research, the director of University Division, the director of the Honors Program, the director of International Programs, the director of the Center for Research and Creative Activity, the director of the School of Continuing Studies, and the director of the Center for Teaching, Learning, and Assessment. Table 1.8 below provides information on the areas comprising academic affairs.

Table 1.8: Offices and units supervised by the vice chancellor for academic affairs.

Academic Units	Programs	Academic Support
School of Arts and Sciences <ul style="list-style-type: none"> • Department of Humanities • Department of Natural, Information, and Mathematical Sciences • Department of Social and Behavioral Sciences 	Honors Program	IU Kokomo Library
School of Nursing	International Programs	Center for Teaching, Learning, and Assessment
School of Business		Institutional Research
School of Public and Environmental Affairs		Center for Research and Creative Activity
Division of Education		
Division of Allied Health		
School of Continuing Studies		

The Office of Academic Affairs supports the mission by promoting excellence in teaching, learning, inquiry, and service in the context of a diversity of cultures and perspectives and by collaborating with and providing support for the campus and for schools, divisions, and departments in the following areas: curricular and cocurricular activities, faculty and staff development, institutional research and assessment, planning and budgeting, community engagement, and personnel.

1d.3: IU Kokomo supports campus leadership groups to expand the voices in its decision-making processes.

Below is a list of leadership groups on campus that discuss and make recommendations on policies and practices related to their purposes and functions. These groups enable the campus constituencies to deliberate with persons from across the campus who are from different departments, and they enable the administration to hear from a variety of voices on the issues facing the campus.

Administrative Council

The Administrative Council is composed of deans, directors of nonacademic areas (professional staff), the vice chancellors, the Faculty Senate president, the president of Professional Council, and a member of Staff Council. It meets monthly to discuss issues affecting the campus and to make recommendations to the chancellor and his cabinet. The group’s purpose was recently

restructured based on the recommendation of the Bontrager Report of 2007 (see 2a.2 for more information on this study and report), which encouraged more inclusive decision-making processes on campus. Interim Chancellor Green has charged the group to look at numerous issues facing the campus (i.e., advising, technology, and enrollment) and to make recommendations to the Cabinet. The group previously spent more time on information sharing rather than on problem solving. To date, the group has made recommendations on the restructuring of campus advising, on whether the vice president of administration, CFO CIO should remain one position or two, and on several technology policies.

Chancellor's Committees

The chancellor has appointed a number of cross-campus committees and has challenged them to address a variety of issues facing the campus. These committees report to the Administrative Council and make recommendations to the Cabinet and to the chancellor. The committees include Safety, Campus Master Planning, Student Success, Student Enrollment, and Diversity. These committees were created in spring 2008 in an effort to expand communication and participation in the campus decision-making processes. These committees cut across academic and professional reporting lines and are empowered to evaluate and/or create new policies, processes and procedures as well as evaluating the existing ones. For example, the campus Master Plan has not been updated since 1977, and the Campus Master Planning Committee is charged with updating the plan, evaluating the existing use of space, developing a rationale and a plan for the new campus health and recreational center (which did exist on the Master Plan in 1977 but has not been realized), and developing a master plan for the future that will guide the campus for the next ten plus years.

Deans Council

Common issues affect all the divisions and schools at IU Kokomo and, thus, the deans of business, arts and sciences, nursing, public and environmental affairs, education, and the library, and the director of allied health programs meet bi-weekly to discuss common issues such as programming, budgeting, and campus policies. Minutes of the Deans Council are available at the RSS feed site for the Office of Academic Affairs.

Academic Council

IU Kokomo's Academic Council meets monthly to discuss campus issues ranging from allocation of funds to modification of the IU Kokomo Student Code of Ethics. The council serves as an advisory body for academic affairs and is composed of deans, chairpersons, the assistant vice chancellor for academic affairs, the Faculty Senate president, and the coordinator of programming and applied learning. Minutes of the Academic Council meetings are available at <http://legacy.iuk.edu/~koacad/council.shtml>.

Graduate Council

As a result of the feedback from the previous North Central Association (NCA) visit, IU Kokomo has developed a Graduate Council. This committee includes the administrators or directors of the four master's degree programs (business, education, public and environmental affairs, and liberal studies) as well as faculty members from the various schools and divisions. This

committee considers issues that affect graduate programs such as admissions, graduate faculty status, and differentiation between undergraduate and graduate programs. Minutes from the Graduate Council are available in the Resource Room.

Institutional Research Council

The Institutional Research Council consists of those individuals on campus who already have significant data management and analysis responsibilities: Sharon Calhoon (assistant vice chancellor for academic affairs and chair of the committee), Norma Fewell (enrollment management), Kirsten Leonard (assistant director of institutional research), Tim Sehr (administration and finance), and Stacey Thomas (registrar). These individuals will work with a designee from IU's Office of Institutional Research and members of the campus community to identify the data and data analysis needs of the campus and the key questions the campus needs to ask and answer to reach our strategic goals.

Academic Affairs Committees

Academic Affairs has a number of committees that do the academic work of the institution and enable the institution to fulfill its mission. They include the Animal Care and Use Committee, the Art Gallery Faculty Advisory Board, the Arts and Sciences Academic Affairs Committee, the Arts and Sciences Chairs Committee, the Arts and Sciences Readmission Committee, the Assessment Council, the Library Advisory Committee, the Classroom Planning Committee, the Claude Rich Teaching Award Committee, the Faculty Development Grants and Research Committee, the Honors Council, the Institutional Review Board, the Third Year Review Committee, the Trustees Teaching Award Committee, and the Women's Studies Committee.

Other Committees on Campus

Other committees on campus do the work of the campus and cut across academic and professional lines. These include the Academic and Professional Advisors, the Clerical Technical Staff Job Classification Committee, the Food Service Committee, the Information Technology (IT) Advisory Committee, the Parking Committee, the Professional Staff Job Classification Committee, the Scholarship Committee, and Staff Council.

1d.4: The Faculty Senate is active on campus and promotes a faculty culture supportive of the mission.

The Faculty Senate at IU Kokomo serves as the campus faculty governance body. Members of the Senate include all persons who hold instructional, research, or administrative appointments and are at the rank of lecturer, clinical instructor, or higher. Members also include the president of the Adjunct Faculty Senate and the president of the Student Body. The Faculty Senate supports the campus mission through this body. For example, the Faculty Senate has approved the campus admission standards, new programs, and the general education core.

The faculty pride themselves on being an inclusive body of the whole faculty rather than a representative senate. They believe it is important to hear all voices in the governance process. The vice chancellors and other directors are invited to attend the Senate meetings as guests

and are encouraged to speak. The Executive Committee is composed of the Faculty Senate president, the vice president, the parliamentarian, and the secretary, and they meet with the chancellor and vice chancellor for academic affairs when setting the agendas for senate meetings. This monthly meeting of the administration and Faculty Senate officers is an opportunity to collaborate on issues facing the campus. In turn, the president of the Faculty Senate serves as the faculty representative on Administrative Council and Academic Council. Most recently, members of the Faculty Senate have worked with the IU administration on revising the annual report form and the program review process.

Not only does the Faculty Senate president meet with the chancellor monthly, but he also provides a bridge between the faculty and administration as they work together. The senate president also provides the link between the campus and the all-university Faculty Council (UFC) as a member of its Agenda Committee. At UFC meetings, a locally elected representative from the Kokomo campus also participates. IU Kokomo additionally has representatives on many UFC subcommittees. For example, for the past few years, the UFC has convened a General Education Subcommittee, with a representative from IU Kokomo, to work across the campuses to develop a general education core. In addition to the UFC representative, the senate elects an affirmative action faculty liaison who oversees all search committee processes.

For the past two years, the senate has been leading an evaluation and reconfiguration of the general education core on the Kokomo campus. This has been done in cooperation with the UFC committee on general education. Furthermore, the Senate Graduate Affairs Committee and the Graduate Council have been working with the administration to institutionalize common graduate policies and practices. The Senate has also made changes in the campus admission standards, adopted a new campus mission statement, approved new degree programs, established an annual all-religions observance calendar, participated in the campus budget hearings, and outlined faculty campus budget priorities. See the constitution, bylaws, and a list of this year's committee members at <http://legacy.iuk.edu/~koacad/bylaws.shtml>.

1d.5: The staff leadership on campus is active and integral to the academic mission of the institution.

Professional Staff

On the IU Kokomo campus, faculty perceive professional staff as integral to the academic mission of the campus. Several recent examples provide evidence of this partnership. Professional staff advisors serve as members of the Freshman Learning Community instructional teams. They provide instruction on study skills and campus policies and procedures and partner with the faculty to support student success during the freshman year. This partnership has proved beneficial to the faculty, staff, and students. The faculty and staff have also partnered to create a Freshman Convocation program where students meet faculty in their area of study, learn skills for college success, and attend their first English composition class. Many professional staff members, who are credentialed in a needed area, teach courses on campus. For example, a staff member with a graduate degree in communication arts

teaches a public speaking course. Finally, faculty work closely with professional staff members on both faculty and staff search and screen committees to ensure effective hiring practices.

The Professional Staff Council has assisted the director of human resources to enhance policies regarding such issues as new employee orientation and bonus pay proposals. Their website has additional details at legacy.iuk.edu/~kopsc/

Support Staff

The IU Kokomo Staff Council has a reputation for being an extremely active organization that supports the mission of IU Kokomo by raising funds for student scholarships and other campus needs. For many years they have sponsored a community-wide craft show and a family fall event which together raise about \$5,000 a year for student scholarships. To date, they have approximately \$30,000 in an IU Foundation account for scholarships and another \$11,000 in the general expense fund. The organization funds an endowed scholarship for both a full-time and a part-time student, and they have established a scholarship fund for active members of Staff Council, designed to help pay for books and supplies. They have also established a scholarship fund for tuition for family members of a Staff Council member.

In addition to the scholarships, they have purchased wheelchairs for two buildings, shelves and tricycles for the Childcare Center, student lockers, picnic tables for the grounds, flower bulbs for the grounds, and bottles of water for the last two Commencement ceremonies for both the graduates and faculty. They have also supported curriculum efforts by donating \$250 to help with the printing cost of the *From the Well House* publication, \$500 for activities during Disability Awareness Week, and \$250 to support student international travel. Additional information about Staff Council can be found on their web page legacy.iuk.edu/%7Ekosc/.

1d.6: The student leaders on campus provide activities and funding to further the educational mission of IU Kokomo.

The student government hosts a series of Welcome Week activities each year to build a sense of community on campus. This group also annually sets the activity fee and has the primary responsibility to distribute funds to a variety of student organizations. Most recently, they helped create additional student lounge areas on campus by providing funding for the big-screen TVs in those areas. This year, student leaders organized a Green Week on campus, providing educational sessions on a variety of recycling/renewable and green topics and distributing recycling bins to the campus community. In 2007, student leaders drafted a Laptop Referendum that they sent to the Faculty Senate, calling for a consistent approach to the use of laptop computers in a lecture environment. Currently, student leaders are involved in the development of the plan for the Health Education and Wellness Center on campus.

Additionally, student leaders have been actively involved on a number of campus committees, including the Student Success Committee, the Student Trustee Selection Committee, the IT Advisory Committee, the Food Service Committee, the Accreditation Self Study Committee, and the Campus Safety Committee. Once a month, the president of the Student Body and the

chancellor meet with students in an informal coffee and cookies session in the Kelley Student Center commons. All of these initiatives and actions allow the student voice to help direct the mission of the institution.

The students at IU Kokomo have numerous opportunities to lead through student government and through a variety of clubs and organizations. Information on student government and its constitution and bylaws is at legacy.iuk.edu/~kosact/StudentGovernmentAssociation.shtml. The Office of Student Activities provides additional information on clubs and activities at its website (legacy.iuk.edu/~kosact/).

Meeting Core Component 1d

- The Indiana University governance and administrative structures collaboratively support the IU Kokomo mission.
- The chancellor and campus administration are empowered to fulfill the campus mission.
- The interim chancellor will serve for two years and use his experience and knowledge of the campus to facilitate the renewal of accreditation and the search for a new chancellor.
- The Faculty Senate is active on campus and collaboratively works with the administration to further the mission of the campus.
- The professional staff is integral to the academic mission of the campus.
- The staff council has raised over \$30,000 to support student scholarships.
- The student leadership on campus provides activities and funding to further the educational mission of the institution.

Challenges

Although IU Kokomo has had relatively stable leadership over the past ten years, currently several key leadership positions are held by interim appointees. Filling these positions over the next couple of years will provide more stability for the campus. In addition to the staffing challenge, the campus needs to continue to enhance communication to ensure more collaborative decision making. Given these challenges, the faculty and staff will need to work together as the campus solidifies its identity as a mature baccalaureate institution and searches for a new chancellor.

Toward the Future

The campus has recruited excellent interim candidates, some of whom have been administrators at other IU campuses, and the institution has begun to search for permanent replacements. Stuart Green has agreed to serve as interim chancellor for two years until he retires, which allows the campus to have stable, knowledgeable leadership as it moves through the reaccreditation process and searches for a new Chancellor.

Several efforts are underway to improve communication. The chancellor has begun distributing a transition newsletter, with updates posted to the chancellor's RSS feed approximately every two weeks. He welcomes and encourages comments from the campus community. This transition newsletter outlines actions being taken to ensure a smooth transition in campus leadership.

Administrative Council has been empowered to provide input into key campus decisions. The minutes of Academic Council, Administrative Council, Cabinet, and Deans Council are posted on the RSS feeds for the Office of Academic Affairs and the Office of the Chancellor.

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

IU Kokomo values honesty in its processes; in the conduct of all its activities including teaching, research and service; and in the presentation of itself to all its stakeholders. The organization works to uphold the appropriate laws and regulations at all levels (campus, university, state, and federal). Its reputation in the local community, state, and region is positive. IU Kokomo works collaboratively with local school systems and the community college to enhance and support educational opportunities for its citizens. Faculty and staff continue to support government, health, and social service agencies as they foster a healthy community. The institution also has positive working relationships with the state's higher education commission and state legislators. Finally, in these difficult economic times, the campus has taken a leadership role by sponsoring a regional leadership institute to foster new leaders who can work to enhance economic development in the region.

List of Evidence

- 1e.1: IU Kokomo behaves in congruence with its mission and vision statements as well as with its statement of commitments.
- 1e.2: The campus participates in national initiatives and program accreditation and review which demonstrate its accountability and stewardship to the public.

- 1e.3: Indiana University and Indiana University Kokomo have policies and procedures which assure adherence to state and federal laws.
- 1e.4: The campus consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituents.
- 1e.5: The campus documents timely and appropriate responses to formal grievances by students, faculty, staff, or the public.

1e.1: IU Kokomo behaves in congruence with its mission and vision statements as well as with its statement of commitments.

IU Kokomo strives to serve all constituencies in North Central Indiana. The campus has students who commute from an eleven-county region and beyond. The institution is committed to serving both traditional-age students and adult returning students. The Freshman Learning Community program and the ACCElERated Evening College are two examples of programs that were designed to enhance the learning opportunities of these two populations respectively (details of these projects are described in 3c.4).

The campus is dedicated to enhancing research, creative activity, and other scholarly activity. This past year, faculty published 57 peer-reviewed articles, books, and/ or book chapters. In addition, the campus has recently created a Center for Research and Creative Activity. This will allow more students to engage in scholarship. In fall 2008 the campus hosted the Indiana University Undergraduate Research Conference (details of these research, creative, and scholarly activities are described in more detail in Criterion 4).

In addition, the campus is committed to strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs. In November 2008, the campus launched the Regional Leadership Institute, designed to identify and engage 50 regional leaders who will direct collaborative regional projects over the next two years. Last year the campus facilitated a community listening session on Kokomo's Downtown Revitalization Project. The Division of Education has maintained a partnership with Sycamore School in which elementary education students are assigned to a host teacher and take several of their courses onsite so they can assist the teachers and students as they develop their own teaching skills (details are described in Criterion 5).

1e.2: The campus participates in national initiatives and program accreditation and review which demonstrate its accountability and stewardship to the public.

Voluntary System of Accountability (VSA) and the NSSE/USA Today Initiative

IU Kokomo participates in two voluntary programs designed to increase transparency and accountability in higher education, the Voluntary System of Accountability (VSA) and the NSSE/USA Today initiative (NSSE refers to the National Survey of Student Engagement). These

initiatives collect and post information on the Internet in a format which permits stakeholders, including prospective students and their parents, to make informed decisions about institutional quality. IU Kokomo elected to participate in both of these initiatives from the first year they become available.

VSA (www.voluntarysystem.org) is a partnership between the American Association of State Colleges and Universities and the National Association of State Universities and Land-Grant Colleges. Participating institutions provide information in areas such as student characteristics, undergraduate success and progress, cost of attendance, degrees awarded, and campus life. Campuses also provide information on student satisfaction using one of three national surveys; IU Kokomo uses NSSE. This information is organized and presented in a web-based template called the College Portrait (www.collegeportraits.org). Every participating institution presents the same kind of information about itself, in the same order, so stakeholders can easily find the information and compare institutions on the factors in which the stakeholders are interested. VSA also requires that, by the fourth year of their participation, institutions provide evidence of student learning from one of three designated national tests. IU Kokomo is proud to be an early adopter of the VSA, and the campus displays the link to its college portrait on the home page of its website (legacy.iuk.edu).

IU Kokomo also participates in the NSSE/*USA Today* initiative to provide the public with information about aspects of collegiate quality that have not traditionally been readily available. Traditional college rankings tend to be based primarily on measures of resources and reputation, rather than on characteristics related to student learning and development. IU Kokomo's NSSE Benchmark scores and those of peer institutions are presented on the *USA Today* Education website (http://www.usatoday.com/news/education/2007-11-04-nsse-how-to_N.htm). The campus describes more extensive NSSE results on its website located at <http://legacy.iuk.edu/nsse/>.

Program Accreditations and Program Review

Program review is another way that IU Kokomo receives feedback about how well it is fulfilling its mission. A number of campus programs are accredited by national organizations. In 2000, the Bachelor of Science in Nursing (B.S.N.) degree program received a ten-year accreditation from the American Association of Colleges of Nursing (AACN) Commission on Collegiate Nursing Education (CCNE) program.

The School of Business achieved its initial ten-year accreditation from the Association to Advance Collegiate Schools of Business (AACSB) International for both its undergraduate and the Master of Business Administration (M.B.A.) programs in 2001. Less than one-third of U.S. business school programs and only 15% of business school programs worldwide meet the rigorous AACSB accreditation standards. The next periodic reaffirmation of the accreditation is scheduled for 2010-11 and for every five years thereafter.

The Division of Education offers three initial teacher education programs, embedded in the following baccalaureate programs: the Bachelor of Science in Early Childhood Education, the

Bachelor of Science in Elementary Education, and the Bachelor of Science in Secondary Education. Nineteen different licensure areas are subsumed within the three initial programs. The division also offers one advanced program, a Master of Science in Education, which is not an initial licensure program but is instead designed for the professional, experienced educator. The early childhood program was approved in spring 2006 and implemented in fall 2007. The secondary education program and the master's program were approved by the Indiana Commission for Higher Education (ICHE) in the spring of 2007. The early childhood generalist, the middle school generalist, the fine arts/visual arts program, and the Master of Science in Education program recently received Indiana Teacher Education Committee (TEC) approval in June 2007. The Division of Education underwent accreditation by the National Council for Accreditation of Teacher Education (NCATE) in 2002 and 2005. The 2005 NCATE accreditation visit resulted in the initial Teacher Education Program receiving full accreditation; however, the two master's degree programs were not reaccredited. In 2007, following significant input from area K-12 school representatives, the dual master's programs were consolidated into a single unified master's program, fully aligned with the National Board for Professional Teaching Standards (NBPTS). The first cohort enrolled in fall 2007. In fall 2007, both the initial (undergraduate) and advanced (graduate) programs successfully passed the Unit Assessment System review with the Indiana Department of Education Division of Professional Standards (DPS). In addition, eight licensure-granting programs that required review (elementary, English language arts, mathematics, chemistry, physics, earth space science, life science, and social studies) successfully passed the state program review in fall 2007.

Radiography is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Their last reaccreditation visit was in fall 2007 and resulted in the maximum eight-year reaccreditation. The next self study will be due in 2015 with an interim report due in November 2011. The program is required by the JRCERT to have at least one external member on its advisory committee. In addition, the advisory committee must have an external member from one of the clinical education sites, one program graduate, and two science faculty members. The committee meets twice yearly to review the program and make changes.

All programs within the School of Arts and Sciences were reviewed in 2002. This year the programs in communication arts, mathematics, and sociology will undergo program review. The other programs will be reviewed on a three-year rotating cycle.

1e.3: Indiana University and Indiana University Kokomo have policies and procedures which assure adherence to state and federal laws.

An important dimension of integrity is the extent to which an organization operates legally and responsibly. Indiana University and IU Kokomo comply with state and federal laws and regulations relevant to its mission and operation.

State Statutes

The Indiana State Board of Accounts conducts an annual financial audit of Indiana University which includes an Office of Management and Budget (OMB) Circular A-133 federal compliance audit. Auditors visit each campus to conduct the necessary audit work. Financial statements, related footnotes, and the overall accounting are governed by the Governmental Accounting Standards Board (GASB) and the Financial Accounting Standards Board (FASB). The accounting structure is still largely based on the traditional College and University Business Administration model, but GASB is used for financial reporting. The results of these audits are presented in person to the Board of Trustees.

The IU Board of Trustees is subject to the Open Door Provisions of Indiana Code IC 5-14-1.5. As noted above, the Board of Trustees' website has information on policies and procedures, including the relevant sections of the Indiana State Code that apply to the board and to the campuses. IU budget information is a matter of public record and is available to its statewide constituents through university libraries. Additional information on student matriculation information, graduation rates, enrollment, degree conferrals, financial aid, and retention rates is available on the university website of the University Reporting and Research Office (<http://www.indiana.edu/~urr/index.shtml>). The campus Security Report is also available on campus in the Parking Services Office on the IU Kokomo campus (KO 113). Several handbooks and websites provide clear rules and regulations that govern much of the employee and student life on campus.

Indiana University Regulations

At the university level, policies and procedures have been established regarding financial operations, intellectual property, research ethics, conflict of interest and commitment, risk management, and safety and purchasing. Listed below are examples of how the University and the campus assure adherence to state and federal regulations.

Financial Operations--Internal audits are conducted by the IU Internal Audit department which has a direct reporting line to the President. This department establishes an audit schedule based on factors such as areas of risk (e.g., cash handling areas, grants, and contracts), any areas requested by departments or the campus, or any perceived problem areas. They also perform work to determine campus compliance with university policies in areas such as purchasing. All internal audit reports are sent to the Board of Trustees.

Research Ethics--Significant effort in this area provides education to IU researchers on the ethical conduct of research through workshops, training programs, and lecture series. The research integrity officer (RIO) for the IU Bloomington campus and the regional campuses has primary responsibility for assuring compliance with the policy and procedures as well as with the federal regulations. The RIO is assisted by the Standing Committee on Research Integrity, composed of faculty members.

Conflict of Interest--Each year all IU employees must sign a financial conflict of interest form as a way of identifying, reporting, evaluating, and managing financial conflicts related to research endeavors or sponsored projects. Assistance is available from the Office of Research Compliance to determine if a conflict exists and, if so, how to deal with it.

Conflict of Commitment--Employees also sign a conflict of commitment form. Employees are encouraged to participate and provide leadership in professional organizations, panels, committees, and other broadly defined public and professional service opportunities. These interactions can promote relationships with a wide variety of governmental, business and not-for-profit entities that enhance the university's academic and research missions. However, external activities can lead to conflicts of commitment with regard to an employee's university responsibilities, along with the misuse of university resources. As such, this policy is intended to serve as a guide for recognizing and managing employee conflicts of commitment, and, whenever possible, to prevent even the appearance of conflicts of commitment.

Federal Compliance

As an organization that holds federal recognition from an approved accrediting agency, the Higher Learning Commission of the North Central Association of Colleges and Schools, IU Kokomo maintains a federal compliance program. More detailed information on how IU Kokomo complies with the expectations of this program is located in Appendix B.

1e.4: The campus consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituents.

Students

The Office of the Vice Chancellor for Student Services and its several units administer a variety of federal and state laws and university regulations that govern and safeguard student life on the IU Kokomo campus. University officials expect students to become active participants in maintaining a campus climate that enhances learning. Knowing and adhering to the rules and regulations is an obligation of each student as a member of the IU Kokomo community. All students should be familiar with university publications that enumerate student rights and responsibilities. These documents include the *IU Kokomo Bulletin*; the *Schedule of Classes*; the *Code of Student Rights, Responsibilities and Conduct*, and other materials published by academic departments and the Office of Student Services. The *Code of Student Rights, Responsibilities and Conduct* addresses a number of important issues regarding student conduct in and out of the classroom.

The Family Educational Rights and Privacy Act (FERPA)

Indiana University and IU Kokomo regularly review and assess their compliance with FERPA regulations. The registrar at IU Kokomo maintains a website which discusses FERPA (<http://legacy.iuk.edu/~koregstr/policies.shtml>). In addition, each year, the registrar discusses FERPA regulations with the new faculty at new faculty orientation.

Procedures regarding academic and personal misconduct matters as well as the filing of complaints are available in the Office of the Vice Chancellor for Student Services. Well-established student grievance policies cover student academic rights, including grade change appeals and charges of academic dishonesty. The institution also has policies and appeal processes related to academic standing. A readmission committee meets each term to review formal appeals from students who have been academically suspended or dismissed from IU Kokomo.

Staff and Hourly Employees

Indiana University Employee Relations Services develops, implements, and manages the application of personnel policies for staff and hourly employees across the university. The university website lists the staff handbook, the hourly manual, and the compliance resources for managers and supervisors. Additional details are found on the Indiana University page at www.indiana.edu/%7Euhrs/policies/index.htm.

Faculty

All IU Kokomo faculty members are required to follow the policies and procedures found in the *IU Academic Handbook*. The handbook contains information on equal opportunity employment, medical leave, the Faculty Senate constitution, grievance procedures, and the administrative organization of the university. In addition, the Indiana University Kokomo Office of Academic Affairs website has Indiana University Kokomo policies and procedures. For additional details see the website at legacy.iuk.edu/~koacad/policies.shtml.

Promotion, Tenure, and Reappointment Policies

Promotion and tenure at IU Kokomo are governed by well-defined processes and procedures. The general criteria are defined in the *IU Academic Handbook*, the *Indiana University Kokomo Faculty Handbook*, and the *Indiana University Libraries Library Faculty Handbook*. Each academic unit may develop standards that exceed these criteria. Candidates for promotion and/or tenure generally must excel in at least one of the three major areas of teaching, research, and service and must exhibit at least satisfactory performance in the other areas. Candidates for promotion to senior lecturer and candidates for promotion to clinical associate professor or clinical professor must excel in one of two areas--teaching or service. They do not have a research requirement. Candidates may also elect to seek promotion or tenure by submitting a "balanced case," in which they provide evidence of balanced strengths that promise excellent overall performance of comparable benefit to the University.

The tenure process results in a reappointment recommendation in the sixth year of service. The promotion and tenure process begins with the candidate's preparing a dossier of evidence. The dean of the school then solicits six external review letters concerning the candidate's scholarship. The faculty member's home department or school reviews the materials, followed by the department chair (if applicable), the dean, the Faculty Senate All-Campus Promotion and Tenure Committee, the vice chancellor of academic affairs, and the chancellor. A written recommendation is made at each level. All recommendations are sent to the executive vice president of Indiana University who submits them to the IU Board of Trustees for final approval.

Candidates are informed in writing at every stage of the process. Guidelines, timelines and information concerning candidate rights during this process are available online at <http://legacy.iuk.edu/~koacad/handbook/tenure.htm>. Recently, Indiana University created a Joint Faculty/Administrative P&T Committee to review policies on all IU campuses, with the goal of creating baseline procedures for awarding promotion and tenure. The interim chancellor, the vice chancellor for academic affairs, and a faculty member represent IU Kokomo on this committee.

All full-time faculty members also participate in an annual review process. Faculty members submit their annual service report of their activities on February 1 for consideration for merit raises. In addition, the service report is used for the annual reappointment review of all probationary and non-tenure track faculty. Non-tenure track reappointments are made annually. However, reappointment to a third year as a clinical faculty member or a lecturer ensures that the campus must provide one year's notice before dismissal (a two-year rolling appointment). Clinical associate professors, clinical professors, and senior lecturers are given three-year rolling appointments. The reappointment process begins with the request from the dean's office for the faculty to provide an updated productivity report to the department chair. The department chair prepares a recommendation and supporting narrative on a reappointment form. The chair may choose to gather pertinent information from department faculty, students, or other persons with whom the faculty member has had significant professional contact. The chair then forwards the recommendation to the dean.

1e.5: The campus documents timely and appropriate responses to formal grievances by students, faculty, staff, or the public.

Indiana University Kokomo is in full compliance with the Higher Learning Commission's expectations for maintaining institutional records of student complaints and dispositions. Records of student academic grievances are held in the offices of the respective deans where the complaints were registered. The registrar maintains all documents referring to final grade appeals and the disposition of those appeals.

A record of nonacademic student complaints is kept by the vice chancellor for student services. Records and the dispositions pertaining to violations of the Student Code of Conduct are maintained in the Office of the Vice Chancellor for Student Services.

IU Kokomo is committed to providing equal opportunity in its academic and work settings and ensuring that its campus is free from discrimination and harassment. Although affirmative action and equal opportunity are the responsibility of the entire campus, the Office of Affirmative Action is charged with ensuring the university's compliance with federal, state, and local affirmative action and equal opportunity laws. The Affirmative Action Office administers and monitors all equal opportunity/affirmative action policies and procedures, including those related to the ADA and sexual harassment. The Affirmative Action Office maintains confidential records of complaints alleging discrimination or violations of university policy. An accounting of these records and their disposition will be available for the site team to review.

Meeting Core Component 1e

- IU Kokomo behaves in congruence with its mission and value statements as well as its statement of commitments.
- The campus participates in national initiatives and program accreditation and review which demonstrate its accountability and stewardship to the public.
- The organization consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituents.
- The organization documents timely and appropriate responses to complaints by students, faculty, staff or the public.

Challenges

The campus, like other institutions of higher education, is working to meet the complex demands of the new Higher Education Opportunity Act.

Toward the Future

Indiana University has a delegate to the Committee for Negotiated Rule Making so the institution should be able to receive help in adapting to the new act. In addition, the university has been communicating with all campus chancellors on how the university will allocate responsibility for the different sections of the act. This planning process should provide a map for everyone.

Resources

For further information see the Electronic Resource Room located at the *Archives of Institutional Memory* for Indiana University Kokomo:

<http://institutionalmemory.iu.edu/aim/handle/10333/274>. Criterion One materials are available at: <http://institutionalmemory.iu.edu/aim/handle/10333/274/items-by-subject?subject=Criterion+One+%282008+HLC+Self-Study%29&order=title>

During the website transition period, the Archive will continue to add revised documents as they become available.

Information is also available on the Indiana University Kokomo Web pages <http://www.iuk.edu>, RSS Feeds (<http://hdl.handle.net/10333/879>), and in the physical Resource Room.

Chapter 2

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.

Criterion 2 speaks to a planning process that is mission driven. As suggested in chapter one, throughout the past ten years, IU Kokomo has responded strategically to a highly dynamic external environment that included the introduction of a community college system and a changing student demographic. Planning and “strategic doing” have been integral parts of how the institution has been able to adapt successfully to preserve its mission, priorities, and values while also taking advantage of new opportunities and emerging as a more mature baccalaureate institution. The campus has been able to achieve these changes with very little disruption to its student enrollment and financial stability. The Strategic Directions Charter, the Mission Differentiation initiative, the IU Kokomo Strategic Plan, and President McRobbie’s initiatives have all played a role in this successful transition.

All planning efforts must be shaped by the reality of the resources available. The university and campus have taken steps to be wise stewards of their resources. IU Kokomo, like most institutions, is rich in some resources while scarce in others. Planning efforts must make informed decisions about how to maximize resources. IU Kokomo has accomplished a great deal on a limited budget. The campus has become more deeply engaged in institutional research in order to gather and analyze meaningful data and learn from the constituencies that it serves. However, clearer connections need to be made among assessment results, planning priorities, and budget processes.

Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Change is inevitable. For IU Kokomo to remain the relevant, thriving campus that it is, it must be able to anticipate change and plan for it. Through established, ongoing university and campus planning activities, the campus effectively positioned itself to address the challenges that faced it in the past decade and will be able to take advantage of the opportunities that the future presents.

Not all challenges and opportunities, however, can (or will) be anticipated. For that reason, the campus cannot allow its plans to hold it so rigidly that it will become unwilling or unable to have the flexibility to meet challenges or take advantage of unanticipated opportunities. Thus, campus leaders have adopted a philosophy of “strategic doing”—a process that enables the campus to react to changes or opportunities in a strategic and logical way that could be incorporated into a strategic plan. For example, the campus could not have anticipated the introduction of a community college system and the state mandate that the campus would no longer be allowed to offer associate degrees. Yet the institution was able to address this challenge effectively while at the same time moving forward with former President Myles Brand’s Strategic Directions Charter. Nowhere in the campus strategic plan at the time did it state a goal to reduce associate degrees and increase bachelor’s and graduate degrees. Yet the “strategic doing” practice allowed the campus to address and analyze this change in an effective manner. Once the decision was made to move the campus in this new direction, the strategic planning process in place allowed the campus to establish the goal of becoming a more mature baccalaureate institution (i.e., strategic priority I, Attain fall enrollment of 3,010 by 2011 and strategic priority II – Improve bachelor’s degree graduation rates).

At Indiana University Kokomo, planning activities take place on three distinct but interdependent levels. Each level more specifically defines the plans from the preceding level. First, as a regional campus of Indiana University, IU Kokomo participates in and is the beneficiary of planning that takes place at the university level. The IU Kokomo campus strategic plan then supports and extends these university plans. In addition, the academic departments, divisions, and schools that compose the campus have their own individual strategic and operational plans that support and extend the campus strategic plan.

List of evidence

- Evidence 2a.1: Planning occurs at multiple levels within the university, and is integrative, mission-driven, and supportive of innovation and change.
- Evidence 2a.2: The campus and university planning processes effectively scan regional, state, and national societal and economic trends and are flexible enough to respond.
- Evidence 2a.3: The university and campus planning processes are responsive to emerging factors such as technology and diversity.

Evidence 2a.1: Planning occurs at multiple levels within the university, and is integrative, mission-driven, and supportive of innovation and change.

Strategic Directions Charter

Since the last self study and accreditation visit, IU Kokomo has been involved in university and campus planning efforts. In 1996 Indiana University, under the direction of former President Brand, issued its Strategic Directions Charter. This document was the product of a planning process involving representatives from all IU campuses, including faculty, staff, students,

trustees, community boards of advisors, and interested citizens across the state of Indiana. Following that successful process, each campus was charged with rethinking and recasting its internal planning within the framework of the charter, while tailoring it to the specific needs and environment of that individual campus. As President Brand noted, the charter “is not a specific set of instructions, but rather a framework in which to sustain our excellence, our values, and our traditions in a rapidly changing world.” Of the thirty initiatives in the Strategic Directions Charter, eight emerged as most relevant to the Kokomo campus and became the foundation of the IU Kokomo Strategic Plan (1998-2001). They were: 1) place student learning, intellectual exploration, persistence and attainment at the center of the activities of the campus; 2) support the improvement of teaching, service, research, and creative work; 3) encourage and support excellence in learning through the refinement of traditional teaching methods and the use of new technologies of learning; 4) strengthen existing partnerships and create new partnerships with public schools, businesses, government agencies and other external groups; 5) support students’ success through student-oriented policies and practices, special tutorial programs and expanded mentoring and advising; 6) promote honors programs, undergraduate research, internships and other special opportunities for learning; 7) assess policies and practices to ensure optimum use of human and financial resources; and 8) develop a comprehensive strategy for marketing the campus and undertake rigorous market research.

The initial IU Kokomo campus plan spanned a three-year timeline (1998-2001); however, because the Strategic Directions Charter was so rich and provided continued room for strategic campus growth, the campus planning and budget processes were linked to the university-wide plan for eight years. For example, the campus emphasized the importance of teaching by starting the Center for Teaching Excellence, now the Center for Teaching, Learning, and Assessment (CTLA). The CTLA has led the efforts to train faculty in teaching techniques and the use of technology, such as Oncourse, the IU course management tool. It also developed a program for new faculty orientation, produces a newsletter for adjunct faculty, and fosters the development of campuswide assessment. Opportunities for student learning have been expanded with the creation of the Center for Research and Creative Activity, international travel programs, an active American Democracy Project, expanded internship opportunities, and service learning activities, such as Take Back the Night. Student success programs include a new orientation program, the freshman convocation, expansion of the interdisciplinary freshman learning community program, and a freshman common reading program. The campus has also created a community outreach office to work on partnerships with schools, businesses, government, and not-for-profit agencies. The campus has also undertaken marketing studies and plans as suggested by the Strategic Directions Charter.

Mission Differentiation Initiative

Mission differentiation was formally declared as a priority for IU, and established as a project with a defined timeline, by former President Adam W. Herbert in his first State of the University address in the fall of 2003. Mission differentiation had been practiced informally on Indiana University campuses for decades but without the articulation of goals in relation to mission clarity and the accomplishments of the campuses. The basic methodology of this project included various means of data gathering and analysis (see Criterion 1).

IU Kokomo in its planning efforts focused considerable attention on the six key questions developed by the Mission Differentiation Project (MDP). These questions reviewed the campus admissions policy and practices, the scope of degree offerings, remedial course offerings, research focus, characteristics and practices that tie IU together as one university, and areas of focus for defined excellence. The primary recommendation of the MDP task force was that the IU Kokomo campus should offer primarily baccalaureate degree programs and selected graduate professional programs. The campus adapted by eliminating all but two associate degrees and by adding fourteen new baccalaureate and graduate degrees.

IU Kokomo Strategic Plan

Prior to the MDP initiative, the campus had begun a new strategic planning process. However, the process was suspended until the MDP initiative was concluded in 2005. The campus then renewed its strategic planning process using the recommendations from the MDP initiative and the work on the Strategic Directions Charter as foundations. In fall 2006, as part of the campus's 60th anniversary celebration, newly formed subcommittees examined each of the strategic priorities and set targets, timelines, and intermediate steps. Each of the subcommittees presented reports in spring 2007 and these plans became part of the strategic planning document that was shared at the fall 2007 faculty and staff convocation. The campus set seven strategic priorities: 1) attain fall enrollment of 3010 by 2011; 2) improve bachelor's degree graduation rates; 3) enrich the campus learning environment; 4) establish mutually beneficial partnerships with regional businesses, industries, governmental and non-profit organizations, and other educational institutions within strategically reasoned parameters that are consonant with the campus mission, vision, and commitments; 5) promote campus diversity to prepare our graduates to function in a multiracial, ethnic, gendered, global environment; 6) enhance the visibility of the campus with key community stakeholders and promote the value of the campus to the region; and 7) enhance the role of campus scholarship/ creative work.

These seven priorities gave the campus a clear focus for the next five years as well as timelines for fulfilling its mission and vision. Each strategic priority includes specific goals, metrics, and targets leading to specific action plans. In fall 2008 Interim Vice Chancellor Steve Sarratore developed and distributed a strategic planning template to help align individual academic departmental strategic plans with the campus strategic plan and to ensure a consistent reporting and monitoring process. Prior to this, some confusion existed about the status of the plan, and the campus needed a more comprehensive knowledge concerning progress on specific action plans. Mechanisms for the implementation of and accountability for strategic planning goals must be in place in order for connections to be made between the strategic plan, the budgetary process, and institutional assessment. Presently, campus administrators are leading the process of developing such mechanisms, working to integrate assessment outcomes and the strategic plan with budget decisions.

Endurance, Excellence, and the Energy of Change at Indiana University

In 2007, at the same time that the IU Kokomo campus was putting the finishing touches on its strategic plan, Indiana University welcomed a new president, Michael McRobbie. In his

inaugural speech he addressed the history of planning at IU: “Under successive presidents we have carried out much of the strategic planning needed to achieve our missions of excellence. Some of this planning has been implemented and some awaits implementation. My objective in this speech is thus a practical one. I will describe the goals and the first initiatives I will take based on this planning. Together we can realize these goals. Together we can create a 21st-century university in which the impulses towards discovery and learning in their many and varied forms can flourish. Ours are goals of change and renewal—but they are goals focused with laser-like intensity on academic excellence.” President McRobbie’s speech outlined the goals of honoring faculty excellence, energizing intercampus collaborations, increasing graduation rates, building for the future, renewing the commitment to Hoosier health, increasing the number of students participating in study abroad programs, extending traditions in the arts and sciences, and expanding opportunities for statewide partnerships. All of his goals connected well with the strategic priorities of the Kokomo campus. Reflecting both university and campus goals, IU Kokomo has announced two new awards for faculty, the Research Award and the Diversity Award. The campus continues to work toward improved graduation rates, has developed a proposal for a new Health Education and Wellness building, has sponsored numerous study abroad courses, and continues its work on having an impact on the economic growth of the region. These campus activities have been collaboratively supported by the university.

Evidence 2a.2: The campus and university planning processes effectively scan regional, state, and national societal and economic trends and are flexible enough to respond.

Over the past ten years, Indiana University Kokomo has paid attention to changes in the external environment in which it operates. It has responded to significant changes in that environment and has initiated a planning process to meet the challenges caused by those changes. Three specific areas indicate the ability of the campus to respond to major changes. The first area involves student demographics; the second focuses on the development of the community college; and the third reflects the economic challenges facing this region of Indiana.

Changing Student Demographics

Demographic data for the 7-county primary market area that the campus serves show a population base of 298,308 that will remain flat over the next decade, with three counties experiencing decline and three counties projecting modest growth. The region is aging faster than the state, resulting in the shrinkage of adult college-going categories. One of the more salient factors about this region is the low number of adults who have attained a bachelor’s degree, 13.4% compared to the state rate of 21.6%. Degree attainment rate is a critical variable influencing demand for higher education in our service area. These demographic factors, however, have not hampered the campus from making enrollment gains, particularly in regards to increases in traditional-age and full-time students. The campus continues to experience a younger age profile, with three-fourths of all new fall students being traditional age. Since the last self-study report, the percentage of students whose age is 24 or under has increased from 53% to 58%, and undergraduate full-time enrollment has increased from 51% to 59%.

Enrollment planning on campus has been deliberately aligned with particular changes in our marketplace. Indiana has experienced substantial improvement in the college-bound rate of 12th graders (improving from 34th in the nation in 1992 to 10th in 2004). In our area, high school college-bound participation has increased from 55% to almost 70%. Twelfth-grade enrollments have declined, mirroring the general population, yet the campus has been able to sustain a stable market share. In the fall of 1999, 331 high school seniors enrolled at IU Kokomo; 14% of these were in a remedial, probationary program called Guided Study. In fall 2008, 323 seniors enrolled from a high school base of 200 fewer students, and the institution had discontinued the Guided Study Program, limiting access for students who did not meet all the admission requirements. Market share of college-bound high school seniors at IU Kokomo is currently about 16%, representing the median of the IU regional campuses.

In 2007, the campus engaged an enrollment consultant, Robert Bontrager, from AACRAO (American Association of Collegiate Registrars and Admission Officers). Bontrager concluded that the campus's student recruitment fundamentals were sound, with the greater enrollment problem being retention. One of Bontrager's principal recommendations was to change campus decision-making so that the total community could become invested in recruitment and retention. He encouraged the campus to develop a process to engage faculty and staff in setting comprehensive enrollment goals. Responding to this recommendation, the campus held open forums on enrollment and established two new committees, the Student Success Committee (retention) and the Student Enrollment Committee (recruitment), to institutionalize a change in the way the campus operates.

In November 2007 a public campus forum was held to present five-year enrollment goals, goals that were affirmed by the 26-member Administrative Council in February 2008 (see Table 2.1 below). The enrollment goals acknowledge less than favorable demographic realities. Yet, more importantly, the goals reflect future opportunities (see the campus strategic plan) in such areas as capitalizing on higher percentages of college-bound high school graduates, increasing the numbers of transfers from the Ivy Tech Community College of Indiana, and engaging an adult population whose greater degree attainment is vital to the state.

Table 2.1. Five-year enrollment goals.

	<u>Projected</u>	<u>Actual</u>	<u>Projected</u>				
	<u>2007</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Freshman	820	818	840	860	880	900	920
Sophomore	650	654	670	685	700	715	730
Junior	380	394	340	345	350	355	365
Senior	490	521	560	490	495	500	510
Total Undergrads	2340	2387	2410	2380	2425	2470	2525
Total Grads	80	86	100	120	140	160	180
Non-Degree/Tran	30	17	20	20	20	20	20
Grad Special	60	53	60	70	80	90	90
HO/ACP	200	292	280	280	280	280	280
Total special	290	362	360	370	380	390	390
Total All	2710	2835	2870	2870	2945	3020	3095

While traditional student enrollment has grown in recent years at IU Kokomo, the adult student enrollment has been in decline. In fall 2003, the School of Continuing Studies created an ad hoc Adult Student Marketing Committee, composed of representatives from the various schools and divisions at IU Kokomo. The committee observed that many adult students would likely not return to their original programs but could be served well by the general studies degree completion program. The committee gave the general studies program permission to market its degree to stop-out students from all IU Kokomo undergraduate programs. Project Complete, a stop-out recovery program, involved developing a number of additional strategies and activities to reach adult students who had previously enrolled at IU Kokomo but who were not currently enrolled. Through a database query, the program identified about 5000 stop-outs from all IU Kokomo undergraduate programs dating back five years. Student stop-outs received letters that described the number of hours the students had completed, an estimate of the number of hours needed for an associate or bachelor's degree in General Studies, as applicable, and information on IU Kokomo's ACCElERated Evening College. Recognizing that adult students sometimes take multiple years to decide to return to school, follow-up post cards were sent twice a year with the plan to maintain this twice-a-year contact with students for at least three years.

Concurrent with planning and developing Project Complete, the school began planning for re-design of the ACCElERated Evening College in the hybrid format where classes meet weekly 50% face to face and 50% online. The selection of the hybrid format was predicated on a review of research. Research by Chuck Dziuban, at the University of Central Florida, and Tony Picciano,

at the City University of New York, suggested that blended learning, also called mixed mode or hybrid learning, was as effective as or better than traditional or online instruction. Dziuban reported, "Our comparison of success and withdrawal rates in courses with varying Web presence reveals that classes featuring both face-to-face and Web components achieve higher success rates and comparable or lower withdrawal rates than those that are fully online or face-to-face" (*F-Light*, University of Florida, 2001). The goal was to move most courses in the ACCElERated Evening College to the hybrid format.

Program Growth and the Ivy Tech Community College of Indiana

A substantial addition of new academic programs demonstrates evidence of "strategic doing" in response to the new community college system. During the past ten years the campus has added nineteen new degree programs, degree concentrations, and undergraduate and graduate certificates. This energetic expansion of campus programs came after an extended period when few new programs were developed (1989-1999).

In 1999 the state of Indiana created the Ivy Tech Community College of Indiana with the goal of establishing a minimum of twenty-seven sites statewide. Concomitantly, the regional campuses of Indiana University and Purdue University were asked to begin a process of mission differentiation. The primary strategy encouraged by the state through the Indiana Commission for Higher Education was to cede the majority of the associate degree programs along with remedial education to the community college and to expand the baccalaureate programs and master's degree programs consistent with the needs and demands of the students and regions served by the respective regional campuses.

The Kokomo campus responded as follows:

- The chancellor requested the vice chancellor for academic affairs, working with campus deans, the assistant vice chancellor for academic affairs and the director of institutional research, to identify new undergraduate and graduate programs that would reflect existing campus strengths (faculty and fiscal resources) and respond to the challenges and needs of the region.
- Working with the aforementioned groups and with additional input from student demand surveys and advice from the campus boards of advisors, the vice chancellor for academic affairs identified eight new programs.
- The responsible academic deans and units then developed program proposals which underwent reviews by campus and university-wide committees prior to submission for approval by the Indiana University Board of Trustees and the Indiana Commission for Higher Education.

Economic Trends

North Central Indiana has recently experienced a dramatic decline in traditional employment opportunities in manufacturing. The region has lost 9,000 jobs since 1999. In the last five years, Indiana net job growth has been below the national average, and there was a decline in six of the counties served by IU Kokomo. Economic diversification of the economy has become critical to the region. In 2003, business and education leaders, including representatives from IU

Kokomo, were convened by Workforce Development Strategies, Inc. to address diversification of the region's economy. The culminating report established four priorities, including increasing the value placed on education and lifelong learning and supporting the needs of small businesses and entrepreneurs.

IU Kokomo's efforts to help diversify the economy began several years ago and are in alignment with these priorities. IU Kokomo partnered with local businesses, the Kokomo/Howard County Development Corporation, and the Purdue University School of Technology Kokomo to establish the Kokomo Technology Center, now called INVENTREK, at a facility donated by Delphi Electronics and Safety Corporation. In 2005, Congress approved nearly \$1,000,000 in federal earmark funds to IU Kokomo to provide additional offices, meeting spaces, and laboratories for INVENTREK.

In addition, the campus developed an entrepreneurship certificate program and is responsible for a two-year Regional Leadership Institute which is designed to enhance leadership within a 14-county region that is aligned with the state-defined Workforce Development Regions. The campus's marketing phrase, "Knowledge that Works," helps to emphasize the importance of IU Kokomo's role in providing a quality workforce that supports the region's economy and cultural climate. This theme also underscores the centrality of higher education to the community and the relationship between baccalaureate education and a quality workforce.

Evidence 2a.3: The university and campus planning processes are responsive to emerging factors such as technology and diversity.

IU Kokomo is committed to preparing graduates to live and work in a world that is increasingly technology driven, globalized, and diverse. Indiana University is a leader among universities in the development and use of information technology. As part of IU, this campus benefits from the university's leadership while it is also expected to maintain the high standards set for the university as a whole. President McRobbie, who began his career at IU as vice president for information technology (IT) and continues to emphasize that IU remain a leader in IT, has made the expansion of overseas opportunities for students a priority.

Technology

Indiana University Information Technology Strategic Plan

The Indiana University Information Technology Strategic Plan, *Architecture for the 21st Century* was created in 1998. It was a five-year plan that with some updating guided IT at Indiana University until 2008. The goal of the plan was for Indiana University to rise to a position of absolute leadership among institutions of higher education in the creative use and application of information technology. Ten years later, the university has realized desktop computing, budgeted an annual lifecycle replacement fund, improved network connectivity across the university, renovated smart classrooms to accommodate new modes of instruction, expanded teaching centers to support faculty development, and expanded general use computer labs throughout each campus. Agreements with Microsoft, Macromedia, Symantec, Oracle, Corel, SPSS, Dell, Adobe, and other companies have consistently supplied each campus with hardware

and low-or-no-cost software, at a savings to the university of well over \$110 million. These agreements began long-term partnerships with vendors that now help sustain a reliable foundation of current desktop technology for all faculty, staff, and students.

IU Kokomo has benefitted from the university-wide planning and support for technology. Because the campus is part of Indiana University, students and faculty have access to technology resources far beyond what other colleges similar in size can offer. Indiana University is home to one of the largest university-owned supercomputers in the nation and is known for its innovative leadership in high-performance computing and networking. In addition, Indiana University has devoted substantial resources to supporting faculty and students in effective use of technology for learning. The campus is proud to have smart technology in all classrooms, integration of Oncourse (course management system) into most courses, availability of low cost or free software for all students, broad wireless coverage on campus, and a new Mac lab for the new media program.

Table 2.2 below shows significant improvement for the past few years in equipping the classrooms with audio/visual and computer technology. Now that this goal has been achieved, the campus IT committee has begun to plan for the next generation of technology for classrooms. An IU Kokomo team, headed by the interim chancellor, attended the EDUCAUSE Conference in fall 2008 to outline a plan for future technologies and to bring a proposal to the IT Advisory Committee for consideration.

Table 2.2. Classroom audio/visual and computer technology installation since January 2006.

	Prior to 2006	Jan-06	Aug-06	Jan-07	Aug-07	Jan-08	Aug-08
Basic	22	14	8	7	6	4	0
Enhanced	0	0	0	1	0	0	0
Advanced	6	26	32	32	34	36	40
Total	28	40	40	40	40	40	40

Basic: a classroom with a chalk board.

Enhanced: a classroom with the addition of a TV and overhead projector.

Advanced: a classroom with the addition of computers, document cameras, and LCD projectors.

It is a university-wide policy that desktop computers for faculty and staff be replaced every three years. Some aspects of the program are mandated at the university level while other aspects of the program are campus specific. On the IU Kokomo campus, lifecycle computers are purchased with a three-year warranty and are replaced at the end of the warranty period. Each fiscal year, the director of computing and technology services designates the standard model desktop computer to be provided under this program for that fiscal year. The selection will take into account three primary factors: (1) the amount of money available in the Lifecycle Fund; (2) the specially priced packages available from the university's desktop computer vendor; and (3) expected future changes in technology.

Indiana University Information Technology Strategic Plan 2 (ITSP2)

IU President Michael McRobbie has directed the university to plan for “the pervasive use of IT to help build excellence in education and research in all disciplines, in administration, in IU’s engagement in the life of the State, across all campuses, and in collaboration with IU’s key partners.” Over 125 faculty, staff, and students from across Indiana University, as well as several representatives of external stakeholder organizations, worked in task forces in 2008 to develop a new strategic plan that will be introduced in 2009 (<http://ovpit.iu.edu/itsp2/>).

Indiana University Kokomo Information Technology Plan

The mission of IU Kokomo’s IT department is to provide quality service and leadership in emerging technologies to enhance the teaching, research, service, and learning mission of the campus. Examples of computer service and resources provided by IU Kokomo’s IT department include computer classrooms, student labs, faculty desktops, network administration, student, staff, and faculty computer support, audio-visual services, e-mail services, Oncourse and OneStart services, Web support, and telephone and voice mail services.

To prepare for opportunities and challenges created by rapid technological change, the director of computing and technology services oversees the IU Kokomo Information Technology Strategic Plan, *A Vision for Success 2007-2012*. The plan identifies seven goals for the campus:

- Provide a solid foundation of IT infrastructure that supports and adapts to the needs of the campus and is continuously improved.
- Provide security and continuity of the IT environment, ensuring the integrity, privacy and availability of information.
- Proactively develop robust and pervasive IT resources and services that enhance the academic, administrative and cocurricular functions of the campus.
- Develop a multi-tiered support system that addresses the varying levels of expertise and the specific needs of the campus community.
- Develop and maintain communication channels that ensure ongoing and meaningful dialogue between the campus community and the IT staff.
- Continuously assess and improve the efficiency, effectiveness and capabilities of the information technology department staff and processes.
- Ensure sound fiscal planning for IT that leverages existing university and campus investments and expends funding resources in the most responsible and efficient manner.

Several committees routinely meet and discuss ongoing IT planning. The IT Advisory Committee meets to plan for the ongoing mission of the department. An IT representative sits on the IU Kokomo Library Advisory Council to assist in strategic planning for the library. And the IT, library, and Writing Center management staff meet monthly to plan strategically for new services and changes in the Learning Commons housed in the library.

To better serve students, the IU Kokomo IT department has recently made some major structural changes:

- Moved the IT Helpdesk to the Learning Commons for better student access
- Moved the campus main computer lab to the Learning Commons to increase usage
- Created a coordinator of IT training and consulting to focus on student needs
- Began staffing the Helpdesk with students to increase peer mentoring
- Created a support center to coordinate efforts

Diversity and Globalization

Demographic trends indicate that our students will need to be prepared to live and work in a diverse, interconnected world. Planning for curricula, programs, and experiences that incorporate diversity is addressed in the campus mission documents and strategic plan and specifically outlined in the diversity plan (see Criterion 1). Recently (October 2008), President McRobbie announced the President's University Diversity Initiative, which is a \$1,000,000 commitment to fund proposals that support the continued development of the racial, ethnic, and cultural diversity of all IU campuses and improve equity of access for IU students from underrepresented communities. The proposals must address at least one of the four dimensions of diversity outlined in the campus diversity plan. IU Kokomo has submitted proposals to further the action steps in the campus diversity plan.

In the past, IU Kokomo students had to use international study abroad programs offered by IU Bloomington. An IU Kokomo faculty liaison to the IU Bloomington program worked with students who had an interest in studying abroad and helped connect them to Bloomington courses. However, for the past five years, IU Kokomo has made great strides toward developing its own international study abroad program designed for our commuter student base. Now, in addition to semester-long or year-long study abroad experiences available through IU Bloomington, students are able to take part in shorter one- to three-week travel experiences originating on the IU Kokomo campus.

This program has been faculty initiated and driven. The goal of the program is to encourage students to study abroad by embedding international travel in traditional courses. This approach enables students with family and work responsibilities to engage in international travel experiences. Thus, students taking a course during the spring term travel over spring break or students taking a course during the summer term travel during one week of the course. This past summer the campus expanded the program to include a three-week trip embedded in a summer course. Students have studied in Mexico, Italy, Ireland, Guatemala, and England. In addition to course-related travel, the Spanish faculty launched a service learning travel initiative through Ambassadors for Children. They have taken students to Colombia and Africa for week-long trips focused on humanitarian efforts. The School of Nursing has an exchange agreement with the Margaret Pritchard University School of Nursing in Jeonju, South Korea. Faculty and students from both IU Kokomo and the Korean university have exchanged visits. Funding for travel scholarships have come from alumni, individual supporters, and local corporations.

The success of the program can be seen in the number of students who have traveled in the short duration of the program. Whereas in the past only a student or two traveled in any given

year, today we have approximately 20-30 students traveling each year. The IU Kokomo director of international programs is responsible for overseeing all trips. In addition, all international travel courses must be approved by the International Study Committee at IU Bloomington. Their experience in international travel provides safeguards for our faculty as they embark on this new initiative and assures that the study abroad courses meet the same standards for excellence as traditional courses.

Another mechanism for enhancing global awareness is for students to pursue course work in international studies. IU Kokomo students can earn a minor in international studies. Since its approval in spring 2006, three students have completed the minor.

Meeting Core Component 2a

- Planning occurs at multiple levels, and is integrated, mission driven, and supportive of innovation and change.
- Seven strategic priorities that support the core mission, vision and commitment statements were developed with input from a broad range of constituents. Each strategic priority in the new strategic plan includes specific goals, metrics, and targets leading to specific action steps.
- The campus has developed effective technology, enrollment, and diversity plans to respond to evolving societal and economic trends.
- Effective program planning has enabled the campus to add fourteen new degree programs while eliminating most associate degree programs.

Challenges

One of the campus challenges related to planning is finding an effective mechanism for accountability for all plans. The campus faculty and staff are busy implementing the strategic plan, the diversity plan, the enrollment plan, and the information technology plan, but the campus lacks a systematic process for reporting on successes and challenges.

Toward the Future

In response to the need for a reporting mechanism, the vice chancellor for academic affairs has implemented a new reporting mechanism for the academic units and the strategic plan, and he has begun to monitor progress. In addition, the chancellor has asked all units to report on their progress on the strategic plan with information to be posted on his RSS Feed. The Diversity Committee is monitoring the diversity plan and the Information Technology Advisory Committee is monitoring the information technology plan and sending updates to the chancellor. Finally, the vice chancellor for student services shares enrollment data with the

campus community each semester so everyone can monitor the enrollment goals. The campus will assess these processes at the end of the academic year, and refine a campuswide procedure that will standardize and systematize the process.

Core Component 2b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Crucial to an organization’s ability to fulfill its mission are the resources that are available to the organization and the success with which the organization develops those resources to the fullest potential. The current economic climate suggests that the resources available to an institution of higher education will not grow as much as in the past. This situation requires that IU Kokomo find new and inventive ways of doing those things that are central to its mission.

List of evidence

- Evidence 2b.1: The campus is fiscally sound and is committed to supporting and enhancing the quality of education it provides.
- Evidence 2b.2: The campus has an effective budget planning process that supports its educational programs, innovation, and change.
- Evidence 2b.3: The campus recruits, hires, develops, and retains faculty and staff to ensure quality educational experiences.
- Evidence 2b.4: IU Kokomo is forward-looking in the use of its physical plant to enhance its teaching/learning environment.

Evidence 2b.1: The campus is fiscally sound and is committed to supporting and enhancing the quality of education it provides.

An introduction to providing evidence for IU Kokomo’s sound financial base warrants a description of IU Kokomo’s budgetary relationship with Indiana University. IU Kokomo has some budgetary discretion in allocating resources; however, it is supported by the policies and practices of Indiana University. The IU Kokomo budget is affected by the IU Budget Office in the following ways:

- **Review and approval of fees.** Tuition and all major fees are reviewed by the university administration and are submitted to the Board of Trustees for approval. The Indiana University Budget Office then communicates to all campuses what tuition rate increase percentages they are allowed to use.

- **University assessments.** The University Budget Office informs campuses of the amounts of assessments. These assessments support university administration overall as well as specific university-wide initiatives including pooled benefits, early retirement, the Microsoft agreement, fee courtesy, technology initiatives, the Faculty Colloquium for Excellence in Teaching (FACET), student loan collection, and other university initiatives.
- **Communication of budgetary items affecting all campuses.** The University Budget Office notifies campuses of the new fringe benefit rates to be used in establishing campus budgets for each fiscal year. The University Budget Office also communicates the salary guidelines as determined by the president in consultation with the Board of Trustees.
- **Review of campus Budgets.** The review determines whether campuses followed all university guidelines and extracts data from campus budgets for reporting campus budget data to the Board of Trustees for overall approval of campus budgets and salary increases.
- **Maintenance of the electronic budget system.** The University Budget Office performs the final load of the budget module into the accounting system for use in the new fiscal year.
- **Responsibility for university-wide budget policies.** The University Budget Office is involved in establishing budget policies such as the minimum budget reserve policy. Each campus other than IU Bloomington is required to maintain an uncommitted general fund year-end reserve equal to at least three percent of budgeted general fund income. Policies also include requirements for correcting accounting deficits.

The reserve requirement grows as the campus budget grows. This reserve provides the campus with flexibility in the event of unexpected enrollment shortfalls or other financial exigencies. At the same time, budgetary rules require a regional campus to restore the minimum reserve amount of three percent should it drop below this minimum. As of June 30, 2008, IU Kokomo's general fund reserves totaled \$1,263,762, well above the university guideline of \$730,563.

Revenues and Expenditures

A number of metrics can be used to demonstrate IU Kokomo's financial condition. The metrics reported to the Higher Learning Commission on an annual basis are those of Indiana University as a whole, not of the individual campuses. Table 2.3 below reports some of the benchmarks used to assess financial health which result in Indiana University's "high quality" bond rating by Moody's. Taken together, the financial metrics and the outside judgment of a bond rating agency clearly demonstrate that Indiana University as the parent organization is financially sound.

Table 2.3. Benchmarks of financial health.

Financial Ratios	Calculation	CFI
Viability Ratio	2.489	2.09
Primary Reserve Ratio	729	1.92
Net Operating Revenues Ratio	0.069	.99
Return on Net Assets Ratio	.155	1.55
Moody's Bond Rating	Aa1	

State Appropriations, Tuition, and Fees

In the past six years IU Kokomo's general fund budget has increased 16 percent from \$20,897,020 in 2003-2004 to \$24,228,604 in 2008-2009. During this same period, state appropriations rose by only 12 percent. In general, the shortfall in state revenue was made up by increases in student tuition and fees. The new student undergraduate credit hour fee increased by 48% between 2003-2004 and 2008-09, primarily because of a \$500 fee charged to all new freshmen. Prior to the advent of this fee, the fee increase was 25.6%. See Figures 2.1 and 2.2 below.

Figure 2.1. Total revenue by source.

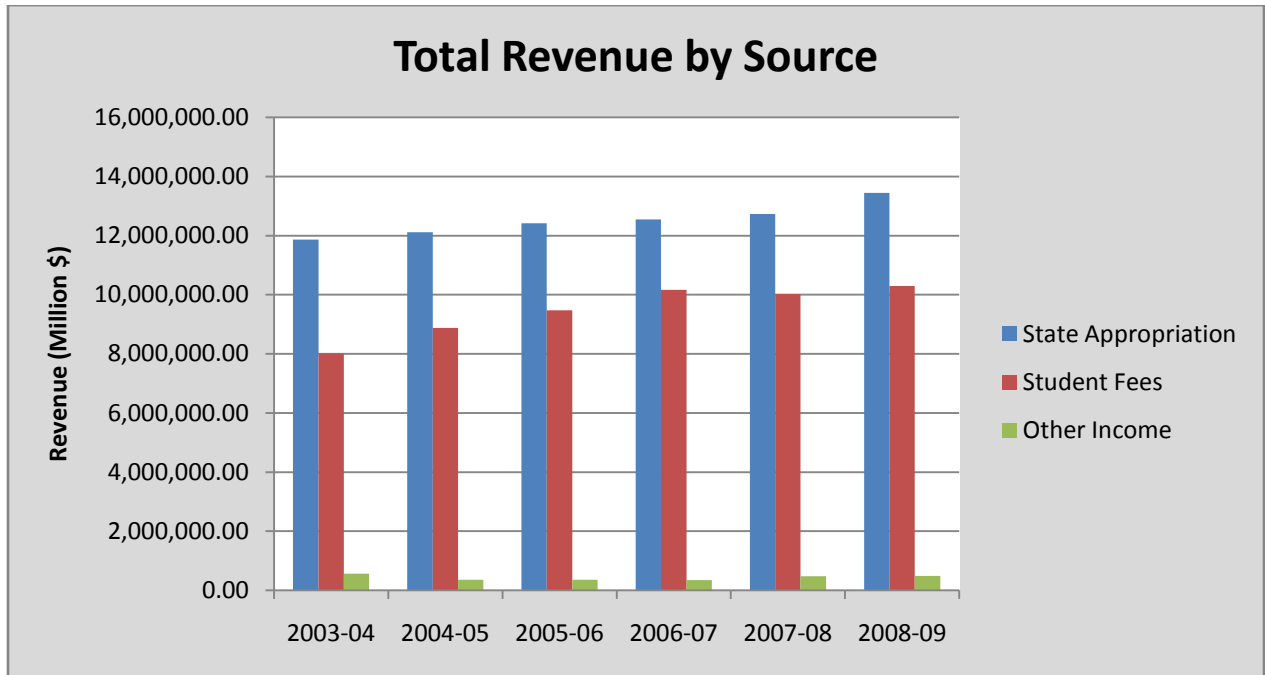
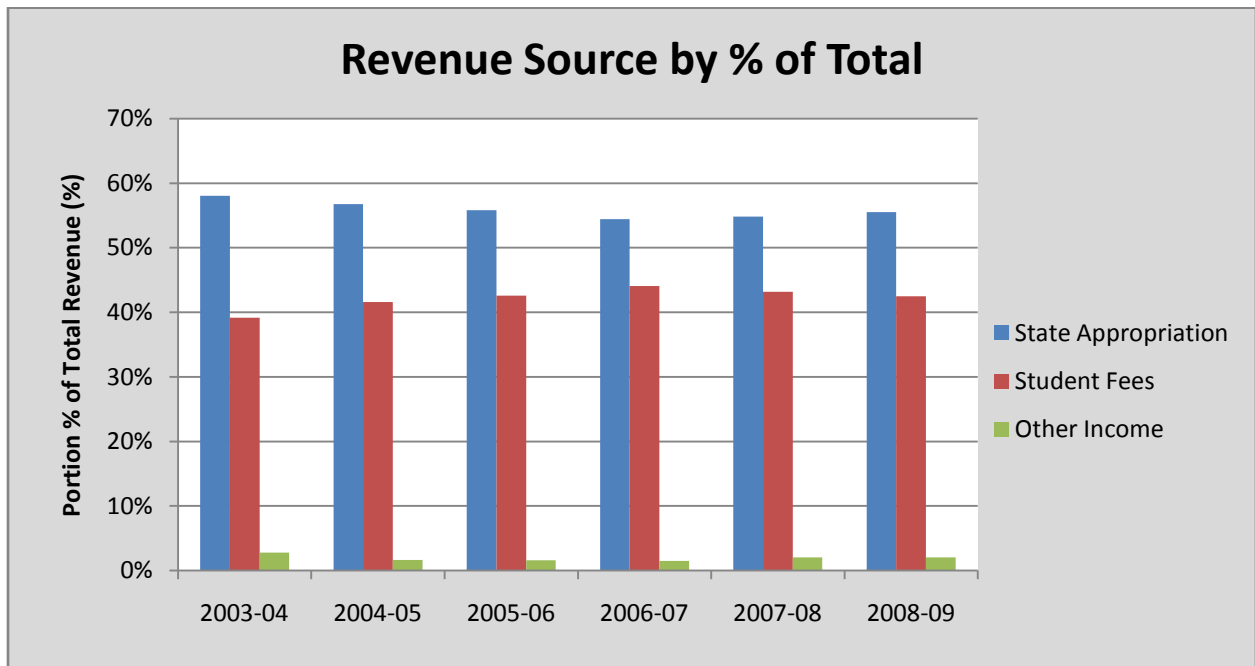


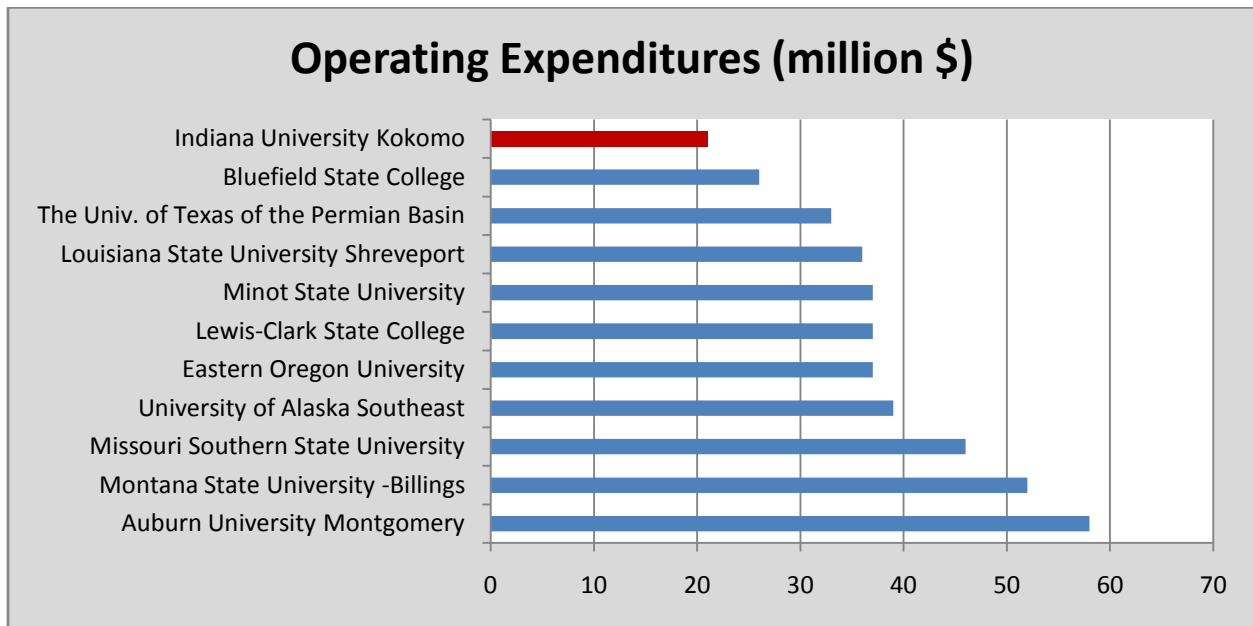
Figure 2.2. Revenue source by percentage of total revenues.



In March 2006 IU Kokomo, along with the other IU campuses, completed a peer institution selection process. Assisted by the Office of University Planning, Institutional Research, and Accountability, a campus committee led by the chancellor developed a list of possible peers from public universities coming close to IU Kokomo in size and other characteristics. This proposed list was then discussed with other groups on campus, including the Faculty Senate, the Academic Council, and the chancellor’s Cabinet. Once the campus reached agreement on the list of peer institutions, the list became part of a presentation to the IU Board of Trustees on each of the regional campuses. Although the trustees never formally accepted the peers suggested for each campus and thus the data has not been updated since the report to the trustees, the information on campus resources indicates how this campus commits its funds compared to similar institutions.

The following charts (Figures 2.3 through 2.6) highlight IU Kokomo’s resources compared to its proposed peers. As the smallest of the institutions in enrollment, it is not surprising that IU Kokomo had the smallest expenditure budget in terms of absolute dollars. However, Figure 2.4 shows that this campus ranked low in expenditures per FTE as well, indicating that it had relatively fewer resources available than all but one of its peers. Figures 2.5 and 2.6 indicate where IU Kokomo allocates the resources that it does have. Figure 2.5 shows that IU Kokomo put more of its resources into instruction, research and service rather than into non-instructional areas than all but one of its peers. Figure 2.6 demonstrates that those resources go overwhelmingly into salaries and benefits for employees.

Figure 2.3. Operating expenditures compared to peer institutions.



Source for Figures 2.3 through 2.6: *IU Kokomo Peer Institution Selection and Analysis Report*, p. 15

Figure 2.4. Operating expenses per FTE compared to peer institutions.

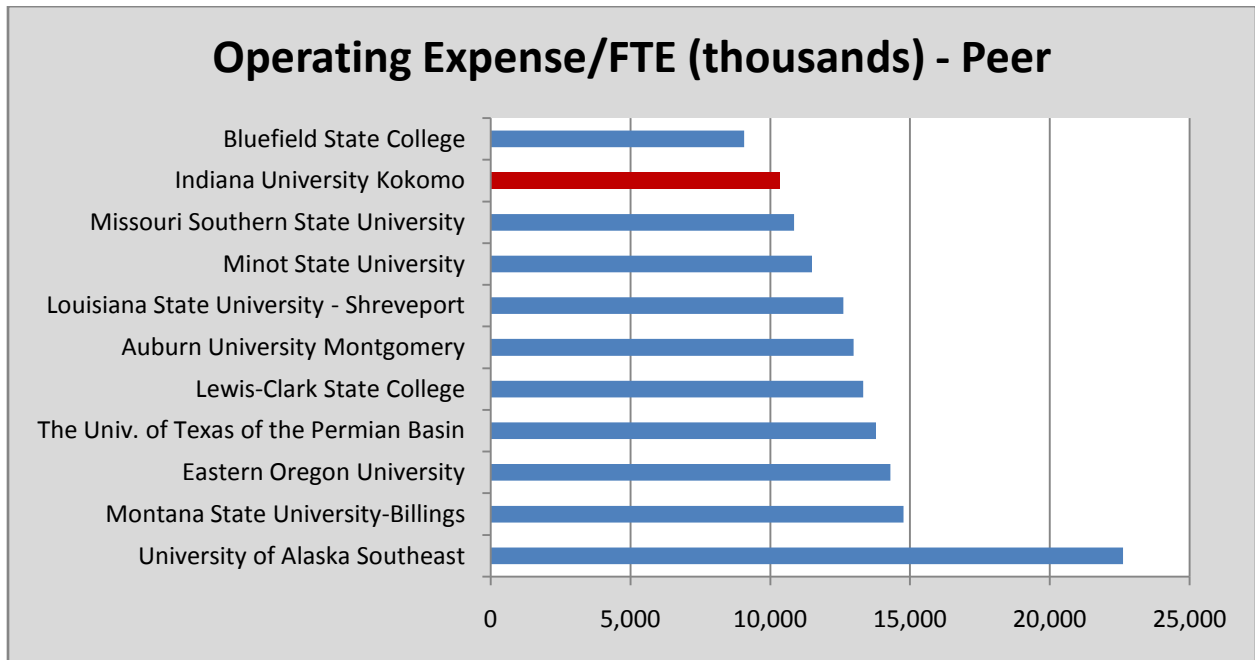


Figure 2.5. Expenditures for instruction, research, and service compared to peer institutions.

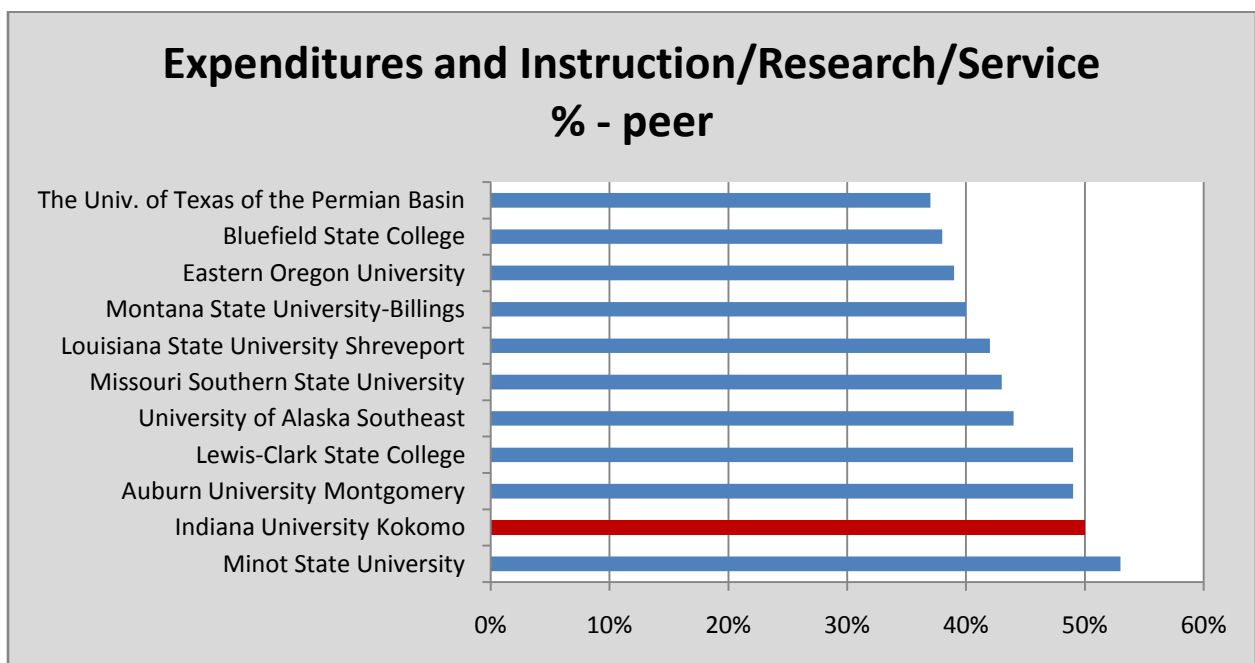
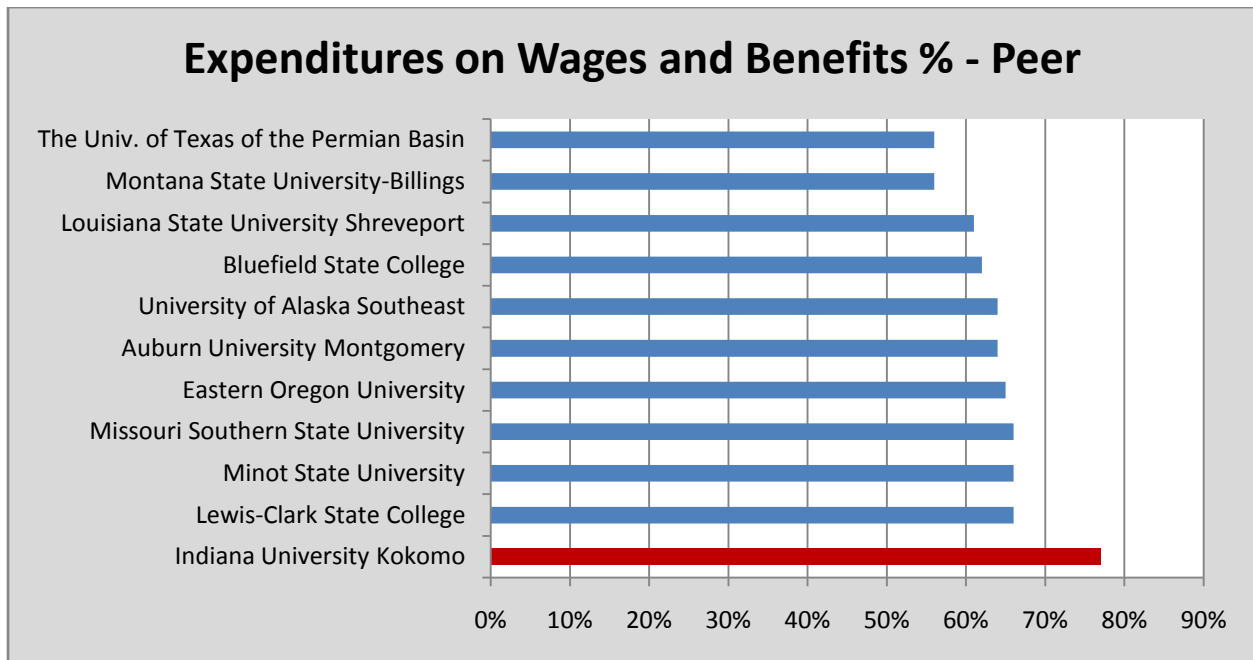


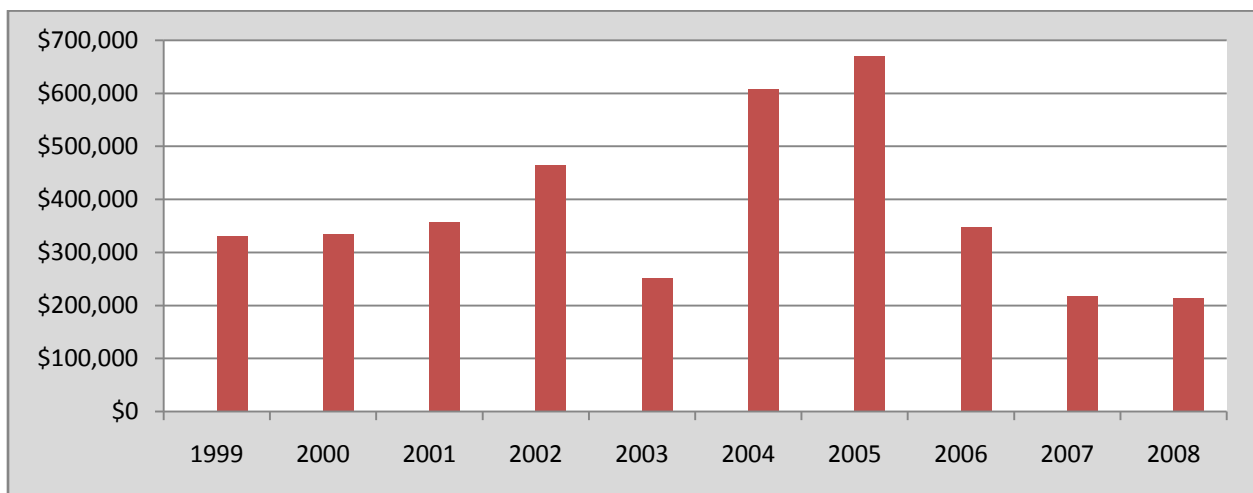
Figure 2.6. Expenditures for wages and benefits compared to peer institutions.



Contracts, Grants, and Private Giving

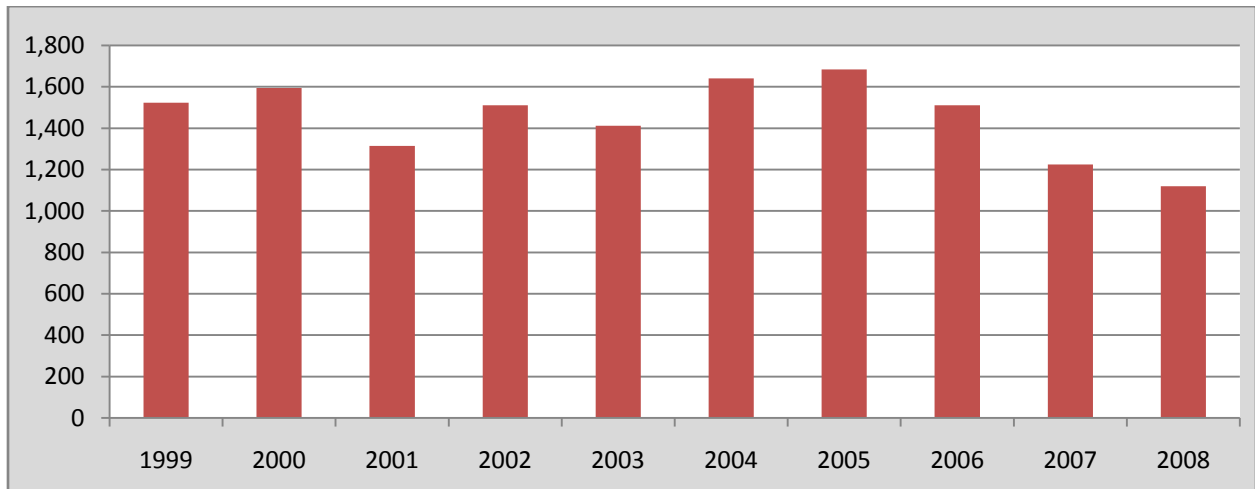
Other sources of revenue include private donations, income from endowed accounts, grants, and contracts. Figures 2.7 and 2.8 summarize Indiana University Kokomo’s activities in these areas for the past ten years. Figure 2.7 shows the private contributions to the Indiana University Foundation designated to the IU Kokomo campus. Figure 2.8 details the number of donors per year.

Figure 2.7. Private donations to the Indiana University Foundation benefitting IU Kokomo.



Source: Official Budget of Indiana University FY 2007-08.

Figure 2.8. Number of annual donors to the Indiana University Foundation benefitting IU Kokomo.



Source: Official Budget of Indiana University FY 2007-08.

Figures 2.7 and 2.8 reveal fluctuations in the amount raised and the number of donors during the past ten years. Some of this variation is attributed to the cyclical nature of fundraising. The funds raised in 2004 and 2005 were in response to a capital campaign to build and equip Hunt Hall, the campus science facility. In addition to the funds shown on Figure 2.7, a matching gift of \$234,000 was received from the Kresge Foundation. Since that time, annual giving has leveled off without any new project initiatives.

A recently completed strategic plan for the Office of External Relations will guide the development, alumni relations, communications and marketing, and government relations activities for the next three years. The plan calls for the foundation to expand the external donor base, add a full-time development professional, and revise the organizational structure to increase the productivity and efficiency of the operation. Additionally, as laid out in the plan, the unit intends to raise funds for a new Health Education and Wellness Center, increase support for scholarships and international study, enhance donor relations and stewardship efforts, and increase the number of donors and amount raised by the annual giving clubs, the Chancellor's Guild and the Phoenix Society.

Evidence 2b.2: The campus has an effective budget planning process that supports its educational programs, innovation, and change.

Development of the campus general fund budget begins with a determination of the resources that will be available to the campus. The major sources of income are state appropriations (55% of the 2008-09 campus budget) and student fees (42%). State appropriations are determined by the Indiana legislature as part of the biennial budget process. The state legislature sets two-year budgets for Indiana in odd-numbered years, and each campus is a line item in that budget. Thus, once the state budget has been approved, IU Kokomo knows what support to expect from the state for the following two fiscal years. The process for securing state appropriations

begins with Indiana University's submitting a request for each campus to the Indiana Commission for Higher Education (ICHE). In most past years, requests for additional operating appropriations have been based on an inflationary assumption and on enrollment change. For the 2009-11 biennium ICHE changed the guidelines, and universities are no longer instructed to request an increase based on inflation. ICHE will make that recommendation to the legislature on behalf of all of the public higher education institutions. Moreover, ICHE is moving additional appropriations away from simple enrollment growth to performance measures. Increases in appropriations for higher education institutions in Indiana will increasingly be based on increases in the number of baccalaureate degrees awarded and the completion of those degrees in four years.

Student fees represent the second major portion of general fund income and the second phase of budget planning. Some student fees apply to all courses, and these fees per credit hour are often referred to as tuition. Other student fees apply only to specific courses. Laboratory fees in the sciences, clinical fees in nursing, and practicum fees in education are examples of such course-related fees. The Indiana University Board of Trustees sets the credit hour fee rates. A new state law passed in 2007 requires that the trustees set the credit hour fees on a two-year cycle parallel to the state appropriations cycle. The trustees set fee rates for 2007-08 and 2008-09 at a meeting in the spring of 2007, and they will do the same for 2009-10 and 2010-11 sometime in the late spring of 2009 under current state law. Campuses propose course-related fees to the IU vice president for finance, who has authority to approve them on an annual basis.

The credit hour and course-related fee rates combined with estimates of enrollment drive the campus estimate of fee income. The Office of University Planning, Institutional Research and Accountability (UPIRA) begins the process for estimating enrollment in the fall of each year. UPIRA provides an estimate of headcount enrollment for the following year based on three years of campus enrollment data and information on the expected number of high school graduates from schools in the service region of the campus. Campuses may modify these initial estimates based on additional information to arrive at expected headcount enrollments by student class and level for the following fall. Spreadsheets provided by UPIRA will automatically calculate an estimate on credit hour enrollment based on the estimate of headcount enrollment. At IU Kokomo the estimate of headcount enrollment has largely been the product of discussions among the vice chancellors for academic affairs, student services, and administration and finance. In 2008-09, based on the Bontrager recommendation, the campus engaged the deans and others in these projections.

Based on the fall enrollment study, the University Budget Office (UBO) prepares projections of annual enrollments and fee income in the early part of the second semester of each academic year. At this time, the UBO also asks campuses to review their course-related fees and propose changes to the rates and additions to the fees. Using the UBO projections, campuses have another opportunity to revise enrollment estimates for the following year based on later information. Once campuses settle on projected enrollments, the vice president has approved course-related fees, and the trustees have approved credit hour fees, the UBO makes an overall projection of the resources that will be available to the campus in its operating budget. The

income projections will include other sources of income not discussed here earlier, such as indirect income from grants, income from sales and services, and intercampus transfers.

The projected general fund income for the campus provides the basis for budgeting expenditures because the annual operating budget for the campus has to be a balanced budget. Some university-level decisions directly affect the development of the expenditure budget. IU campuses are assessed proportional amounts to support university administration. In 2008-09 for the Kokomo campus, university assessments and payments of bonds totaled over \$4,000,000. In addition, fringe benefit rates are set at the university level, and they have been going up each year as healthcare costs have increased. In 2008-09, the university fringe benefit rate for faculty and professional staff is 40.06% while the rate for biweekly staff is 34.35%. Lastly, the trustees annually provide salary guidelines for the campuses to follow. At times, those guidelines have been very specific on the overall level of increases to be provided to employees. At other times, the guidelines have provided only more general guidance on the expected rates of increase and have recognized the varying capabilities of the campuses in providing salary increases.

Salary policy is an important determinant in developing the campus general fund budget because compensation is the largest portion of the budget. In 2008-09, over 68% of the total general fund budget went to compensation. (The percentage is higher if state appropriations that can only be used for payments on bonds are removed from the equation.) Each spring the campus chancellor in consultation with the Cabinet decides on a percentage of average salary increases for each employee group—faculty, professional staff, and biweekly staff. At IU Kokomo, the percentages have usually been the same for each employee group but implementation of the increases differs by group. For example, if the average percentage increase is 3%, biweekly staff employees will each receive a 3% increase unless there are significant performance issues with a specific employee. For faculty and professional staff, the actual percentage increases for each individual are determined by the supervisor based on merit. Average faculty salaries will increase by 3% in this instance, but the salary of an individual faculty member will not necessarily be 3%.

Once university assessments, fringe benefit rates, and salary percentages have been determined, then the campus knows what resources remain available for the other categories of expenditures. Because the campus uses incremental budgeting for the most part, current year base budgets in non-compensation areas are carried over into the next year. Some reallocation of resources may occur, but generally academic and administrative units can assume that their base budget in the current year will be the base budget in the following year. Remaining resources are budgeted at the discretion of the chancellor based on requests for additional resources from academic and administrative units.

These requests are presented at budget hearings that usually occur in December or January. Members of the Faculty Senate Budgetary Affairs Committee attend the hearings, and the committee prepares a report indicating its priorities for the requests. This report is part of the information used by the chancellor in making final determinations on the use of available

resources. These hearings are conducted by the respective vice chancellors and, within the framework of the projected budget, invite unit heads to discuss reallocation of resources within their budgets and to make their case for additional resources in the context of the campus's strategic priorities and goals. Even when discretionary funds are limited, this exercise keeps the campus leaders aware of the needs of individual units and assists the campus in finding and funding areas of common concern, such as conference travel for faculty members' pedagogical development.

Unfortunately, the general campus community remains relatively uneducated about the budget. This is not a situation unique to IU Kokomo. On many campuses faculty and staff are not fully aware of the intricacies of the campus budget and often believe that the "administration has resources if and when they need them." As a result, many remain unclear as to how resources are administered and why certain projects or programs are funded and others are not. Chancellor Person recognized the need to educate all members of the campus about the budget and instituted a budget presentation each year, gathering the campus community together to outline the budget priorities and to explain the decisions. In addition the vice chancellor for administration, CFO CIO has made presentations to the Administrative Council and the Faculty Senate trying to help them understand how the university and campus budget processes operate. There is more work to be done, and the educational process continues to be a priority of the interim chancellor.

Input into the budget construction process is important but so is the goal of aligning the strategic plan and the budget. To this end, it is important that all budget requests come with documentation of how they fit within the university, campus, and/or school strategic plans. During the last few budget hearings, deans and directors were instructed to formalize their requests in the context of the strategic plan. Work still needs to be done to get the campus community to embrace budget requests in line with strategic priorities. The IU Kokomo budget potentially faces a number of threats: drops in enrollment, a continued decrease in support from the state, unexpected increases in expenditures (e.g., utilities, health care costs) and decreased donations in difficult regional economic times. With a large portion of the budget tied up in personnel costs, collaborative decision making will be crucial to ensure that the campus continues to make progress in its seven strategic priorities.

Evidence 2b.3: The campus recruits, hires, develops, and retains faculty and staff to ensure quality educational experiences.

Indiana University Kokomo seeks to recruit and retain highly qualified individuals for all positions in the organization. All faculty searches to fill tenured or tenure-track positions involve national searches with the requirement that successful candidates have earned the terminal degree in their field. Most searches for professional staff also involve national searches and usually expect candidates to hold master's degrees. Searches to fill non-tenure track positions and lower-level professional positions may be conducted on a regional basis, and candidates for those faculty positions are generally required to hold master's degrees. Clerical, technical, and service/maintenance positions are generally filled through regional searches. In 2007-08, IU Kokomo had 227 appointed employees who were divided into three

different category types: 99 faculty members, 50 professional staff (exempt and non-exempt), and 78 support staff (non-exempt).

Faculty

The 99 full-time faculty members included 94 full-time instructional faculty and five faculty librarians. Of the 99 full-time faculty, 68 were tenured or on tenure track, and 44 of the 68 held tenure (65%). Tenured and tenure-track faculty are expected to contribute in the three traditional categories of teaching, research, and service. Tenure track faculty usually teach 3 courses per semester (9 credit hours) and lecturers teach 4 courses (12 credit hours). The full-time faculty members are supported by varying numbers of part-time (adjunct) faculty. In the fall of 2007, the campus employed 68 part-time faculty members. IU Kokomo is committed to increasing the diversity of its faculty. The number of full-time minority faculty has grown slightly in the past two years (7), and the campus has more female than male faculty (54 versus 41).

The non-tenure track faculty members at IU Kokomo fall into three categories. The smallest number consists of those who have yet to finish earning their terminal degrees but were hired with the expectation that they would have those degrees. Such individuals are classified as acting assistant professors and generally have two years to complete their graduate work. At the time of earning their terminal degrees, these individuals become assistant professors and are placed on the tenure track. Clinical faculty play key roles in the nursing and medical imaging technology programs. Lecturers and senior lecturers are used in a number of disciplines, particularly in the arts and sciences. Clinical faculty and lecturers have no research requirement and usually teach 4 courses a semester (12 credit hours). Although non-tenure track appointments are made annually, appointment to a third year as a clinical faculty member or a lecturer ensures that the campus must provide one year's notice before dismissal. Promotion to clinical associate professor or senior lecturer results in three-year rolling appointments. Promotions to these ranks require a process parallel in many respects to promotions of tenure track faculty.

Departments handle the recruitment of faculty using the outlets most appropriate for their disciplines. Search committees follow affirmative action guidelines and are monitored by the affirmative action officer and the Faculty Senate affirmative search liaison to make sure that the faculty search follows regulations. Hiring recommendations are forwarded to the dean, who requests permission from the vice chancellor for academic affairs and the chancellor.

The Center for Teaching, Learning, and Assessment (CTLA) supports faculty development on the IU Kokomo campus. The mission of the CTLA is to support effective teaching and promote student learning through development of the faculty. The center is discussed in greater detail in Criterion 3. The center's activities include

- Identifying and providing resources for faculty to enhance their teaching.
- Promoting effective teaching practices in and out of the classroom.
- Promoting the Scholarship of Teaching and Learning (SoTL).
- Providing technology training and consultation for faculty and staff.

- Supporting assessment of student learning by academic programs and support units. (Selected documents at <http://institutionalmemory.iu.edu/aim/handle/10333/519>.)

The schools support faculty development by funding conference travel to both research and pedagogical meetings. Limited support for international travel is provided through grants by the Indiana University Office of International Programs. In concert with the Faculty Development and Grants Committee, the Office of the Vice Chancellor for Academic Affairs awards faculty grants-in-aid and Summer Faculty Fellowships to support research through internal campus competitions. (See Criterion 4 for further details.) Eligible faculty may also apply for semester-long or year-long sabbaticals.

In addition, IU Kokomo tenure track faculty members are eligible for grant programs administered systemwide through Indiana University. The New Frontiers in the Arts and Humanities Program and the president's new initiative in diversity are two examples. The IU Kokomo campus has benefitted each year by receiving funding through the New Frontiers initiative.

Recruitment and retention of tenure track faculty members becomes more difficult each year. In certain fields, the pool of terminally qualified candidates is much smaller than the demand, driving up starting salaries. This imbalance between supply and demand has long been a problem for the fields within business and continues to be so. Increasingly, the imbalance is occurring in nursing where the demand for faculty with graduate degrees has soared as programs in nursing have expanded across the country. The competition for doctorally qualified nursing faculty is especially intense. To maintain its nursing program, the largest single major on the campus, IU Kokomo may need to develop a program to support nursing faculty members who hold a master's degree and are interested in pursuing a doctorate.

Across a large number of fields, national competition for faculty has driven up starting salaries and contributed to the problem of salary compression. Recent faculty hires at IU Kokomo have been offered salaries comparable to those of more senior faculty. There is limited capacity on campus to reward high-achieving senior faculty. Annual pay increases over the last seven years have not been above 3.5% annually and in several years only amounted to 2%. Raises for tenure and promotion are allocated at \$3,000 for full professor and \$2,000 for associate professor. These small increases have not helped to relieve the compression issue. Currently, a faculty task force is charged to look at faculty salary issues and to make a proposal to the campus administration.

Staff

IU Kokomo's support staff consists of 50 professional staff, 41 clerical staff, 7 technical staff, and 30 service/maintenance employees. In 2007-08 IU Kokomo hired approximately 87 student and hourly workers who assist faculty and staff. The gender distribution of the support staff is skewed with predominantly men on the maintenance staff and mainly women on the clerical and professional staff. The campus has seen a fluctuation in the number of minority

professional and clerical staff (2003-2008) from a high of 14 minority staff to the current five members.

Human Resources (HR) oversees and coordinates the process for recruiting and hiring qualified professional and support staff employees. Search committees are established to review the applicant pools and make recommendations on interviewing and hiring. The Affirmative Action Office is also involved in the process to ensure that search committees follow proper procedures. Biweekly support staff positions are also recruited through HR. Human Resources reviews the applicant pool and forwards the top candidates to the hiring department, which then selects those to be interviewed and who is to be hired. The recruitment of part-time employees and students is handled by the hiring department with assistance from HR when requested.

Classification of all professional and support staff positions is determined by HR. Classification committees review Position Analysis Questionnaires that describe the job functions, knowledge, skills, and accountability for each professional and support staff position. Based upon this review, positions are assigned a rank and grade which greatly influence the salary for the position.

Professional staff fall under two categories: professional exempt staff members paid on a monthly basis for services performed and professional non-exempt staff members who are primarily non-instructional staff who qualify for overtime pay under the Fair Labor Standards Act. The professional staff includes employees with a diverse set of titles and covers a wide variety of functions and ranks. Several senior administrators including the vice chancellor for administration, CFO CIO, the vice chancellor for student services, and the vice chancellor for external affairs hold professional staff appointments, as do many of the directors who report to them. In addition, the science department employs two professional staff members as laboratory supervisors with teaching responsibilities.

Indiana University Human Resource Services reviewed professional staff positions on all eight campuses in 2006. The university developed a Compensation Strategic Initiative with the intention of working toward a fair and rational compensation system for exempt staff jobs across all eight Indiana University campuses. The new system consists of six job categories or families of categories with multiple levels within each family (levels P1-P6). Minimum, market zone, and upper reference point salary ranges are specified for these different job families (student services, information technology services, media/public relations/alumni services, administrative services, development, safety and security services, auxiliary services, research and science, facilities services, and health care professionals) at IU Bloomington, IUPUI, and the six regional campuses. Professional staff on the campus have been assigned classifications based on the new system, but the campus is still working on ways to bring every individual to a salary at least at the lower market range for his or her classification.

The campus has just begun work with Indiana University Human Resource Services on a study of wage levels for biweekly staff. As with faculty and professional salaries, there is concern that IU Kokomo has not kept biweekly wages competitive with market levels. The new study of

biweekly wages will compute a median salary for comparable jobs by rank and compare the current campus wages and current minimum and maximum for each rank against the market median. The results of this study will provide information to the campus on adjusting the current minimums and maximums of the salary ranges as well as the wages of individual support staff employees. As campus financial conditions allow, biweekly wages will be increased as necessary to keep campus wage levels competitive in our region.

Training and Development

IU Kokomo recognizes that its people are its most valued resource for achieving excellence. Employee development programs are available for both faculty and staff. The Human Resources Office and the Center for Teaching, Learning, and Assessment (CTLA) offer regular training and development programs for staff. IT training is coordinated by the CTLA, using the resources of CTLA and UITS (University Information Technology Services). Other training is coordinated by Human Resources using the trainers in IU's Employee and Organizational Development Services, University Human Resources, Financial Management Services, as well as benefit vendors. Training programs have included Seven Habits for Highly Effective People; The FISH Philosophy at Work; TIAA-CREF's Investing for Retirement, Retirement Options, and individual counseling sessions; Leader's Role in Making Change, and Situational Leadership. The fiscal officer development series provides fiscal training for assigned budget managers to guarantee financial integrity of budget expenditures and compliance with Indiana University policy and federal, state, and local laws.

IU policy requires that all supervisors possess the knowledge and skills needed for effective day-to-day decision making, including those federal and state laws and regulations and university policies and procedures governing university employment. Compliance training programs include such topics as Equal Employment Opportunity (EEO), sexual harassment, the Fair Labor Standards Act (FLSA), the Family Medical Leave Act (FMLA), the Americans with Disabilities Act (ADA), workers compensation, and IU policies and procedures.

Professional staff members are supported to travel to their professional conferences to enhance their development. In addition, all full-time IU employees (including faculty), their spouses, and eligible dependents can participate in the fee courtesy for IU credit classes. A registered full-time employee receives fee remission of six credit hours per semester as follows: 100 percent of the in-state tuition rate for 3 credit hours and 50 percent of the other 3 credit hours. The spouse receives 50 percent of three in-state undergraduate credit hours per semester. Eligible dependent children receive 50 percent of their undergraduate tuition (at the in-state rate). The fee courtesy applies to any IU campus. Employees who, because of their work schedules, need to attend classes during working hours must have the permission of their supervisor and must work a forty-hour work week that meets the needs of the department. Every semester approximately 25 employees take advantage of this offer. Fourteen staff employees have completed their degrees in the past five years. Staff members are encouraged, through a bonus program, to continue their education. Employees receive \$250 for earning an associate degree, \$500 for earning a bachelor's degree and \$1,000 for earning a master's degree.

Evidence 2b.4: IU Kokomo is forward-looking in the use of its physical plant to enhance its teaching/learning environment.

Academic Facilities Management Planning

The single largest improvement in facilities in the past ten years has been the addition of the new science building, Hunt Hall, in 2001. This state-of-the art facility has enabled the science faculty to better prepare students for careers in the sciences and health services. The building has won numerous design awards.

As early as the 1990s it became clear that classroom use was changing dramatically. In response the campus created two new advisory and oversight groups to provide input and guidance for campus decisions: the Technology Advisory Committee and the Classroom Advisory Committee. These committees review proposals for classroom and technology initiatives and provide advice and recommendations to the campus's administration regarding priorities for classroom redesign and new uses of technology. In addition, the campus consults with the University Planning and Facilities Office and with the IU Architect's Office on specific initiatives and investments.

As a result of the above processes the campus has upgraded the technology available in all of its general use classrooms and remodeled space in existing facilities to accommodate growth in specific programs, such as fine arts and nursing. A new lecture hall and the renovation of the Observatory lecture hall have allowed for larger class sizes in nursing courses and use of the latest innovations in technology. Early Outreach Building I has been renovated to provide space for art facilities.

In addition to classroom use, the campus has responded to shifts in student learning patterns in other areas of the campus. In particular the library and general use computer labs have been merged into the Learning Commons. This work was initiated help increase student use of the library and the general computing labs. As a result of surveys of students and faculty and with the guidance of the Library Advisory Committee and the campus Technology Advisory Committee, the Learning Commons moved forward in three stages:

Stage I: The IT Helpdesk and general use computing lab were moved to the main floor of the library, integrating library and technology areas and support services in one location.

Stage II: Two higher-tech classrooms (smart classrooms) for library instruction and short-term classroom use were created. This responded to a scheduling concern for faculty who needed access to computer classrooms but who had to compete for accessing a very dense schedule for other existing computer classrooms.

Stage III: Writing tutoring was moved to the Learning Commons to further integrate student support services.

By all measures, the process and outcomes of this initiative have been successful. Library traffic has increased significantly. In addition to the learning space in the library, the campus has added a mathematics lab in the lower level of the main building in a space vacated by IT's moving the computing lab to the Learning Commons.

With the relocation of science courses to Hunt Hall, the campus must now determine how best to use the underutilized second floor of the Main Building. The campus has spent the past two summers abating asbestos from this space and is now soliciting proposals for use of these vacated classrooms. A portion of this space is under consideration as a simulation laboratory to accommodate changes in the nursing curriculum. All proposals will be reviewed by the committees mentioned above and will be addressed in terms of their fit with the campus's strategic plan.

In sum, the campus has an effective and ongoing set of processes that have ensured and will continue to ensure that its mission--in particular, its teaching and learning mission--is well supported by campus facilities.

Administrative Facility Management Planning

Currently Indiana University is undergoing the creation of a new university-wide master plan in two phases. Phase one was initiated in 2008 and includes the development of a ten-year master plan for the IU Bloomington and the IUPUI campuses. These two individual plans will be extensive and take an entire year to complete. Following phase one, the regional campuses, including IU Kokomo, will undergo less extensive planning processes focused largely on land-use studies. IU Kokomo has asked to be one of the first regional campuses studied in 2009. The campus is already working with the IU Architect's Office in the development of a program and site location for its proposed Health Education and Wellness Center, which is in Indiana University's 2009-2011 Capital Appropriations Budget.

Repair and Renovation

Indiana University submits two appropriation requests to the state legislature: one is the operating appropriation request and the second is the capital appropriation request. Repair and renovation funding (R&R) is part of the capital appropriation request. The amount of the request is based upon an historic formula, and the amount is submitted for all of Indiana University. Any R&R funding received is allocated to the campuses based on the campus enrollment. However, the state did not provide R&R funding from 2000 to 2005. In the absence of funding, the campus has dealt with R&R issues by deferring maintenance, funding the work with other monies, and using campus maintenance staff. During 2006, the Indiana legislature appropriated R&R funding as a repayment for the one month of operating appropriation the state owed Indiana University. This special appropriation along with R&R funding for the 2007-09 biennium has allowed the campus to undertake needed repairs to physical facilities. Obtaining R&R funding for the 2009-11 biennium is a top priority of the university and is critical to the maintenance of the campus physical plant.

IU Kokomo has been proactive in energy conservation and management. Data is continually being gathered on energy usage. In 2005 a bond was secured that enabled the campus to make

a number of improvements to reduce energy consumption. Energy usage has dropped to the extent that savings have more than covered the cost of repaying the bond annually. Recent and expected increases in energy prices, however, may drive costs to the campus up even as energy usage drops.

Meeting Core Component 2b

- The campus is fiscally sound and committed to supporting and enhancing the quality of education it provides.
- IU Kokomo has been able to maintain the academic integrity of its programs and grow new programs by being a wise steward of its resources.
- The campus has an effective budget planning process that supports its educational programs and its changing environment.
- The campus recruits, hires, develops, and retains faculty and staff who provide and support quality academic experiences.
- Facilities planning has yielded a new science building, smart classrooms throughout the campus, renovated lecture halls, a learning commons, a mathematics lab, a fine arts facility, asbestos abatement of the second floor of the main building, and energy-efficient practices.

Challenges

IU Kokomo has several human resources challenges. First, the campus spends the most of all of its peers on personnel-related costs. This is potentially problematic as it reduces flexibility in the budget process and makes it difficult to shift resources when needed. Second, although the institution has made great strides in its diversity efforts, the campus has seen a decline in the number of minority professional and clerical staff. Finally, some departments are experiencing a salary compression issue.

In addition to the human resources concerns, two facility-related concerns emerged during the self-study process. One concern is that the campus master plan has not been updated since 1977. The second is that additional planning is necessary to make the most efficient use of the space on the second floor of the Main Building.

Toward the Future

In response to the human resources and facility challenges facing the campus, the administration has called on the faculty and staff to study the issues and to provide counsel on solutions. In fall 2008 a campus task force was charged to examine the salary compression issue and to develop a proposal to be presented to the chancellor's Cabinet. Recently, as a result of the self-study process, Chancellor Green has charged the Diversity Committee to look at the

decline in the number of minority staff members and to make recommendations to the Administrative Council for change. Finally, a campus Master Plan Committee has been established whose charge is to update the 1977 Master Plan by identifying future space needs (academic, nonacademic, office, service); review trends in teaching/learning, social interaction, business interaction, and sustainability; and identify future exterior space requirements, plant expansion, and landscape needs.

The future holds much promise for the physical expansion of the campus because of the recent approval to move forward in the planning of a new Health Education and Wellness Facility. This building would allow the campus to respond to the needs of traditional-age students and to enhance its nursing- and allied health-related majors.

Criterion 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly inform strategies for continuous improvement.

As part of the Indiana University system, IU Kokomo has always participated in institutional evaluation processes on both a state and university level. Over the past ten years, Indiana University Kokomo has significantly enhanced its collection and analysis of assessment data. Through the development of the Center for Teaching, Learning and Assessment, the campus instituted systematic data collection procedures that promote ongoing evaluation of learning. In addition, the campus has participated in several national initiatives to better gauge its performance in relationship to peer institutions: NSSE, Carnegie, and the Voluntary System of Accountability. IU Kokomo continues to develop a culture of assessment whereby data is used to improve performance as the campus journeys from being a good institution to becoming a great institution.

List of Evidence

- Evidence 2c.1: The campus has ongoing methods of evaluation to ensure that it is meeting its mission, preparing for the future, and continually improving.
- Evidence 2c.2: IU Kokomo maintains effective systems for collecting, analyzing, and using data for decision making.
- Evidence 2c.3: Periodic reviews of academic and administrative units contribute to the improvement of IU Kokomo.

Evidence 2c.1: The campus has ongoing methods of evaluation to ensure that it is meeting its mission, preparing for the future, and continually improving.

At IU Kokomo several levels of oversight provide periodic evaluations of the institution. One level is the Board of Trustees. The Board of Trustees meets regularly with the chancellors, chief academic officers, and other administrators of Indiana University. The board receives reports and updates on the financial status of each campus and approves all future plans for the campuses, including new programs and new buildings. Fiscal year audits report such items as operating revenues used for instruction, changes in net assets, net operating revenues, and debt burden. The campus also operates under the guidance of the Indiana Commission for Higher Education (ICHE). The ICHE approves all new degrees once the campus has received university approval. The commission also monitors the effectiveness of existing degree programs and concerns itself with enrollment, retention information, graduation rates, and course transferability among the various colleges and universities in Indiana. The campus must respond to their concerns.

Evidence 2c.2: IU Kokomo maintains effective systems for collecting, analyzing, and using data for decision making.

National Surveys

IU Kokomo has developed policies and procedures for assessing student learning outcomes in academic and cocurricular programs, and these are described in detail in Criterion 3. The campus also participates in national surveys, such as the National Survey of Student Engagement (NSSE) and the Higher Education Research Institute's (HERI) Faculty Survey.

IU Kokomo has participated in NSSE six times in the past ten years, and will participate again in spring 2009. NSSE is a survey of educational practices that research shows encourage higher levels of student learning and personal development. At IU Kokomo, all freshmen and seniors are invited to participate in NSSE; IU Kokomo response rates in the two most recent administrations were at or above national rates. Results of the most recent administrations of the NSSE are presented throughout this self-study document. The CTLA director has presented NSSE results to several different campus groups, including clerical and professional staff, Administrative Council, and Faculty Senate. The slides from these presentations are available on the CTLA website at <http://legacy.iuk.edu/~kocltla/assessment/results.shtml> (which is open to the public). In addition, IU Kokomo makes NSSE results public on the campus website using a webpage-naming convention recommended by NSSE (legacy.iuk.edu/nsse) and, as mentioned in Criterion 1e.2, via national accountability initiatives such as the VSA.

In spring 2008, the campus participated in the HERI Faculty Survey for the first time. This triennial survey provides information about the attitudes, experiences, concerns, job satisfaction, workload, teaching practices, and professional activities of collegiate faculty and administrators. More than half of full-time instructional faculty responded to the survey. Survey results are discussed in relevant sections of this self-study report.

Institutional Research

Institutional research efforts at IU Kokomo are led by the Institutional Research (IR) Council, a newly formed group of individuals on campus who have significant data management and analysis responsibilities. This group works with the University Planning, Institutional Research,

and Accountability Office (UPIRA) in Bloomington and members of our campus community to identify the data and data analysis needs of the campus. IR Council assists the campus in identifying key questions, obtaining data to answer those questions, and using the data to assist the campus in reaching its strategic goals. For instance, in late fall 2008, the IR Council commissioned UPIRA to carry out a detailed study of the effectiveness of the Freshman Learning Community program in terms of student retention and success. The assistant director of institutional research is researching software for creating an institutional repository for maintaining key campus documents in a searchable, retrievable format. In addition, the chair of the IR Council provides significant support for campus participation in the VSA, NSSE, and the HERI Faculty Survey.

Indiana University Information Environment

As part of Indiana University, IU Kokomo has access to the Indiana University Information Environment (IUIE). IUIE is a secure web-based repository which provides a collection of reports, tools, and information that allows users to access institutional data. The IUIE contains institutional data from a variety of categories, including financial, human resources, and student data. Departments and schools use IUIE to assist them in making decisions informed by current and relevant data.

Evidence 2c.3: Periodic reviews of academic and administrative units contribute to the improvement of IU Kokomo.

Academic Review

Indiana University Kokomo's professional programs undergo reviews by national accrediting bodies, and the School of Arts and Sciences degrees undergo program reviews to ensure that the campus is creating effective teaching and learning environments for its students and faculty (see 3c.5 for more details).

Administrative Review

During the past ten years, the campus has engaged in peer review of its advising program, its enrollment management program, its freshman learning community program, and its diversity portfolio. The results of these administrative reviews have generated a new advising structure, an enrollment plan, a diversity plan, expansion of the Freshman Learning Community program, and a critical study of and response to making the decision-making processes on campus more inclusive. All of these reviews are discussed in more depth throughout the self-study document.

The external review of the campus diversity efforts is a good example of how an administrative review process contributed to the improvement of IU Kokomo. The campus developed a diversity portfolio and presented the work for peer review. As a result of the assessment, the campus developed a diversity committee and a diversity plan.

Another example is the IT assessment conducted in 2006-07. One desired outcome was that "requests made to the Helpdesk will be resolved by the Helpdesk 75% of the time." The data

indicated that IT was falling short of this mark and, as a result, changes in staffing and distribution of responsibilities were made to improve Helpdesk performance.

A third example involves the physical plant staff, who, in the past couple of years, have instituted a number of basic assessments and a benchmarking process to determine next steps in improving the overall efficiency of the department. These included a regional survey to determine how IU Kokomo's staffing levels compare to the other IU campuses, an audit of maintenance staffing which compares the existing staffing levels to the APPA (the association for professional facilities managers) standards, a review of job descriptions, and a review of how much time it takes to complete work requests. The evaluations, benchmarking, and information received from the campus community helped determine that, although the department had a staff that was dedicated to getting the job done, it was functioning with limited staffing, obsolete job descriptions, and little to no documentation on efficiency.

As a result of these findings, the department requested and implemented a departmental restructuring and started a systematic review/update of the job descriptions in the department to address the staffing concerns. The department also established some new procedures and tracking devices to track utilities usage and costs. The department started using FMAX, a maintenance management software program, to track the amount of work being completed.

Finally, the office of external relations has recently reengineered and developed new processes and procedures in response to the findings presented in a *Transitional Management Review for the Vice Chancellor of External Relations*. The internal audit office of Indiana University reviewed the business structure and processes of the unit within four areas: 1) financial internal control structure; 2) financial transactions; 3) organization and processes to support current operations; and 4) security of the information system environment.

The office established and implemented several new processes and procedures to address the report findings and subsequently improve the efficiency and effectiveness of the operation. These included the development of an online contribution transmittal process to eliminate the travel of contributions across campus, the use of a bank lockbox for all direct mail solicitations, the reengineering of the scholarship reconciliation process and the request of funds from the IU Foundation, the purging of any sensitive donor information that may have been stored in paper files, and the protection of information on secured computer drives.

Meeting Core Component 2c

- Several levels of oversight provide periodic evaluations of the institution.
- The Center for Teaching, Learning and Assessment has provided a structure and process for collecting, analyzing, and using assessment data.

- The campus participates in national surveys, such as the National Survey of Student Engagement (NSSE) and the Higher Education Research Institute's (HERI) Faculty Survey to provide comparison data.
- Institutional research efforts are supported at the university level and at the campus level.
- Program reviews are conducted by national accrediting bodies to ensure that the campus is creating effective teaching and learning environments.
- Administrative unit reviews have resulted in improved Helpdesk performance, new procedures and tracking devices to track utilities usage and costs, and a new maintenance software system to track work efficiencies.

Challenges

Overall, the campus has made great strides in the past few years in its efforts to engage in ongoing evaluation and assessment processes for continuous improvement. However, because the efforts are relatively new (within the past four years), the campus must continue to work on how best to integrate the data with the planning and budgeting processes and to make sure that all units have developed systematic assessment processes. In addition, the campus needs an administrative structure for receiving, administering, and responding to data.

Toward the Future

The campus administration believes that the new IR Council will provide effective oversight of how institutional data is being collected and used and that they will be able to alert the chancellor and his cabinet to problems and concerns. In order to facilitate the development of a structure for administrative assessment, Chancellor Green has established a task force which he has charged to propose an effective structure and process for administrative assessment.

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

As discussed throughout Criterion 2, planning takes place across all levels of the institution. University and campus administration, faculty, and staff engage in planning processes, and they are committed to meeting the mission of IU Kokomo.

These statements support the alignment of planning and the mission at IU Kokomo:

- Evidence 2d.1: Strategic and operational planning and budgeting processes have resulted in progress toward the mission.

- Evidence 2d.2: The campus planning and budgeting processes are flexible and allow for change when necessary because of dynamic internal and external environments.

Evidence 2d.1: Strategic and operational planning and budgeting processes have resulted in progress toward the mission.

As stated earlier, between 1998 and 2006, the campus supplanted a traditional strategic planning process with a University Strategic Directions Charter. This charter focused campus attention and guided planning efforts. Although the thirty initiatives did not take the form of a traditional strategic plan, they functioned as the operational plan for advancing the university's mission. The eight goals identified as most relevant to the Kokomo campus became the foundation of the campus operational plan. During this period, the campus realized many new initiatives that advanced the mission. Several examples are listed as evidence below. See Criteria 3 and 4 for more details on the following programs.

The campus developed and enhanced freshman programming as a way of promoting the educational attainment of its traditional-age constituencies. The Freshman Learning Community program, the Freshman Convocation, and the Freshman Common Reading program all support a campus commitment to improve the retention rates of incoming traditional-age students. The budget has been linked to these programs with funds allocated for orientation, convocation, and the author's visit to campus. In addition, IU Kokomo focused on more systematic collaboration between curricular and cocurricular learning. A new position was created using CTE funds, that of the director of programming and applied learning, to bridge common learning outcomes. As a result, two programs emerged that have brought faculty and student services professionals together: the American Democracy Project and the Take Back the Night program. Both programs have enriched students' opportunities to become engaged in and informed of their civic responsibilities.

At the same time, the campus sought grant funds and devoted resources to its most at-risk students through two programs, Project Success and the 21st Century Scholars summer program. Although both programs were effective, they have been discontinued because the mission of the institution has changed and these students are now admitted instead to the Ivy Tech Community College of Indiana.

Recently, Indiana University has moved forward with the Degrees of Excellence initiative to enhance retention and graduation rates. For the next five years, the campus has committed 1% of nonacademic budgets, or approximately \$50,000 a year, to initiatives that will enhance the persistence-to-graduation rates of our students. During the first year of the program, the campus devoted \$30,000 to student need-based aid gifts, \$9,000 to student hourly funding, and \$10,000 to the enhancement of IR efforts.

In response to the new baccalaureate mission of IU Kokomo and to the situation of having no additional funding for new degree programs from the state, the campus examined all positions for efficiency. IU Kokomo combined the positions of director of admissions and director of financial aid and the positions of chief financial officer and chief information officer. As a result

of the salary savings from these positions, the campus has been able to enhance the academic mission of the campus (see additional discussion below).

Finally, the campus organized a campus diversity portfolio, sought peer review of the portfolio, developed a campus diversity plan, and created a campus diversity committee (see details in Criterion 1). The president's diversity initiative will fund initiatives in the plan.

School-Level Planning

School-level planning and budgeting efforts have also proven to be effective in leveraging mission accomplishment because they are closely linked to the campus mission. Units are consistently reminded of the need to align their goals and budget requests with the institutional mission documents. Several examples are outlined below as evidence of this connection.

As the campus began its journey to become primarily a baccalaureate institution, the School of Nursing successfully phased out its two-year degree program as it developed the bachelor's degree program and provided courses for a graduate program on the IUPUI campus. Similarly, the School of Arts and Sciences phased out its Associate of Arts degree and added several new bachelor's degrees. The newest degree is the B.A. in Fine Arts. Reallocation of funds from a faculty retirement in theater and support from the campus physical plant budget allowed the school to add a third fine arts faculty position in art history and to renovate space for the art program.

Responding to the campus mission to provide graduate programs, the School of Public and Environmental Affairs moved forward with a weekend cohort in a new graduate program, the Master of Public Management. The school is currently searching for a new faculty member to support that program.

As the campus called for more activities to prepare its students to live and work in a diverse world, the faculty in nursing developed a faculty/student exchange program with a South Korean nursing school to enhance its diversity curriculum efforts. Support for this program came from private donations.

The breadth and depth of the work accomplished in the past decade demonstrates that strategic planning and doing, partnered with effective budgeting processes, allowed the campus to succeed in furthering its mission.

Evidence 2d.2: The campus planning and budgeting processes are flexible and allow for change when necessary because of dynamic internal and external environments.

The Strategic Directions Charter, the Mission Differentiation initiative, and the current campus strategic plan have all functioned on a "rolling environmental scan" in which new information is continuously introduced and interpreted. The plans were modified based on changing factors. Planning today, with the rapid pace of innovation and technology, requires flexibility and adaptability, revisiting, and revamping to meet the mission while maintaining the financial vitality of the institution.

Since 2000, IU Kokomo has had to deal with a number of issues that exemplify its flexibility to meet new and unanticipated challenges. For example, the campus demonstrated its adaptability in responding to the threat of losing enrollment and state appropriations to the community college initiative by enhancing its relationship with Ivy Tech Community College of Indiana Region V. IU Kokomo has worked proactively with Ivy Tech in all areas of our service region, negotiating twelve separate 2+2 articulation agreements in various areas of nursing, elementary and early childhood education, business, criminal justice, general studies, and arts and sciences, programs that allow the smooth transition of students from Ivy Tech to IU Kokomo.

Another example of our flexibility was seen when the State of Indiana withheld one month's appropriation of \$863,000; the campus was able to use salary savings to manage a portion of this shortfall and defer facilities maintenance on noncritical items. This allowed the central teaching/learning, research, and service work of the campus to continue uninterrupted. Ultimately, the budget was made whole by the state, and the deferred maintenance was completed over a two-year period.

Finally, the campus has seen a shift in its student demographics. There has been an increase in the number of traditional-age students and a significant decrease in the number of adult returning students. As a result, the campus initiated both curricular and cocurricular programming for the younger students (i.e., the freshman learning community program and a new sorority) and moved into an accelerated hybrid course delivery system for the adult student.

Meeting Core Component 2d

- Strategic planning and doing partnered with effective budgeting processes have enhanced the campus academic mission.
- School-level planning and budgeting efforts have been effective in leveraging mission accomplishment because they are closely linked to the campus mission and plans.
- The campus planning and budgeting processes are flexible and allow for change when necessary because of dynamic internal and external environments.

Challenges

Although the campus has made great strides in adapting to and partnering with the new Ivy Tech Community College of Indiana, the campus will need to continue to scan the environment and find ways to work successfully and collaboratively with Ivy Tech so that students are well served.

Similar to all public institutions of higher education today, the campus will need to be able to adapt to potential fluctuations in state appropriations in difficult economic times. In addition, the campus leadership will need to work together to identify where savings can be achieved to fund the Degrees of Excellence Program. As the campus faces these challenges, it will need to ensure that effective connections are made among the strategic plan, the budget process, and institutional assessment.

Toward the Future

New planning efforts at IU Kokomo (e.g., the strategic plan, the diversity plan, the marketing and recruitment plan, the technology plan) are well positioned to launch the campus into the next decade as it matures as a baccalaureate institution and realizes its vision to be an institution of choice on its journey from being good to being great. The plans will play a leading role as the campus continues to fund those efforts that further its mission and which are supported by institutional data.

Resources

For further information see the Electronic Resource Room located at the *Archives of Institutional Memory* for Indiana University Kokomo:

<http://institutionalmemory.iu.edu/aim/handle/10333/274>. Criterion Two materials are available at: <http://institutionalmemory.iu.edu/aim/handle/10333/274/items-by-subject?subject=Criterion+Two+%282008+HLC+Self-Study%29&order=title>

During the website transition period, the Archive will continue to add revised documents as they become available.

Information is also available on the Indiana University Kokomo Web pages <http://www.iuk.edu>, RSS Feeds (<http://hdl.handle.net/10333/879>), and in the physical Resource Room.

Chapter 3

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.

As an institution whose first statement of commitment is to student learning, IU Kokomo faculty and staff actively develop, assess, and improve student learning outcomes. The CTLA directs these efforts and has facilitated the development of an Assessment Council, an assessment policy, a common format for assessment plans and reports, a yearly calendar for assessment activities, and a mechanism for reporting assessment results to the public. As programs have become more skilled in developing effective assessment plans, the quality of the assessment efforts has improved.

Given the centrality of teaching and learning in its mission documents, the campus commits resources to faculty development in teaching and learning, regularly evaluates teaching, and recognizes excellence in teaching in a variety of ways. The CTLA directs the faculty development efforts. Its mission is “to support effective teaching and promote student learning through development of the faculty.” Recent HERI data show that 76% of the full-time and 42% of the part-time faculty who responded to the survey have participated in a teaching-related workshop in the past two years.

The campus takes great pride in the learning environments it is creating for students, including small class sizes, state-of-the-art technology, modern laboratories, and a vibrant library and learning commons. The campus also provides a variety of curricular and cocurricular opportunities to enhance student learning and engagement.

To facilitate student success, the campus has invested in a variety of support services; the Math Lab, the Writing Center, Disability Services, and Campus Climate are a few examples. It has also developed academic programs that respond to the needs of specific populations of students. The Freshman Learning Community program, the ACCELerated Evening College, and the R.N. to B.S.N. Pods are a few examples. Finally, the campus continually upgrades its physical facilities and information technology (IT) to better support student learning.

Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

IU Kokomo has systematically developed a comprehensive system of assessment for its baccalaureate, graduate, and cocurricular programs. Although the campus has always had a commitment to the assessment of its programs, in 2004 it reaffirmed and strengthened its focus by dedicating resources to the Center for Teaching, Learning, and Assessment (CTLA). Assessment is aligned with the mission, is used to measure student learning, and informs improvements in programs and curricula. Once results are analyzed through annual assessment reports, they are posted on the IU Kokomo website and shared with various constituencies both on campus and in the community.

List of Evidence

- Evidence 3a.1: IU Kokomo conducts assessment of student learning outcomes as an integral part of the teaching and learning process for all baccalaureate degree programs.
- Evidence 3a.2: Indiana University Kokomo general education student learning outcomes are clearly stated and are aligned with the curriculum.
- Evidence 3a.3: Indiana University Kokomo's graduate program student learning outcomes are differentiated from baccalaureate-level student learning outcomes.
- Evidence 3a.4: Indiana University Kokomo faculty and staff in cocurricular programs have specified student learning outcomes and are engaged in regular assessment of those and related outcomes.

Evidence 3a.1: IU Kokomo conducts assessment of student learning outcomes as an integral part of the teaching and learning process for all baccalaureate degree programs.

Indiana University Kokomo has a long history of both formal and informal assessment of student learning. Prior to 2004, the Assessment Committee of the Faculty Senate had the primary responsibility for collecting and reviewing assessment reports from the academic units. In 2004, IU Kokomo responded to faculty requests for increased training in, and support for, assessment of student learning. Because assessment is an integral part of the teaching and learning process, the Center for Teaching Excellence was given the responsibility for supporting assessment, and its name was changed to the Center for Teaching, Learning, and Assessment (CTLA). The director, formerly given a reassignment of 50% FTE (full-time equivalent), became the full-time director of the revamped center, with 50% of her time to be devoted to assisting faculty and professional staff with assessment of student learning. The CTLA director reports directly to the vice chancellor for academic affairs.

In early spring of 2005, Dr. Susan Hatfield came to campus for a workshop with faculty and staff on developing effective assessment plans. Dr. Hatfield is assessment coordinator at Winona State University and frequently serves as a mentor in assessment workshops conducted by the Higher Learning Commission. The vice chancellor for academic affairs strongly supported this initiative and requested that every school and department have at least one faculty member present for the workshop. Several units had nearly all of their faculty attend. CTLA built on this momentum by conducting individual workshops with academic and cocurricular units in developing assessment plans. In fall 2005 Dr. Hatfield returned to campus to review the assessment plans that the academic units were creating.

An assessment policy was instituted by the Academic Council (chaired by the vice chancellor for academic affairs and composed of deans, chairs, and some directors of programs) in May 2004. At this time an Assessment Council was created and charged with implementing the assessment policy. The Assessment Council is chaired by the CTLA director. It is composed of faculty from every academic unit (including the library) and professional staff from some cocurricular units. The Assessment Council developed a yearly calendar for assessment activities and created a common format for assessment plans and reports. The format includes requirements that each program

- state its mission and its relevance to the mission of the campus,
- state learning goals consistent with its mission,
- state student learning outcomes in terms of what the student is able to do,
- create curriculum maps which depict the course(s) in which each student learning outcome is taught,
- assess actual student work,
- compare the results to pre-set benchmark (or target) levels of performance,
- describe how it is using the data to evaluate the program's effectiveness,
- describe any changes it plans to make based on the data, and
- describe how it will disseminate the information to stakeholders on and off campus.

Members of the council serve as peer reviewers of departmental plans and reports. The CTLA director compiles the peer review comments and sends them to the departmental assessment coordinator and to the unit head (chair and/or dean). In addition, beginning with 2006-07, the CTLA director creates an all-campus assessment report, drawing from information in the departmental reports. After the Assessment Council reviews the report and makes any changes, the report is sent to the Faculty Senate Assessment Committee, which reports to the Faculty Senate on the findings and makes recommendations. This process helps maintain faculty governance over the assessment process. Information about the assessment policy, the yearly calendar, forms for reporting, and the all-campus report are posted on the CTLA website so that it is available to all constituents, including students, faculty, staff, and external communities (<http://legacy.iuk.edu/~koctla>).

Participation in assessment of student learning has steadily increased since 2005. In fall 2005, 55% of academic programs submitted an assessment report. This number increased to 70% in fall 2006 and to 74% in fall 2007.

Relationship of Learning Outcomes to the Campus Mission

In accordance with the intent of the HLC’s assessment principle 1, all academic programs at IU Kokomo are required to state their missions and describe, in their assessment plans, how their missions support the mission of IU Kokomo. In addition, all programs state their learning goals and specific student learning outcomes in their program assessment plans. Assessment Council peer reviewers ensure that the student learning outcomes stated in assessment plans are consistent with the program's mission, that the outcomes are directly tied to courses in the curriculum, and that every course in every program of study contains at least one clearly stated program-level student learning outcome. Student learning outcomes for each course are also listed on each course syllabus. (Examples are available in the Resource Room.)

Evidence of student learning

In accordance with the HLC’s assessment principle 2, academic degree programs use a variety of direct and indirect methods for assessing student learning. CTLA conducted a survey of deans in spring 2008 to determine the most common methods of assessing student performance and student satisfaction (see Table 3.1).

Table 3.1. Assessment methods used (in descending order of frequency).

Assessment of Student Performance
Assessment of written work using a standard rubric
Student performance on course examinations
Review of student portfolios
Discipline-specific standardized examinations
Assessment of Student Perceptions (Satisfaction)
Senior exit survey
Senior exit interview
Current student satisfaction survey
Academic advising survey
Alumni survey

As programs have become more skilled in developing effective assessment plans, the quality of their assessment efforts has improved. For instance, in 2006, according to the peer reviews of assessment reports, just 39% of the programs collected sufficient data from their students to make sound judgments about their programs’ effectiveness. By 2007, however, this number rose to 65%.

Use of Results for Improvement

Departments and schools use assessment results in a variety of ways to improve teaching and learning. Because of their review of assessment results, units have, for instance, changed course schedules, added or revised courses, added or changed assessment strategies, and revised pedagogies. For example, psychology faculty assessed students' ability to design a basic study. Results indicated that students were lacking the necessary understanding to write hypotheses and operational definitions, so a new course assignment was added to the curriculum to assist students with some preliminary feedback regarding their hypotheses and definitions. Preliminary results indicated some improvement in that ability. The School of Nursing has made changes within the curriculum, including piloting an improved preceptor model for clinical education. Pilot assessment results indicate that the model has significantly improved student learning. Some departments have used assessment results to change or add degree offerings. For example, the School of Nursing used assessment results to indicate the need for eliminating the A.S.N. degree program and for enhancing the B.S.N. degree program. The Division of Education used assessment data to add a B.S. in Secondary Education, add a B.S. in Early Childhood Education, and combine two master's degree programs into one.

Dissemination of Results

The campus is committed to disseminating assessment results to relevant stakeholders. To assist the campus in this effort, the Assessment Council asked CTLA to create a master website for posting summaries of individual assessment reports. This page also contains a link to each program's complete assessment report as posted on that degree program's website. Many schools and programs take additional steps to disseminate assessment data. For instance, the School of Business and Economics publishes highlights of its assessment activities in a newsletter distributed to its students and in a separate newsletter that is distributed to regional stakeholders. In addition, the school discusses assessment results with its advisory board. The IU Kokomo Library discusses its assessment results with its advisory board and publishes information about assessment results in the newsletter it sends to all faculty and staff. The psychology faculty e-mails a copy of its assessment report to all psychology majors and discusses the assessment process and results in its introduction to the major course. (For the CTLA website see <http://legacy.iuk.edu/%7Ekoctla/assessment/results.shtml>. Examples of the School of Business and Economics newsletter are located in the Resource Room.)

Evidence 3a.2: Indiana University Kokomo general education student learning outcomes are clearly stated and are aligned with the curriculum.

Developing General Education Student Learning Outcomes

In 2004-05, faculty in the School of Arts and Sciences (SOAS) undertook a study of general education in the school. The faculty developed a set of student learning outcomes for the school, which were adopted by the SOAS faculty in March 2005. In fall 2005, the Educational Policies Committee (EPC) was charged with reviewing the campus's general education program. EPC worked for more than a year creating goals and student learning outcomes for general education, building on the work of the SOAS faculty and following guidelines set by the Indiana University Faculty Council (especially that all student learning outcomes assume a level of skill

above that of the Indiana High School Core 40 curriculum). This was an iterative process, with departmental representatives on the EPC taking drafts of the goals and outcomes to their respective units for feedback and comments, which EPC incorporated into the document and then sent back to academic units for more feedback and comment. Faculty who taught the courses (mainly in the School of Arts and Sciences) were particularly active in helping to write the outcomes. On April 17, 2007, the campus approved the new goals and outcomes for students receiving an IU Kokomo baccalaureate degree. Over the course of the next year, EPC members, again in consultation with academic units, developed a curriculum map of courses and outcomes. The new general education curriculum, mapped to student learning outcomes, was adopted by the Faculty Senate on March 23, 2008, and will take effect in fall 2009. (Minutes of the Faculty Senate are located in the Resource Room.)

Assessing Campuswide General Education Student Learning Outcomes

General education at IU Kokomo is owned by the faculty as a whole and not one specific group of faculty. Therefore, the campus has been working very deliberately to achieve consensus regarding general education assessment. In fall 2006, the EPC, as the Faculty Senate committee overseeing the curriculum, accepted responsibility for assessing general education student learning outcomes at the campus level. Prior to that, assessment of general education occurred within individual schools or degree programs. EPC, in consultation with the CTLA director, developed a pilot project across the campus for assessing the general education outcome, "Students will write effectively." (EPC's report regarding assessment findings is in the Resource Room.) In fall 2007 writing was again assessed, this time in a freshman composition course (ENG-W131). At this time, EPC believes that, while the campus is on the right track in developing a systematic assessment process for general education, it has not yet been able to collect sufficient data to make curricular decisions. CTLA and EPC are committed to working together to develop an effective process for assessing and improving student learning in general education.

Evidence 3a.3: Indiana University Kokomo's graduate program student learning outcomes are differentiated from baccalaureate-level student learning outcomes.

Graduate student learning outcomes are differentiated from undergraduate student learning outcomes in every graduate program. Graduate student learning involves deeper analysis of material, requires higher levels of problem solving and critical thinking, and fosters the development of specialized skills such as leadership. For instance, in the Division of Education, students at the undergraduate level move through a curriculum that takes them from the lower levels of knowledge to higher levels such as evaluation in Bloom's Taxonomy of Educational Objectives, whereas students at the graduate level begin at evaluation and move to the highest levels. In the School of Business and Economics, undergraduate student learning outcomes are focused on obtaining and applying basic levels of knowledge in the core areas of business (e.g., finance, accounting). Graduate student learning outcomes focus on higher levels of critical and analytical thinking, including demonstrating the ability to integrate theory and application and to anticipate business trends. Master of Liberal Studies students are asked to evaluate strengths and weaknesses of different perspectives and must develop their own viewpoint and

support it in a scholarly manner. In the School of Public and Environmental Affairs (SPEA), undergraduate student learning outcomes focus on analyzing principles of public management and criminal justice and effectively implementing public policy, whereas Master of Public Management student learning outcomes require higher levels of creative and critical thinking about past, current, and evolving social and global complexities in the public and nonprofit sectors. All syllabi for graduate courses, including graduate courses which are crosslisted with undergraduate courses, provide the relevant graduate student learning outcomes.

Evidence 3a.4: Indiana University Kokomo faculty and staff in cocurricular programs have specified student learning outcomes and are engaged in regular assessment of those and related outcomes.

Library

The faculty librarians in the IU Kokomo Library have developed student learning outcomes for information literacy and have created a map of activities which support this outcome. They regularly assess this and other outcomes using both direct and indirect methods. In 2007, under the supervision of the director of the library, the campus participated in the LibQual+™ survey. This survey is published by the Association of Research Libraries and is designed to assess the quality of library services. Findings are discussed in the relevant sections of this self-study report.

Student Development and Campus Life

Student Development and Campus Life staff have developed goals and student learning outcomes for the Offices of Student Activities, Campus Climate, and Career Services. Each year, the professional staff in these offices develop a plan for assessing at least one of these outcomes. Their assessment plans and reports follow the same format as those for academic degree programs and are reviewed by members of the Assessment Council.

Meeting Core Component 3a

- The faculty and staff of IU Kokomo are committed to the student learning mission of the campus and demonstrate that commitment by their active participation in the assessment of student learning.
- All of the degree programs have stated student learning outcomes for their programs, and the relevant outcomes are listed in all course syllabi.
- Graduate student learning outcomes are differentiated from undergraduate learning outcomes.
- The campus has adopted a set of student learning outcomes for general education.

- Faculty and staff have created curriculum maps which depict the integration of student learning outcomes into the curriculum and the cocurriculum.

Challenges

Whereas nearly all degree programs have created student learning outcomes and have tied them to their curriculum and most have assessed student learning on at least some of their outcomes, some programs have not yet collected sufficient data to evaluate their effectiveness and a few others have not used assessment information for program improvement. Furthermore, while the campus has made significant progress, it has not yet achieved the goal of regular, systematic assessment of general education student learning outcomes which results in improved student learning.

Although the campus has developed campus-level assessment reports which aggregate data regarding assessment processes (e.g., how many programs participated, how many made changes based on assessment results), it has not yet developed a way of aggregating, at the campus level, information about student learning across academic programs.

In addition, all assessment data are collected as Word files and stored as paper copies in file folders. This makes creating reports at the campus level difficult and time-consuming.

Toward the Future

With the implementation of the new e-Portfolio tool in Oncourse, more programs will be able to implement portfolio assessment more easily. The Bachelor of General Studies (B.G.S.) degree program has been planning to use e-Portfolio to assess the student learning of its graduates but has had difficulty implementing it because of problems with the software. With the introduction of a new, more stable e-Portfolio in fall 2008, the B.G.S. degree program will be able to implement its assessment plan.

The campus is an early adopter of the Voluntary System of Accountability (VSA), which requires that the campus begin assessing student learning using one of three nationally normed standardized tests. The Educational Policies Committee has been asked to recommend which of three exams to administer, with the first administration planned for 2009-10.

CTLA is reviewing software applications that would enable the campus to create and use program-, school-, and campus-level assessment reports more efficiently and effectively, with plans for bringing recommendations to the Administrative Council during budget hearings. Realistically, however, during these tight budget times, this request may not be funded in the next year, and the campus will continue to be challenged to find ways to create effective institutional-level assessment reports.

The campus strategic plan includes an action plan to review and evaluate assessment processes at IU Kokomo to make them more efficient and effective. The Assessment Council will undertake this review in spring 2009.

Core Component 3b: The organization values and supports effective teaching.

As an institution whose first commitment is to student learning, Indiana University Kokomo demonstrates its support for effective teaching in a variety of ways. The campus has devoted resources to increasing the number of full-time faculty while continuing to retain and support many qualified adjunct faculty. The campus supports faculty development in teaching and learning and bestows several annual awards for teaching excellence. Promotion and tenure processes require evidence of effective teaching, and many faculty are promoted and tenured after presenting evidence of excellence in teaching.

List of Evidence

- Evidence 3b.1: Indiana University Kokomo has increased the number of full-time instructional faculty.
- Evidence 3b.2: Indiana University Kokomo provides staff and services to support professional development in teaching and learning, including using instructional technologies.
- Evidence 3b.3: Indiana University Kokomo evaluates teaching as an essential faculty responsibility and recognizes effective teaching in multiple ways.
- Evidence 3b.4: Indiana University Kokomo supports faculty active in the scholarship of teaching and learning.

Evidence 3b.1: Indiana University Kokomo has increased the number of full-time instructional faculty.

Indiana University Kokomo values its resident and adjunct faculty. Many of IU Kokomo's adjunct faculty have taught here for many years, and their expertise and service to the campus make it possible to offer quality instruction for IU Kokomo students. Adjunct faculty bring professional experience, flexibility, and the ability to teach courses in specializations that our resident faculty do not have. For instance, the 15-credit-hour Certificate in Entrepreneurship is possible because adjunct faculty are able to teach the required courses. In addition, the results of the 2008 Higher Education Research Institute (HERI) Faculty Survey demonstrate that 100% of our

adjunct faculty and 100% of our resident faculty rate teaching as being personally “very important” or “essential,” demonstrating that all of our faculty strongly value teaching.

At the same time, IU Kokomo and Indiana University recognize that full-time faculty are able to support the university and its students in ways that adjunct faculty cannot. Full-time faculty have more input into curriculum development and assessment of student learning. Because they are able to be on campus many more hours during the week, they are more available to students and to their colleagues than are adjunct faculty. Full-time faculty are better able to participate in service activities that further the teaching and learning mission of the campus. Therefore, it is to the university’s benefit that it reduce its reliance on part-time faculty and increase the number of full-time faculty.

Budget constraints, however, made it difficult to hire many additional faculty at the assistant professor level and above. Therefore, in May 2001, the Indiana University Board of Trustees approved the creation of lecturer and senior lecturer faculty ranks and redefined clinical faculty ranks to provide for faculty whose responsibilities include teaching and service but not research or creative activity. In June 2001, the Indiana University Board of Trustees approved a three-year budget plan for increasing the number of full-time faculty from these newly created ranks (http://www.indiana.edu/~deanfac/acadhbkc/acad_handbk_2006.pdf and relevant Board of Trustees’ minutes at <http://webapp1.dlib.indiana.edu/iubot/view?docId=2001-06-05.xml> and <http://webapp1.dlib.indiana.edu/iubot/view?docId=2001-05-04.xml>).

IU Kokomo has taken advantage of the new policy to increase the number of full-time instructional faculty and decrease the number of part-time instructional faculty significantly, as shown in Table 3.2 below.

Table 3.2. Number of full-time and part-time instructional faculty 1998 and 2003-2008.

Faculty Counts	Fall 1998	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Full-time	80	89	94	96	95	94	90
Part-time	102	88	85	76	77	68	78

In 2007, IU Kokomo employed 94 full-time and 67 part-time instructional faculty. Sixty-five percent of the full-time instructional faculty and three percent of the part-time instructional faculty have earned a doctorate or other terminal degree. Another 34% of the full-time instructional faculty and 63% of the part-time instructional faculty have earned a master's degree. This increase in full-time faculty members has significantly expanded the percentage of credit hours taught by full-time faculty members. In 1998-99, full-time faculty members taught 56% of the credit hours offered on campus. Recently, the percentage of credit hours taught by full-time faculty has ranged from 69-73%.

The Schools of Arts and Sciences, Allied Health, and Public and Environmental Affairs, and the Division of Education have all increased their number of full-time faculty in recent years. The

School of Arts and Sciences continues to employ more part-time faculty members than the other units, due, at least in part, to the many lower-division general education courses taught in the school. But the increase in the number of full-time lecturers in English, communication arts, psychology, and mathematics has also increased the number of sections of general education courses taught by full-time faculty.

By creating new lecturer positions, the campus has been able to develop new degree programs in radiography, fine arts, and early childhood education. Lecturers also help supervise the Advance College Project on our campus, an Indiana University program which enables talented high school students to earn college credit (dual credit) in English composition and a variety of other courses at their own high schools.

Evidence 3b.2: Indiana University Kokomo provides staff and services to support professional development in teaching and learning, including using instructional technologies.

One example of the support that IU Kokomo provides for effective teaching is through funding of the Center for Teaching, Learning, and Assessment (CTLA). The CTLA's mission is "to support effective teaching and promote student learning through development of the faculty." CTLA staff include the full-time director who holds a faculty appointment, two full-time professional staff (one with a master's degree in information technology and one with a Ph.D. in instructional design), a part-time student worker, and a part-time secretarial assistant. CTLA staff members provide training in instructional technologies, including Indiana University's course management system (Oncourse) and in instructional development and design (<http://legacy.iuk.edu/~kocsla/>).

Each semester, CTLA schedules approximately 20 training classes, including a one- or two-day "tech camp" for new faculty held each fall before the semester begins. Some classes, suitable for faculty and staff, teach how to use specific software products, such as Microsoft Office, Dreamweaver, or Photoshop. Other classes are designed specifically for faculty, focusing on using teaching technologies effectively to support student learning. These include classes on IU's course management software, Oncourse; IU's Interactive Learning Toolkit, InLeT (for creating online activities); a proprietary online assessment/survey tool, Flashlight; and others.

In addition to group training, CTLA offers individual training for faculty who have particular interests or who are unable to come to the regularly scheduled classes.

All CTLA training is open to resident and adjunct faculty. To extend support to adjunct faculty specifically, CTLA sponsors an annual adjunct faculty dinner, which is held the week before classes begin. This event offers adjunct faculty an opportunity to meet each other, interact with administrators and clerical staff in their department, and celebrate the beginning of the school year. They are greeted by the chancellor and the vice chancellor for academic affairs. CTLA staff provide a half-hour training session on a current topic. For example, when the instructor computer stations in the classrooms were converted to Microsoft Office 2007, CTLA staff demonstrated how to use Office 2007 and described some of the issues with converting files

from the older versions of Office. Approximately 35-45 adjunct faculty attend this dinner each year and nearly all rate the experience very highly.

CTLA provides a number of other resources for faculty to enhance their teaching, including a substantial professional development book collection (cataloged by and housed in the library), and a well-developed website with links to many online resources. CTLA maintains a computer lab with five state-of-the-art workstations for faculty. Faculty use this lab, for example, to scan and edit images, create and edit websites, create short videos, or move data files on older media to CD-ROM or flash drives. The lab also contains a sound room for creating podcasts. To ensure the availability of services to adjunct faculty, the lab is kept open and is staffed by a student worker until 7:00 p.m. Mondays through Thursdays, when classes are in session.

In partnership with Indiana University's Faculty Colloquium on Excellence in Teaching (FACET), CTLA sponsors an annual workshop on teaching, bringing a nationally known speaker to campus for a day-long workshop. Recent topics have included student motivation, assessment of student learning, teaching critical thinking, Team-Based Learning (TBL), and integrated course design. These events are usually very well attended, at times with one-third to nearly one-half of the resident faculty participating.

CTLA facilitates faculty learning communities on a particular topic each year. In these communities, a group of 6-8 faculty meet regularly for a year, reading the literature on their topic and working on a project. For instance, the faculty in the Team-Based Learning community each redesigned one course to use TBL. This community has grown to include others who are also interested in TBL. Another community created a format and procedure for conducting formative peer reviews of teaching.

CTLA publishes two newsletters for faculty. The adjunct faculty newsletter is mailed to adjunct faculty members' home addresses five times a year. The resident faculty newsletter is published once each semester. The newsletters contain technology tips, information on training opportunities, and articles on current issues in teaching and learning. A 2004 survey of adjunct faculty showed that over half of the 29 respondents reported reading at least 75% of the newsletter; only 14% said they read less than a quarter of the newsletter content. Sixty-nine percent of the respondents agreed that the newsletter content was helpful to them in their work at IU Kokomo.

Other evidence that IU Kokomo faculty value available faculty development opportunities comes from the 2008 HERI Faculty Survey. Results show that 76% of the full-time and 42% of the part-time faculty who responded to the survey have participated in a teaching-related workshop in the past two years; 88% of full-time and 42% of part-time faculty reported they had participated in a workshop on classroom teaching at IU Kokomo at some time in the past.

Evidence 3b.3: Indiana University Kokomo evaluates teaching as an essential faculty responsibility and recognizes effective teaching in multiple ways.

Evaluating Teaching Effectiveness for Appointment, Reappointment, Promotion, and Tenure

Our campus's commitment to effective teaching is reflected in hiring practices, faculty annual evaluation, and promotion and tenure criteria. Advertisements for new faculty positions require that candidates submit evidence of teaching effectiveness, and, when possible, candidates are asked to teach a class or present their research to students or to faculty. Evaluation of teaching effectiveness, or potential for teaching effectiveness, is prominent in the search and screen process. (Sample advertisements and itineraries are in the Resource Room.)

Resident faculty members submit a service report annually. The format for this report requires that faculty describe their work on curriculum development, including how they address diversity in their courses. Faculty also summarize evidence of effective classroom teaching, including results of student evaluations of teaching and any peer reviews of their teaching in this report. The faculty member's chairperson or dean makes recommendations for reappointment (for junior faculty) and salary increases based, in part, on the quality of the faculty member's teaching. Part-time faculty are also asked to complete an abbreviated version of this report (<http://legacy.iuk.edu/~koacad/pdf/AdjFacAnnualReport.pdf>; the faculty annual report form is at <http://legacy.iuk.edu/~koacad/pdf/FacultyLibServReport.pdf>).

To be reappointed or promoted, all tenured, tenure-track, and non-tenure track faculty members must demonstrate satisfactory teaching, defined by the promotion and tenure criteria as "effective instruction." Although faculty can be promoted or tenured based on excellence in teaching, research, or service, most IU Kokomo faculty are promoted and/or tenured based on excellence in teaching, meaning they have demonstrated a continuing record of "unusually effective or distinguished" teaching (see descriptions of the promotion and tenure process at <http://legacy.iuk.edu/~koacad/handbook/tenure.htm>).

Teaching Awards

The campus gives several awards each year in recognition of teaching excellence. According to the HERI Faculty Survey, 65% of the full-time faculty and 25% of the part-time faculty reported that they had received an award for outstanding teaching. The most prestigious award is the Claude Rich Excellence in Teaching Award. This award commemorates Howard County native Claude Rich, who retired from Indiana University in 1976 after 44 years of remarkable service. It is given annually during the fall Faculty and Staff Convocation. Two awards are given each year—one to a resident faculty member and one to an adjunct faculty member. Recipients receive a plaque and a monetary award of \$3000 for the resident faculty award winner and \$1000 for the adjunct faculty award winner. (Claude Rich Award information is at <http://legacy.iuk.edu/~koacad/handbook/Claude%20Rich.htm>.)

In addition, each year, the campus gives four to six \$2500 Trustees Teaching Awards to those resident faculty members who have demonstrated that they were the campus's best teachers in the preceding academic year. As with the Claude Rich Award, nominees for these awards

assemble a dossier of evidence of their teaching effectiveness. A faculty committee selects the award winners based on the materials in their dossiers.

In May of each year, at Honors Day, the Student Government Association presents the Amicus Award to one resident and one adjunct faculty member. Students vote for their favorite teacher during student government elections, and the resident faculty member and adjunct faculty member who receive the highest number of votes are given the award.

In addition to the three campus awards, Indiana University Kokomo resident faculty are eligible for, and have received, several university-wide teaching awards. The Faculty Colloquium on Excellence in Teaching (FACET) is a university-wide teaching academy whose mission is to “advocate pedagogical innovation, inspire growth and reflection, cultivate the Scholarship of Teaching and Learning, and foster personal renewal in the commitment to student learning.” Selection to FACET is a high honor, as it follows a rigorous nomination and selection process at both the campus and the university level. Faculty who have been nominated for FACET develop a dossier which demonstrates established and continuing excellence in teaching, including a commitment to ongoing reflection on their teaching practices and participation in the scholarship of teaching and learning. Each campus nominates faculty whose submission dossier is reviewed at the local campus before being forwarded to the university-wide selection committee. Twenty-two current and nine retired IU Kokomo faculty are FACET award winners (<http://www.facet.iupui.edu/nominations/nominations.html>).

Indiana University gives six Distinguished Teaching Awards annually, for which resident faculty from all IU campuses are eligible. Two IU Kokomo faculty members have won one of these very competitive awards (<http://www.indiana.edu/~disteach/index.shtml>).

Evidence 3b.4: Indiana University Kokomo supports faculty active in the scholarship of teaching and learning.

The Scholarship of Teaching and Learning (SoTL) brings to the study of teaching the same discipline and rigor that is applied to other areas of research. Faculty who participate in SoTL projects demonstrate their concern for student learning by applying the skills in critical inquiry that they developed within their disciplines to the craft of teaching. Many IU Kokomo faculty are active in promoting the Scholarship of Teaching and Learning (SoTL). Faculty in the Departments of Humanities Natural, Information, and Mathematical Sciences, and Social and Behavioral Sciences, in the Division of Education, and others are peer reviewers for SOTL publications within their fields or for more general SoTL publications such as the *Journal of the Scholarship of Teaching and Learning* (<http://www.iupui.edu/%7Eijosotl/>). In addition, many faculty members across campus participate in organizations which promote effective teaching within their disciplines and are supported in that work by their departments. IU Kokomo campus leaders strongly encourage scholarly work in teaching and learning, especially work leading to peer-reviewed publication. In most academic units, such work counts as a contribution to teaching and/or scholarship for promotion, tenure, and reappointment decisions.

Meeting Core Component 3b

- That Indiana University Kokomo values and supports effective teaching is demonstrated by the significant resources the campus has invested in increasing the number of full-time instructional faculty, in supporting professional development in teaching, and in awarding outstanding teaching.
- These efforts are appreciated by the faculty--nearly three quarters of the part-time and full-time faculty responding to the HERI Faculty Survey agreed that faculty are rewarded for being good teachers.
- In addition, all of the part-time faculty and 92% of the full-time faculty agreed that their teaching is valued by their department.

Challenges

While the addition of lecturers and senior lecturers has helped reduce the number of adjunct faculty at Indiana University Kokomo, some departments are reaching the limits for the allowed number of lecturers. IU specifies a maximum percentage for the number of non-tenure track faculty within a department. The Department of Humanities, for instance, has in the past been close to that maximum limit.

Recruiting and retaining candidates with the appropriate doctoral credentials in both the School of Nursing and in the School of Business continues to be a challenge. The School of Nursing, for instance, has found it difficult to fill its open tenure-track positions because of the national shortage of doctoral-level applicants. As a result, nursing has had to fill these positions with clinical faculty rather than tenure-track faculty.

Toward the Future

IU Kokomo plans to increase recruitment efforts for hiring in needed areas. One strategy that has been successful in the past has been to support current clinical faculty in nursing who wish to complete doctoral degrees and move to the tenure track. This strategy may help alleviate the difficulties in recruiting nursing faculty with doctorates.

Core Component 3c: The organization creates effective learning environments.

Our first statement of commitment, the commitment to student learning, states that “the campus community provides a learner-centered environment grounded in the liberal arts and sciences and linked to the professional schools. We are committed to open and free inquiry, high quality instruction and academic support services, experiences that foster students’

development, opportunities for experiential learning, and the enhancement of skills in the areas of civic engagement, diversity, and global awareness and involvement.” The campus takes great pride in the learning environments it is creating for students, including small class sizes, state-of-the-art technology, modern laboratories, and a vibrant library. Students have a variety of support services available to them. The Office of Student Development and Campus Life has developed cocurricular programming which enhances and extends student learning beyond the classroom.

List of Evidence

- Evidence 3c.1: Indiana University Kokomo provides significant resources to support student learning and assesses their effectiveness.
- Evidence 3c.2: The campus continually assesses and improves academic support services for students.
- Evidence 3c.3: The campus provides a variety of curricular and cocurricular opportunities to enhance student learning and engagement.
- Evidence 3c.4: The campus develops customized academic programs to respond to the needs of specific populations of students and assesses the programs’ effectiveness.
- Evidence 3c.5: Program review is an essential part of IU Kokomo’s culture and has resulted in changes in curriculum.

Evidence 3c.1: Indiana University Kokomo provides significant resources to support student learning and assesses their effectiveness.

Class Size and Student Engagement

Students and faculty enjoy the benefits of small class sizes. The student/faculty ratio is 16:1. In the fall 2007 semester, the average class size (not including independent study/internship courses) was 17 students. Most classes (74%) were composed of fewer than 30 students. Only 4% of all classes were composed of more than 50 students. Small class sizes permit more active learning, with engagement among students and between students and faculty—teaching practices that research has shown to be related to higher levels of student development and student learning. According to the 2006 National Survey of Student Engagement (NSSE), our freshmen students are more likely than freshmen at similar institutions to have made a class presentation, to have prepared two or more drafts of a paper before turning it in, and to have worked on a project that required integrating ideas from various sources. On the other hand, our freshmen students are less likely to have asked questions in class or contributed to class discussions, even though 100% of the full-time faculty and 92% of the part-time faculty responding to the HERI Faculty Survey reported frequently encouraging students to ask questions in class (see Table 3.3 below).

Table 3.3. NSSE 2006 items on student engagement in class.

Percentage of students who responded in the top two categories (“often” and “very often”) regarding how often they engaged in each of the activities.

Questions from 2006 NSSE	First-Year Students		Seniors	
	IUK	Peers	IUK	Peers
1a--Asked questions in class or contributed to class discussions	58%	67%	77%	73%
1b-- Made a class presentation	46%	37%	57%	61%
1c--Prepared 2 or more drafts of a paper or assignment before turning it in	67%	64%	52%	57%
1d--Worked on a paper or project that required integrating ideas or information from various sources	85%	75%	87%	86%
1g --Worked with other students on projects in class	50%	51%	48%	51%
1h--Worked with classmates outside of class to prepare class assignments	28%	33%	54%	50%
1i--Put together ideas or concepts from different courses when completing assignments or during class discussions	43%	46%	68%	65%
1n--Discussed grades or assignments with an instructor	44%	47%	55%	59%
1p--Discussed ideas from your readings or classes with faculty members outside of class	17%	22%	26%	23%
1q--Received prompt written or oral feedback from faculty on your academic performance	48%	43%	64%	63%

Instructional Technology

Because our campus is part of Indiana University, our students and faculty have access to technology resources far beyond what many institutions its size can offer. Indiana University is home to one of the largest university-owned supercomputers in the nation and is known for its innovative leadership in high-performance computing and networking. Indiana University has devoted substantial resources to supporting faculty and students in the effective use of technology for learning.

In addition to the standard classrooms, which contain technology for presenting media to students, the campus has eight computer classrooms, which contain 184 student computer workstations. Besides the software found on all student computers on campus, some classrooms provide specialized software, such as the Adobe Creative Suite (for the new media courses) and Adobe Dreamweaver and Flash (for digital art courses). All computer classrooms come equipped with SynchronEyes software. This gives faculty members the ability to send the display on their computers to the students' computer screens to allow students to follow details that might be lost when viewed on a larger classroom screen. Faculty have the ability to display a student's screen to the rest of the class, to view any student's screen remotely, and to control what the student is able to do on the computer during class (for instance, access to the Internet can be blocked during an examination).

The computer classrooms serve as open computer labs for students when regular classes are not scheduled. Students have access to an additional 77 open-lab computer workstations and 12 public e-mail kiosks located around campus. The campus has budgeted for a lifecycle program through which student workstations are replaced every three years and printers are replaced every five years. The student workstations have a comprehensive suite of software (<http://legacy.iuk.edu/~koscs/software.shtml>).

Students, faculty, and staff are able to download Microsoft, Apple, Adobe, and Symantec software at no charge for their home computers, and they may purchase other software at a substantial discount (<http://iuware.iu.edu/license/>).

Indiana University's course management system, Oncourse, is integrated into the Student Information Systems (SIS) database used by the registrar, bursar, and other administrative units. All IU courses, including those at IU Kokomo, are given a specific password-protected Oncourse course site, to which students are automatically added and given access. Students can access Oncourse from any Internet connection. Faculty use Oncourse to upload course materials, such as syllabi, readings, and PowerPoint handouts; to conduct online asynchronous discussions or real-time chat sessions; and to post student grades. Faculty can also post announcements, allow students to submit assignments, and conduct online examinations or ungraded anonymous surveys of students. Faculty members from any campus are able to suggest enhancements to Oncourse. These suggestions are compiled, and a university-wide faculty committee, the Oncourse Priorities Committee, decides which enhancements will be developed (<https://oncourse.iu.edu/access/content/user/ocadmin/story.html#background> and <https://oncourse.iu.edu/portal/site/!gateway/page/895a1a30-ac76-483c-8040-9ff3946d1c6c>).

The HERI Faculty Survey showed that most (82% of full-time and 83% of part-time) faculty have placed or collected assignments on the Internet. In addition, 86% of the full-time and 92% of the part-time faculty agreed that the campus offers adequate support for integrating technology into their teaching. Furthermore, the 2006 NSSE data find that 79% of freshmen and 91% of seniors reported they had used an electronic medium to discuss or complete an

assignment, and 96% of freshmen and 100% of seniors had used e-mail to communicate with an instructor. These results demonstrate that faculty and student use of technology has facilitated communication and collaboration among students and faculty.

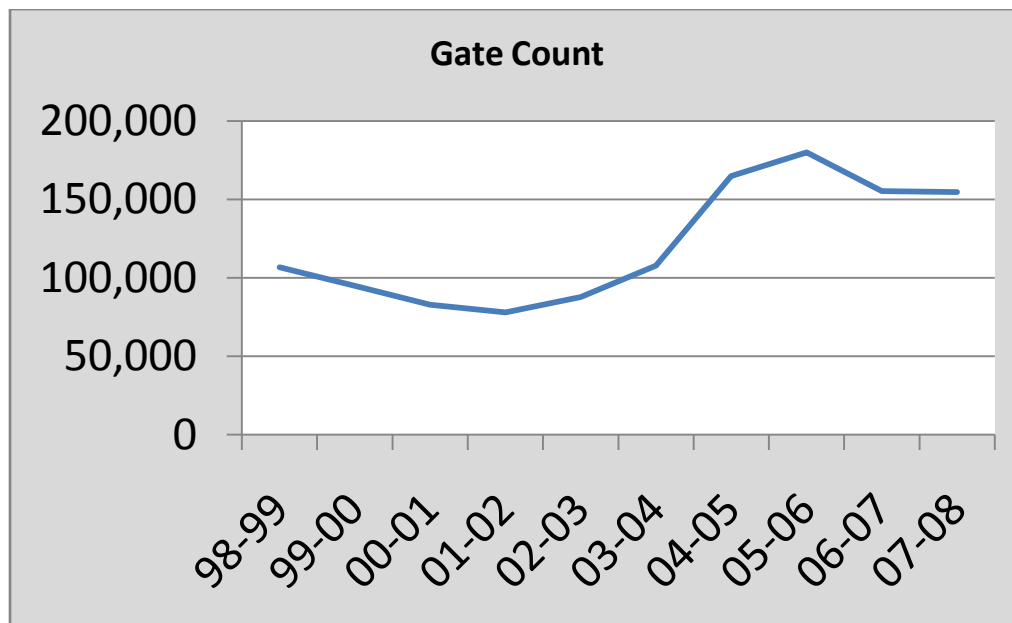
Library and Learning Commons

Over the past several years, the library has become the academic hub of the campus, due in large part to a series of changes that began in 2004. The main student computer lab and the Information Technology (IT) Helpdesk, once located in the basement of the Main Building, moved to the first floor of the library, creating a new Information Commons. Two years later, two smart classrooms were created. In fall 2007, the Writing Center moved to the first floor of the library, prompting the Information Commons to be renamed the Learning Commons. The library added comfortable furniture on the first floor and eased restrictions on food, drink, and noise to make the facility a more hospitable and friendly place to work and study. The library provides study rooms for students to work in a quiet space or for groups to work together without distracting others. All study rooms contain technology to facilitate group work.

Prior to the most recent renovation, the library contained 50 computer workstations; there are now 91. Students are able to scan documents and to print in black and white or color. In response to student concerns expressed on several surveys, the IT Helpdesk is now staffed by IT support personnel whenever the library is open. The smart classrooms allow the library to better support its information literacy program. This structured program annually reaches over 2,200 students. The enhancement of wireless technology allows students Web access with their own laptops or laptops that can be borrowed from the circulation desk.

Many of the changes were a direct result of the student feedback garnered from a joint Library/IT Survey conducted in fall 2004 and the LibQUAL+™ survey conducted in spring 2007. Students and faculty alike appear to appreciate these service upgrades. Gate count has increased significantly, as shown in Figure 3.1.

Figure 3.1. Number of individual visits to the library.



Challenges do remain, however. The LibQUAL+™ survey revealed a few issues that the library is addressing. Students were concerned about the level of noise. Although this is a common issue for academic libraries across the country and is due in part to the increased foot traffic and the fact that noise comes into the library from Alumni Hall, the librarians have sought to be responsive to this problem. It may ultimately be advisable to create an entrance to the library which would permit less noise to come in from outside the library. In addition to the individual study rooms mentioned above, the library offers earplugs to students who request a quieter environment. Initial feedback suggests this has been successful in reducing the number of complaints about noise. Another alternative being considered is a proposal to create additional quiet rooms as funding allows.

The LibQUAL+™ survey also revealed that students were concerned that there are not enough study rooms and that they had difficulty scheduling them. During the semester, these rooms are in use about 80% of the time. In response, the library changed how rooms are scheduled to make the process more efficient. It is hoped that future renovations to the library will increase the number of study rooms available to students.

CuLab

The Curriculum Lab/Teacher Resource Center (CuLab) in the Division of Education is an essential part of the teacher education program. It provides space for individual and collaborative work, print and multimedia materials, and curriculum development/instructional materials for teachers. Students have access to computers, scanners, and a networked printer. Students work in the CuLab both individually and in groups to design/create learning activities, brainstorm ideas, practice skills, meet with student interns, create/edit their e-Portfolios, view videos, and interact with faculty. Within this academic setting, students create friendships and

develop a true sense of community. The coordinator of education and student services serves as an immediate university contact person. The coordinator plans and facilitates activities in conjunction with the faculty of the Division of Education, students, and faculty members from mathematics, foreign languages, and English composition.

During the academic year, CuLab use averages 10 to 15 students per day. In response to feedback from students, the technology provided in the CuLab has increased. In 2006-07, the CuLab installed a network printer. The following year the CuLab added three scanners and improved wireless accessibility. The most recent National Council for Accreditation of Teacher Education (NCATE) Board of Examiners Report (2002) stated that “the Curriculum Lab and the library provide an adequate array of holdings to support the faculty and students in the Division. Students use the Curriculum Lab extensively.”

As part of its program assessment, the Division of Education regularly conducts a Program Completer Survey. The item “evaluate curriculum materials for their usefulness and appropriateness for students” assesses the materials in the CuLab. Those students responding to the most recent survey (spring 2007) gave a 3.7 rating (out of a 5 point scale, where 3=adequately prepared, 4=well prepared, and 5=extremely well prepared) to that statement, reflecting their satisfaction with the learning environment afforded them by the CuLab.

Space for New Baccalaureate Degree in Fine Arts

Fall 2008 saw the implementation of a new degree, the Bachelor of Arts in Fine Arts. Previously, fine arts studio courses had been housed in classrooms in the East Building. Beginning in spring 2007, renovations began on the Early Outreach Building (EOB) to accommodate studio courses in painting, drawing, and sculpture. Most fine arts studios began to use the facility in fall 2008.

Additional space for the fine arts studio courses in digital art, video editing, and animation was created in the Main Building. Software was added to KO082, a computer lab in the Main Building, to accommodate student work in web design, photo editing, and animation. In addition, new Mac editing stations using Final Cut Pro were added to the existing video studio in KO275 to provide updated software and hardware and to increase the availability of workstations for digital and video arts and new media courses.

Evidence 3c.2: The campus continually assesses and improves academic support services for students.

Academic Advising

The campus has long recognized the importance of academic advising to student success. Every student is assigned to an advisor upon admission, based on the student’s declared major. Every school or division, including University Division (for undecided students), has a professional advisor, and some schools also have faculty advisors. Academic advising is coordinated by the director of University Division, and each advisor is supervised by the dean of his or her school or division.

The campus's strategic plan reflects the campus community's recognition of the critical role of advising to student success. For instance, an action item for strategic priority II (increase six-year graduation rate) called for integrating advising into the Freshman Learning Community (FLC). This was accomplished beginning in 2007–08. An advisor is assigned to each FLC in order to develop a relationship with the students and provide additional guidance to students during the critical first year. A survey of Freshman Learning Community students in spring 2008 found that 55% of students reported experiencing positive interactions with an advisor in the class (this number rose to 59% for students in major-specific learning communities, where the assigned advisor was also their major advisor). Only about 41% of the students agreed, however, that the FLC class increased the degree to which they established a meaningful relationship with an advisor. It is hoped that with increased experience with integrating advisors into the FLCs, more students will be able to report having had positive interactions and having developed meaningful relationships with an academic advisor.

The strategic plan also calls for measures to improve the quality of academic advising. On the 2006 NSSE, 73% of freshmen and 54% of seniors rated the quality of the academic advising they received as "good" or "excellent." While the freshman ratings are comparable to those of freshmen at our peer institutions, the senior ratings are significantly lower. The strategic plan (strategic priority II, objective 4) calls for identifying and implementing best practices in advising, assessing the academic advising program, and reviewing the administration of advising on the campus. In May 2008 the campus hired a consultant from the National Academic Advising Association (NACADA) to conduct a holistic review of advising at IU Kokomo. In response to a recommendation from that review, the campus has created an assistant vice chancellor position within academic affairs responsible for campuswide leadership in advising, with responsibilities for facilitating a clear identity for advising, developing an outcomes-based assessment plan, and analyzing staffing levels and responsibilities. In addition, the campus will be phasing out University Division, with undecided students being assigned to the School of Arts and Sciences.

The NACADA consultant also recommended improving training and development for advisors, improving recognition and reward structures, and reviewing the current structure to take advantage of the expertise of professional and faculty advisors. The recommendations have been discussed by Administrative Council (which has representatives from all major campus constituencies) and the Student Success Committee. Their recommendations were sent to the chancellor's Cabinet for discussion. The interim chancellor has appointed a group to implement the recommendations, and the final plan for implementation is in the Resource Room.

Math Lab

Prior to fall 2006, developmental mathematics tutorial assistance was provided to students enrolled in MATH-M007 (Elementary Algebra), MATH-M117 (Intermediate Algebra) and MATH-M125 (Precalculus Mathematics) at the Learning Enhancement Center (LEC). The center provided individual appointments with peer and professional tutors, group study tables conducted by an instructor or a professional tutor, and a variety of textbook and video resources. Tutoring was available throughout the day during fall and spring semesters and on a more limited basis during summer.

In fall 2006, to increase student success in mathematics, all students enrolled in MATH-M007, MATH-M117, and MATH-M125 were required to complete online homework and quizzes using the textbook-based website, MyMathLab. To support this new requirement, the campus created the Math Lab and moved all mathematics tutorial assistance from the LEC to the new lab. The LEC co-director for mathematics became the Math Lab coordinator.

Although students can access the MyMathLab homework assignments and quizzes from any computer with an Internet connection, they are encouraged to work on their assignments in the Math Lab, where they can receive assistance from peer and professional mathematics tutors. One tutor is always on duty when the Math Lab is open to assist students on a “roaming” (as-needed) basis, and often a second tutor is available for scheduled individual tutoring sessions. Initially, study tables were included in the schedule, but feedback indicated that the tutorial resources built into the website and the personal attention provided by the roaming tutors made the study tables unnecessary.

While the number of students served and total number of visits have increased substantially with the introduction of the Math Lab, the percentage of students who use the lab regularly is still low. This is a concern because, in 2006-07, over 70% of the students who never visited the lab ended the course with a D, F or W. Students, however, may elect to complete homework online from home or another location on campus, so the number of visits may not be an accurate measure of the use of MyMathLab. Unfortunately, however, the data also show that DFW rates (percentage of students receiving a D, F, or withdrawing from the course) either have not changed or have actually increased since the introduction of required MyMathLab homework. The mathematics faculty continue to work on this challenge.

Writing Center

The mission of the Writing Center is to enhance student academic success. Center staff provide assessment of, and academic support for, student writing skills in all disciplines through the creation of a caring and friendly environment conducive to learning. The center also provides tutoring in Spanish. One-on-one tutoring sessions, workshops, and handouts are available for students.

In 2007, the Writing Center was relocated to the Learning Commons in the library. The move was motivated by survey results indicating students’ preferences for proximity to the library where they do their research and the campus’s awareness that other universities successfully house writing centers in their libraries. The new space features enhanced technology and library resources and is in close proximity to library and information technology services.

Center staff communicate regularly with the faculty by, for instance, informing them when students have scheduled appointments. Each semester, faculty members are invited to send their syllabi and/or writing assignments to the center, which are kept on file to assist the tutors in understanding faculty expectations. Some faculty in areas such as nursing and history provide the center with additional guidelines for documentation of assignments to assist the students and the center staff.

Table 3.4 illustrates the change in use of the Writing Center before and after the move to the library in fall 2007. These numbers suggest that the move to the Learning Commons in the library has been positive, with a 33% increase in tutoring appointments from fall 2006 to fall 2007. In addition, in 2007-08, the center recorded 630 non-tutoring uses, including brief questions, consulting the center's reference materials, and using the center's computers. The number of students taking advantage of this resource continues to increase.

Table 3.4. Number of tutoring appointments in the Writing Center.

	Fall Semester	Spring Semester	Summer
2003-04	435	481	22
2004-05	422	272	5
2005-06	403	309	0
2006-07	243	236	33
2007-08	322	241	82

Evidence 3c.3: The campus provides a variety of curricular and cocurricular opportunities to enhance student learning and engagement.

International Travel

IU Kokomo has an active international travel program. In the past five years, groups of students have visited Italy, Brazil, South Korea, Scotland, Ireland, Canada, England, and Guatemala. To assist faculty and students in creating and taking advantage of these opportunities, one faculty member is given a 25% assignment as International Programs liaison. The liaison works with the Overseas Study Scholarship Committee and an International Programs Committee to distribute scholarships, make other funding recommendations, and develop policies and procedures for overseas travel. Grant funding for faculty who wish to develop an international study experience is available from the university-wide Overseas Study Advisory Council, located at IU Bloomington. The liaison assists faculty in developing proposals for obtaining funding and provides advice and support for students interested in overseas study (for more information see <http://legacy.iuk.edu/%7Ekoipdiv/>).

Honors Program

The Honors Program provides unique educational and cultural opportunities for bright, highly motivated students. Specially designed courses and other activities challenge students to reach their potential. Incoming students are eligible to apply if they have SAT scores of 1100 on the mathematics and critical reading sections combined (or an ACT score of 24) and a high school grade point average of 3.3 or higher and if they have ranked in the upper 20 percent of their high school graduating class. Students who have completed a minimum of 12 credit hours of regular course work at IU Kokomo with a grade point average of 3.3 or higher are also eligible to apply. Honors students must maintain a minimum grade point average of 3.3 to fulfill Honors Program requirements.

The Honors Program offers three options:

- *University Honors* with 12 credit hours in honors course work inside and outside the major, plus two honors colloquia offering 2 credits each.
- *Major Honors* with 6 credit hours in honors course work in the major, as determined by the division or department, plus two honors colloquia offering 2 credits each.
- *Interdisciplinary Honors* with 6 credit hours in honors course work outside of the student's major, as determined by the division or department, plus two honors colloquia offering 2 credits each.

In 2007-08, 66 students were involved in the program. The budget for the Honors Program covers compensation for the director, memberships in honors organizations and travel to national honors conferences, and conference travel expenses for honors students and their faculty sponsors. The program places a major emphasis on encouraging and enabling students to present their work at regional conferences, such as the Butler University Undergraduate Research Conference and university-wide conferences such as the IU Women's Studies Conference or the IU Undergraduate Research Conference. In 2007, in conjunction with IU Kokomo's Center for Research and Creative Activity, the Honors Program instituted two campus symposia, one for freshmen and sophomores and one for juniors and seniors, where students can present their work (<http://legacy.iuk.edu/%7Ekohonors/>).

Student Organizations

The Office of Student Activities coordinates the student groups on campus. Groups that are registered with the office may request funding from the student activity fee. The Student Senate of the IU Kokomo Student Government Association has the responsibility of allocating the student activity fee (<http://legacy.iuk.edu/~kosact/pdf/Bylaws/IUKSGABylaws.pdf>). Most student groups are funded on a semester-by-semester basis. Student organizations complete an online budget request form providing detailed information on the various activities and events they would like to sponsor and the anticipated expenses and revenue for each event (<http://legacy.iuk.edu/~kosact/FundingofStudentOrganizations.shtml>). The Senate Finance Committee reviews the requests and makes recommendations to the full senate, which votes on the requests. Many student groups also do fundraising activities during the year to supplement their allocation from the activity fee.

As shown in Table 3.5 below, the number of student organizations has increased markedly in the past five years. The amount of funding for student government, however, has remained relatively flat. In part, this is because student government traditionally has tried to keep the activity fee as affordable as possible. Recently, student government has raised the student activity fee at the same rate as tuition has increased (any increases in the total fee rate must not exceed the rate of increases in tuition), but the IU Kokomo student activity fee remains the lowest of all Indiana University campuses.

Table 3.5. Number and funding of student organizations.

Year	Number of Groups	Funding
2003-04	24	\$114,492.05
2004-05	28	\$110,533.17
2005-06	36	\$116,548.51
2006-07	35	\$115,171.27
2007-08	38	\$119,096.06

Since 2005, the Office of Student Activities has been involved in assessment of student learning, using the same language and format as academic programs. In the 2005-06 and 2006-07 academic years, students involved in Student Union Board and the Student Government Association were surveyed to assess students' confidence in their ability to work independently and with others, to motivate others, and to delegate responsibility. Students' confidence in their ability to work effectively improved after serving in student government. Students who had served in student government overwhelmingly reported positive feelings toward IU Kokomo (94% in 2005-06 and 100% in 2006-07). In 2006-07, 100% of those answering the survey agreed or strongly agreed that their participation in Student Government Association and/or Student Union Board contributed positively to their academic success, to their overall learning while in college, to the quality of their college experiences, to the likelihood of their future involvement in service projects, to the development of transferable career skills, and to their loyalty to IU Kokomo.

The Office of Student Activities began a formal annual leadership retreat program in 2003. The retreat is a two-day, overnight, leadership retreat experience. It is open to students of all leadership levels and experiences but is strongly marketed to students in the freshman learning communities. Retreat attendance has ranged from 16 to 19 students. The participants engage in team-building/challenge activities and workshops on basic leadership topics (e.g., time management, delegation, decision-making, and working with diverse groups). While participants completed evaluations after every retreat, in 2005 the Office of Student Activities instituted a more thorough assessment of the retreat's contribution to student learning. The participants complete a questionnaire before and after the retreat. In each year since 2005, the majority of participants (70-79%) rated their confidence in their leadership skills as low or medium before attending the retreat. After the retreat, the majority (84-95%) rated their confidence as high. In addition, a follow-up survey of students who participated in the retreat

indicated that 59% of students responding had increased their involvement in student life activities.

Evidence 3c.4: The campus develops academic programs to respond to the needs of specific populations of students and assesses the programs' effectiveness.

Freshman Learning Communities

The Freshman Learning Community (FLC) program was designed to provide a year-long experience for freshman students where they would engage with an interdisciplinary topic and establish relationships with other students and faculty. The program was piloted in spring 2000 and implemented in fall 2000. Enrollment in the Freshman Learning Community program was elective until 2007-08, when new discipline-specific FLCs were created for students in business, education, and nursing. Beginning in that year, most full-time entering freshmen who had not completed freshman composition were placed into a learning community.

The FLC program goals are to (1) provide a structure for students to develop a sense of community and belonging, (2) help students develop an interdisciplinary perspective, (3) improve students' skills in writing and public speaking, and (4) promote students' academic success. Each FLC is taught by a team of faculty members who work together with the same students for an entire academic year. Students take a topics course with freshman composition in the fall and a second topics course with public speaking in the spring, for a total of 12 credit hours.

Typically, each FLC is taught by a team of three faculty members, one from each of two different content disciplines and a communication (English or communication arts) faculty member. The courses generally are capped at about 45 students, with the exception of the nursing learning community, which has more than 45 students.

Early in the program, a team of researchers from the Indiana Project on Academic Success (IPAS) conducted an assessment of the Freshman Learning Community program. They found that students who participated in learning communities were two times more likely to persist from fall 2002 to spring 2003 than students who did not participate in learning communities, controlling for student background, academic preparation, college enrollment characteristics, and financial aid. However, the learning community experience did not affect fall-to-fall student persistence for that cohort. More recent retention data show that the FLC program has had some success in retaining beginning students from fall to spring and from fall to fall, though there is considerable variability from year to year. For instance, for students who began in fall 2005, a greater proportion of FLC students persisted into spring (79%) than non-FLC students (75%), but fewer persisted into the second year (47% and 49%, respectively). In 2006, the campus found very little difference in FLC versus non-FLC student retention from fall to spring, but a fairly large difference in fall to fall retention, with 54% of FLC students persisting into the second year, compared to 48% of non-FLC students. The fall 2007 cohort had the most students in the FLC program, and this is the first year that FLC students were better prepared (i.e., higher high school class rank) than the non-FLC students. Fall to spring and fall to fall retention

numbers show that the FLC students were retained in higher numbers than non-FLC students. IU Kokomo is currently undertaking a retention study similar to that done for IPAS, in which student characteristics are taken into account, so the campus can learn what independent effect the FLC program has on student persistence and what kinds of students best profit from the FLC experience.

Also, as another part of a comprehensive review of the FLC program, FLC students and faculty were surveyed in spring 2008. According to the faculty survey, FLC faculty gave high priority to forming a community of learners. Indeed, most students reported they had developed good friendships with their peers and with faculty, and they felt that being with the same students for a year increased their sense of belonging. Regardless, fewer than half said they felt more connected to IU Kokomo as a result. Most FLC faculty also highly valued the goal of developing an interdisciplinary perspective, with most reporting that they intentionally developed assignments to promote interdisciplinary thinking and discussed topics from various perspectives in class. Most students said their FLC experience had helped them see multiple sides of issues. Most faculty members agreed that students should be taught skills such as time management and note-taking which would help the students adjust to college life and felt they could effectively teach those skills. Most students said that the FLC had improved their ability to succeed academically and adjust to college life, but fewer than half the students said that the FLC helped them establish specific skills related to college success (such as time management or study skills).

The surveys revealed concerns about the structure and delivery of the FLC program, including whether or not it should be required for first-time full-time freshmen and how to standardize the teaching of composition and public speaking across FLC sections. The FLC director and FLC faculty have discussed the recommendations in these reports, and the faculty are piloting some different structures and delivery systems of the FLC program in 2008-09. In addition, IU Kokomo is planning to participate in the Foundations of Excellence program in 2009-10, which the campus anticipates will help further improve its work with freshman students in support of their success.

In November 2008 the campus received the results of the latest assessment of the FLC, *Impact of Freshman Learning Communities on Early Educational Outcomes*, conducted by the University Planning, Institutional Research, and Accountability Office. The retention study included a series of statistical analyses regarding the impact of the FLC program on the academic performance and persistence of participants relative to non-participants. The report found the following:

- 1) Students with lower academic credentials had greater probabilities than their peers of participating in the program (advisors encourage at-risk students to enroll in the program).
- 2) The difference in the estimated fall semester GPA between FLC participants and non-participants is explained almost entirely by the differences in the entering characteristics of these two groups.
- 3) FLC participants had a significantly greater probability than non-participants of persisting

to the spring semester (at 0.88 and 0.72). This 16-percentage-point difference in the estimated probability of persisting is substantial.

4) The higher the students' fall semester GPA, the greater the students' estimated probability of re-enrolling in the spring.

5) Students who re-enrolled in the FLC program for the spring semester had a significantly higher estimated spring semester GPA than both non-participants and students who did not re-enroll in the FLC Program.

6) Students who re-enrolled in the FLC Program for the spring semester had a significantly greater estimated probability of persisting to the second year of college (at 0.71) than either non-participants or students who did not re-enroll in the program (at 0.58 and 0.29).

ACCErated Evening College

Established in 1998, the ACCErated Evening College (AEC) offers accelerated (8 week) courses in the evening. The program is marketed primarily for returning adult students who want to complete their degrees in a timely and convenient way. Originally, the one-night-per-week courses were 4 to 4 1/2 hours long, which both faculty and students found difficult. In fact, enrollment in the AEC began to decline, from 211 students in fall 2000 to 157 students in fall 2003. In 2003, the School of Continuing Studies (SCS) proposed developing courses for the AEC in the hybrid format, with 50% of the instruction occurring on campus and 50% online (asynchronously), using IU's course management system Oncourse. This reduced classroom time to a more manageable 2 1/4 hours. Hybrid course development has been funded by a combination of SCS income from corporate foreign language course contracts, grant funding, and campus sponsorship. By late 2006, about 160 credit hours had been developed in the hybrid format. Seventeen resident faculty have developed 48 courses, while 21 adjunct faculty have developed 28 courses. These include courses that fit the concentration areas in arts and sciences (30 credits), the Certificate in Contemporary Entrepreneurship (15 credits), the Certificate in Homeland Security and Emergency Management (15 credits), and the Returning Adult Student Colloquium (3 credits).

At the same time, the School of Continuing Studies launched the Project Complete program, in which it contacted former IU students (from any campus) who live in our service area. Continuing Studies invited the former students to information sessions, sent them postcards with information regarding registration dates, and sent them information on how many credit hours they had already earned and the number they needed to complete their degrees.

As a result of these efforts, enrollment in AEC courses began to increase in 2004 (from 157 to 174 students) and has continued to increase every year. In fall 2007, 255 students were taking courses in the ACCErated Evening College, and 325 students identified through Project Complete have elected to come to IU Kokomo to complete their degrees.

R.N. to B.S.N. Pods

To respond to the particular needs of current R.N.'s interested in pursuing a baccalaureate degree in nursing, the School of Nursing created an R.N.-to-B.S.N. Pods program. The pods allow students already licensed as R.N.'s to earn all of the nursing credits required for the baccalaureate degree by attending class one afternoon and evening each week for three semesters (one calendar year). Because courses are scheduled the same day each semester, students are able to plan ahead with their employers. The students become a support group for each other because they generally move through the pods as a cohort. When there are enough students from one healthcare facility or geographical area, the School of Nursing takes the Pods program to them rather than requiring the students to come to campus. This program has been offered at Riverview Hospital in Noblesville, at Howard Regional Health System in Kokomo, and at Ancilla College in Plymouth. The Pods program supports the region's need for more baccalaureate-prepared nurses and provides professional advancement opportunities for nurses in the region. It is one of the most popular programs in the School of Nursing. From 1987 to 1997, there were 90 R.N.-to-B.S.N. graduates. From 1998 (when the Pods program graduated its first cohort) to 2008, the number of R.N.-to-B.S.N. graduates more than tripled to 293. This increase has occurred during a time that other similar institutions are having difficulty attracting or retaining R.N.-to-B.S.N. students. In fall 2008, 59 students were admitted to Pod 1, the largest cohort to date.

Evidence 3c.5: Program review is an essential part of IU Kokomo's culture and has resulted in changes in curriculum.

Schools and divisions across IU Kokomo have responded to feedback from internal and external sources by improving their curricula and course offerings. For instance, in the Department of Humanities, the former B.A. in Professional Communications degree consisted of courses in communication arts, English, and technical writing. This degree was designed for students who wanted to pursue technical writing and communication positions in business and community organizations. The degree focused on writing and analyzing texts, on communication theory, and on visual communication. The degree, however, attracted only a few students. Faculty analyzed the needs of students in the program and revised its purpose and curriculum accordingly. In 2005, the B.A. in Professional Communications became the B.A. in New Media Communication. This new degree overlaps less with the existing communication arts degree, has a more streamlined curriculum, and has a stronger emphasis on technologies in a variety of media. Enrollment in the former B.A. in Professional Communications degree was 4 students in 2005; by 2008, 22 students were enrolled in the B. A. in New Media Communication degree.

Within the Department of Natural, Information, and Mathematical Sciences (NIMS), the B. S. in Computer Information Systems (CIS) degree is being phased out and a new degree has been established, the B.S. in Informatics. This change occurred in response to several factors. First, two new programs were established on the campus—Purdue University Kokomo implemented a B.S. in Computer and Information Systems Technology degree and IU Kokomo's School of Business and Economics implemented a Concentration in Management Information Systems. At the same time, Indiana University formed the School of Informatics, and each campus was

asked to develop an informatics degree program. Meanwhile, the CIS degree had changed over time, focusing less on a data processing environment and more on an information environment. This could have resulted in four degree options for students interested in computers and technology. Finally, many of the graduating CIS students indicated at the time of their exit interviews that they wanted more hands-on experience and less emphasis on theory. Because informatics is a hybrid computer science/information systems program, differentiating it from the Purdue and School of Business programs and because the new degree is more consistent with national trends in information technology education, the faculty saw the informatics degree as a more viable option for attracting students. A new faculty member in informatics was added, and the first students admitted to the new degree program in 2006. The number of students in Informatics grew from 5 in 2006 to 15 in 2007 and 24 in 2008.

In the Division of Education, two separate master's degrees in education were consolidated into one degree, in response to concerns expressed by NCATE in their April 2005 accreditation review. The division hosted a spring 2005 on-campus program planning conference that included a variety of central Indiana P-12 superintendents, principals, classroom teachers, arts and science faculty, and community agencies. From these discussions, it became clear that educators in this region would be better served--and enrollments likely would be enhanced--if graduate professional education offered through the division could be more flexible in responding to student needs. By consolidating the two degrees, the resulting degree program is able to serve a wider range of student interests and needs with more efficient use of resources. The new degree includes a shortened time frame to completion (24 months) and uses a cohort approach. The first students were accepted in fall 2007, and the new degree program numbered 14 students in fall 2008.

For years, the Associate of Science in Nursing degree was one of the larger degree programs on campus and accounted for a significant proportion of campus enrollment. The campus and the School of Nursing, however, decided to admit a final A.S.N. class in fall 2006 (a group of 15 L.P.N. students who would complete the program by May 2008) and then suspend the A.S.N. degree program. This decision came about because of several factors. First, the campus mission has evolved to focus more on baccalaureate education. Second, the trend in nursing education nationally is to reduce the number of A.S.N. programs in favor of the B.S.N. degree. Third, the hospitals in our region are interested in pursuing magnet status, which requires that a significant proportion of their nurses have the B.S.N. By suspending the A.S.N. program, our School of Nursing is able to increase enrollment in the B.S.N. despite the national shortage of nursing faculty. In 2004, 271 students were pursuing a baccalaureate degree in nursing; that number rose to 415 in 2007 and 467 in 2008.

When the School of Business achieved AACSB accreditation in 2001, they were asked by AACSB to respond by 2003 to the AACSB team's concerns about the number of M.B.A. courses offered and the number of required faculty course preparations. At the time of the AACSB visit in 2001, the school was offering both regular and "fast-track" (8-week) M.B.A. formats. A survey of students showed an almost even split in preference for sixteen- and eight-week formats. Therefore, the School discontinued the "fast track" M.B.A. program and developed a scheduling

plan that alternates the format of the eight required M.B.A. classes. Whereas in the past the required M.B.A. classes were offered twice each year (once in both formats), now each required M.B.A. class is offered only once per year, and the formats alternate each year. For example, in the spring of even-numbered years, BUKO-D542 Advanced Managerial Accounting is offered in the eight-week format. In the spring of odd-numbered years, that class is taught in the sixteen-week format. Students can plan their schedules so that they can take the entire M.B.A. in their preferred format. Because fewer classes were offered, enrollment per scheduled course increased. Student feedback relating to this format has remained positive. Also in response to the AACSB accreditation team's report, student feedback, and comparison to other M.B.A. programs, the M.B.A. course requirements were reduced from 36 graduate credit hours to 30. As a result of these changes, students have benefited from better integration of course content, continued flexibility in scheduling, and better use of faculty resources. In spite of these changes, the school continues to see a loss of graduate enrollment, dropping from 58 students in fall 2005 to 28 students in fall 2008, despite national trends that show that M.B.A. student enrollment is at record levels.

Meeting Core Component 3c

- That Indiana University Kokomo has created effective learning environments can be seen in its commitment to allocating significant resources to support student learning.
- The campus has provided space and resources that increase student engagement with each other and the faculty.
- The campus has a well-developed Freshman Learning Community program which is currently undergoing review to determine how to improve student learning and retention.
- The campus supports and regularly assesses the effectiveness of its cocurricular programs, such as student government and student leadership development, in enhancing student engagement.
- The campus has made significant curricular changes in response to feedback from both internal and external sources in both undergraduate and graduate degree programs.

Challenges

NSSE and other data indicate that the campus's academic advising program needs to be strengthened. The aforementioned 2007 NACADA review made several recommendations for improving consistency and enriching the academic advising program at IU Kokomo, and the campus is considering how best to implement these recommendations.

Although some cocurricular and nearly all degree programs regularly assess their effectiveness, other programs, such as minors and certificates, do not. The campus must continue to make sure that all programs are reviewed on a regular basis.

The Freshman Learning Community program has grown to include nearly all first-time full-time freshmen and has twice as many faculty participating as in the early years. In addition, although the program has shown some success in retaining freshman students and in helping them form a sense of community, that success has not been consistent across years nor across different FLC sections. The campus is continuing to gather information as part of its review of this program, and recommendations for future changes, such as whether the program would benefit from having a director and funds for faculty development, are being formulated.

The M.B.A. program initially responded to demands from a robust corporate environment at Delphi and Chrysler. With the decline in enrollment from these sources, partly as a result of economic challenges, IU Kokomo must make new efforts to recruit noncorporate students to ensure the ongoing viability of the M.B.A. degree program.

Toward the Future

In response to the NACADA report's recommendations for creating a more systematic and effective program of advising across campus, the campus is planning to create advising centers, in which two advisors each serve two schools or divisions. This, along with hiring a director of advising, is expected to help allocate advising resources more equitably across campus while providing much-needed back-ups for students when their advisors are unavailable.

When hired, the new vice chancellor for academic affairs will provide leadership in the development of clearly articulated student learning outcomes which will be regularly assessed.

The campus is continuing its comprehensive review of the FLC program and is planning to participate in 2009-2010 in the Foundations of Excellence© in the First College Year project of the Policy Center on the First Year of College. Although IU Kokomo has a long history of creating special programming and services to improve freshman student retention, the campus believes that participation in this project will help us further enhance freshman student success. Finally, the campus is currently exploring the creation of a new executive M.B.A. program.

Core Component 3d: The organization's learning resources support student learning and effective teaching.

IU Kokomo provides support to its campus constituencies through the resources of the IU Kokomo Library, physical facilities including the new Hunt Hall science building, recently updated computer labs, and the high-quality support of its Department of Information Technology. Students have access to state-of-the-art resources that support their learning experiences.

Additional services such as access for freshmen to midterm advisory grades and access for all students to personal counseling, disabled student services, career services, and placement testing provide additional support for IU Kokomo students.

List of Evidence

- Evidence 3d.1: The IU Kokomo library ensures access to a wide range of resources to support teaching and learning.
- Evidence 3d.2: The campus supports students, faculty, and staff in using technology effectively.
- Evidence 3d.3: The campus supports student learning and effective teaching through state-of-the-art resources.
- Evidence 3d.4: The campus provides services to students to support and enhance student learning.
- Evidence 3d.5: The campus uses placement testing information to place newly admitted students in appropriate courses.

Evidence 3d.1: The IU Kokomo library ensures access to a wide range of resources to support teaching and learning.

Currently the library has over 600,000 items, including DVDs, CD-ROMs, books, maps, microfilm, microfiche, and archival materials. The general stacks include a little over 106,000 books and about 7,800 reference books. As with many academic libraries, the IU Kokomo library has faced sharply increased costs for print media, especially serials. The librarians carefully assess how to allocate their resources to provide access to materials while remaining within their budget. Since 2002, the library, in close consultation with the faculty, has reduced the number of periodical and microfilm subscriptions and increased the number of electronic journals available through subscriptions to databases such as JSTOR, Project Muse, and ISI's Web of Knowledge. Resources from the Commitment to Excellence (CTE) funds were also used to support the purchase of library resources.

The library uses the latest industry products to provide ready and reliable access to learning resources in electronic format. Students, faculty, and staff are able to access journals and other electronic resources through popular search tools such as Google Scholar or Windows Academic Live. QuickSearch is a customized search across one hundred IU Kokomo Library resources that makes it fast and easy to discover information across discipline areas. The library also provides a Journal Finder to locate and use journals quickly and efficiently in both print and electronic format. More than 280,000 e-books are available to students and are included in the library catalog, IUCAT.

The library's EZProxy server permits students, faculty, and staff to access its electronic resources from any location. In 2006-07, more than 3.5 million webpages were accessed through the proxy, a 40% increase in usage from the previous year. In addition, users may request delivery of print materials from any Indiana University library, expanding user access to millions of books.

The LibQual+™ survey, administered in spring of 2007, assessed student (undergraduate and graduate), faculty, and staff satisfaction with library resources. Students and staff were most satisfied with the library's resources; faculty satisfaction scores were not as high. In response to this, the library assisted the vice chancellor for academic affairs in establishing the IU Resident Scholar program, which allows IU Kokomo faculty to access electronic resources on another campus on a short-term basis, thus increasing the number of resources available to the faculty. The library is also working to increase its communication with faculty to increase the faculty's awareness of the resources that are available to them. Budgeting for the ever-increasing costs (current estimates are a minimum 8% increase per year for serials and a 3.5% increase per year for books) is a challenge, however, and the library faculty work closely with instructional faculty to determine how best to spend the library's finite resources.

Evidence 3d.2: The campus supports students, faculty, and staff in using technology effectively.

An essential part of the mission of the Department of Information Technology (IT) is to provide quality service and support. In the past several years, IT has made substantial improvements in its ability to support student, faculty, and staff use of technology. With the development of the Learning Commons and increased computer use on campus, the IT department found it needed to provide increased support more quickly. The department created a coordinator of student computing position for providing technical and user support in the Learning Commons. In addition, the Helpdesk is now located in the library and is staffed during all of the hours that the library is open. Through a reorganization of staff and duties, IT increased the ability of the Helpdesk to serve walk-up requests quickly. Telephone requests are handled by the IT Support Center. Telephone calls to the Helpdesk after hours are answered by IT staff at IU Bloomington, who are able to answer most requests. This ensures that the campus community has ready access to technology support at all hours. Responses to a bi-annual IT survey indicate that students are very satisfied with the level of support they receive (4.2 on a 5-point scale).

Faculty and staff receive additional support and training in using technology from the Center for Teaching, Learning, and Assessment (CTLA). CTLA training activities are more fully described in Criterion 4 (4a.4).

Evidence 3d.3: The campus supports student learning and effective teaching through state-of-the-art resources.

Hunt Hall (Science)

Outdated facilities and new degree programs prompted the development of a proposal to build a new state-of-the-art science building on the IU Kokomo campus. A 1998 IU Science Facilities Report by the assistant to the president on science urged that a new building be constructed to expand the science curriculum at IU Kokomo. In preparation for the design phase of the new building, faculty attended seminars on designing learning-centered science environments and visited recently constructed science buildings at other universities. The faculty collaborated closely with the building architects to design a space that is welcoming, promotes community, and opens up the world of science. Completed in 2001, Hunt Hall encompasses several “soft-spaces”—open areas, near faculty offices, where students gather to study, work together, and socialize with each other and with faculty. In addition, teaching labs are designed to allow collaboration among students. Visitors to Hunt Hall can observe science in action through large windows in the teaching labs.

Hunt Hall has become a very popular place for students to gather and work. The building was featured in the 2002 *Education Design Showcase* and won a design award from *College Planning and Management* for its student-friendly design.

Kresge Initiative

The completion of Hunt Hall made it possible for IU Kokomo to move forward with new degree programs in chemistry and radiography. The building had been completed by a \$13.2 million state appropriation, but no state appropriation was made for new science equipment and fixtures for the building. In 2000, the campus launched a three-year fund drive to add essential equipment to Hunt Hall, with highest priorities being the new degrees in chemistry and radiography. During the second year of the fund drive, the university received a Kresge Foundation Equipment Challenge Grant. The challenge is formula driven and requires the establishment of an equipment endowment equal to five-thirds of the equipment goal. The campaign goal for the campus was \$468,000. When the Kresge timeline ended in December 31, 2004, IU Kokomo had exceeded its goals, thereby securing a contribution from the Kresge Foundation for \$234,000. The endowment fund generates approximately \$30,000 annually for new instruments and equipment.

Instructional Technology

From 1999 through 2008, the campus has steadily added technology to each standard classroom. All classrooms now have technology that typically includes a computer with an Internet connection, a projector and screen, audio capability, a document camera, and a VCR and DVD player. Now that this goal has been achieved, the campus is forming a task force to begin planning the next generation of classroom technology. In addition, Indiana University is developing a new Information Technology Strategic Plan which addresses issues of application and use of information technology for teaching and learning.

Visual Production Lab

The Visual Production Lab in KO275 has permitted the campus to teaching basic video production and editing. The lab includes an editing room with four workstations and a small classroom/studio area. Students use two Avid and six Final Cut Pro editing stations, as well as portable lighting and associated equipment for shooting remote video work. In the lab, students gain hands-on experience applying what they have learned about aesthetic issues, critical theory, film study, and associated topics. The cross-disciplinary nature of video production brings together a diverse group of students who share projects and explore different perspectives.

New Media Communication Lab

The new media communication lab was developed and made available for courses for the first time in 2007-08. It is furnished with the latest professional graphics, animation, and imaging software. In the digital arts class, students learn digital image manipulation and creation as well as beginning animation and digital illustration. The new course has been very popular, regularly filling to capacity with a waiting list. The lab is also used by new media communication classes, which teach Dreamweaver and other Web development tools. These courses are also very popular and fill to capacity. Beginning in spring 2009, IU Kokomo will be offering a computer animation course, using a professional animation package.

Evidence 3d.4: The campus provides services to students to support and enhance student learning.

Midterm Grades

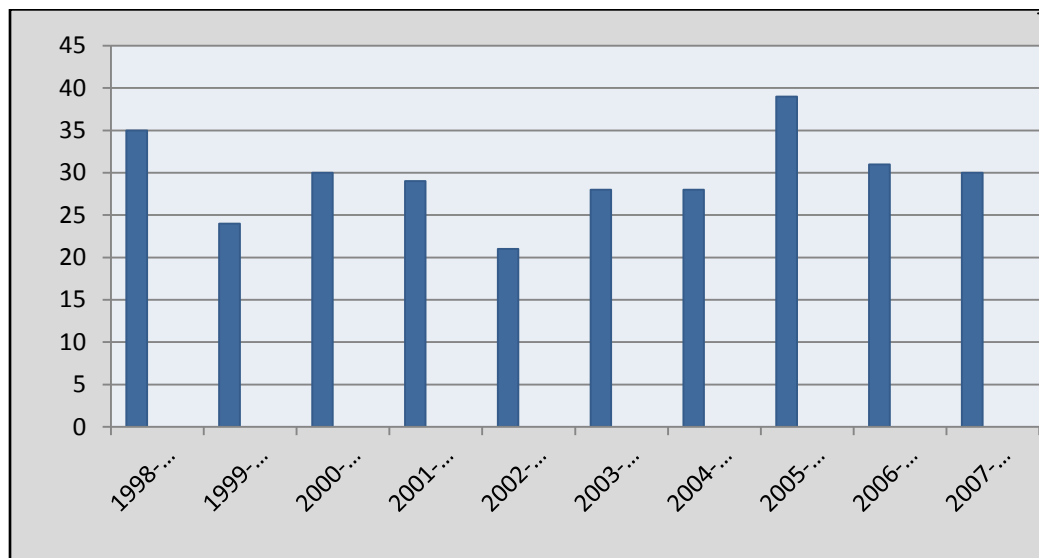
The IU Kokomo Office of the Registrar distributes midterm grades in the spring and fall semesters to first-year students and their academic advisors, providing early feedback on the student's academic progress, along with an indication of student attendance. Midterm grades are not part of the permanent record and do not appear on the transcript. Many advisors use these grades as a counseling tool, contacting students who are most at risk, to offer assistance and explain the implications of failing grades at midterm. The School of Arts and Sciences recently began sending a letter to parents of freshmen, advising them that midterm grades will be available soon and suggesting that they have a conversation with their student about the student's progress in his or her classes.

Personal Counseling

According to a study completed in 2004 by the American College Health Association, more than 40% of college students have at one time felt so depressed that they had trouble functioning, and 15% of college students were considered clinically depressed. In 1998, Indiana University Kokomo began offering personal counseling services to currently enrolled students through a contractual relationship with Howard Regional Health System--Behavioral Health Services (HRHS-BHS). The service is operated much like an employee assistance program, with the university being billed directly for the services provided by professional counselors at HRHS-BHS to students. This referral system allows students a greater variety of appointment hours, counselors, and services from which to choose to best meet their needs.

Students can receive up to six confidential counseling sessions at no charge, and HRHS-BHS services are available around the clock. As shown in Figure 3.2 below, student use of the professional counseling service has remained relatively consistent since the inception of the service, ranging from 20-38 students per year.

Figure 3.2 Number of students using personal counseling services.



In the spring of 2008, IU Kokomo initiated a threat assessment team called SORT (Student Observation Response Team). This five-member team handles referrals from faculty and staff and intervenes if students are in crisis.

Disabled Student Services

IU Kokomo's Office of Disability Services provides assistance to students with documented disabilities, at their request, so that they might be better able to succeed academically. The office assists faculty in developing appropriate classroom modifications and making alternative testing arrangements. The office also provides support for students who require the services of interpreters, note-takers, or readers, and offers specialized computer software and books in electronic form.

The number of students receiving disability services has increased in recent years. In 2004, 32 students received services; in 2008, 48 students received services. In 2005, only three of the students who were currently receiving services withdrew from the university. In 2006, three withdrew from the university (three more transferred to IUPUI). In 2007, none of the students receiving disability services withdrew from the university.

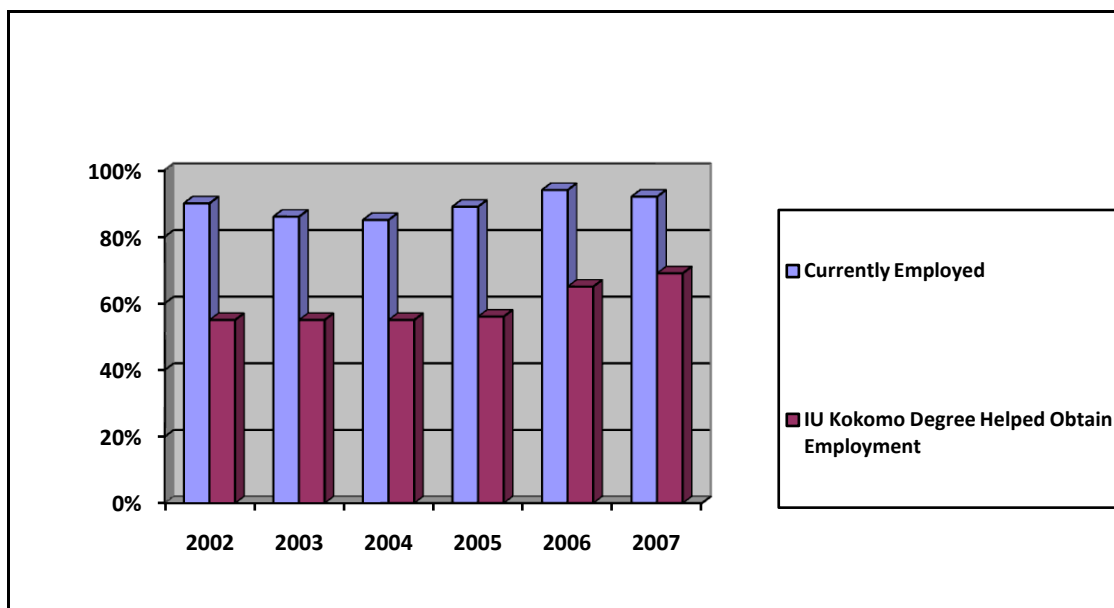
Career Services

The Office of Career Services offers a variety of services and resources for students, including individual career counseling, career assessments, and a Career Library and Resource Center for students who have not yet decided on a major. In addition, the office offers résumé and

interviewing workshops, and sponsors both on-campus and university-wide job fairs. Each year, the manager of career services meets with numerous students individually and through classroom lectures and workshops. In 2007, 282 students scheduled individual appointments, and 422 students attended a lecture or workshop. The office regularly assesses its effectiveness through surveys and other assessments. For instance, in 2006-07 the office co-sponsored a New Professionals Conference which included an etiquette dinner and sessions on interviewing and negotiating salary. Prior to the conference, 61% of attendees expressed an above average or excellent knowledge of the topics covered. This number increased to 100% after the conference.

Career Services regularly surveys IU Kokomo and Purdue Kokomo graduates approximately three months post graduation. Over the past five years, about a third of the surveys have been returned, though response rates have varied from 25% to 49% since 2002. As shown in Figure 3.3, the vast majority of graduates responding to the survey are employed within three months after graduation, and more than half report that their degree helped them obtain employment (see <http://legacy.iuk.edu/~kocps/2006GraduateEmploymentSurveyResults.shtml>).

Figure 3.3. Graduate employment survey.



Programming and Applied Learning

In the spring of 2004, as part of the university's Commitment to Excellence initiative, the position of coordinator of programming and applied learning was created to develop student life programming and to provide a greater connection between academic and cocurricular programming. The coordinator position is housed in the Office of Student Activities and reports to the director of student development and campus life. In recognition of the importance of connecting curricular and cocurricular programming, the coordinator is a member of the Academic Council, which is chaired by the vice chancellor for academic affairs.

The coordinator provides oversight for student life special events, especially those with an instructional focus, and serves as the advisor for the Student Union Board and the Student Athletic Board. Along with the director, she provides assistance to academic major clubs and special interest organizations. She works closely with faculty from all disciplines to assist them in developing service learning and civic engagement opportunities. She also works with the Freshman Learning Community faculty to bring events, lectures and activities that will complement their course content and assist in connecting students to the campus community. Furthermore, the coordinator assists in the development and implementation of student leadership opportunities for both emerging and established leaders on our campus.

Evidence 3d.5: The campus uses placement testing information to place newly admitted students in appropriate courses.

As described in Criterion 1 and Criterion 2, the mission of IU Kokomo changed with the initiation of the Ivy Tech Community College of Indiana. Prior to the development of the community college, the regional campuses of Indiana and Purdue Universities enabled underprepared students to attend college by offering a number of developmental courses designed to bring the students' skills up to the level required for success in college-level courses. At that time, IU Kokomo relied heavily on testing for placing students into developmental courses and special programming for seriously underprepared students. With the advent of the community college, the Indiana Commission for Higher Education directed that most of the responsibility for developmental education would transfer to Ivy Tech. Since then, IU Kokomo has eliminated all developmental courses in reading and English, and some in mathematics. Following the guidelines of the commission, however, the campus has retained the right to offer one developmental course in mathematics and one in English composition (though, for reasons outlined below, the English composition course is no longer offered).

All entering freshmen (and transfer students who have not passed a college-level mathematics course) are required to take the mathematics placement test. Prior to 2007-08, most first-time freshmen were also required to take placement tests in reading, English composition, and mathematics. As of summer 2007, students who are admitted unconditionally to IU Kokomo take only the mathematics placement test; they are no longer required to take a reading or writing placement test. In addition, newly admitted freshmen who lack just one of the three criteria for unconditional admission (class rank at or above the 50th percentile, college-preparatory course work, and SAT or ACT score at or above the national average) take only the mathematics placement test; they are not automatically required to take reading or writing placement tests, although their advisor may elect to encourage or require them to take one or both of those tests. The remaining applicants identified for conditional admission are required to take the placement tests in mathematics and English composition as a condition of admission.

In light of the data that suggested that unconditionally admitted students and those who lacked just one of the admission requirements rarely placed into developmental courses, the vice chancellor for student services recommended changing the placement testing requirement for

reading and composition. This change in policy resulted in a sharp drop in the number of students taking the placement tests in reading and composition. In 2006-07, 92% of the students tested in mathematics also took the composition test and 91% also took the reading test. In 2007-08, 52% of the students tested in mathematics took the composition test, and 53% took the reading test. On the other hand, only one admitted student who had taken the placement test prior to fall 2008 tested into developmental writing, suggesting that students who are better prepared (and therefore were not tested) performed just as well or better. In addition, freshman composition instructors have begun requiring a written diagnostic essay on the first day of class to determine whether students need additional help in writing. Results in fall 2008 showed that few, if any, students required enough assistance that they should have been placed into developmental writing. This suggests that the current policy for writing placement is appropriate. The campus will continue to monitor placement testing to ensure that students are being appropriately placed in mathematics and in writing.

Meeting Core Component 3d

- Indiana University Kokomo is committed to using its resources to support student learning and effective teaching.
- The campus has responded to budgetary challenges faced by libraries across the country by working closely with faculty to maintain a wide range of resources that support student learning.
- The campus devotes significant resources to faculty development and to creating state-of-the-art learning environments, especially in the areas of instructional technology and in science and mathematics.
- The campus is committed to providing support services for students and assesses their effectiveness.

Challenges

As is true of libraries across the country, the IU Kokomo Library will continue to face sharply increased costs for library materials. Budget constraints will continue to make it more difficult for the library to supply the many resources needed to support our degree programs.

Funding will also be a challenge as the campus attempts to maintain the currency of its scientific equipment and information technology. Not only must the campus continue to provide up-to-date technology for its students, but the campus must involve more faculty in using teaching technologies to enhance student learning and success.

Toward the Future

The Indiana University IT Strategic Plan II seeks to meet the challenges of providing appropriate learning technologies by increasing university-wide access to information technology resources to support student learning, including library resources.

The campus is currently investigating offering upper-level courses at Ivy Tech by fall 2009. The students who take these courses will have full access to the library, and IU Kokomo hopes to use some of this new income as a source to offset inflationary costs in library acquisitions.

Resources

For further information see the Electronic Resource Room located at the *Archives of Institutional Memory* for Indiana University Kokomo:

<http://institutionalmemory.iu.edu/aim/handle/10333/274>. Criterion Three materials are available at: <http://institutionalmemory.iu.edu/aim/handle/10333/274/items-by-subject?subject=Criterion+Three+%282008+HLC+Self-Study%29&order=title>

During the website transition period, the Archive will continue to add revised documents as they become available.

Information is also available on the Indiana University Kokomo Web pages <http://www.iuk.edu>, RSS Feeds (<http://hdl.handle.net/10333/879>), and in the physical Resource Room.

Chapter 4

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.

IU Kokomo broadly defines the meaning of an educated person. As its mission documents indicate, IU Kokomo is committed to providing a wide range of bachelor's degrees and a limited number of master's and associate degrees to prepare students for careers in the professions and in the arts and sciences. This chapter addresses the acquisition, discovery, and application of this knowledge. These activities are central to the role of faculty in the university as well as to student learning and development.

The actions of the university, campus, and faculty and students underscore the importance of research and creative activity. Research efforts of faculty and students are supported and acknowledged. Faculty members are active in various forms of scholarly work and very often involve undergraduate students in these activities. IU Kokomo encourages undergraduate research both inside and outside the classroom. Several new initiatives on campus over the last few years have strengthened the commitment to research and creative activities by students and faculty: the Research Affairs Committee, a research award, and the Center for Research and Creative Activity.

Indiana University Kokomo is strongly committed to providing its students with a broad educational preparation for continuous learning by promoting general education. The campus statement of commitments, for instance, states that "the campus provides a learner-centered environment grounded in the liberal arts." The faculty recently revised the campus general education core, basing the requirements in student learning outcomes rather than in designated courses, to ensure that the curricula are relevant, current, and future oriented to prepare students for a global, diverse, and technological world. Similarly, the campus invites internal and external stakeholders to participate in systematic reviews of all curricula to assess their usefulness and currency.

IU Kokomo strives to promote a life of learning that ensures ethical and responsible conduct in all of its research and instructional activities on campus. Students, faculty, staff, and administrators at IU Kokomo are involved in a multitude of successful projects, training programs, and initiatives that make this campus an engaged and active community of learners.

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

Core component 4a addresses all the activities, policies, and budgetary decisions that make IU Kokomo an institution that promotes research, scholarly, and creative activities. IU Kokomo clearly values a life of learning, which is reflected at many different levels in this organization. The current policies and practices not only protect freedom of inquiry for faculty, students, and staff, but also safeguard ethical research practices with human subjects and animals. This section will further demonstrate how funding is allocated through a variety of means to support research and creative activities and how the campus recognizes the accomplishments of students, faculty, and staff in research and creative activities. Finally, this section explains and analyzes how IU Kokomo conducts planning for research. The evidence listed below illustrates how IU Kokomo fulfills component 4a.

List of evidence

- Evidence 4a.1: Indiana University and IU Kokomo have adopted statements that support freedom of inquiry for their students, faculty, and staff and honor these statements through their practices.
- Evidence 4a.2: Consonant with its mission, IU Kokomo allocates appropriate financial resources to support research and scholarly activities by faculty and students.
- Evidence 4a.3: The faculty and students, in keeping with the campus's mission, engage in research and creative activity.
- Evidence 4a.4: IU Kokomo prepares for the future by carefully analyzing and integrating research and creative activities into its strategic plan.
- Evidence 4a.5: The campus publicly acknowledges the achievements of students and faculty in research, scholarly activities, and application of knowledge.
- Evidence 4a.6: IU Kokomo supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

Evidence 4a.1: Indiana University and IU Kokomo have adopted statements that support freedom of inquiry for their students, faculty, and staff and honor these statements through their practices.

Indiana University and IU Kokomo strongly support academic freedom and freedom of inquiry, as demonstrated in IU Kokomo's mission statement and in the Indiana University *Academic*

Handbook (http://www.indiana.edu/~deanfac/acadhbk/acad_handbk_2006.pdf), which states the policies and procedures for all academic appointees at IU. The *Handbook* states that Indiana University is committed to the concept of academic freedom and recognizes that such freedom, “accompanied by responsibility, attaches to all aspects of a teacher’s or librarian’s professional conduct” (46). The Policy of Academic Freedom adds that the “teacher and librarian shall have full freedom of investigation, subject to adequate fulfillment of other academic duties. No limitation shall be placed upon the teacher’s and librarian’s freedom of exposition of the subject in the classroom, or library, or the expression of it outside” (46). This support for freedom of inquiry is further mentioned in several additional sections of *The Academic Handbook*:

Academic personnel will strive to protect not only their own right to freedom of inquiry, teaching, and expression but also their colleagues’ right to the same freedoms. (50)

Further, inquiry (research) and communication (teaching) are fundamental rights that the University would not and cannot prohibit. (77)

However, the larger institution has a major role to play in three respects: (1) providing an environment for open inquiry in which research can be conducted appropriately, (2) declaring the standards which must not be abrogated, and (3) enforcing the standards on those occasions where violations may have occurred. (131)

IU Kokomo endorses these practices, as demonstrated in the mission statement, which includes the following:

Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.

In addition, the Vision Statement (adopted in 2005) adds that IU Kokomo aspires to be

valued as a campus where there are faculty, students, and professional staff active in research, creative work, and other scholarly activity.

All academic units on campus embrace IU Kokomo’s mission and vision related to endorsing freedom of inquiry and are clearly committed to scholarly research and creative activity as indicated by their mission and vision documents (Table 4.1).

Table 4.1. Selected excerpts from each unit’s mission/vision documents.

Unit/School	Excerpt from the Unit’s Mission/Vision Statements
Allied Health	The Radiologic Sciences Program faculty support . . . creative activity and research resulting from the collaboration of faculty and students.
Arts and Sciences	The primary mission of the faculty housed in the School of Arts and Sciences continues to be to foster the well-rounded development of students to enable them to take their place in a global world as effective citizens and lifelong learners.
Business	The faculty is dedicated to excellence in teaching and continued intellectual growth through applied research, professional development, and service.
Continuing Studies	A degree that establishes the foundation for a lifetime of learning.
Education	The Division of Education embraces . . . the advancement of candidate knowledge and understanding of current research and scholarship at all program levels.
Library	To provide the collections, services, and environments to support and strengthen the teaching, learning, and research mission of Indiana University Kokomo.
Nursing	We accomplish this through engagement in scholarly activities and delivery of high quality academic programs.
Public and Environmental Affairs	SPEA is also committed to fostering the pursuit of intellectual and cultural diversity while educating its students within a tradition of academic excellence.

All of these statements reflect that engagement in research and creative activity is valued across campus. With the adoption of the new mission statement, vision statement, and statements of commitment, the campus has made its commitment to scholarly activity more visible. In addition, this commitment is reaffirmed in strategic priority VII in the current strategic plan. The research culture has been enhanced through the adoption of a new research award and the creation of the Center for Research and Creative Activity (CRCA, described in 4a.2).

Evidence 4a.2: Consonant with its mission, IU Kokomo allocates appropriate financial resources to support research and scholarly activities by faculty and students.

Expenditures for Research and Creative Activity

Among the resources that IU Kokomo allocates for research and creative activity are funding for faculty travel to conferences, a grant-in-aid program for faculty research, faculty summer fellowships, the Undergraduate Research Summer Institute (URSI) program, and funding for major equipment. Expenditures for these activities are presented in Table 4.2.

Table 4.2. Expenditures for specific research and creative activities (2003-2008).

Funding	2003	2004	2005	2006	2007	2008	Total
Faculty travel to conferences	\$68,759	\$87,887	\$74,323	\$74,963	\$69,081	\$63,293	\$438,306
Grants-in-Aid	\$30,003	\$12,000	\$9,279	\$11,310	\$8,095	\$17,565	\$88,252
Faculty Summer Fellowships	\$13,910	\$32,421	\$37,141	\$23,950	\$14,527	\$29,160	\$151,109
Funding for major equipment	\$154,251	\$35,778	\$87,963	\$31,005	\$0	\$26,725	\$335,722
URSI Program	\$8,607	\$10,077	\$5,640	\$6,374	\$6,952	\$8,419	\$46,069

Each school has its own budget for faculty travel to conferences; the deans oversee these funds. Over 70% of full-time faculty responding to the 2008 HERI Faculty Survey reported having used IU Kokomo travel funds. Although travel costs have increased significantly, travel budgets have not kept pace.

IU Kokomo's Grant-in-Aid program provides research grants of up to \$4,000 per year for faculty research. These competitive grants are administered by the Office of Academic Affairs, under the guidance of the Faculty Development and Grants Committee. This committee also reviews applications and makes recommendations for the awarding of summer fellowships for faculty. These fellowships provide a stipend to permit tenured and tenure-track faculty to work on their research during the summer. The fellowships pay \$6000 to faculty at the assistant professor rank and \$7000 for faculty who are at the associate or professor ranks. According to the HERI survey, 45% of full-time faculty have obtained internal research grants. As illustrated in Table 4.2 above, expenditures for faculty grants-in-aid decreased in 2004 with a corresponding increase in expenditures for faculty summer fellowships. This reflects a decision to provide more funds to fellowships in response to faculty requests.

Undergraduate Summer Research Institute (URSI)

The URSI program provides stipends for students and their faculty mentors to collaborate on research or creative projects in the summer. This competitive program was administered by the Office of Academic Affairs until 2007, when the Center for Research and Creative Activity took over management of the program. This program is described in more detail in Criterion 4a.3. Funding for major equipment is the responsibility of each school. With the construction of Hunt Hall (the new science building) in 2001, additional funding was made available through a Kresge Foundation Challenge Grant to purchase new scientific equipment. This explains the high level of funding for major equipment in 2003 shown in Table 4.2 above.

Sabbatical and Sabbatical-Like Leave

Indiana University and IU Kokomo have developed a set of policies and procedures permitting faculty members to take sabbaticals or, for clinical faculty and lecturers, sabbatical-like leave. IU Kokomo's Faculty Development and Grants Committee reviews all sabbatical and sabbatical-like

leave requests and advises the vice chancellor for academic affairs regarding these requests. Committee endorsement indicates that the committee believes that, on the basis of the applicant's eligibility and record of scholarship and productivity, a leave is warranted, that the proposed activity conforms to the standards and expectations related to all academic endeavors at IU Kokomo, and that, on the basis of the applicant's background, skills, and past performance, there is a reasonable expectation that the proposed activity can and will be successfully completed. Several faculty members each year are awarded sabbatical or sabbatical-like leave. Reports of their activities are maintained in the Office of the Vice Chancellor for Academic Affairs.

Center for Research and Creative Activity (CRCA)

In December 2005, the IU Kokomo Faculty Senate Research Affairs Committee proposed that the campus create a research center. The committee had surveyed faculty and held open sessions to discuss the goals and purposes of such a center. Creation of the center became part of the campus strategic plan under strategic priority VII: Enhance the role of campus scholarship/creative work. The Center for Research and Creative Activity (CRCA) was established in August 2007 with three years of funding from the Office of the IU Vice President for Research and with matching funds from the IU Kokomo campus.

The center's faculty advisory board developed its mission statement and goals. CRCA supports and expands student and faculty research and creative activity at Indiana University Kokomo by engaging and empowering faculty to integrate original student research and creative activity throughout the curriculum and to provide sponsored mentored experiences for students. CRCA provides opportunities for students to present their research on campus through symposia highlighting work done at various stages in the students' careers, and, externally, by providing funding for student travel to conferences to present their research or creative work. In addition, CRCA funds student research through grants-in-aid, supplies funds for research consultants for faculty, and administers the Undergraduate Research Summer Institute (URSI) program. CRCA has begun to sponsor workshops for faculty to facilitate the inclusion of student research and creative work within and outside the curriculum. The CRCA website is located at <http://legacy.iuk.edu/~korc/>.

During 2007-08, CRCA's first year of operation, 13 students received over \$1100 in CRCA funds to travel to conferences, and 12 of those students presented at one or more of the conferences they attended. Most students attended undergraduate research conferences, such as those at Indiana University and Butler University. Students also presented at the American Chemical Society national meeting and at meetings of the Midwestern Educational Research Association and the Midwestern Psychological Association.

Reassigned Time for Faculty Research

IU Kokomo supports research and creative activities by allocating a one-course reassigned time (25% FTE) per semester for faculty who are active in research. The usual teaching load for full time faculty members is 12 credit hours per semester. However, a three-credit-hour equivalent, or 25% FTE, is generally assigned to each tenured and tenure-track faculty member for

research/scholarship activities. (Lecturers and clinical faculty do not have a research requirement and therefore do not receive reassigned time.) Faculty report their progress on their scholarship in an annual Faculty Scholarship Report, and, for tenured faculty members, the department head and the vice chancellor for academic affairs use the information to determine whether the faculty member will continue to receive reassigned time. This decision is determined by a faculty member's post-tenure progress on the capacity model which requires the minimum of one peer-reviewed article published every three years. In 2006-07, 49 of 65 eligible faculty members were assigned a 3-credit-hour course reassignment each semester for research. Some of the 16 faculty members who did not have reassigned time had opted to teach 12 credit hours per semester and not have a research assignment. However, several are in the School of Nursing. These faculty members, despite having an active research program, are unable to accept reassignment because the school is significantly understaffed and unable to fill open faculty positions.

As an example of the amount of funding devoted to research and creative activity in 2006-07, the combined 25% of salaries and fringe benefits of the 49 faculty with reassigned time totaled \$1,055,657. Moreover, as noted in Table 4.2 above, in 2006-07 another \$147,602 was allocated for summer faculty fellowships, grants-in-aid, and the like. Therefore, that year, IU Kokomo allocated approximately \$1.2 million to support scholarship and creative work, approximately 4.5% of the operating budget. Direct comparisons with other institutions are problematic because of different reporting methods. However, according to the *IU Fact Book* for 2004-05, IU Kokomo invests more (as a percentage of operating budget) than either IU East or IU Northwest, and less than IU South Bend, IU Southeast, and IPFW.

Evidence 4a.3: The faculty and students, in keeping with the campus's mission, engage in research and creative activity.

IU Kokomo Research and Creative Activity

IU Kokomo faculty members are very active scholars (see Table 4.3 below) and are involved in a variety of projects, some of which involve student collaborators in the research or creative process. Units vary to some degree in how they define and classify research, scholarly, and creative projects. Faculty members in every academic unit on campus have published journal articles and scholarly books. Of note, faculty have conducted externally funded research projects every year on campus since 1997.

As discussed in 4a.2, 49 faculty members were active in research in 2006-07. In that year, 40 publications were produced. In the 2008 HERI Faculty Survey, 55% of respondents reported they had published in the past two years and 10% had presented a fine arts exhibition or performance. (Note that 28% of those surveyed were lecturers and therefore had no research/creative activity requirement.) These data demonstrate a high level of scholarly activity and the importance that faculty and administration place on creating an environment in which research and creative activity are valued.

Table 4.3. Numbers of research and creative activities at IU Kokomo (2003-2007 calendar years).

Activity	2003	2004	2005	2006	2007	Total
Research/scholarly/creative projects	160	142	179	157	110	748
Externally-funded projects	4	4	9	8	6	31
Projects in which at least one student is involved	19	13	16	19	14	81
Faculty publications (peer-reviewed articles, books, book chapters)	57	50	56	40	57	260
Faculty sabbatical leaves	2	2	2	3	6	15

Students Involved in Research and Creative Activities

Faculty members at IU Kokomo have a long tradition of involving their students in research and creative activities. Currently, faculty in many units are working to make undergraduate research a more intentional part of the undergraduate curriculum by integrating it into lower-division and upper-division courses.

That is not to say that research with undergraduates has not been a significant part of our campus culture for a long time. For years faculty members have involved students in their own research activities, at times paying the students out of grant funding, but more frequently offering credit for an independent research or readings course. In addition, the Undergraduate Research Summer Institute (URSI) was created approximately 15 years ago to promote opportunities for students to experience scholarly exploration and research activities; to assist the professional efforts of the college's faculty; and, through the process of inquiry, to increase the development of our students. This program gives a stipend to undergraduate student researchers and their faculty sponsors, which permits the student to complete a research or creative project over the summer. The results of the projects are presented at a conference the following fall. In each of the past four years, six to nine student-faculty teams have participated in URSI.

IU Kokomo faculty members encourage students to present research results at regional or national discipline-specific conferences and/or at undergraduate research conferences (see Table 4.4).

Table 4.4. Examples of conferences at which IU Kokomo students presented their work (2003-2007).

Discipline	Conference Titles
Biology	Indiana Branch of the American Society for Microbiology American Physiological Society National Conference Symposium for Undergraduates in Science, Engineering and Mathematics at Argonne National Laboratory Indiana Academy of Science Meeting of the Society for Integrative and Comparative Biology Indiana University Undergraduate Research Conference
Chemistry	American Chemical Society National Conference Annual Indiana Local Section American Chemical Society Poster Session National Conference on Undergraduate Research Indiana University Undergraduate Research Conference
Business	Indiana University Undergraduate Research Conference
Humanities	Indiana University Undergraduate Research Conference Undergraduate Research Conference at Butler University IU Women's Studies/Gender Studies Undergraduate Research/Creative Activity Conference Purdue Calumet Undergraduate Research Conference
Psychology/Sociology/Political Science/History	Midwestern Psychological Association Indiana University Undergraduate Research Conference IU Women's Studies/Gender Studies Undergraduate Research/Creative Activity Conference
SPEA	Indiana University Undergraduate Research Conference
Nursing	Indiana University Undergraduate Research Conference
Education	Midwestern Educational Research Association

Evidence 4a.4: IU Kokomo prepares for the future by carefully analyzing and integrating research and creative activities into its strategic plan.

Strategic priority VII of the IU Kokomo Strategic Plan calls for enhancing the role of campus scholarship and creative work by developing new opportunities, infrastructure, and resources for research and creative activity. Objectives included the establishment and funding of the Center for Research and Creative Activity, encouraging and enhancing interdisciplinary scholarship, and enhancing the culture of scholarship through the creation of a faculty research/creative activity award and establishing annual research forums for students and faculty. A major objective is to establish a clear method for collecting and aggregating information on all of the various research and creative projects being conducted on campus, in order to create an annual campus research report.

As noted in 4a.3, the Center for Research and Creative Activity, a key part of the strategic plan, has been established and has begun hosting two annual student research forums on campus—one for freshmen and sophomores and one for juniors and seniors. In addition, a campus research/creative activity award has been created and is described in 4a.5 below.

Evidence 4a.5: The campus publicly acknowledges the achievements of students and faculty in research, scholarly activities, and application of knowledge.

In fall 2005, the Faculty Senate Research Affairs Committee proposed the establishment of an annual IU Kokomo Research/Creative Activity Award. The committee outlined the criteria, guidelines, application deadlines, and review procedures for this award. This award was implemented in 2007 and includes a cash award of \$2,500.

Even prior to the institution of the research award, IU Kokomo sought to highlight the research contributions of students and faculty. For instance, the Office of Communications and Marketing (OCM) prepares press releases for research and creative accomplishments, and often these stories appear in the local newspaper. OCM also has featured these accomplishments prominently on IU Kokomo's home page. Indiana University's newsletter for faculty and staff, *Homepages*, also regularly features research and creative activity from our campus as well as other campuses. In addition, our campus displays faculty members' publications in a designated area in the library building. The material on display in this case is updated on a regular basis.

In addition to honoring faculty members, IU Kokomo promotes undergraduate research and creative activity. Our campus hosted the annual IU Undergraduate Research Conference in 2000 and in 2008. This conference brings undergraduate students from all IU campuses for one day in the fall to celebrate their success through oral presentations and posters. Annually, IU Kokomo students present their research at this conference. In addition, our campus frequently hosts the annual IU Women's Studies Conference, at which students from all across IU present their work.

The campus annually organizes a poster session in the fall for URSI students to present their work. In addition, the CRCA sponsored the first annual research and creative activity symposium for freshmen and sophomores in fall 2007 and a similar symposium for juniors and seniors in spring 2008. These symposia will be annual events where students present outstanding work from their courses and can practice giving conference presentations.

Evidence 4a.6: IU Kokomo supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

Training Programs for Staff and Faculty

IU Kokomo supports professional development opportunities and ensures that these are available for staff, faculty, and administrators. For example, both the Office of Human Resources and the Center for Teaching, Learning, and Assessment (CTLA) offer training and development programs for staff on a regular basis each year. Information Technology (IT) training is coordinated by the CTLA using the resources of CTLA and UITS (University Information Technology Services). Employee-related training is coordinated by Human Resources using the trainers in IU's Employee and Organizational Development Services, University Human Resources, Financial Management Services, as well as benefit vendors.

Some of these programs are part of compliance training, whereas others offer employees opportunities for acquiring new leadership or financial skills or to become familiar with new university systems. Training has included such programs as Seven Habits for Highly Effective People; Good to Great; The FISH Philosophy at Work; TIAA-CREF's Investing for Retirement, Retirement Options and individual counseling sessions; the Leader's Role in Making Change, and Situational Leadership. The fiscal officer development series provides fiscal training for assigned budget managers to guarantee financial integrity of budget expenditures and compliance with Indiana University policy and federal, state, and local laws. Compliance training for new administrative staff requires attendance at sessions on such topics as the Americans with Disabilities Act, family and medical leave policies, and sexual harassment. Most training programs and workshops have a good level of attendance, which suggests that they fulfill a need on campus. Complete information on these training programs is available in the Resource Room.

Each year, IU's teaching academy, FACET, sponsors the Associate Faculty and Lecturers Conference at IUPUI. This conference is free to Indiana University adjunct faculty and lecturers, who may have limited opportunities for traveling to conferences. Speakers from across Indiana share teaching strategies, techniques, and best practice tips with attendees in a variety of workshops and discussion forums. In the past five years, 44 faculty from IU Kokomo have attended this conference. In addition, each year, IU Kokomo has had adjunct faculty or lecturers who have presented at the conference and/or have served on the steering committee (<http://www.facet.iupui.edu/events/AFC/index.html>).

Center for Teaching, Learning, and Assessment (CTLA)

IU Kokomo actively supports the development of its faculty and staff through the programs of the Center for Teaching, Learning, and Assessment (CTLA). CTLA provides professional development opportunities for faculty and technology training for faculty and staff. Center staff includes the director, two full-time professional staff members with expertise in instructional technology and instructional design, and a part-time student worker. Each semester, CTLA schedules approximately 20 training classes. Some classes teach how to use specific software products, such as Microsoft Office, Vista, Dreamweaver, Flashlight (an online survey tool), Photoshop, or Google Docs and Spreadsheets. Other classes focus on effectively using various technologies such as webpage creation, Oncourse (IU's course management system), podcasting, and web-based project development. In addition to group training, CTLA offers individual training for faculty who have particular interests or who have scheduling conflicts. These courses are very popular with both faculty and staff (see Table 4.5).

Table 4.5. Number of faculty and staff members who attended courses offered by the CTLA (2003-2008).

Year	Number of attendees			Number of different courses
	Faculty	Staff	Total	
2003-04	NA	NA	131	29
2004-05	NA	NA	153	27
2005-06	75	56	131	27
2006-07	NA	89	181	24
2007-08	89	62	151	18

CTLA did not begin keeping separate records of attendance for faculty and staff until 2005. Table 4.5 shows that the courses have been very popular, especially in years when new software is introduced, such as 2006-07 when the campus made the transition to Microsoft Office 2007. In addition, from 2005 through 2007, Indiana University was transitioning to a new version of Oncourse, its course management system, which increased the number of classes offered. CTLA regularly assesses the effectiveness of these courses using direct and indirect assessment methods.

Meeting Core Component 4a

The expectations of core component 4a are met by IU Kokomo in the following ways:

- IU and IU Kokomo have clear statements regarding the freedom of inquiry and how the university supports these policies.
- IU Kokomo has made a clear financial commitment towards research and creative activities by funding fellowships, grants, student research, faculty travel, and sabbatical leaves. The institution promotes research and creative activities in many different ways, and faculty and students take advantage of these opportunities.
- IU Kokomo faculty members and students are very active in various forms of research and creative activities, and there is a continuing high level of productivity (articles, books, success with external funds) by IU Kokomo researchers.
- IU Kokomo encourages undergraduate research both inside and outside the classroom.
- IU Kokomo continues to expand its research mission with the creation of the Center for Research and Creative Activity.
- IU Kokomo's faculty research award now better acknowledges research excellence.

- IU Kokomo established a Research Affairs Committee as a Faculty Senate standing committee to coordinate policies and procedures.

Challenges

As IU Kokomo moves towards the future, some challenges exist. The current level of funding for research may not be adequate in the future, especially as the campus moves toward integrating more undergraduate research into the curriculum. The ability to attract more external research funds to support research and creative activity on campus may decrease, especially as funding is getting tighter in the current economic context. The budget for faculty travel has remained static for several years. During that time, travel costs have risen significantly. In addition, as long-time faculty who did not often travel begin to retire, they are replaced by tenure-track faculty who must travel to present and receive feedback on their work.

These factors are placing a strain on the travel budgets of the schools. Some schools no longer pay per diem, and some schools can support only portions of a faculty member's travel costs. School of Nursing faculty who are active researchers are not provided reassigned time for research because the school has been unable to find qualified faculty to fill its open positions.

The campus has yet to realize its goal of creating interdisciplinary research teams as specified in its strategic plan. In addition, the campus does not have an efficient method for collecting and reporting on publications and scholarly work for faculty or for students, making it very difficult to create a report of the scholarly output of the campus.

Toward the Future

The campus is encouraged by the current work in the School of Arts and Sciences in 2007, where, as part of its strategic plan, it has formally adopted the theme of undergraduate research as a hallmark for the school. In addition to strong participation in CRCA, the school is seeking to integrate undergraduate research more successfully throughout the curriculum from the freshman year to the senior year. This will take place in the form of various learning activities in the classroom (to better prepare students for lifelong learning) to research projects and internships in the senior year. Many faculty members in arts and sciences, for example, strongly believe that these activities will not only yield better-educated students but will also help create a more robust research culture on campus, which will ultimately attract more students.

However, the campus continues to address budget issues related to research activities. The chancellor, recognizing the tight travel budgets, established a chancellor's travel fund in 2007-08 to support faculty travel opportunities to conferences focused on student learning. This was designed to take some pressure off school travel budgets. Schools have also been working to find solutions to the problem. For instance, the dean of the School of Arts and Sciences established a faculty task force to examine the school's budget to see if reallocation was possible. The faculty are currently experimenting with posting more course materials online to

reduce the duplicating budget in order to move those funds to travel. By paying the technology fee, students are entitled to print 600 pages per semester with no additional charge.

The campus, under the leadership of the assistant director for institutional research, is reviewing various software applications for collecting, recording, and reporting on scholarly work. This includes a university-wide initiative to collect electronic faculty annual reports to aggregate the data.

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.

Core component 4b focuses on the set of basic skills and knowledge that are deemed by the faculty as so important to higher education as to be required of all students: general education. IU Kokomo demonstrates its commitment to general education through its revisions to the program, modifying the core campuswide general education requirements to be organized around learning goals and outcomes rather than courses. Within individual academic programs as well as across the campus, IU Kokomo offers numerous opportunities for students to participate in academic programs that provide broad exposure to knowledge and skills and which emphasize the high priority of intellectual inquiry. These opportunities are also available to students through cocurricular activities and in limited but representative graduate programs.

List of evidence

- Evidence 4b.1: IU Kokomo has created general education student learning outcomes that require students to develop a breadth of knowledge and skills and is committed to assessing their effectiveness.
- Evidence 4b.2: IU Kokomo integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.
- Evidence 4b.3: IU Kokomo graduate programs are administered by qualified faculty working within a governance structure that fits the campus mission.

Evidence 4b.1: IU Kokomo has created general education student learning outcomes that require students to develop a breadth of knowledge and skills and is committed to assessing their effectiveness.

Overview of General Education

The campus general education requirements specify nine goals for students to meet in order to graduate. These goals represent both content knowledge and skills that the faculty have determined are important for our graduates, regardless of their degree program. These goals include oral and written communication, information literacy, quantitative literacy, critical thinking, cultural diversity, ethics and civic engagement, and basic literacy in social and behavioral sciences, humanities and arts, and physical and life sciences. These goals and the related student learning outcomes were developed by the faculty in a collaborative process that involved all academic departments on campus.

Recent Revisions to General Education

As discussed in Criterion 3a.2, in early 2005 the Educational Policies Committee (EPC) of the Faculty Senate was charged with the responsibility of revisiting the campus's general education program to see whether it met student needs. The committee worked for more than a year creating learning goals and student learning outcomes for general education. These goals and outcomes represent a synthesis of the faculty's review of information from various sources examining the history and role of general education at the undergraduate and baccalaureate level and recommendations from national disciplinary groups such as the Mathematical Association of America and the Association of College and Research Libraries.

In April 2006, the IU Kokomo Faculty Senate approved the *Indiana University Kokomo General Education Goals and Student Learning Outcomes*. This document outlines the nine learning goals of the general education program at IU Kokomo. The student learning outcomes associated with each of the nine general education goals are provided in Table 4.6.

Table 4.6. General education goals and student learning outcomes.

<p>Communication Skills Students will</p> <ul style="list-style-type: none"> • read critically. • write effectively. • listen effectively. • speak effectively. • use technology appropriately to support communication. 	<p>Ethics and Civic Engagement Students will</p> <ul style="list-style-type: none"> • identify the key elements and approaches to ethical situations and issues. • identify the benefits of making informed judgments with regard to individual and group conduct. • identify the benefits of civic engagement.
<p>Information Literacy Students will</p> <ul style="list-style-type: none"> • determine the nature and extent of information needed. • access the needed information effectively and efficiently. • evaluate information and its sources critically. • identify ethical, economic, legal, and social issues surrounding the access and use of information. • use information effectively to accomplish a specific purpose. 	<p>Social and Behavioral Science Students will</p> <ul style="list-style-type: none"> • explain the methods of inquiry used by social or behavioral scientists. • explain how political or historical processes shape civilizations. • explain behavior using social or behavioral science concepts. • explain the factors that influence how different societies organize themselves.
<p>Quantitative Literacy Students will</p> <ul style="list-style-type: none"> • draw inferences from mathematical models. • interpret empirical results. • represent mathematical information symbolically. • represent mathematical information graphically. • use algebraic methods to solve problems, using technology when appropriate. • use graphical methods to solve problems, using technology when appropriate. • use fundamental statistical information. 	<p>Physical and Life Sciences Students will</p> <ul style="list-style-type: none"> • apply the methods natural scientists use to explore natural phenomena. • distinguish between scientific facts and other information. • demonstrate understanding of the basic scientific principles in the biological or physical sciences. • recognize the interaction of humans and the natural environment.
<p>Critical Thinking Students will</p> <ul style="list-style-type: none"> • recognize issues that have alternative interpretations. • compare the perspectives of others to their own. • assess the quality of supporting evidence. • assess the implications and consequences that result from proposed conclusions. 	<p>Humanities and Arts Students will</p> <ul style="list-style-type: none"> • articulate how intellectual traditions have helped shape present cultures. • evaluate various literary, philosophical, or historical works and approaches. • demonstrate aesthetic appreciation through the experience of fine or performing arts.
<p>Cultural Diversity Students will</p> <ul style="list-style-type: none"> • demonstrate knowledge about diverse cultures and societies. • analyze cultural patterns in terms of ethnicity, class, gender, age, or religion. • analyze the interconnectedness of global and local concerns. 	

In 2006-07, the EPC worked with faculty and departments to match courses with student learning outcomes, and the resulting curriculum was approved in March 2008, to be implemented in fall 2009.

Assessment of General Education

Despite the fact that the general education curriculum was still being developed, the campus determined not to wait for it to be fully developed before beginning to assess student learning in general education. The EPC took responsibility for assessing general education in fall 2006. Prior to that, assessment of general education occurred within schools or within specific degree programs, but there was no campuswide process for collecting and reporting on the data. EPC, in consultation with the Center for Teaching, Learning, and Assessment (CTLA), developed a plan to pilot a process for assessing the general education outcome, "Students will write effectively." In spring semester of 2007, all IU Kokomo faculty members who assigned a written paper of at least two pages in length were invited to volunteer a sample of those papers to be assessed. Fourteen faculty (teaching 15 classes) agreed to volunteer. The CTLA director randomly selected 20% of the papers from each class (before they were graded). The CTLA collected 46 papers: 10 from freshmen, 11 from sophomores, 8 from juniors, 14 from seniors, 2 from nondegree students, and 1 from a graduate student. Nineteen of the papers (41%) came from transfer students.

CTLA removed all identifying information from the papers, which were then assessed by two English composition faculty members using a rubric that had been developed the previous year by several members of the English faculty. Of 46 papers assessed, only one met the criteria for achieving the outcome. That one paper came from a freshman. This was a pilot study with limited sample size, and it is the first campuswide use and interpretation of the rubric. EPC concluded that the results were disappointing and potentially indicate an area of concern. However, the small sample size, varied writing assignments, and pilot use of the rubric indicate that caution should be used before implementing significant program changes. Nevertheless, the EPC believes that writing education can be improved if faculty members at all levels on campus are encouraged to grade content and writing when grading written assignments.

In 2007-08, all of the students taking freshman composition were required to upload their first and last writing assignments to an e-Portfolio site within Oncourse. Approximately 40% of the papers submitted have been assessed by a team of English faculty members, using the same rubric as in the past. However, technical problems with the new e-Portfolio software precluded us from completing these evaluations prior to the printing of this self-study document. The final report will be available in the resource room.

In addition, because of the importance the faculty place on writing skills, the campus will be participating in the Writing Across the Curriculum Consortium for the 2009 administration of the National Survey of Student Engagement.

National Survey of Student Engagement (NSSE)

A number of the items on the National Survey of Student Engagement (NSSE) ask students about skills and attitudes related to general education. The item most relevant to general education asks students about the extent to which the institution had a role in their acquiring a broad general education. On this item, IU Kokomo senior student respondents were on par with student respondents from peer institutions, with 84% of respondents in both samples falling into one of the two top categories (quite a bit or very much; see Table 4.7).

Students also answered questions more specific to IU Kokomo's general education goals and student learning outcomes, such as the extent to which they had learned to write clearly and effectively, speak clearly and effectively, think critically and analytically, and analyze quantitative problems. On each of these questions, IU Kokomo students were equivalent (within three percentage points) to students from peer institutions (see Table 4.7). In fact, the freshman respondents from IU Kokomo actually rated their ability to write clearly and effectively eight points higher than did students from peer institutions. Regarding their beliefs about their ability to learn effectively on their own, our freshman students rated themselves lower on this question than their peers. However, responses of IU Kokomo were virtually equivalent to seniors from peer institutions.

Table 4.7. NSSE 2006 data about learning.

Questions from 2006 NSSE	First-Year Students		Seniors	
	IUK	Peers	IUK	Peers
11a. Acquiring a broad general education	75%	79%	84%	84%
11c. Writing clearly and effectively	82%	74%	80%	77%
11d. Speaking clearly and effectively	71%	71%	76%	73%
11e. Thinking critically and analytically	81%	78%	84%	86%
11f. Analyzing quantitative problems	66%	67%	72%	74%
11j. Learning effectively on your own	60%	69%	73%	74%

Percentage of students answering in the top two categories (quite a bit or very much) agreeing that the institution had aided in developing these skills and abilities.

Evidence 4b.2: IU Kokomo integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

All undergraduate degree programs at IU Kokomo have a significant general education component. The recently adopted general education goals and student learning outcomes apply to all baccalaureate degrees in every school except the School of Continuing Studies. (SCS degrees are administered by a university-wide school, and degree requirements are promulgated by a university-wide committee composed of faculty from all IU campuses.) However, Associate and Bachelor of General Studies degree students are expected to develop general education competencies in five areas: written communication, oral communication, quantitative reasoning, computer literacy, and diversity.

In addition to the campuswide general education core, the Schools of Allied Health, Arts and Sciences, Business, Nursing, and Public and Environmental Affairs and the Division of Education have developed additional general education requirements and student learning outcomes for their students.

Faculty at IU Kokomo recognize that general education skills are not developed only in general education courses. For instance, in the School of Arts and Sciences, students in some degree programs may elect to take a writing intensive course in their major, taught by faculty in their major, in lieu of a separate advanced composition course. For some programs such as business, education, public and environmental affairs, allied health, and nursing, the general education diversity requirement is satisfied through a course in the major. Students in the School of Arts and Sciences satisfy their diversity requirement through required courses in a foreign language.

Senior Capstone Experiences

Many degree programs have developed senior capstone courses in which students demonstrate their ability to integrate content knowledge with general education skills such as oral and written communication, quantitative reasoning, and information literacy. For example, in education, students complete an action research project in conjunction with their student teaching experience to help them become better teachers. In arts and sciences, students may be required to present a senior project in an oral or visual format as well as in a term paper. Through the experiences provided in capstone courses, students solidify knowledge and skills developed in courses earlier in the curriculum and are provided with models of intellectual inquiry within their discipline.

Information Literacy

The librarians of Indiana University Kokomo are actively engaged in the teaching of information literacy skills. In conjunction with instructors of ENG-W131 Elementary Composition 1, ENG-W132 Elementary Composition 2, and SPCH-S121 Public Speaking, students participate in bibliographic instruction designed to introduce students to IUCAT (the Indiana University Libraries online catalog), electronic databases, and the concept of scholarly sources. These sessions are an integral part of the teaching of research in each course. Each workshop is evaluated by the instructor, and these evaluations are reviewed regularly to guide alterations in the substance and the methods of bibliographic instruction. In addition, the librarians collaborate with instructors of upper-division courses to assist students in further developing skills in searching for and evaluating sources in their major.

Evidence 4b.3: IU Kokomo graduate programs are administered by qualified faculty working within a governance structure that fits the campus mission.

According to its mission statement, IU Kokomo is primarily a baccalaureate institution with a limited number of master's degrees. As we seek to enhance the educational attainment of North Central Indiana, the campus has developed several master's degree programs which have an applied focus. IU Kokomo has offered the Master of Business Administration since 1992.

Since 2003, the campus has established or substantially revised master's degrees in liberal studies, education, and public management.

Because IU Kokomo's mission specifies that we offer limited graduate degrees, we do not have a graduate school. Administrative responsibility for graduate degree programs rests with the deans of each school or division and their appointed graduate program directors. Faculty governance for graduate programs (e.g., approving new courses and degree proposals) is provided by the Faculty Senate's Graduate Programs Committee. In 2007 the graduate program directors began meeting informally to exchange information. In 2008, under the auspices of academic affairs, this group became the Graduate Program Directors Committee. To facilitate communication between faculty governance and administrative committees, the Faculty Senate approved the creation of the Graduate Council, which is composed of the Graduate Programs Committee and the Graduate Directors Committee. This group provides the administrative structure for graduate programs.

At one time, IU Kokomo faculty were required to apply individually to the IU Graduate School to become members of the graduate faculty. As a result of a change in Indiana University policy, now all tenured and tenure-track faculty members are automatically members of the graduate faculty at Indiana University. At IU Kokomo, faculty cannot serve as chairs or members of thesis committees unless they are members of the graduate faculty.

Please see Criterion 3a.3 for a discussion of how student learning outcomes for graduate programs are differentiated from undergraduate outcomes. Each graduate degree program has developed a plan for assessing its students. Assessment plans and reports for the various graduate degree programs are available in the Resource Room.

Meeting Core Component 4b

- IU Kokomo's commitment to creating educational programs that develop breadth of knowledge and skills is demonstrated by the successful revision of the general education program, moving the focus away from courses and toward student learning outcomes. This process was long, and at times difficult, but the involvement of faculty from every school and division on campus was crucial to its success.
- All degree programs at IU Kokomo incorporate the development of general education skills and knowledge, and many give students the opportunity to demonstrate their ability to integrate general education skills and knowledge with content knowledge from their discipline through capstone experiences.
- IU Kokomo's graduate degree programs are overseen by administrative and faculty governance committees composed of qualified faculty, and faculty in these programs are involved in assessing their effectiveness.

Challenges

Although several schools and degree programs assess general education in their own students, the campus has not yet developed a systematic plan for assessing general education outcomes at the campus level or a method for using assessment results for improvement of general education outcomes. Although the M.B.A. has a long history of assessing student learning, the three newer graduate degree programs have not yet collected sufficient data on student learning to make decisions about the effectiveness of their degree programs.

Toward the Future

Over the past four years, a culture of assessment has become more established on campus. Faculty are more actively assessing student learning in their degree programs and are using results for improvement more frequently and consistently than was the case at the last accreditation visit. Faculty better understand the process of assessment and are more committed to assessing student learning. Now that the general education learning outcomes and curriculum have been specified, the faculty, in collaboration with the Educational Policies Committee, are working to develop an effective program of assessing student learning in general education.

As participants in the Voluntary System of Accountability (VSA), the campus will soon be pilot-testing a nationally standardized exam assessing critical reading, problem solving, and quantitative reasoning. Although this will be just one portion of the general education assessment plan, the campus expects that it will provide valuable information about the effectiveness of the general education program.

As Indiana University continues to develop its e-Portfolio system, several degree programs will begin using it to collect, organize, and assess student work. This technology will be especially important for assessing competencies in the Bachelor of General Studies degree.

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

Indiana University Kokomo is committed to developing curricula that are relevant, current, and future oriented to prepare students for a global, diverse, and technological world. The campus employs systematic reviews of all curricula by internal and external stakeholders to assess whether program curricula are useful and current.

- Evidence 4c.1: IU Kokomo systematically reviews undergraduate and graduate curricula to ensure that courses and programs are relevant, current, and future oriented.

- Evidence 4c.2: IU Kokomo’s curriculum prepares students for living in a global, diverse, and technological world.
- Evidence 4c.3: Graduates of campus programs in applied practice demonstrate the knowledge and skills necessary for independent functioning in their professions.
- Evidence 4c.4: Curricular and cocurricular programs promote social and civic responsibility.

Evidence 4c.1: IU Kokomo systematically reviews undergraduate and graduate curricula to ensure that courses and programs are relevant, current, and future oriented.

At IU Kokomo, both internal and external constituencies review courses and programs for relevance and currency.

All new undergraduate and graduate courses are first reviewed by faculty in the department and then are reviewed by the Faculty Senate Educational Policies Committee (EPC) or the Graduate Affairs Committee (GAC) as applicable. Proposals for new courses must explain why the course is necessary, list the student learning outcomes, demonstrate how the course relates to the objectives and student learning outcomes of the program, and include sample syllabi and other relevant materials. Following approval by the relevant Faculty Senate committee, all new courses (including courses that are new to the campus but not to the university) undergo remonstrance for a period of 30 days, during which any faculty member on any Indiana University campus may comment upon, question, or file a remonstrance on the proposed course.

In addition to the procedures for reviewing new courses, IU Kokomo has a set of procedures in place for reviewing degree programs on a systematic basis. Degrees in the professional schools are reviewed by external accreditation bodies, including NCATE (National Council for Accreditation of Teacher Education), AACSB (Association to Advance Collegiate Schools of Business), CCNE (Commission on Collegiate Nursing Education), and JRCERT (Joint Review Committee on Education in Radiologic Technology). In the School of Arts and Sciences, degree programs are reviewed every three to five years by recognized experts in each area.

Faculty have used the feedback from these external reviewers to review and improve the curriculum, sometimes significantly. The revision of the master’s degree program in education was a response, in part, to feedback from NCATE (described in more detail in Criterion 3c.5.) An external review of the bachelor’s degree in Social and Behavioral Sciences (SBSC) in 2003 found that both students and faculty were discontented with the configuration of the SBSC degree. The degree required that students take courses in most areas of SBSC (including psychology and sociology), but students pursuing this degree were primarily interested in history and political science. Following the reviewer’s recommendations, the SBSC degree was discontinued and a degree in history/political science was established in its place.

In 2007, a new program review and improvement template was drafted by the deans and the vice chancellor for academic affairs, in consultation with representatives of the Faculty Senate and faculty in the departments. Subsequently, it was approved by the Cabinet, Academic Council, and the Faculty Senate officers. The School of Arts and Sciences will use the new procedures for the first time in spring 2009. The template requires that programs review and demonstrate (1) alignment with campus mission, values, and strategic plans; (2) internal and external demand; (3) evidence of student learning and faculty engagement in scholarship and service; and (4) potential for future growth.

In addition to program reviews, several academic units work with their advisory board members to review curricular and cocurricular activities. For example, the Master of Business Administration (M.B.A.) curriculum was originally developed, and continues to be monitored, in consultation with many of the leaders in the local business community who make up its advisory board. Advisory board members attend M.B.A. student presentations and review M.B.A. student papers in order to give feedback to the faculty regarding the quality of the students' work from the viewpoint of a professional in the field. The School of Public and Environmental Affairs (SPEA) established an advisory board in 2005. The SPEA Advisory Board includes thirty active members who are administrators from government and nonprofit sectors. The board participates through program planning, curriculum assessment, and development support.

Evidence 4c.2: IU Kokomo's curriculum prepares students for living in a global, diverse, and technological world.

Information and Technology Literacy

As described in 4b.2 above, information literacy outcomes are taught in general education and in the major. The faculty librarians have assessed student learning in their introductory presentations to new students by asking them to search for and find a book in the stacks related to their topic. Nearly all students at the end of the session were able to carry out this task without help. Though this seems to be a simple task, many of our freshmen are not familiar with an academic library, including how to search for materials online, and this first session helps them not only to become familiar with the library but also to use the online catalog. The faculty librarians also teach modules for students in upper-level courses on searching databases for scholarly materials relevant to their major, and students are expected to become adept at conducting such searches on their own by the time they are seniors.

Teaching information literacy skills is not limited to the faculty librarians. Ninety-six percent of faculty responding to the HERI faculty survey said that "helping students evaluate the quality and reliability of information" was a "very important" or "essential" goal of undergraduate education, and 80% said that they frequently encourage their students to do such evaluation.

Since most students come to campus already having experience with word processing, presentation software, and the like and because information technology skills are infused throughout the curriculum in general education and in the majors, the campus no longer

requires a separate course in basic computer skills. Currently, several degree programs require a statistics course, and students in these courses are taught how to use a statistical package such as SPSS or Minitab. Business students learn to use spreadsheets, web design tools, and other technology as part of their coursework. In addition, the newest degree programs in the School of Arts and Sciences (informatics, new media, fine arts) were all designed to have strong technology components because of the importance of these skills in the workplace. The faculty in the various degree programs assess their students' technology skills as part of their plans for assessing student learning in each degree. For instance, in the School of Business, seniors take the ETS (Educational Testing Service) Major Field Test, which has a section on business technology and information systems. For the past three semesters, seniors have scored at the 85th percentile nationally on this section of the exam, demonstrating that their knowledge in this area is far above the national norm.

At the campus level, students have assessed their own information literacy skills in the National Survey of Student Engagement (NSSE). In 2006, 86% of freshmen and 93% of seniors said that IU Kokomo emphasizes using computers in academic work "quite a bit" or "very much." Also, 77% of freshmen and 76% of seniors said that IU Kokomo had contributed "quite a bit" or "very much" to their knowledge and skills in using computers and information technology.

Diversity

The cultural diversity goal of the campus's general education program includes the following student learning outcomes:

- Demonstrate knowledge about diverse cultures and societies
- Analyze cultural patterns in terms of ethnicity, class, gender, age or religion, and
- Analyze the interconnectedness of global and local concerns.

In spring 2008, the campus identified courses that would meet these outcomes. Because these outcomes were so recently adopted, faculty have not yet begun assessing whether students are attaining the outcomes.

In addition to the basic courses listed in the general education curriculum, faculty have created international study experiences, and the campus has established international exchange agreements. In addition, in their annual service reports, faculty discuss how they have infused diversity into the curriculum. Two faculty members recently analyzed the statements in these service reports and the results are presented in Table 4.8 below. Of those faculty who completed that section of the annual report, the vast majority (90%) described including diversity in their course content. Nearly half (49%) included descriptions of different teaching strategies they employed to respond to diverse learners. Fewer (18%) talked about better understanding their students (18%) or themselves (16%). Most of the faculty (86%) had one or two dimensions in their diversity statements; however, less than two percent of the statements included all four dimensions (Marchesani and Adams, 1992).

Table 4.8: Faculty diversity statements in the annual service report 2003-2007.

	2003	2004	2005	2006	2007	Total
Number of faculty who included diversity on their annual reports	49	49	51	59	62	270
Number of Faculty using content	43 (87.8%)	45 (91.8%)	46 (90.2%)	52 (88.1%)	57 (91.9%)	243 (90.0%)
Number of faculty using pedagogy	22 (44.9%)	27 (55.1%)	24 (47.1%)	32 (54.2%)	27 (43.5%)	132 (48.9%)
Number of faculty who emphasize changes to themselves	10 (20.4%)	8 (16.3%)	7 (13.7%)	9 (15.3%)	8 (12.9%)	42 (15.6%)
Number of faculty who reflect on types of students	9 (18.4%)	8 (16.3%)	9 (17.6%)	12 (20.3%)	11 (17.7%)	49 (18.1%)

In the 2006 NSSE survey (see Table 4.9), 57% of IU Kokomo first-year students and 62% of IU Kokomo seniors responded that diverse perspectives (different races, religions, genders, political beliefs) were included “often” or “very often,” equivalent to our peers. However, fewer of our students reported having “had serious conversations with students of a different race or ethnicity,” perhaps due to a lower percentage of minority students at IU Kokomo than at peer institutions. Fewer IU Kokomo freshmen and seniors than their peers reported that this institution emphasizes understanding people of other racial or ethnic backgrounds. This contrasts with the HERI findings that 72% of the faculty said that enhancing students’ knowledge of and appreciation for other racial/ethnic groups is a very important goal of undergraduate education. Even more faculty (86%) said that teaching students tolerance and respect for different beliefs is an important goal. Faculty continue to work on infusing diversity into the curriculum and assessing students’ cultural competence.

Table 4.9. 2006 NSSE data on diversity.

Questions from 2006 NSSE	First-Year Students		Seniors	
	IUK	Peers	IUK	Peers
Inclusion of diverse perspectives in class discussion or assignments	57%	60%	62%	60%
Had serious conversations with students of a different race or ethnicity	37%	49%	36%	52%
Institution emphasizes understanding people of other racial or ethnic background	40%	52%	43%	51%

Percentage of students answering in the top two categories (quite a bit or very much)

International Study

To increase opportunities for students and faculty to engage with and learn about different cultures, IU Kokomo has developed several international exchange agreements. The agreement of cooperation between the IU Kokomo School of Nursing and Margaret Pritchard University (MPU) School of Nursing, Jeonju, South Korea, was instituted in 2000. Since then, four IU Kokomo faculty have taught one semester at MPU and two MPU faculty have come to IU

Kokomo to teach for one year. In addition, 44 MPU students and 11 IU Kokomo students have participated in two-week exchange programs between the two schools. To be eligible to go to Korea, IU Kokomo students first complete the course Korean Culture and Health Care. While in Korea, they observe how traditional herbal remedies complement western medicine at Korean hospitals and clinics and see how Korean respect for family and societal harmony affect health care practices. Students are immersed in a society that speaks another language, eats different foods, and follows other health care practices, with the goal of increasing their understanding for “outsider” experiences of immigrant and non-English-speaking patients in the United States. A similar program allows students to travel to various sites in Guatemala.

The Division of Education at Indiana University Kokomo, in cooperation with the IU Bloomington School of Education’s Cultural Immersion Projects Program, affords an opportunity for education students to participate in an overseas student teaching experience. Participants may be placed for a minimum of eight weeks in cooperating schools, families, and communities in Australia, China, Costa Rica, England, India, Ireland, Kenya, New Zealand, Russia, Scotland, Spain, Turkey, or Wales. Since 2005, five students in the Division of Education have taught in schools in Australia, Ireland, and Kenya through this program.

In the School of Arts and Sciences (SOAS), faculty have developed courses that include international travel during spring break or summer to provide diverse learning experiences for students. Students and faculty have studied Hispanic literature in Mexico, British literature and culture in England, and Irish literature and culture in Ireland. Since 2003, 77 students have participated in SOAS overseas study courses with IU Kokomo faculty. The trips are well-integrated with course material. For example, during summer 2007, several students and faculty members traveled to Italy to study. The students enrolled in either Foreign Study in Italian Art (3 credit hours) or Rhetoric and Society: Italian Images, Media, and Identity (3 credit hours). The classes met for four periods prior to departure, during which time the students completed readings, engaged in class discussions, and prepared for the overseas study experience. While in Italy, students participated in cultural, historical, and art tours and theatre performances. Upon return, students met for four more class sessions to complete the remaining course work, including making formal presentations of their projects for their peers.

Many of these courses are part of the International Studies Minor. This minor requires an overseas study experience as its capstone. One student has graduated with this minor, and a number of students are currently in the program. Overseas study trips to other destinations such as Mexico, London, Guatemala, and Ireland have received a great deal of positive exposure on campus and in the local community, and students have begun asking what the next destination will be and which classes will be offered. Students who have traveled with these courses often comment on their increased ability to understand customs, language, literature, art, history, and social conventions because of their overseas travel experience. In addition, faculty have noted that students who have participated in these courses have emerged as campus leaders. For instance, they have joined Campus Ambassadors and developed new activities such as *From the Well House* (a student-run arts and research publication). They have participated in community service related to the courses, such as

working on the Peace Garden (see 4c.4) and writing grant proposals to support it. These students' overseas travel experiences have made them more visible, more confident, and more willing to accept responsibility from faculty and staff who offer them new opportunities for leadership.

Evidence 4c.3: Graduates of campus programs in applied practice demonstrate the knowledge and skills necessary for independent functioning in their professions.

Indiana University Kokomo has professional programs in nursing, education, radiography, and medical imaging technology. As specified by the various accreditation bodies, these programs require sufficient applied practice opportunities (clinical rotations, student teaching) to permit students to practice the skills necessary for a successful professional practice.

Education

In the Division of Education, students are guided through a sequence of field experiences. These experiences are developmental in nature, designed to be incrementally more participatory, lengthy, and demanding as the students progress through the program. Graduates of the elementary education program will have had nine field experiences, in addition to their student teaching semester. Graduates of the middle school education program participate in five such experiences, and graduates of the secondary education program have completed four such experiences. These experiences provide candidates with increasing amounts of responsibility in school settings and serve as preparation for full-time student teaching. Students are assigned to a variety of schools and grade levels throughout their programs. The student teaching semester is the capstone of the degree program. Students demonstrate teaching competence under the supervision of an experienced teacher (in cooperation with the division). This full-day, school-based semester has been carefully designed to be as realistic and as intensive as actual teaching. Student teaching requires a full-time commitment, and the student teacher is expected to be available for after-school activities and conferences. The student teacher must also have sufficient time for lesson planning. As a result, during this semester students do not normally take other courses or hold outside employment, even during evenings and weekends.

In both 2005-06 and 2006-07, 100% of education students passed both their basic skills exam (Praxis I) and their Praxis II exams, which demonstrate mastery of the content area being licensed. All graduates have met or exceeded the INTASC standards which delineate the knowledge, dispositions, and performances required of all new teachers.

Nursing

In order to complete all required coursework for graduation from Indiana University Kokomo School of Nursing, all students must complete clinical (practicum) courses and rotations. These rotations can take place in various departments in seventeen different hospitals located in Indiana. Therefore, students in the program learn to function as beginning nurses in all health care settings and receive a strong foundation for leadership positions as well as for graduate study in nursing.

The pass rates for IU Kokomo B.S.N. students have increased significantly over the past several years since the implementation of a program of computerized standardized testing designed to help students and faculty identify deficiencies in content knowledge and test-taking skills. Pass rates on the National Council Licensure Examination (NCLEX-RN) have increased from 60-65% in 2004 and 2005 to 89% in 2006 and 83% in 2007. In addition, the School of Nursing surveys employers, and these surveys have been largely quite positive regarding the skills of these graduates.

Radiography (Associate Degree) and Medical Imaging Technology (Bachelor's Degree)

Students in the Associate of Radiography and Bachelor of Science in Medical Imaging Technology degree programs must complete various clinical practica and experiences in the hospitals as part of the curriculum. This prepares the students to meet the requirements established for national registration in CT, Interventional, MRI, ultrasound technology and/or one of the certificates of advanced qualifications offered for radiologic technologists. In the four years since this program's inception, 100% of the graduates have passed the American Registry of Radiologic Technologists national licensing examination, well above the national average (which ranges from 88-95%). In addition, of those employers who responded to annual employer surveys, 100% would consider hiring future graduates of this program.

Evidence 4c.4: Curricular and cocurricular programs promote social and civic responsibility.

As discussed in more detail in Criterion 5, IU Kokomo is deeply engaged in promoting social and civic responsibility in its students, faculty, and staff. Many academic and cocurricular programs encourage service learning through courses, internships, and volunteer opportunities. For example, IU Kokomo is very active in the American Democracy Project and has a very active and successful Students in Free Enterprise (SIFE) group (see Criterion 5b.2). On the academic side, Criterion 5b.1 describes several programs that promote civic and social responsibility. In addition to those examples, some freshman learning communities incorporate service learning as part of the curriculum (see, for example, the discussion of Take Back the Night in 5b.2).

For example, students in the Footprints on the Planet freshman learning community in spring 2006 worked on a project in land design for public reuse of the Continental Steel site in Kokomo, Indiana. This former Superfund site was rehabilitated through the use of federal (EPA) and state funds, but the site had not yet been redeveloped, though the Kokomo community had expressed interest in using it as a park. The students, working in groups, researched the history of the site, designed a public sculpture, designed artistic benches, planned creative gardens, and developed signage for the planned park. Near the end of the semester, the students presented their projects to the class, and the best projects were selected and presented to city and park officials at City Hall in Kokomo, Indiana.

Another more recent Footprints on the Planet Freshman Learning Community conducted a service learning project at one of Kokomo's newer city parks, Jackson Morrow Park. Students worked together to level, fill, and smooth a walking path damaged by bike ramps and misuse. They also hauled and spread mulch over the path with shovels and rakes. A small group of

students worked in the park's Kirkendall Nature Center to create an educational display about nesting birds of Indiana.

Students in an Asian Culture class designed and built the Peace Garden in 2008. The garden is located in Darrough Chapel Park. This was a cooperative project between the School of Arts and Sciences (Department of Humanities), the Multicultural Student Organization, Darrough Chapel Elementary School, and the City of Kokomo Parks Department. Students worked with the instructor to write grant proposals, manage budgets, attend board meetings, and obtain approval from the city for the project (<http://www.homepages.indiana.edu/2008/10-13/>). Additional information on the Peace Garden is available in the Resource Room.

NSSE Data

The 2006 NSSE survey asks several questions related to civic responsibility. Twenty-nine percent of freshmen and 52% of seniors said they had done community service or volunteer work; these numbers are equivalent to those of their peers at other institutions. In addition, the numbers of students reporting that they had participated in volunteer activities such as fundraising in the past year were similar to those of students at peer institutions. A little more than a third of freshmen (34%) and seniors (38%) said that IU Kokomo had contributed to their development regarding "contributing to the welfare of the community" by "quite a bit" or "very much." These numbers are similar to those of the entire NSSE sample, which is encouraging, given that our students spend far more time commuting to class and caring for dependents than students in the national sample.

Meeting Core Component 4c

IU Kokomo has in place multiple procedures for assessing whether and how the curriculum is preparing its students to live and work in a global, diverse, and technological world:

- Courses and degree programs are systematically reviewed for relevance and currency by both internal and external reviewers.
- In both the general education curriculum and in the majors, students are expected to become skilled in information literacy and the use of technology in their chosen field.
- Faculty have designed student learning experiences to increase students' knowledge of diverse cultures and experiences, including overseas study experiences.
- Students in nursing, education, and radiography/medical imaging technology undergo multiple field experiences, with a culminating field experience. These degree programs regularly assess their graduates' abilities to function as professionals in the workplace.

Challenges

Because the general education diversity outcomes were recently adopted, faculty have not yet begun assessing whether students are attaining the outcomes. In addition, there currently is no process for assessing the effectiveness of overseas travel experiences. As a result, faculty continue to work on infusing diversity and equity throughout the curriculum and on assessing student learning.

Toward the Future

The campus will continue to implement and develop international programs and agreements that are appropriate in size and scope for our campus. For example, in collaboration with Ivy Tech Community College of Indiana, the Department of Natural, Information, and Mathematical Sciences (NIMS) is developing a course on the ecology of the rainforest, which will initially be offered in Belize. This course will allow for the opportunity to travel to study ecology and biodiversity in the context of a different culture (foreign country and language) and environment (rainforest).

The faculty involved in the International Studies Minor are discussing ways to assess student learning in the minor, including standardizing surveys for all students who travel overseas as part of a course.

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

IU Kokomo is committed to creating an environment that ensures that faculty, students, and staff act responsibly in their pursuit of knowledge. Clear policies and procedures exist for the protection of human and animal subjects in research and to prevent research misconduct. The campus provides opportunities for faculty and students to be educated regarding these issues. In addition, rules and guidelines for appropriate academic conduct are described in the *IU Faculty Handbook* and the *IU Code of Student Rights, Responsibilities, and Conduct* (<http://dsa.indiana.edu/Code/>).

List of evidence

- Evidence 4d.1: IU Kokomo follows policies and procedures to ensure ethical conduct in its research and instructional activities.

- Evidence 4d.2: Indiana University and IU Kokomo have developed clear policies and procedures regarding intellectual property rights, conflicts of interest, and conflicts of commitment.
- Evidence 4d.3: IU Kokomo's academic and cocurricular programs develop student skills and attitudes fundamental to responsible use of knowledge.

Evidence 4d.1: IU Kokomo follows policies and procedures to ensure ethical conduct in its research and instructional activities.

IU Kokomo has clear policies regarding the ethical conduct of research and instructional activities. These policies are revised and updated when appropriate, and all IU faculty, staff, administrators, and students are expected to abide by them.

The Institutional Review Board for the Protection of Human Subjects at IU Kokomo

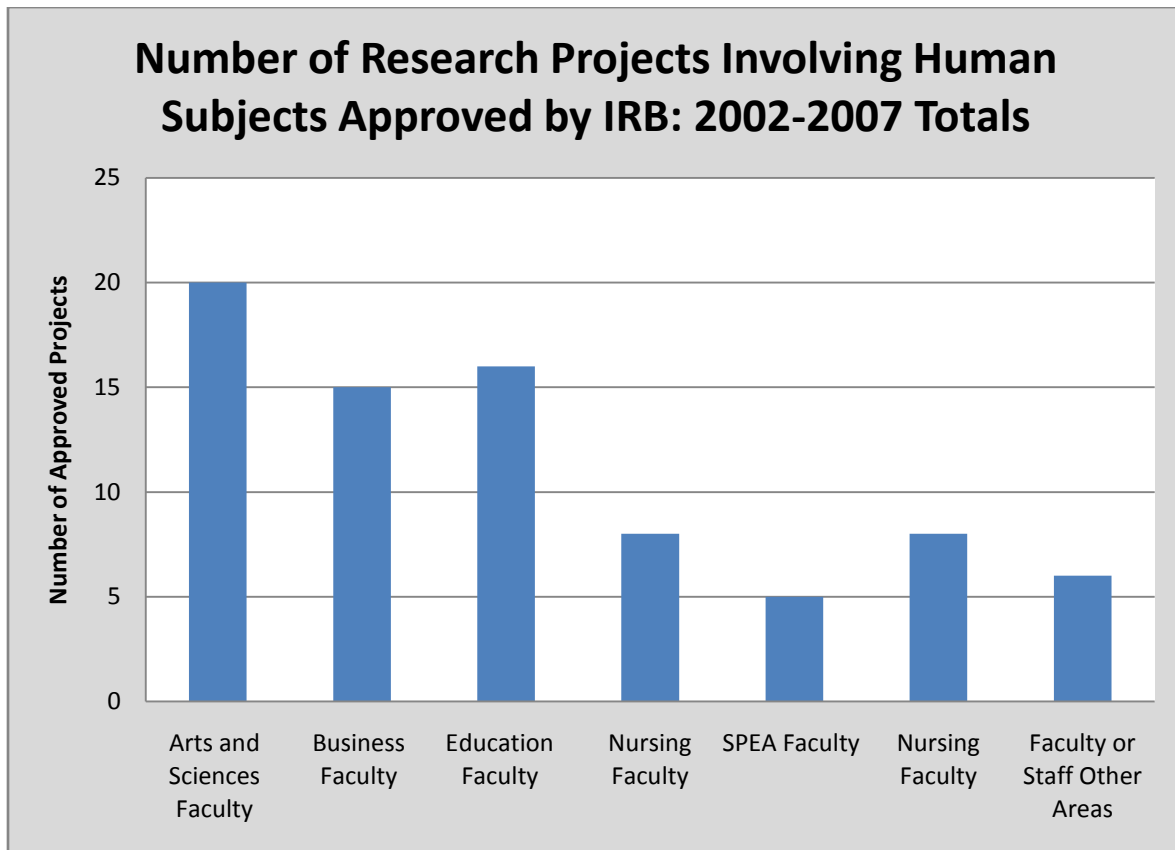
The IU Kokomo Institutional Review Board (IRB) protects the rights and welfare of human research participants and ensures compliance with applicable IU guidelines and federal regulations. The board is an official institutional review board, established under the Indiana University Federal Wide Assurance (FWA) with the Department of Health and Human Services (DHHS) for the Protection of Human Subjects in Research. This FWA document is a formal agreement between the university and the federal government that commits the university to complying with applicable regulations governing the conduct of research involving human subjects. The IU Kokomo Institutional Review Board has the authority to suspend or terminate approval of research that is not conducted in accord with Institutional Review Board requirements or poses serious harm to subjects.

The IU Kokomo Institutional Review Board operates within the parameters of its expertise and defers some types of research, such as research involving radiation or biomedical interventions, to the IRB at IUPUI. Though the chairmanship may rotate among IRB members, all records of the IU Kokomo IRB, including meeting minutes, are maintained in academic affairs.

The IRB keeps the campus informed of the ethical requirements for conducting research with human subjects, including research in the Scholarship of Teaching and Learning, through e-mails, visits to department meetings, and presentations at Faculty Senate. Furthermore, through the IU Office of the Vice President for Research, IU Kokomo IRB members are provided with online training and occasional workshops on ethical and legal issues involved in human subjects research. Indiana University conducts occasional audits of IRB records to ensure compliance with federal regulations. (Further information on IU Kokomo's IRB is available at <http://legacy.iuk.edu/~koirb/index.shtml>.)

As shown in Figure 4.1, the IRB has approved a variety of research projects over the years from researchers across campus.

Figure 4.1. Research projects involving human subjects approved by IRB (2002-2007).



The Institutional Animal Care and Use Committee (IACUC)

The Institutional Animal Care and Use Committee (IACUC) is appointed by the chancellor. Among the members are at least one member who is not a natural scientist, an attending veterinarian, a community member with no affiliation with the university, as well as other IU Kokomo faculty members and administrative officials. The committee meets every six months and must review and approve all applications for animal use, not just for research projects but also in instructional laboratories. The committee reviews the proposed experimental protocols to ensure that the correct animal model will be used, that the fewest possible number of animals will be used, and that any possibility for pain or distress is either eliminated or addressed with appropriate anesthesia, analgesia, or tranquilizers. Further, the committee ensures that all procedures are in compliance with the guidelines set forth in the Public Health Service Policy on Humane Care and Use of Animals as well as the U.S.D.A. Animal Welfare Act. Members of the IU Kokomo IACUC, along with other IU colleagues, attended a one-day workshop in April 2007 to receive additional training in this area. The workshop was offered by the IU Office of Sponsored Research and included guest speakers and experts in the field. The IACUC is audited by the Department of Agriculture once per year, and no problems have been noted in any of those reports.

Research Misconduct

All research and creative activities conducted at IU must follow procedures based on academic integrity and ethical principles. In April 2007, The University Faculty Council (UFC) of Indiana University adopted a new statement of Policy and Procedures on Research Misconduct (<http://www.iub.edu/~ufc/docs/policies/ResearchMisconduct.pdf>). The document defines research misconduct as falsification, fabrication, misrepresentation of information or data, misappropriation of another's work, abuse of confidentiality, or failure to comply with applicable federal requirements for protection of researchers, human participants, or the public or for ensuring the welfare of laboratory animals. The policies clearly describe the procedures for reporting, inquiry, investigation, and resolutions of the cases. The IU Office of the Vice President for Research is responsible for the overall implementation of these policies. On the IU Kokomo campus, the vice chancellor for academic affairs is the research integrity officer.

Evidence 4d.2: Indiana University and IU Kokomo have developed clear policies and procedures regarding intellectual property rights, conflicts of interest, and conflicts of commitment.

Intellectual Property Rights

The Trustees of Indiana University have promulgated an Intellectual Property Policy which describes how the university and the creator of intellectual property partner in the stewardship of copyrights and patents (<http://www.research.indiana.edu/respol/intprop.html>). The policy states that the “fundamental missions of Indiana University are teaching, research, and service to advance knowledge and serve the public good. In the pursuit of those missions, new creations and discoveries often result that are subject to, or eligible for, intellectual property protection.”

Policies on Conflicts of Interest and Conflicts of Commitment

Indiana University has established policies to ensure that Indiana University employees are good stewards of the public trust. For instance, the *IU Faculty Handbook* (p. 117; http://www.indiana.edu/~deanfac/acadhbk/acad_handbk_2006.pdf) states Indiana University's policy concerning conflicts of commitment for faculty. A separate policy applies to staff (<http://www.indiana.edu/~uhrs/policies/uwide/coc.htm>). To comply with these policies, for example, IU employees are expected to use their university activity work for official university functions and not to allow external activities to impede their responsibilities to IU. They are also expected to “use university resources only in the interest of the university.” These policies allow for external activities, such as consulting, but provide clear provisions under which such activities should be conducted and require notification when conflicts of commitment might exist.

In addition, Indiana University has specified policies regarding conflicts of interest for faculty and students (<http://www.indiana.edu/~ufc/docs/policies/FinancialConflictInterest.pdf>), as well as staff (<http://www.indiana.edu/~uhrs/policies/uwide/coi.htm>). These policies specify that IU faculty and students are obligated to identify and, whenever possible, avoid financial conflicts of interest. When conflicts cannot be avoided, students and/or faculty “must disclose

outside financial relationships that create, or reasonably appear to create, conflicts of interest, and work with University officials to manage or resolve those conflicts.”

Each year, faculty at IU Kokomo submit statements through an online form about whether such conflicts of interest or commitment may exist. Following review by the vice chancellor for academic affairs, these statements are kept in an online archive.

Evidence 4d.3: IU Kokomo’s academic and cocurricular programs develop student skills and attitudes fundamental to responsible use of knowledge.

Student academic conduct is addressed in the *Code of Students Rights, Responsibilities, and Conduct*. Student are charged to “uphold and maintain academic and professional honesty and integrity.” The *Code* specifies that students are not to engage in academic misconduct, defined as “any activity that tends to undermine the academic integrity of the institution.” These activities include cheating, plagiarism, fabrication, interference, violation of course rules, and facilitating academic dishonesty. The *Code* includes definitions of terms, descriptions of disciplinary actions, options, and appeal processes.

At IU Kokomo, the vice chancellor for student services assists faculty and students in understanding and using the *Code of Student Rights, Responsibilities, and Conduct* to facilitate a learning environment that is fair and equitable. The vice chancellor for student services distributes copies of the *Code* to new students at orientation and new faculty at new faculty orientation. He serves as the campus official responsible for oversight of the student misconduct process and as a clearinghouse of information and support for both faculty and students.

Both instructional and noninstructional units take responsibility for developing student understanding of the skills and attitudes needed for responsible use of knowledge. All students complete two semesters of English composition, which require students to review the definition of plagiarism and complete writing and research projects demonstrating responsibility in gathering and using published work. Students completing the general education requirement of public speaking learn the ethical dimensions involved in using speech as symbolic action and the dimensions of speaker credibility.

Discussion about the ethical acquisition, discovery, and use of knowledge is also a part of many upper level courses. Many programs have research methods courses that cover issues relevant to research integrity. Students engaged in research projects with faculty receive online training on the ethical and legal issues involved in human subjects research. They are tested on the material before they receive permission to proceed with their research project.

In professional programs, like nursing and education, students are introduced to the code of ethics in their future professions. During the first semester in the nursing program students are required to read the *Code of Students Rights, Responsibilities, and Conduct* and the *School of Nursing Student Handbook* and sign a form indicating that they have done so. The *Handbook* describes ethical/legal practice and expectations regarding written work (avoiding plagiarism

and using sources responsibly). In various courses students are introduced to nursing codes of ethics (American Nurses Association and International Council of Nurses) and the Indiana Nurse Practice Act. Additionally, all students, as part of their clinical orientations, participate in a yearly update regarding client confidentiality as defined in the *Health Information Portability and Accountability Act*. Students are tested on legal and ethical principles in course and state licensing exams.

The Division of Education has adopted the INTASC (Interstate New Teacher Assessment and Support Consortium) principles of knowledge, dispositions, and performance required of all teachers (<http://www.ccsso.org/content/pdfs/corestrd.pdf>), principles which form the foundation of the division's programs. Students learn that the teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). They are also responsible for knowing and abiding by the Code of Ethical Conduct authored by the professional organization appropriate to their discipline.

Students develop some of the dispositions that teachers need through the coursework, field experiences, and clinical practice offered in the initial programs; however, in some instances, several dispositions identified would be expected of any professional, regardless of the level of training and expertise. It is for this reason that the division developed two sets of dispositions: Core Dispositions and Professional Dispositions. Core Dispositions include those characteristics that might be expected of any student and are evaluated based on their frequency of occurrence. Professional Dispositions are those whose nature is germane to the teaching profession.

In cocurricular activities student academic conduct is reinforced. Each day the staff of the Office of Student Activities works one-on-one with multiple students. The staff works diligently to model professional and ethical behaviors in these day-to-day interactions with students.

Every fall, the Office of Student Activities holds an annual Leadership Summit to discuss the processes and procedures of the department and to review the *Code of Student Rights, Responsibilities, and Conduct* as it applies to student organizations and to discuss ethical decision making. This is done to ensure that the leadership of each group understands the role of its organization within the university community.

The Student Government Association has included a Code of Ethics section in its bylaws. Each member of Student Government must read the bylaws and constitution of the association and attend an orientation session prior to his or her election or appointment to office. Students must have a full understanding of the importance of their positions and the responsibilities that accompany those positions. The members of Student Government have also developed funding guidelines for the purpose of distributing student activity fees in a fair and equitable manner. These guidelines can be found in Title X of the Student Government Association bylaws located at <http://legacy.iuk.edu/~kosact/docs/IUKSG136ABylawsUpdated2112008.pdf>.

Meeting Core Component 4d

IU Kokomo meets Core Component 4d in the following ways:

- Indiana University and Indiana University Kokomo have developed policies, procedures, and organizational structures that ensure that members of the campus community follow legal and ethical guidelines in their pursuit of knowledge.
- The campus has active boards/committees which serve to protect the welfare of human and animal research subjects, and the university provides training and oversight for these boards/committees.
- The university has established and disseminated clear statements of the rights and responsibilities of students, as well as specific policies governing conflicts of interest, conflicts of commitment, and intellectual property rights.

Challenges

As is the case for all universities, it remains a challenge to keep current on changing requirements from federal, state, and local governments. We are fortunate that Indiana University assists our campus in keeping current with these regulations.

Toward the Future

Intellectual property rights and associated policies are constantly evolving, and this is an area where IU and IU Kokomo must constantly adapt to the new rules and regulations. IU will continue to monitor these regulations and make changes to the policies as needed. IACUC and IRB represent other areas which require frequent monitoring and changes to the policies. The Office of the Vice President for Research Administration at IU is responsible for implementing changes to the appropriate policies.

Resources

For further information see the Electronic Resource Room located at the *Archives of Institutional Memory* for Indiana University Kokomo:

<http://institutionalmemory.iu.edu/aim/handle/10333/274>. Criterion Four materials are available at: <http://institutionalmemory.iu.edu/aim/handle/10333/274/items-by-subject?subject=Criterion+Four+%282008+HLC+Self-Study%29&order=title>.

During the website transition period, the Archive will continue to add revised documents as they become available.

Information is also available on the Indiana University Kokomo Web pages <http://www.iuk.edu>, RSS Feeds (<http://hdl.handle.net/10333/879>), and in the physical Resource Room.

Chapter 5

Criterion Five: Engagement and Service

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

Indiana University Kokomo takes pride in the close partnerships it has formed with the residents, businesses, and institutions within its service region. The campus has carefully studied the needs of the region through various pathways of communication, including surveys, focus groups, advisory boards, and other forms of collaboration, to determine how best to serve the residents of the area.

In many instances, community response has helped determine the creation of new degree programs or service learning projects that directly address the needs of the community. Faculty and administrators of IU Kokomo often take a leadership role in serving as consultants for community organizations. In addition, students working through internships and service learning projects have had an impact upon the community through aid to businesses, health care facilities, schools, and parks.

The facilities of the campus, including Havens Auditorium, Kresge Auditorium, the IU Kokomo Observatory, and the IU Kokomo Library, host numerous events that are open to the public. These events help IU Kokomo serve the region in terms of educational, cultural, economic, and social development. IU Kokomo, in particular, values its role in inviting the young people of its service region to the campus, with the goal of fostering their interest in higher education.

IU Kokomo recognizes the important responsibility it has in helping its students take their place in the larger community. Learning is best developed through connections to real-world problem solving and engagement. IU Kokomo works diligently to fulfill its mission in regards to its community constituents and commitments.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Indiana University Kokomo serves a 7-county region of North Central Indiana. Its constituencies include students, faculty, and staff of the campus, and people and organizations in surrounding communities. The mission of IU Kokomo gives direction and focus to our commitments to the

region. The campus has developed processes for gathering information from its various constituents in order to understand their needs and concerns.

List of Evidence

- Evidence 5a.1: Indiana University Kokomo's commitments are shaped by its mission.
- Evidence 5a.2: Indiana University Kokomo and its various departments have developed formal processes for listening to their constituents and responding to their concerns.
- Evidence 5a.3: Indiana University Kokomo works with its constituents to ascertain and respond to the educational needs of the region.

Evidence 5a.1: Indiana University Kokomo's commitments are shaped by its mission.

As noted in Criterion 1 (Core component 1a), IU Kokomo's mission defines its constituencies and thus shapes its commitments. As a regional campus of Indiana University, IU Kokomo is primarily a baccalaureate institution, offering a few associate degrees and select master's degrees to meet regional needs. The recently revised mission has provided the campus with a clear focus on the types of degrees it will offer and gives guidance on how to allocate resources. Thus, over time, the campus has phased out several associate degrees and added several master's degrees which have a strong applied focus. The process the campus used to make these decisions is described below and in the Criterion 2 chapter.

In addition, as a state-supported institution, IU Kokomo's mission explicitly commits the campus to "strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs." IU Kokomo has a long history of effective partnerships with constituent groups in its region. Many of these partnerships will be described in the following sections of this chapter. IU Kokomo values these partnerships, and the campus's participation is valued by its partners.

Evidence 5a.2: Indiana University Kokomo and its various departments have developed formal processes for listening to their constituents and responding to their concerns.

IU Kokomo Advisory Boards

The 27 members of the IU Kokomo Advisory Board, including one member from the IU Board of Trustees, assist the campus in identifying the educational needs of the communities it serves. The members of the board advise the chancellor, the IU Board of Trustees, and the president of Indiana University in matters affecting the Kokomo campus. Advisory board members represent local hospitals, businesses, governmental agencies, school systems, and community service agencies. The current chairperson of the board is the CEO of Howard Regional Health Systems, an individual who was actively involved in advising the campus regarding the phasing out of the A.S.N. degree program. He has strongly encouraged the campus to educate more B.S.N.

students, and his organization pays 100% of the tuition for its A.S.N. nurses to pursue a B.S.N. degree. Advisory board minutes are available in the Resource Room.

Many academic schools have created their own advisory boards which focus on their specific disciplines, and the role of these boards in providing input to the units is described throughout the document. For example, the Nursing Advisory Board is composed of representatives from the hospitals that host nursing students for clinical experiences. The group meets once a year on campus to discuss ways to improve the educational offerings. Board members brought the issue of magnet status for hospitals to the nursing faculty. Their hospitals are keenly interested in acquiring magnet status, but to do so they need a higher percentage of baccalaureate-prepared nurses on their staff. Thus, the board strongly encouraged the campus to suspend the A.S.N. program and increase admissions to the B.S.N. program.

In the School of Arts and Sciences, departments have been encouraged to establish their own advisory boards rather than having a schoolwide board, so the focus can be on issues more closely related to the departments. For instance, in fall 2008, the Department of Natural, Information, and Mathematical Sciences (NIMS) convened its advisory board to discuss recruitment of students into the science and mathematics disciplines. At the meeting, board members recommended that NIMS faculty offer workshops or classes in hybrid format for high school science teachers to help them maintain their certification. The department is working on these requests.

The School of Business has a very active advisory board that provides counsel in the design of curriculum, outreach, and connection between learning in the classroom and the practice of business in the region and beyond. The board was instrumental in the school's 2001 first-time accreditation by the AACSB.

IU Kokomo/Community Leaders Collaboration

Community members also provide input to the campus by their service on search and screen committees. For instance, the CEO of Howard Regional Health Systems served on the Search and Screen Committee for the dean of nursing position. The head of the Kokomo Howard County Public Library was on the committee for hiring the dean of the campus library, and a principal from Kokomo Center School Corporation served on the search committee for the dean of the Division of Education.

Campus leaders, including the interim chancellor, several vice chancellors, and deans, serve on community boards. For instance, the interim chancellor serves on the boards of INVENTREK, the Kokomo Downtown Association, Partners in Education, and the Greater Kokomo Alliance for Economic Development, among others. Campus officials' service on these boards and their memberships in organizations such as Rotary Club and the Chamber of Commerce provide another avenue for listening to our constituencies.

Studies of Community Needs

Since the last accreditation visit, Indiana University and/or IU Kokomo have commissioned Carnegie Communications to conduct several studies. Each of these studies included

information from community members (in addition to faculty, staff, and students). In 2001, Carnegie Communications conducted an adult student survey for the regional campuses of Indiana University, including IU Kokomo. They surveyed current adult students and adults who requested information from IU Kokomo in the previous two years. The findings were that potential adult students were most concerned with convenient scheduling, academic reputation, and level of customer service from staff. As a result of this information, IU Kokomo modified the ACCELErated Evening College to focus on the hybrid (50% online, 50% in the classroom) format, as described in 3c.4. Copies of these studies are available in the Resource Room.

In 2002, as part of a university-wide image study, Carnegie Communications interviewed prospective students and adults who were influential in college decisions (such as parents, teachers, and religious leaders). One of the findings of this study was that, though IU Kokomo was perceived as being more academically challenging and personal than its competitors, it was also perceived as having limited degree offerings and fewer state-of-the-art facilities. Since that time, IU Kokomo has added several degree programs and has completed Hunt Hall, which significantly updated the science and mathematics facilities on campus.

In addition, when Carnegie Communications conducted a study as part of the process for developing a new strategic plan in 2004-05, the researchers conducted focus groups with campus constituencies, alumni, and selected community members (see 1a.1).

Evidence 5a.3: Indiana University Kokomo works with its constituents to ascertain and respond to the educational needs of the region.

As noted in the Criterion 2 chapter, IU Kokomo's degree offerings have changed in response to several external factors, including the creation and rapid development of Ivy Tech Community College of Indiana. For instance, IU Kokomo has eliminated its A.S.N. degree program and devoted those resources to strengthening the B.S.N. and R.N.-to-B.S.N. Pods programs. This also allowed the IU Kokomo School of Nursing to respond to a specific request from a local hospital to provide the M.S.N. degree for its employees. Even with the elimination of the A.S.N. degree program, IU Kokomo's School of Nursing did not have the resources to offer the M.S.N. on its own. The faculty collaborated with IU's School of Nursing at IUPUI to meet this request. Half of the curriculum was offered by the IU School of Nursing at IUPUI; the IU Kokomo School of Nursing offered the final half of the curriculum, including the required practicum and nursing study. The degree was conferred by the IU School of Nursing. Two cohorts of students have participated in this program; the program will end when the second cohort finishes in 2009. The IU Kokomo School of Nursing is actively engaged in conducting a needs assessment in anticipation of writing a proposal for its own M.S.N. program.

Another example of how IU Kokomo responds to regional concerns within the scope of its mission is the campus's development of the Master of Public Management (M.P.M.) degree. While other universities in Indiana offer the Master of Public Affairs (M.P.A.) degree, both internal and external constituents of the campus suggested that the M.P.M. would be a more appropriate advanced degree. As a regional campus, IU Kokomo is encouraged to develop

master's degrees with a strong professional or technical focus. The M.P.M. is an executive master's degree, emphasizing the development of advanced administrative and evaluative skills, and so is intended mainly for students who have professional management experience. Current students, alumni, community members, and area employers all expressed interest in a professional graduate-level degree which focuses on skills needed to lead public and nonprofit organizations. The School of Public and Environmental Affairs (SPEA) Advisory Board's advice and counsel were also instrumental in the decision to develop this new degree.

When faculty in the Division of Education sought to refocus the Master in Education degree, they conducted extensive sessions with area K-12 superintendents and faculty to determine the schools' educational needs. This resulted in substantial changes to the degree program. The process for reconfiguring this degree is described in more detail in section 3c.5 of the self study.

In addition, the campus regularly surveys specific constituencies, including potential students, when developing new programs, such as the recently added B.A. in Fine Arts degree. The art faculty met with a small focus group of high school art teachers from our service region to determine if there was a need for a fine arts degree. The response was very positive. The teachers talked about the need to have a degree within commuting distance for students.

Meeting Core Component 5a

IU Kokomo meets the requirements of core component 5a in the following ways:

- The campus and its various departments have developed processes for listening to their internal and external constituents.
- The campus has an established advisory board, and individual schools and departments have developed their own advisory boards. These boards meet to discuss campus issues.
- Community members often serve on search and screen committees for campus leadership positions.
- The campus has commissioned surveys of specific community groups to learn more about their needs and concerns and has used the information from its constituents to improve its services. For example, the campus has used the feedback to determine which new degrees to offer and to alter the format of instruction for the convenience of its adult student constituents.

Challenges

Because the IU Kokomo Advisory Board is an advisory group rather than a governing board, at times the meetings involve more information sharing about campus initiatives and not enough time for member feedback. In addition, advisory board members are busy professionals, and it can be difficult to get them to meetings and to engage them in campus issues.

Toward the Future

Interim Chancellor Stuart Green is working to reinvigorate the campus's advisory board to encourage members to increase their engagement with and feedback to the campus. Through his work with committee chairs and other board members, the campus anticipates a renewed focus on the board's significant contribution to the mission of the campus.

The School of Arts and Sciences has recently created three advisory boards specific to each area: science and mathematics, social sciences, and the arts. The first meeting of the Science and Mathematics advisory board yielded a very fruitful discussion about how to enhance the Science Fair and Mathematics Contest, how to offer courses for high school science teacher certification, and how to create a preprofessional organization for students on campus. Other academic units on campus work with their advisory boards to listen to the needs of the community, and these partnerships will continue to be fostered and strengthened.

Finally, the chancellor has approved a new study by Carnegie Communications.

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

As is evidenced by its mission statement, IU Kokomo is committed to engaging with its identified constituencies and communities. IU Kokomo demonstrates that it has the capacity to create and maintain such engagements through its many programs that connect the IU Kokomo community with its external constituencies. Furthermore, the faculty and staff are actively involved in service, both locally and regionally. IU Kokomo has committed significant resources to creating effective programs of engagement, which are valued by the institution and by those the campus serves.

List of Evidence

- Evidence 5b.1: IU Kokomo's educational programs connect students with external communities.
- Evidence 5b.2: IU Kokomo's cocurricular programs connect students, faculty, and staff with external communities.
- Evidence 5b.3: Faculty and staff at IU Kokomo are actively involved in community service.
- Evidence 5b.4: IU Kokomo values and has committed resources to creating and supporting effective programs of engagement and service.

Evidence 5b.1: IU Kokomo’s educational programs connect students with external communities.

Many of IU Kokomo’s degree programs connect students to organizations in the community through internships, clinical experiences, practica, and other field experiences. The School of Nursing and the Division of Education have integrated extensive field experiences into their curricula, as required for licensure (described more fully in 4c.3). They have also created partnerships with external agencies that are mutually beneficial.

The Division of Education has entered into a partnership with Kokomo-Center Schools to create the University Partnership School at Sycamore Elementary School. Sycamore Elementary is Title 1 funded; 65% of the school’s pupils receive free or reduced-cost lunch. IU Kokomo elementary education students are assigned to a host teacher at Sycamore Elementary and take several of their courses onsite, so they are well-integrated into the school and are able to assist the teachers, students, and parents at the school while developing their own skills as teachers. The IU Kokomo students consistently give very high ratings to their experiences at this partnership school. Sycamore Elementary School’s principal originally requested this partnership, which is proving to be beneficial to both IU Kokomo and the school.

The School of Nursing has developed a partnership with a local hospital to provide a more effective clinical experience for nursing students. In this pilot program, a group of B.S.N. students completes all of its clinical experiences at the same hospital. Each student is assigned to a preceptor, instead of the standard 10:1 student-faculty ratio. Assessment results indicate that, after one year in this program, the students demonstrated stronger nursing skills than senior nursing students who had not completed the program. The hospital has benefited by having a group of nursing students who are well-acquainted with hospital policies and procedures, and who, upon graduation, will be ready to be employed and will require minimal orientation.

In addition, the School of Nursing has established partnerships with local school districts to provide pediatric clinical experiences. Partner schools permit IU Kokomo nursing students to spend time in the school’s health clinics performing health screenings. As the superintendent of Western School Corporation stated, “This is a win-win situation.” The schools benefit from the services the student nurses provide, and IU Kokomo students benefit from the opportunity to apply the principles they have learned in the classroom.

Students in the School of Business and Economics participate in the Collegiate Management Program (CMP), a collaboration between the school and the Indiana Small Business Development Center (SBDC). Through this program, business students gain valuable real-world experience by serving as consultants to small businesses with specific needs. Guided by their instructor, seniors and graduate students conduct research and develop a plan of action. The business owner receives free management consulting to improve the business, and the students gain first-hand knowledge of issues involved in running a small business. During the

2006-07 academic year, students completed 15 projects for area businesses in areas such as web design, retail merchandising, insurance, health care, and event planning.

In addition, students from many different disciplines participate in paid and unpaid internships for course credit. From fall 2003 through summer 2008, 205 IU Kokomo students completed internships in area businesses and nonprofit agencies. Nearly 40 of these students were paid for their internship work with funds provided by grants that IU Kokomo received specifically for this purpose.

According to the Higher Education Research Institute (HERI) Faculty Survey conducted last year, 54% of our full-time faculty members believe that it is a “very important” or “essential” goal of undergraduate education to “instill in students a commitment to community service.” Many faculty members have developed service learning opportunities in their courses over the years. Prior to 2004, IU Bloomington generated a university-wide report on service learning activities. When the Office of Programming and Applied Learning began coordinating service learning on the IU Kokomo campus, service learning activity increased. The office now generates a yearly campus report. Since 2004, over 1500 students in more than 75 courses have participated in service learning activities (not including those participating in Take Back the Night, described below).

Evidence 5b.2: IU Kokomo’s cocurricular programs connect students, faculty, and staff with external communities.

The American Democracy Project

IU Kokomo actively participates in the American Democracy Project (ADP), a national initiative of the American Association of State Colleges and Universities (AASCU). ADP endeavors “to produce graduates who are committed to being active, involved citizens in their communities” (<http://www.aascu.org/programs/adp/>). The Office of Programming and Applied Learning works with the faculty to develop and support ADP programming on our campus, including voter registration drives; student-led debates on current topics; guest speakers; forums for candidates running for local, state, and national office; and discussions with the author of the common freshman reading text. Many of these activities are open to the public. Over the past three years, over 3500 individuals have attended the various events.

As part of the ADP initiative, IU Kokomo students and faculty have partnered with the Family Service Association of Howard County to promote awareness of the problem of domestic violence through the Take Back the Night (TBTN) initiative. Courses in sociology, art, business, education, nursing, and criminal justice have developed TBTN curricula, and the library has created a list of bibliographic resources for faculty who want to incorporate TBTN into their courses. In addition, the entire campus is encouraged to participate in a TBTN rally and march that take place each April. In the past three years, over 800 people have participated in the march, raising about \$36,000 for the Domestic Violence Shelter.

Indiana Campus Compact

IU Kokomo is a member of Indiana Campus Compact, a 31-campus consortium that promotes community service and service learning among faculty, staff, students, and communities. The director of Programming and Applied Learning has used Indiana Campus Compact for resources and information gathering. Several students have attended the group's servant leader retreats, and IU Kokomo students have secured Campus Compact mini-grants for campus projects. For instance, community health students in nursing have written grant proposals to support their work with underserved populations. The students complete needs assessments and plan evidenced-based interventions to meet needs in those populations. In 2008, these students received over \$2000 from Indiana Campus Compact. These and previous grants have enabled the students to offer services to the Kokomo Rescue Mission Homeless Men's and Women's Shelters, Kokomo's Housing Authority Retirement and Disability Center, the Kokomo Victims of Violence Shelter, and Kokomo-area elementary and middle schools. Through participation in Indiana Campus Compact, these students see how their efforts can result in real-life solutions for underserved groups in our region.

Students in Free Enterprise

IU Kokomo has an active SIFE (Students in Free Enterprise) program. A worldwide student organization, SIFE promotes the principles of free enterprise and develops members' leadership, teamwork, and communication skills through community outreach projects. On the IU Kokomo campus, SIFE teams have developed a variety of projects which teach and promote free enterprise, including supporting local businesses and nonprofits, teaching basic economics to local fifth-graders, and teaching résumé writing and job search skills to unemployed adults. Over the past five years, more than 100 students have participated in SIFE.

Each year, SIFE teams present the results of their projects at regional and national competitions, which are judged by business leaders on creativity, innovation, and the effectiveness of their projects. The IU Kokomo SIFE chapter has won every regional competition since 2001, often against teams from much larger institutions, and has placed well in national competitions. Because SIFE teams must present data which demonstrate the effectiveness of their service projects and these data are an important part of how the team is judged, the many awards SIFE students have earned demonstrate that their engagement in community service is effective and valued.

Evidence 5b.3: Faculty and staff at IU Kokomo are actively involved in community service.

According to the 2008 HERI Faculty Survey, 57% of our full-time faculty respondents had engaged in public service or professional consulting without pay in the past two years. In addition, 58% reported they had collaborated with the local community in research or teaching in the past two years. Faculty document these activities in their annual service reports. Faculty and staff have contributed their expertise and organizational skills to a wide variety of service activities regionally, nationally, and internationally, including

- serving on boards of local, regional, and statewide nonprofit organizations such as hospitals, libraries, arts associations, and other community groups
- serving on regional workforce development boards and committees
- serving as active members and/or officers of service organizations such as Lions Club and Rotary Club
- consulting with and assisting area K-12 teachers on subjects ranging from Japanese language instruction to the principles of economics
- organizing fundraisers for local charities
- participating in Leadership Kokomo, a leadership development initiative in which participants develop and complete service projects for the community
- writing informational articles for local newspapers
- organizing and serving as judges for local, regional, and statewide science fairs for elementary, middle school, and high school students
- conducting ethics and leadership workshops for organizations in the region
- presenting in-service programs to area health care professionals
- assisting in the development of graduate programs in Nigeria and Jamaica
- designing and creating a Peace Garden in a Kokomo city park
- serving on professional organization committees and boards, and serving as journal article reviewers

The campus has developed a Speakers Bureau (<http://legacy.iuk.edu/~koocm/speakers.shtml>), which connects IU Kokomo faculty experts on various topics with community organizations who would like a speaker on those topics. Faculty have, through the Speakers Bureau, made presentations at local service clubs, such as Rotary or Kiwanis; trained the staff of a local social service agency on managing seizure disorders; and spoken to numerous classes in the K-12 schools in the area.

Each year, the IU Kokomo Staff Council, composed of full- and part-time appointed staff, sponsors several community service projects. In recent years, the council has held canned food drives, volunteered at the Kokomo Rescue Mission, and participated in fundraising walk-a-thons for local charities (see also Criterion 1).

Evidence 5b.4: IU Kokomo values and has committed resources to creating and supporting effective programs of engagement and service.

According to the HERI Faculty Survey, 80% of full-time faculty agree that “colleges should encourage students to be involved in community service activities,” and 92% agree that “colleges have a responsibility to work with their surrounding communities to address local issues.” Faculty believe that this is evidence of overwhelming support for the regional engagement mission of the campus.

Campus Assistance to Area Business

As part of that mission, IU Kokomo is committed to “strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.” IU Kokomo’s Office of Business and Community Outreach is actively engaged in developing and supporting partnerships between the campus and the surrounding communities. This office has made an average of 75 new regional contacts per year, assisting business, industry, government, and nonprofit organizations in connecting with campus resources that would assist them in reaching their goals. Because many small businesses do not have the resources to support paid internships and many IU Kokomo students are not able to give up their part-time jobs to take an unpaid internship, the Office of Business and Community Outreach has funds for stipends for student interns. In 2007-08, this office provided funding for 15 student interns.

Regional Leadership Institute

The Office of Business and Community Outreach, with the leadership of the assistant director of continuing studies, is also involved in the Regional Leadership Institute, developed by IU Kokomo. Recently, the campus partnered with Workforce One and Purdue University on a Workforce Innovation in Regional Economic Development (WIRED) grant to enhance the economic viability of the region. IU Kokomo used funds from this grant to develop a Regional Leadership Institute. Many of the area’s most pressing needs, such as workforce development, transportation, and housing, are not isolated local issues, but involve the entire region. Thus the campus leadership sought to develop a core of regional leaders from 14 counties (Region IV is different from our normal service region) who could facilitate collaboration across city/town and county boundaries to create innovative solutions for the problems facing the region.

The initiative began with listening sessions in all 14 counties, which were facilitated by IU Kokomo communication arts faculty and students. The purpose of the listening sessions was to identify key regional leaders and to build an asset map of the region. Community members identified the strengths and challenges of their communities in the areas of the economy, physical resources, government and county infrastructure, health, social services, arts and culture, education, and future trends. Regional leaders will be able to use the resulting asset map to develop projects to move the region forward. Residents throughout the 14-county region thanked the IU Kokomo faculty and students for undertaking this important initiative. Currently, forty people have committed to participating in the institute.

The institute began in November 2008 and will continue for two years. The goals of the institute are to identify and build an engaged network of key regional leaders and civic entrepreneurs, provide the leaders an opportunity to create a vision and plan for the region, facilitate the creation of a regional identity, and support projects that address critical regional issues. The leadership planning team is made up of community and campus constituents. With the help of faculty, students, and community members from all counties in the region, the campus anticipates that its commitment of resources to developing regional leadership will have a positive impact.

Camp Eeze-the Wheeze and KIDDS Kamp

The campus has also committed resources to meeting other important needs. For instance, in 1997, two School of Nursing faculty members identified a need for providing education for children with asthma. They developed Camp Eeze-the-Wheeze, followed a few years later by KIDDS Kamp for children with diabetes. Each year approximately 25 children participate in each camp; about a third of the campers each year have participated in the past. IU Kokomo nursing students serve as camp counselors. The camps' goals are to allow the children to have fun while learning how to manage their conditions and to provide the community with more health care personnel who are specifically trained to deal with the increasing number of cases of asthma and diabetes.

Education Fall Conference

For the past 27 years, IU Kokomo has hosted the Education Fall Conference for area teachers, other interested participants, and students in the Division of Education. This forum for learning about national issues and how national initiatives are implemented on a local level forges a collaboration among community groups, IU Kokomo's Division of Education, and IU Kokomo student associations (EdSAC and MeshEd). Recent conferences have included topics such as Response to Intervention and The Effect of Poverty and Homelessness in Education.

Meeting Core Component 5b

IU Kokomo works to meet the requirements of core component 5b in the following ways:

- IU Kokomo is committed to engaging with the region and has taken on a leadership role in working on community and regional issues, including economic development.
- Faculty and staff highly value community service, and the curriculum and cocurriculum are designed to help students develop similar values.
- The campus devotes significant resources to encouraging and supporting effective community engagement, especially for students, through an active ADP program and through departmental/school initiatives such as Camp Eeze-the-Wheeze and SIFE.
- The responses to the 2008 HERI Faculty Survey demonstrate high levels of support for the importance of community service for undergraduates, as well as high levels of actual service performed by faculty.

Challenges

Although the campus has developed many effective partnerships, the new interim chancellor has challenged the campus to identify, create, and nurture partnerships which are more focused and which are strategically important and help the campus meet its goals of enhancing the success of students in the region, increasing campus enrollment and graduation rates, and

improving the region's economic and cultural vitality. Because the region is facing substantial economic uncertainty, it is likely that the campus's constituencies will seek services that the IU Kokomo may or may not be able to provide. The campus will be challenged to focus its efforts on meeting its mission in the midst of rapidly changing economic conditions. The campus will work with its partners to identify additional funding sources that will help meet the significant needs of the region.

Toward the Future

In September 2008, Interim Chancellor Green discussed with Administrative Council the need for identifying a set of parameters that define what organizations can or should be strategic partners with IU Kokomo. He has asked the Office of Business and Community Outreach and the Office of External Relations to lead the discussion to identify these criteria. The campus will use the criteria to identify key strategic partners in each of the counties served by the campus and work to establish mutually beneficial partnerships with those organizations. Faculty should be integrally involved in these discussions and have significant input into the plans for such partnerships. The chancellor and key campus administrators will continue their involvement in the local economic development groups, the WIRED initiative, and the Leadership Institute, in order to scan the needs of the region and the campus's ability to respond.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

The discussion and evidence presented in core component 5a demonstrated that IU Kokomo has procedures for listening to its constituencies and analyzing its capacity to respond to their concerns. This section of the self-study report demonstrates that the campus has worked to respond to the concerns of its constituents, especially with regard to meeting their educational needs. As noted in section 2a.2, with the development of Ivy Tech Community College of Indiana, IU Kokomo has adapted to the changing higher education environment of the region by expanding its participation in initiatives that create effective pathways for students to earn and transfer credits. In addition, the campus continues to respond to regional needs for new economic opportunities. Recognizing that the arts contribute to the quality of life of the community, the campus continues to support the arts and creates opportunities for enhancing the cultural vitality of the region.

List of Evidence

- Evidence 5c.1: The campus supports regional and state initiatives for enhancing P-12 education and access to college.

- Evidence 5c.2: The campus collaborates with area high schools and higher education institutions to create pathways for students to earn and transfer credit.
- Evidence 5c.3: Consonant with its mission, the campus responds to community needs for enhancing economic opportunities in the region.
- Evidence 5c.4: Consonant with its mission, the campus creates opportunities for enhancing the cultural vitality of the region.

Evidence 5c.1: The campus supports regional and state initiatives for enhancing P-12 education and access to college.

Access to College Programs

The percentage of adults who hold college degrees in Indiana is below that of many other states, and the percentage of college graduates in our region is below the state average. Because IU Kokomo is committed to enhancing the educational attainment of this region, we participate in several initiatives designed to encourage middle and high school students to develop skills that will prepare them for college. For instance, IU Kokomo is one of 16 regional support sites for Indiana’s Twenty-First Century Scholars program. Annually, through this program, over 2500 9th through 12th graders from the seven-county region (including Hamilton and Boone counties) are provided mentoring and other critical support services to help them finish high school and attain a college degree. The State of Indiana guarantees students who complete the program successfully significant financial support for four years at most Indiana colleges and universities. Each semester, about 53 graduates of this program are enrolled at IU Kokomo.

Destination: Education is a university/community partnership that works with low-income young people from eighth grade through high school. This program involves participants in year-round enrichment activities and provides them with mentoring, tutoring, and academic advising services. This program also provides scholarship support for students who complete it and enroll at IU Kokomo.

Each year, the Office of Campus Climate places eight to fifteen IU Kokomo work-study students (both ethnic minority and majority students) in several Kokomo elementary schools which serve mostly ethnic minority students. The IU Kokomo students are trained in mentoring and tutoring skills and then provide academic support through mentoring, homework help, and individual tutoring in English and mathematics to the elementary school students.

The Office of Campus Climate also hosts a summer program for African American girls in the 8th and 9th grades. These students attend workshops on topics such as writing, cultural awareness, and Facebook etiquette. IU Kokomo students serve as mentors for the middle and high school students, who, in turn, become mentors for elementary school students attending the Carver Community Center summer mathematics camps.

CAPE Grant

In 2004-05, faculty and administrators at IU Kokomo worked with local and regional leaders, including the director of the Community Foundation of Howard County, to develop a plan for increasing educational attainment in the region. This group determined that many children in Howard County enter school without basic skills, placing them at a significant disadvantage in kindergarten and beyond. The group obtained a \$1.5 million Community Alliances to Promote Education (CAPE) grant from the Lilly Endowment to improve kindergarten readiness. The CAPE grant facilitated the establishment of the Center for Early Childhood Education at IU Kokomo, which works with educators in pre-school through grade 12 (P-12), child-care providers, families, and libraries to promote best practices in preparing youngsters to enter kindergarten. The center provides outreach efforts, including a twice-monthly educational newsletter, to over 1000 families, churches, and childcare providers. IU Kokomo students in the B.S. in Early Childhood Education program assist in these efforts.

Partners in Education

IU Kokomo is an active participant in Partners in Education in Howard County. Founded in 1987 by Jim Holtson, retired director of personnel for Delco Electronics, Partners in Education's mission is to serve as a catalyst to define, develop, and sustain excellence in education through the collaboration of business and educational leaders. Current membership includes all five county school superintendents, the mayor of Kokomo, several business representatives, and representatives from IU Kokomo, the Purdue University College of Technology in Kokomo, and Ivy Tech Community College of Indiana.

IU Kokomo's chancellor and vice chancellor for academic affairs attend the monthly meetings of Partners in Education. For the past ten years, Timothy Sehr, vice chancellor for administration, CFO CIO, has been the primary campus representative and serves on the group's executive committee. For the past 6 years, IU Kokomo has provided an office on campus for Partners in Education and has offered to be a repository for its records. IU Kokomo is an important participant a Partners in Education project called VISION (Vision of Industries and Schools in Ongoing Networks). VISION is a year-long teacher development program for public school teachers of grades 5 through 12. It is conducted by a partnership of IU Kokomo, Purdue University College of Technology in Kokomo, and Ivy Tech Community College of Indiana with 13 businesses and 8 school corporations (from Howard, Miami, and Tipton counties). VISION begins with a 3-week summer program in which teachers visit area businesses and industries to learn firsthand about the latest technology used in those operations. With the help of IU Kokomo faculty, the teachers develop new curricula for their classrooms, based on their experiences. The teachers are given a stipend, and they are able to earn three hours of graduate credit from Indiana University. Over the course of the next year, the teachers meet to share their curricula and to evaluate their effectiveness. Teachers who successfully complete the program may elect to participate in Level II VISION, in which they visit additional businesses or industries, receive advanced instruction and assistance in curriculum development, and earn three more hours of graduate credit.

Evidence 5c.2: The campus collaborates with area high schools and higher education institutions to create pathways for students to earn and transfer credit.

Advance College Project

The campus participates in the Advance College Project (ACP), a partnership of Indiana University and participating high schools in Indiana, Ohio, and Michigan. ACP offers college credit to qualified high school seniors (and some juniors) who enroll in college courses offered at their local high schools during the regular school day. These courses are taught by certified high school teachers who hold adjunct lecturer status at Indiana University. Upon successful completion of their courses, students earn 3 hours of credit, which appears on an official IU transcript and is transferable to most institutions. IU Kokomo has seen participation in ACP increase steadily over the past few years, from 310 students taking 1056 credit hours in 2004-05 to 495 students taking 1616 credit hours in 2007-08.

ENGAGE

IU Kokomo has developed a new program, ENGAGE, which brings high school seniors who have expressed an interest in IU Kokomo (or are undecided about college) to campus to take a college-level course. First semester college freshmen often have difficulty in transitioning to the college classroom where instructional delivery, out-of-class assignments, tests, and grading are different from high school. By completing a single college course on campus prior to beginning full-time college study, students will be more prepared for their first semester of college. Twenty-six students taking 106 credit hours were enrolled in this program in 2007-08. In addition, for the past few years, IU Kokomo has offered a community band course, which has allowed high school band students to earn dual credit for the course.

Transfer and Articulation Agreements

The campus has developed articulation agreements with higher education institutions in the region. Beginning in the early 1990's, Indiana University Kokomo recognized the importance of establishing clear pathways and transfer opportunities to IU Kokomo for regional students who began their academic careers at Ivy Tech Vocational College (now Ivy Tech Community College of Indiana). The vice chancellor for academic affairs and the dean of arts and sciences initiated contact with Ivy Tech administrators, resulting in the identification of numerous courses for transfer and articulation agreements in accounting, management, and nursing (L.P.N. to R.N.). Subsequently, the State of Indiana mandated the articulation of ten courses across all Indiana public institutions. This, as well as the recognition of Ivy Tech Community College of Indiana by the Higher Learning Commission, has provided a strong rationale for accepting transfer of individual courses and entire programs.

These agreements were crafted by each campus and its respective Ivy Tech regional partner and are overseen by a central IU committee. As IU Kokomo has added new baccalaureate degree programs, it has worked with its Ivy Tech partners to develop articulation agreements for each program. For instance, the most recent program articulation is with our newest baccalaureate degree, the B.A. in Fine Arts, which was implemented in fall 2008.

In addition to the transfer and articulation agreements with Ivy Tech Community College of Indiana, the campus has developed articulation agreements with Ancilla College, a private two-year institution in northern Indiana. As with the articulation agreements with Ivy Tech, IU Kokomo faculty worked with their counterparts at Ancilla to identify courses that would facilitate post-transfer degree completion. IU Kokomo faculty in the units offering the courses and/or degree program looked at individual course descriptions and syllabi to determine course and program comparability. This process assured faculty participation in the articulation agreement process. Sample articulation agreements are located in the Resource Room.

To assist potential transfer students throughout the state, IU Kokomo participates in Transfer Indiana (<http://www.transferin.net/Pages/Home.aspx>), a statewide program that established a library of equivalent courses at mostly the 100 and 200 levels across all public institutions of higher education. Potential transfer students, admissions officers, and academic advisors can use the website to ascertain course equivalencies for courses that are taken most frequently by undergraduate students.

Collaboration with Purdue University College of Technology Kokomo

IU Kokomo has long partnered with Purdue University College of Technology Kokomo to bring technology-oriented degrees to students in the region. IU Kokomo provides general education courses to Purdue students, and some of Purdue's courses are open to IU Kokomo students. As described in Criterion 3c.5, Purdue and IU Kokomo faculty and administrators worked together to differentiate Purdue's planned Bachelor of Science in Computer and Information Technology from IU Kokomo's new degree in informatics. As evidence of the give-and-take in this partnership, Purdue agreed to delay the implementation of its B.S. degree for over a year while IU Kokomo developed and implemented the informatics degree.

Evidence 5c.3: Consonant with its mission, the campus responds to community needs for enhancing economic opportunities in the region.

Recognizing a need to diversify the traditional manufacturing-based economy in North Central Indiana, IU Kokomo has developed several initiatives to help build an entrepreneurial culture and thereby strengthen economic vitality in the region. First, the campus was successful in gaining a \$1 million federal appropriation for increasing capacity at INVENTREK Technology Park, Kokomo/Howard County's high-tech business incubator. Through this initiative, INVENTREK added wet and dry laboratories, multi-purpose office space, and multiple conference rooms. IU Kokomo occupies a small suite at the site for housing the campus entrepreneurship center, which enables additional faculty and student engagement, including internships. The campus provides fiscal support for the entrepreneurship center operations and, in some cases, hourly pay for students interning for companies at INVENTREK. In addition, IU Kokomo provides research assistance and market analysis for owners of new high-tech businesses. So far, four IU Kokomo graduates have been hired by companies in the incubator.

Second, IU Kokomo has developed new curricula in entrepreneurship. The undergraduate Certificate in Contemporary Entrepreneurship was created by the School of Business and the

School of Continuing Studies in 2003. The certificate is 15 credits (5 courses) and is offered exclusively in the ACCElERated Evening College in the hybrid format (50% online and 50% face-to-face on campus). As of the end of spring 2008, more than 180 students had taken at least one entrepreneurship course in the entrepreneurship certificate program, and 14 students had completed the program. One of these is co-founder of a high-tech energy company and has submitted an application to enter the business incubator. In addition, the campus obtained a Doubling Entrepreneurship grant from the Workforce Innovation in Regional Economic Development (WIRED) program. This grant is funding the development of hybrid courses in the arts and sciences with a strong entrepreneurial focus.

Evidence 5c.4: Consonant with its mission, the campus creates opportunities for enhancing the cultural vitality of the region.

With its location in a medium-sized city, which may limit the number of cultural opportunities available to its residents, IU Kokomo's mission includes a commitment to "enhancing the cultural vitality of the region." The campus's arts events are often open to the public. For instance, student development and campus life concerts and films are often open to the public. In addition, many community arts events are held in campus facilities.

The IU Kokomo Art Gallery hosts exhibitions by artists with local, national, and international reputations, and these exhibitions are open to the public. The gallery regularly invites school groups and community organizations to special exhibitions. For example, four different community groups attended events related to the 2005 David Correa exhibit in the Gallery, including middle school students, a high school ESL class, and a high school guidance counselor group. In addition, the gallery presents an annual Elementary School Art Show and a separate High School Exhibit to showcase the work of area art students. These popular exhibits have been attended by as many as 500 patrons per exhibit.

IU Kokomo's Havens Auditorium, with over 800 seats, annually hosts a wide range of community events, including four Kokomo Civic Theater productions each year and three annual Kokomo Symphony Orchestra concerts, as well as dance recitals and other community events. The IU Kokomo Singers and the Crescendos (formerly SingStationz) show choir, composed of community members as well as IU Kokomo students and staff, present several public concerts each year. In February 2007, the School of Arts and Sciences hosted a week-long residency by the London Shakespeare Company, which included a performance of Shakespeare's *Merchant of Venice* for local high school students and community members. In February 2008, the school hosted a performance of Shakespeare's *Taming of the Shrew* by the American Shakespeare Company for area high schools and the general public. The company's actors also offered workshops for area students. Almost 900 high school students attended the performances each year.

Meeting Core Component 5c

IU Kokomo meets the requirements of core component 5c in the following ways:

- IU Kokomo has been proactive in developing and supporting initiatives which increase educational attainment in our region.
- Twenty-first Century Scholars and Destination: Education programs create opportunities for middle and high school students, who might not otherwise consider higher education, to finish high school successfully and attend college.
- Through our partnership with the community to obtain a CAPE grant, resulting in the creation of the Center for Early Childhood Education, hundreds of parents and caregivers are given tools and support for increasing their preschool children's readiness for kindergarten.
- The campus's participation in Partners in Education has had an impact on hundreds of children by enhancing science and mathematics instruction through the VISION program.
- Faculty and administration have developed a number of articulation agreements with Ivy Tech Community College of Indiana and other two-year institutions to facilitate the transfer of credits for students wanting to pursue a baccalaureate degree at IU Kokomo.
- The campus has been active in creating partnerships and initiatives to enhance the economic vitality of the region, such as its support for small entrepreneurs at INVENTREK and its creating educational opportunities in entrepreneurship for adult students.
- As called for in its mission, IU Kokomo provides leadership and support in the arts, especially through the activities in the IU Kokomo Art Gallery and through the use of Havens Auditorium, with the goal of enhancing the cultural vitality of the region.

Challenges

Although the campus has a number of articulation agreements with Ivy Tech Community College of Indiana, IU Kokomo needs to continue to develop workable articulation agreements in areas where Ivy Tech is generating significant numbers of graduates. With four Ivy Tech campuses within our extended service area, IU Kokomo must continue work with them to be sure they are able to offer all of the courses needed for transfer at their campuses. In addition, IU Kokomo must develop ways to partner with Ivy Tech to help their nearby campuses develop as a community college so that their students will be more successful in earning associate degrees. This is in their best interest, IU Kokomo's best interest, and the best interest of the region.

Another key issue facing the campus is how to assist the region in identifying its central economic and cultural needs, impediments, and opportunities and to facilitate discussion and activities that bring about regional focus and alignment around common themes, concerns, and projects. Funding through the WIRED grant is a good beginning, but much more work needs to be done. Although some IU Kokomo faculty members are engaged in research for the public good, the campus needs to find ways to encourage them to further assist communities in asking and answering critical economic, social, and cultural questions.

Finally, in a period of economic challenge, the campus needs to work more effectively with area cultural organizations to develop partnerships that leverage the campus's resources with those of the community to offer high quality cultural and educational events for campus and community members.

Toward the Future

Over the last nine years, Purdue University has sought to shift the identity of Purdue programs located on IU regional campuses toward an emphasis on their identity as the Purdue College of Technology. This shift in focus for Purdue has led to more limited interaction between IU Kokomo and Purdue Kokomo faculty and administration. However, with recent changes in administration at Purdue University and at their Kokomo campus, Interim Chancellor Green has proposed that the campus reinvigorate the partnership. Interim Chancellor Green has invited the new director of the Purdue College of Technology at Kokomo, Christy Bozic, to attend meetings of the Administrative Council and Purdue faculty to attend Faculty Senate meetings, in order to explore ways IU Kokomo and Purdue Kokomo can share resources and develop new ones that would be mutually beneficial.

Interim Chancellor Green and the chancellor of Ivy Tech's Region 5 are meeting regularly to work on issues of program transfer, cooperative research opportunities for Ivy Tech students, and cocurricular activities involving both institutions. Academic affairs has been working with its counterpart at Ivy Tech Region 5 and with Ivy Tech Region 6 (Marion campus) on a plan to bring 300-level courses to Ivy Tech to enhance its programming and establish relationships with potential transfer students regionwide.

Core Component 5d: Internal and external constituencies value the services the organization provides.

As a campus with a fairly large service region for its size, IU Kokomo has numerous opportunities to serve its constituencies. IU Kokomo is frequently called upon to serve the needs of the region. The community values our outreach efforts, participates in them, and recognizes those who serve. The challenge for the campus is our capacity to serve. The

chancellor has asked the campus to begin to outline a more strategic vision of our outreach efforts so that we can maximize both our fiscal and human resources.

List of Evidence

- Evidence 5d.1: The community seeks IU Kokomo's services and values the campus's outreach efforts.
- Evidence 5d.2: IU Kokomo faculty and staff have earned recognition for service to internal and external constituencies.
- Evidence 5d.3: The community participates in activities and cocurricular programming that are open to the public.
- Evidence 5d.4: The campus facilities are available to and used by the community.

Evidence 5d.1: The community seeks IU Kokomo's services and values the campus's outreach efforts.

As demonstrated in previous core components of Criterion 5, the campus is very active and engaged with the community. Sometimes the engagement is initiated by the campus. However, many times the community requests the services of the campus because it values what IU Kokomo students, faculty, and staff can provide.

For example, in fall 2007 a group of business, education and government leaders gathered to discuss the possibility of merging nine community economic development organizations into one umbrella organization which would make economic development efforts more focused and efficient. When the group's discussions did not seem to be progressing, they asked the IU Kokomo chancellor, who was present at the meeting, to provide a faculty facilitator to move the process forward. For several months, two Kokomo faculty members worked with the group. Through their efforts, the organizations have merged, selected a board of directors, and recently hired a CEO. As an indicator of the value this group places on IU Kokomo's participation, IU Kokomo has a representative on the board of the new group.

The campus has also worked with the Kokomo community in its urban planning. At the request of the director of the Downtown Association in 2006, the campus wrote and received a Campus Compact Grant to provide funding for a community-wide discussion on the revitalization of downtown Kokomo. IU Kokomo faculty and students facilitated the discussion which resulted in the identification of three priorities to move the initiative forward.

As another example of IU Kokomo's work with the community, in 2007 the Howard County Historical Society requested help with research on the lives of deceased residents of the Kokomo area. Students in a history class conducted the research and created portfolios contextualizing and interpreting what they learned about these residents. The portfolios were donated to the Howard County Historical Society. For the next three years, writers will turn

these findings into historical reenactment scripts for the society's annual cemetery walk fundraiser. IU Kokomo students benefited from the opportunity to do real historical research on real people and share their work with the public, and the Historical Society benefited from the students' work.

As part of a shared concern with public health and the environment, the campus has worked with a local group, the Wildcat Creek Watershed Alliance (WCWA). This citizen advocacy group has been developing a management plan for the Wildcat Creek watershed, which drains approximately 29,000 acres of land in Howard County. The watershed provides drinking water and recreational resources for this area. At their request, an IU Kokomo faculty member with expertise in water quality issues helped the organization host public forums on campus to get input from people who will be affected by the plan.

As a final example of campus connections with the community, the IU Kokomo Library faculty regularly work with area high schools to provide an orientation (using our college library) and reference and research services for their Advanced Placement (AP), Advance College Project (ACP), and other college preparatory classes. For the last several years, our librarians have supplied a packet of information to the IU Bloomington ACP office to be included with information for ACP instructors. The library provides detailed instructions for high school instructors who want to visit and use the IU Kokomo Library with their students (<http://legacy.iuk.edu/~kolibry/LibServices/VisitingGroups.shtml>). Over the past five years, more than 30 groups of high school students have attended these sessions. Our librarians have had direct contact with over 400 high school students through this program.

In each of these examples, organizations have requested assistance from IU Kokomo. The community values the expertise of our faculty and students and the significant contributions they make to the community.

Evidence 5d.2: IU Kokomo faculty and staff have earned recognition for service to internal and external constituencies.

The campus annually honors outstanding service through the Virgil Hunt Service Award, given to an IU Kokomo faculty or staff member who has completed service that is "truly outstanding and over and above the university's expectation for service as part of one's employment at IU." The service is expected to have a strong impact on IU Kokomo, in that it makes "our region more aware of IU Kokomo as a strong community partner and leader." Award winners are honored at the spring campus convocation and receive \$1000 and a plaque.

Indiana University annually bestows the W. George Pinnell Award for Outstanding Service upon an IU faculty member who has contributed "exceptional service to the university extending over a period of at least five years which has resulted in greater effectiveness, efficiency, and/or visibility of the university as a result of the individual's efforts." In 2008, Margo Sorgman, Professor of Education (Emerita), won this very prestigious and highly competitive

award in recognition of her service to the community and to the profession (<http://www.indiana.edu/~ufc/docs/policies/PinnellAward.pdf>).

Our two previous chancellors each won the Athena Award for professional achievement and community service from the Kokomo/Howard County Chamber of Commerce and the Women's Business Council. Other faculty members have been honored for service by community organizations. In addition, the IU Kokomo Alumni Association awards two Distinguished Service Awards each year. IU Kokomo faculty members received the award for their service in 2005 and in 2007.

The highest distinction in Indiana, Sagamore of the Wabash, is bestowed by the Governor of Indiana (<http://in.gov/portal/files/Sagamore.pdf>) upon individuals "who have rendered a distinguished service to the state or to the governor." In the past 10 years, seven IU Kokomo faculty members have received this distinguished award.

Evidence 5d.3: The community participates in campus activities and cocurricular programming that are open to the public.

As noted in section 5b.2, community members often participate in activities sponsored by the American Democracy Project, including public speeches by authors of the common freshman reading text. Leaders of the various ADP events often distribute surveys immediately following the event to assess its effectiveness. In the past three years, over 300 surveys were completed by community members who had attended ADP events, indicating significant community participation. Although separate statistics were not calculated for community members, the ratings and comments on the surveys were generally positive, and most participants stated that their knowledge of the issues had increased after attending the event.

In the School of Arts and Sciences, it has been common practice for the physics faculty member to open the IU Kokomo Observatory to community members several times a year for viewing phenomena such as lunar eclipses. In most cases, about 50 community members attend. However, in August 2003 over 3000 people from the community visited the observatory over a period of several weeks to view the close Earth/Mars opposition.

The School of Business and Economics annually hosts the Business Outlook Panel, which brings IU economic experts to campus to join with IU Kokomo faculty to discuss national, state, and local economic forecasts. In the past three years, 378 participants, representing 49 different organizations, have attended this event.

Evidence 5d.4: The campus facilities are available to and used by the community.

Indiana University Kokomo opens its doors for businesses and nonprofit groups who wish to use the facilities. The self-study report has already described the use of Havens Auditorium by the Kokomo Symphony, Kokomo Civic Theatre, and other groups for performances and recitals.

While important to the cultural vitality of the region, these are not the only examples of how campus facilities are used by the community.

For each of the past eleven years, the campus has hosted Welcome to the Real World, a career exploration day for seventh graders, sponsored by Partners in Education. Over the course of the day, about 1,200 seventh graders from all of the county schools come to IU Kokomo to meet with people actively working in a wide variety of careers. Welcome to the Real World is scheduled during the campus's spring break because virtually every classroom and meeting room on the campus is used for career presentations. The longevity and success of this initiative attests to the value that Partners in Education places on our campus's contribution in hosting and helping plan this event.

The Howard County Foundation sponsors an annual Leadership Summit for students in middle school. Each year, approximately 800 students from Howard County schools come to the campus for a day to learn about leadership. IU Kokomo faculty often present at this event. As with Welcome to the Real World, this event is held during IU Kokomo's spring break, because the Leadership Summit uses many of the campus's classrooms. More recently, IU Kokomo has begun hosting a similar youth leadership conference for middle school students from Miami County, again during the campus spring break.

In addition to these annual events, the campus has hosted one-time events, such as Senator Evan Bayh's job fair and Representative Dan Burton's leadership institute. For many of these events, the campus facilities are offered free of charge. In other instances, such as dance recitals, meetings of professional organizations such as the REALTORS® Association of Central Indiana, and the like, the campus charges a nominal fee.

In addition to the use of campus facilities, the community also has access to resources in the library. Because IU Kokomo is a state-supported institution, residents of Indiana are able to obtain a library card and may borrow library materials. Over the span of the last four years, Indiana residents from outside the campus have borrowed 6,332 items. The library provides computers for public access to electronic resources, including medical, legal, and business databases. Reference assistance is provided for locating and using these resources. The library is also part of the Federal Depository Library Program and therefore is, by law, required to provide access and assistance in using government information in both print and electronic form to the general public at no cost. The library has assisted community members in researching questions regarding state and federal law and regulations; medical topics; business, company, and trade data; local city and county offices; and others.

Meeting Core Component 5d

IU Kokomo meets the requirements of core component 5d in the following manner:

- The community demonstrates that it values the services the students, faculty, and staff of the university provide by seeking out campus services and attesting to their usefulness.
- Other sections of this chapter have described evidence of the value that IU Kokomo constituents place on campus services and engagement with them. This section demonstrates that internal and external constituencies have publicly recognized exemplary service by IU Kokomo faculty and staff. Community members attend many of the events on campus that are open to the public.
- IU Kokomo's facilities are available to community for-profit and nonprofit organizations, and the community uses these facilities extensively.

Challenges

The campus needs to continue to share information about the resources it has committed to this region and the importance of the services that it has to offer to the educational attainment and economic development of the region. At the same time, as a campus with a relatively large service area for its size, the institution needs to plan strategically how best to meet the needs of the region within the scope of its mission and resources.

Toward the Future

In 2009, the campus plans to celebrate having graduated 10,000 students. As part of the Ten Degrees of Excellence celebration, campus representatives will travel to each county in the service region to recognize IU Kokomo alumni and to share the campus's story.

Resources

For further information see the Electronic Resource Room located at the *Archives of Institutional Memory* for Indiana University Kokomo:

<http://institutionalmemory.iu.edu/aim/handle/10333/274>. Criterion Five materials are available at: <http://institutionalmemory.iu.edu/aim/handle/10333/274/items-by-subject?subject=Criterion+Five+%282008+HLC+Self-Study%29&order=title>.

During the website transition period, the Archive will continue to add revised documents as they become available.

Information is also available on the Indiana University Kokomo Web pages <http://www.iuk.edu>, RSS Feeds (<http://hdl.handle.net/10333/879>), and in the physical Resource Room.

Conclusion

Summary of Findings and Request for Reaccreditation

IU Kokomo is a different place than it was in 1999. Since the last Higher Learning Commission visit, IU Kokomo has undergone substantial and positive changes. The state of Indiana introduced the community college system, and the campus slowly phased out most associate degrees and emerged as primarily a baccalaureate institution with limited graduate degrees; Hunt Hall opened in 2001 and as a result the campus secured a Kresge Foundation Science Equipment Challenge Grant to equip the state-of-the-art facility; the campus developed a comprehensive system of assessment and reorganized the Center for Teaching, Learning, and Assessment; the Freshman Learning Community program blossomed and became the foundation of freshman retention efforts; fourteen new degree programs were added and more resident faculty were hired as the number of adjunct faculty was reduced; significant technology enhancements were made that allow students, faculty, and staff to access information faster and more efficiently and to interact with one another; a learning commons and a new center for research and creative activity were established to enhance the learning environment; and the campus secured a federal earmark to establish the INVENTREK Technology Park, a high-tech business incubator, to help the region diversify its manufacturing-based economy.

This self study demonstrates the multiple ways in which IU Kokomo is meeting the standards for accreditation. Congruent with the Higher Learning Commission's four cross-cutting themes, the campus has taken actions that confirm that it is future oriented, learning focused, and a connected and distinctive organization. As the campus looks beyond the self-study process, it can identify a set of strengths it can use to address a series of emergent challenges and continue its journey from good to great. This chapter will summarize strengths identified in the self-study report and discuss challenges that face the institution under the rubric of the four HLC themes. The chapter concludes with a request for full reaccreditation.

IU Kokomo as a Future-Oriented Organization

Strength: IU Kokomo has benefitted from an extensive mission differentiation analysis that has allowed it to affirm its mission as a baccalaureate institution with limited associate and graduate degrees and to partner effectively with the new community college. The campus has a strong sense of mission with a primary focus on teaching and learning in a personalized learning

environment. With a new strategic plan, the campus is well-positioned to better serve the constituencies of North Central Indiana with this mission directive.

Strength: IU Kokomo has embraced and implemented technology in ways that improve its operation, enhance student success, and position it for future growth. The university enhancement of technology has resulted in faster and more efficient access to information campuswide. Students can access their academic records, register for classes, retrieve grades, access course syllabi and resources, collaborate with other students in their classes, and pay bills online. Faculty can check course enrollments, view course rosters, submit grades electronically, post course materials for students, offer courses in the hybrid format, and communicate with students in their classes. Administrative offices have access to information on personnel, students, and budgets to better serve these constituencies. Finally, the efforts to expand wireless networks, improve library database access, and expand classroom technology are proof of the commitment to enhance learning and access through technology.

Strength: The campus has prepared a diversity portfolio which outlines its diversity efforts in leadership, curricular and cocurricular activities, representation, and climate. As a result of an external review of this diversity self study, the campus has created a diversity plan and committee. All of these efforts signify that the campus understands its responsibility to prepare students to live and work in a global, diverse world. The faculty and staff continue to infuse diversity and equity into the curriculum as they scan and respond to these challenges.

Strength: Over the past ten years, IU Kokomo has significantly enhanced its collection and analysis of assessment data. The campus has participated in several national initiatives to better gauge its performance and relationship to peer institutions: NSSE, Carnegie, and the Voluntary System of Accountability. Through these initiatives, the campus collects and posts information on the Internet in a format which permits stakeholders to make informed decisions about institutional quality. IU Kokomo elected to participate in these initiatives from the first year they became available so that the campus could continue to develop a culture of assessment whereby the campus is reflective, accountable, and focused on future improvements.

Challenge: Despite the campus's efforts, residents of the region still do not fully understand the mission of Indiana University Kokomo. With a large service region, no television stations, and limited newspapers, the campus continues to seek ways to educate the region about its new mission and resources. A redesigned website holds much promise for the campus.

Challenge: IU Kokomo needs to continue to improve campus communication and to further develop transparent decision making. The campus has made significant advances with the use of RSS Feeds to share minutes of meetings, the chancellor's transition newsletter, and the restructuring of Administrative Council. As the campus searches for and selects its new leaders, it will need to involve all constituencies and keep them informed.

Challenge: Broadening diversity awareness in a relatively homogeneous student body, drawn largely from central Indiana, will continue to challenge the faculty and staff. While the campus has expanded its opportunities for students to travel abroad, resource limitations provide a

challenge. As the faculty continue to infuse diversity and equity into the curriculum they will need to develop assessment measures that will provide data on student attitudes and awareness about diversity and globalization.

IU Kokomo as a Learning-Focused Organization

Strength: IU Kokomo has expanded its program offerings for students in ways that have strengthened its capacity to serve as a regional baccalaureate and graduate institution. In the past ten years the campus has added fourteen new degree programs, three of which are graduate programs. Students are now able to major in fine arts, new media, radiography, informatics, chemistry, history/political science, public affairs, medical imaging technology, early childhood education, and secondary education.

Strength: The addition of the new science building, Hunt Hall, in 2001 has enabled the science faculty to better prepare our students for careers in the sciences and health services. In addition, securing \$234,000 from the Kresge Foundation has provided state-of-the-art equipment.

Strength: The campus used the Commitment to Excellence funds to further its learning mission. IU Kokomo used the majority of the CTE funds to improve instructional quality and degree opportunities. The funds supported new faculty positions to reduce the reliance on part-time faculty, enhanced a very active Center for Teaching, Learning, and Assessment, provided support for a new freshman convocation program and a mathematics laboratory, and created the Office of Programming and Applied Learning.

Strength: The faculty of IU Kokomo are committed to student learning and demonstrate that commitment by their active participation in the assessment of student learning. All of the degree programs have stated learning outcomes for their programs, and the relevant outcomes are listed in all course syllabi. Graduate student learning outcomes are differentiated from undergraduate learning outcomes, and the campus has adopted a set of student learning outcomes for general education.

Strength: Over the past several years, the library has become the academic hub of the campus with the creation of the new Learning Commons. The main student computer lab, the Information Technology Helpdesk, two smart classrooms, and the Writing Center all make up the new commons. With comfortable furniture, meeting spaces for students, and a friendly environment to work and study, the gate count has increased significantly.

Strength: The campus provides incoming freshmen students an innovative, interdisciplinary, year-long learning experience. It is designed to provide commuter students with a sense of community in the classroom, to help students develop an interdisciplinary perspective, to improve students' skills in writing and public speaking, and to promote students' academic success. Recent data indicates that FLC participants had a significantly greater estimated

probability than nonparticipants of persisting to the spring semester. The 16-percentage-point difference is substantial.

Strength: The campus has developed a popular accelerated hybrid course delivery system for adult students who want to complete their degrees in a timely and convenient way. In addition, the campus has committed resources to the Project Complete program that encourages adult students who are close to degree completion to finish their work at IU Kokomo. Both of these programs enable the residents of North Central Indiana to meet their educational goals close to home and work.

Strength: IU Kokomo established the Center for Research and Creative Activity to support and expand student and faculty research and creative activity. During 2007-08, its first year of operation, thirteen students received support to travel to conferences to present their work.

Challenge: The next step in the faculty-driven assessment process is to find ways to identify common issues outlined within individual departmental assessment reports so that campus conversations can occur and institutional decisions can be made.

Challenge: Although it has taken a couple of years to achieve their goal, the faculty have reached consensus on a new general education core. Building on the assessment of general education that occurred within individual schools or degree programs and in one campuswide pilot project, the faculty need to begin regular, systematic assessment of general education student learning outcomes.

Challenge: The campus needs to develop assessment procedures for all administrative campus units. Physical Plant and Information Technologies are good models to examine to determine an effective campuswide approach. Bringing assessment into the arena of institution-wide planning is still a future goal. The university recognizes that developing a more solid link among planning, assessment, and budgeting will allow the campus to remain future oriented by basing decisions on outcome evaluation.

Challenge: The competition for doctorally qualified nursing faculty is especially intense. To maintain its nursing program, the largest single major on campus, IU Kokomo needs to seek creative ways to meet this need.

Challenge: The NACADA consultant who reviewed academic advising on campus made several recommendations to improve advising. IU Kokomo has begun to implement a university-wide model of developmental, holistic advising that should have an impact on student retention and success.

IU Kokomo is a Connected Organization

Strength: Many of IU Kokomo's degree programs connect students to organizations in the community through internships, clinical experiences, practica, service learning, and other field experiences. The faculty believe that it is very important to instill in students a commitment to community service.

Strength: IU Kokomo has been proactive in developing and supporting initiatives which increase educational attainment in our region. The campus has supported initiatives that enhance P-12 education and access to college. In addition, the campus collaborates with area high schools and higher education institutions to create pathways for students to earn and transfer credit.

Strength: The campus has selected two major initiatives that allow ample opportunities for community engagement. Faculty and students actively participate in the American Democracy Project, and they partner with the Family Service Association of Howard County to promote awareness of domestic violence through the Take Back the Night initiative. By focusing efforts on these two primary projects, the campus, with limited staff and resources, has been able to create community, have a significant impact on others, and expand learning.

Strength: IU Kokomo has added two key positions to facilitate community engagement. The coordinator of programming and applied learning works to connect curricular and cocurricular learning with community engagement. The assistant director of community outreach actively develops and supports partnerships between the campus and surrounding communities.

Strength: In recent years, as the region has faced substantial economic uncertainty, constituents have called upon IU Kokomo for help. In response, the campus has taken a leadership role in enhancing the economic viability of the region. The campus helped secure a federal earmark to establish INVENTREK, a business incubator, sponsored the Regional Leadership Institute, facilitated community listening sessions, and facilitated the merger of nine economic development entities into one organization.

Challenge: Although the campus has developed many effective partnerships, the new interim chancellor has challenged the campus to identify, create, and nurture partnerships which are more focused and which are strategically important in helping the campus meet its goals of enhancing the success of students in the region, increasing campus enrollment and graduation rates, and improving the region's economic and cultural vitality. Because the region is facing substantial economic challenges, it is likely that the campus's constituencies will continue to seek services that the campus may or may not have the capacity to provide. As the community college grows and matures, IU Kokomo will need to adapt and respond. The campus will be challenged to focus its efforts on meeting its mission in the midst of a rapidly changing environment and times.

IU Kokomo is Distinctive

Strength: This theme resonates well with the Good to Great hedgehog concept. The goal is not to be the best, but rather to understand what an organization can be best at (hedgehog). IU Kokomo has a strong sense of mission with a primary focus on teaching and learning in a personalized environment. For most students learning begins within the faculty-student mentoring relationship in the freshman year and culminates in a senior-level collaboration on a research project or creative activity. Committed to student success, the faculty have designed and enhanced an innovative freshman learning community experience that has improved student persistence rates. As students grow, they are invited to enhance their learning and skills in such model programs as the University Partnership School at Sycamore Elementary, the pediatric clinical program for nursing students, the Collegiate Management Program, or undergraduate research conferences.

Strength: IU Kokomo faculty members are very active scholars. They have a long tradition of involving their students in research and creative activities. The recent addition of the Center for Research and Creative Activity will enhance these efforts and continue to distinguish IU Kokomo from other institutions of higher education in its service region.

Strength: Because the campus is part of Indiana University, the students, faculty, and staff have access to technology resources far beyond what many institutions its size can offer. The new Indiana University Information Technology Strategic Plan 2 will, as President McRobbie states, “enable the University to build excellence in education and research in all disciplines, in administration, in IU’s engagement in the life of the state, across all campuses, and in collaboration with IU’s key partners.”

Strength: IU Kokomo is committed to preparing its students to live and work in a global and diverse world. Through the vehicle of the EMA Conference, the campus has supported faculty development to enhance the infusion of diversity and equity into the curriculum and has developed a diversity portfolio, a diversity plan, a diversity committee, and a diversity award. In addition, the faculty have devoted many hours to increasing the number of international study experiences available to our students. For example, the nursing program for the past eight years has sustained an active student and faculty exchange program with a Korean university. Although much work remains to be done to engage students from North Central Indiana in a global world, the campus is well positioned to continue to improve this work in the future.

Challenge: Jim Collins found that good to great organizations focused on a simple concept that they used as a frame of reference for all their decisions. IU Kokomo needs to integrate more fully into its decision-making processes its simple concept that learning begins, grows, and matures within the framework of the faculty-student relationship.

Conclusion

A review of the list of strengths and challenges highlights IU Kokomo's ability to plan for and respond to changing conditions. In the past ten years, the campus has faced unique challenges, as documented in this self-study. The responsiveness with which IU Kokomo has adapted to change provides strong evidence that IU Kokomo is well positioned to meet future challenges in its journey from good to great.

Request for Reaccreditation

IU Kokomo has shared evidence to affirm that it meets all accreditation criteria of the NCA's Higher Learning Commission. The introductory chapter summarizes actions taken in response to the concerns expressed in the last accreditation visit. Evidence presented in the five criterion chapters affirms the university's orientation toward the future, dedication to being learning centered, ability to create strong connections, and commitment to remain distinctive and important in the region it serves.

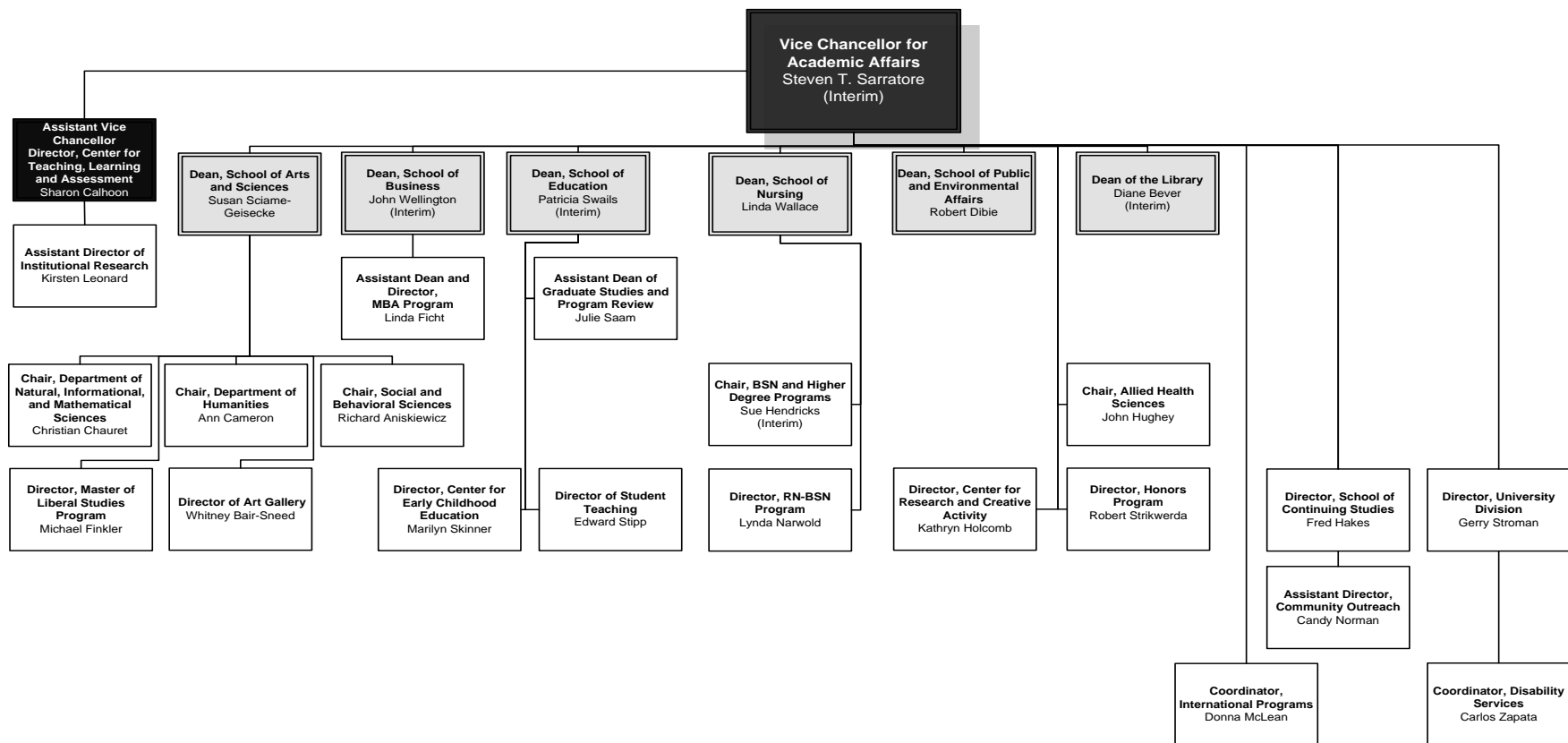
Accordingly, IU Kokomo respectfully requests that the institution be granted continuing accreditation for the maximum ten-year period.

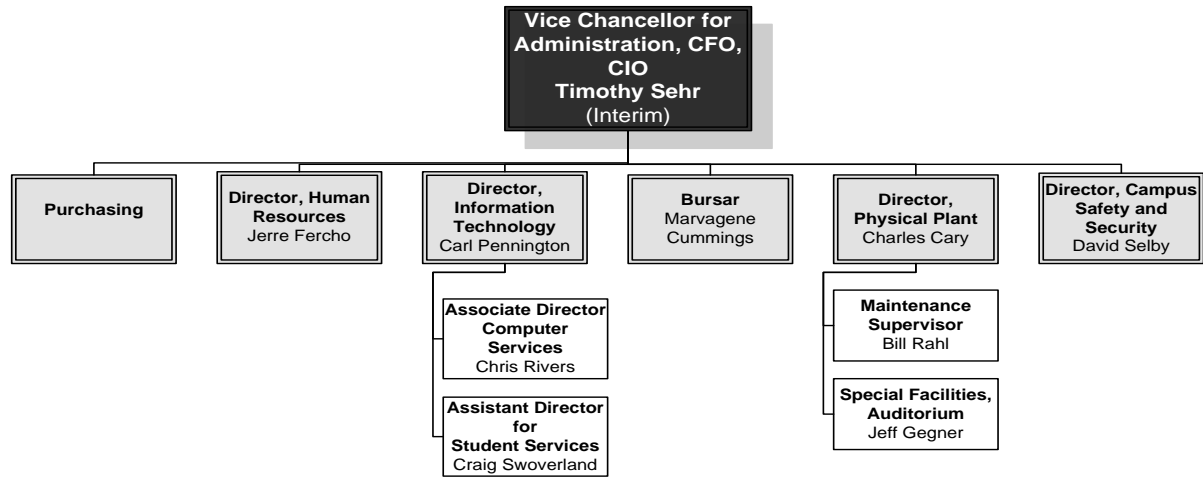
Appendix A

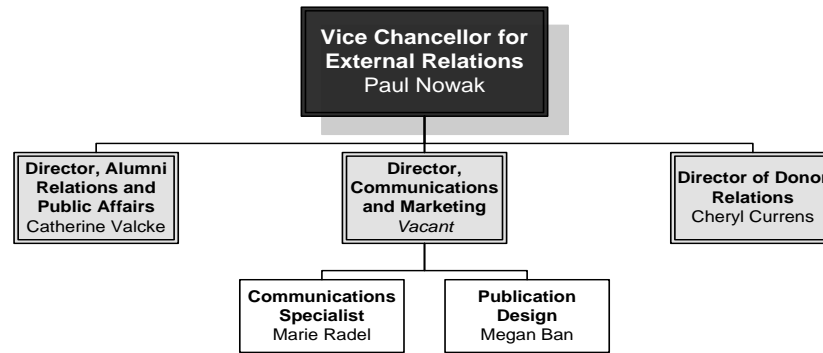
Organizational Charts

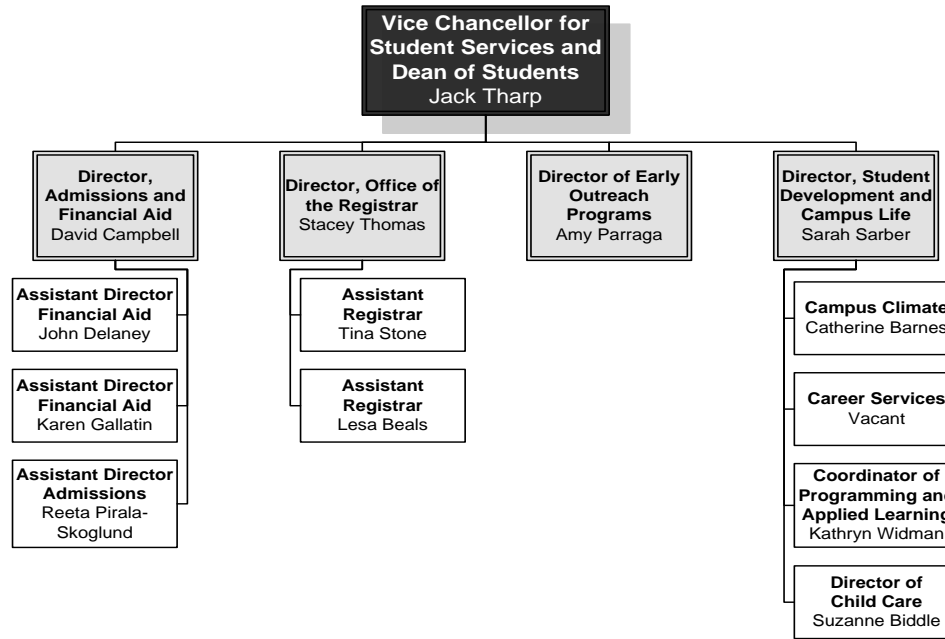
The following pages contain organizational charts for the following:

- **Office of the Vice Chancellor for Academic Affairs**
(Vice Chancellor Steven T. Sarratore)
- **Office of the Vice Chancellor for Administration, CFO CIO**
(Vice Chancellor Timothy Sehr)
- **Office of the Vice Chancellor for External Relations**
(Vice Chancellor Paul Nowak)
- **Office of the Vice Chancellor for Student Services and Dean of Students**
(Vice Chancellor Jack Tharp)









Appendix B

Federal Compliance

As an organization that holds federal recognition from an approved accrediting agency, the Higher Learning Commission of the North Central Association of Colleges and Schools, IU Kokomo maintains a federal compliance program. This appendix of the self study discusses IU Kokomo's compliance with the expectations of this program.

Credits, Program Length, and Tuition

The Higher Learning Commission (HLC) expects an accredited institution to be able to 1) equate its learning experiences with semesters using practices common to other institutions of higher education; 2) justify the length of its program in comparison to similar programs found in accredited institutions of higher education; and 3) justify any program-specific tuition in terms of program costs, program length, and program objectives (*Handbook of Accreditation*, 8.2-1). In response to these requirements,

1. All classes offered at Indiana University Kokomo are equaled to semester credit hour equivalencies. One credit hour is equal to 750 minutes of instruction and, therefore, three credit hours are equal to 2,250 minutes of instruction. The fall and spring semesters are traditionally 15 weeks of instruction with the 16th week for final exams. Some courses meet in shorter time frames (e.g., 8-week courses); however, these courses meet the time requirements for instruction. Grades are assigned on a semester credit-hour basis. The 2008-10 IU Kokomo *Bulletin*, which is published every two years, gives details of each course and includes program requirements and course descriptions (<http://legacy.iuk.edu/bulletin/>).
2. The length of all programs (degrees and certificates) has been approved by the Indiana University Board of Trustees, and all degree programs have been approved by both the Board of Trustees and the Indiana Commission for Higher Education (ICHE). The Board of Trustees has the power to coordinate, recommend, advise, and direct the operations of all of the campuses. This includes campus plans for capital improvements and recommendations for the biennial appropriations for the eight IU campuses. The ICHE's powers and responsibilities include making recommendations to the governor and to the Indiana General Assembly concerning all of Indiana's colleges and universities. This group grants final approval for all new degrees, for all certificates of over 30 hours, for all degree name changes, and for all new schools. The ICHE maintains

information on all academic programs at colleges and universities throughout Indiana and also reviews and approves campus mission statements.

3. The Board of Trustees approves tuition rates and instructional fees for Indiana University. The rates are consistent with good practices in higher education. The rates are public and available to students both in printed form and online.

Institutional Compliance with the Higher Education Reauthorization Act

The Higher Learning Commission requires that 1) all organizations that receive Title IV funds provide copies of documents relevant to Title IV compliance; 2) that the self-study report evaluate the institution's default rate, if any, and its plans for reducing the default; and 3) that organizations comment briefly on their compliance with other Title IV-mandated student notification requirements such as crime reporting and release of completion/graduation rates (*Handbook of Accreditation*, p. 8.2-2). In response to these requirements,

1. IU Kokomo will provide copies of all documents relevant to Title IV compliance to the Higher Learning Commission site review team. The documents are available in the Financial Aid Office (Program Participation Agreement and Eligibility and Certification Renewal). After the annual A-133 audit is completed, the institution receives a copy of any findings or significant issues relevant to Indiana University Kokomo. Complete copies of all audits are housed in Bloomington at the Office of the Vice President and Chief Fiscal Officer of the university.
2. IU Kokomo has a history of low default rates for all federal student loan programs. The Federal Stafford Loan default rate was 3.2% for 2004, 4.3% for 2005, and 2.5% for 2006. According to the Fiscal Operations Report and Application to Participate (FISAP), IU Kokomo's Federal Perkins Loan default rate was 3.3% as of June 30, 2008.
3. As required by federal regulations, IU Kokomo completes the A-133 audit annually. The A-133 audit is completed by the Indiana State Board of Accounts, which forwards the final report to the U.S. Department of Education. The most recent A-133 audit for the 2006-07 aid year was completed with no written findings.
4. IU Kokomo is in full compliance with Title IV-mandated requirements regarding disclosure of campus crime rates. The annual security report is published on the campus website (<http://legacy.iuk.edu/~kosafe/cleryCrimeStats.shtml>). Employees and students are notified by e-mail concerning the results of the report.

Institutional Advertising and Recruitment Materials

Whenever an organization refers to its affiliation with the Higher Learning Commission, it will include the commission's address and phone numbers. As per regulations, when the organization includes the contact information, the organization should use the URL of the commission's website rather than its street address and the toll-free phone number. To avoid confusion, particularly among prospective students, organizations should clearly and prominently provide their own contact information so students know how to reach them (*Handbook of Accreditation*, p. 8.2-3). In response to these requirements,

1. Whenever IU Kokomo refers to its affiliation with the Higher Learning Commission, it has listed the website address and the local phone number. For example, IU Kokomo's affiliation with the commission is listed in the online version of the *Bulletin* for 2008-10. IU Kokomo also includes this information on any advertising materials or recruitment materials that note our affiliation with the HCL.
2. Indiana University Kokomo clearly and prominently provides its own contact information on advertisements and publications so that students and others know how to reach offices on campus. Campus contact information is easily accessible through the campus bulletin, the campus website, admissions materials, and other promotional materials including advertisements.

Professional Accreditation

Several of IU Kokomo's academic programs hold separate professional accreditation. A list of the programs which are accredited, their accrediting agencies, and the addresses of those agencies are found in the *Bulletin*. The most recent reports from the professional accrediting agencies are found in the Resource Room. The campus has a process to evaluate all university programs which do not have outside professional accreditation.

Requirements of Institutions Holding Dual Institutional Accreditations

The commission accredits a small number of organizations that are also affiliated with one or more CHEA-recognized or federally recognized institutional accrediting agencies (*Handbook of Accreditation*, p. 8.1-2). In response to these requirements,

IU Kokomo does not hold institutional affiliation with any CHEA-recognized or federally recognized institutional accrediting bodies other than the Higher Learning Commission's North Central Association of Colleges and Universities. Requirements of institutions holding dual accreditation are therefore not applicable.

Federal Compliance with Off-Site Locations

Federal regulations for recognition of accrediting agencies require the commission to conduct a variety of evaluation activities to review and monitor the development of off-campus sites and campuses. The commission has determined that an off-campus site is a location at which a student can complete fifty percent or more of a degree program (*Handbook of Accreditation*, p. 8.2-3). In response to these requirements,

IU Kokomo does not have any off-campus locations that offer more than fifty percent of a degree program.

Institutional Records of Student Complaints

The commission expects an affiliated organization to provide a comprehensive evaluation team with an organizational account of the student complaints that it has received and their disposition. This account should cover two years of operation preceding the comprehensive evaluation. One manner of accounting is a log that tracks complaints from inception to

disposition. The HLC believes that the reporting obligation should focus principally on nontrivial complaints, either academic or nonacademic, made formally in writing, signed by a student, and addressed to and submitted to an organizational officer with the responsibility to handle the complaint (*Handbook of Accreditation*, p. 8.2-4).

A log of student complaints is available in the Resource Room.

Appendix C

Self-Study Steering Committee and Subcommittees

The list below provides the names of members of the Indiana University Kokomo Self-Study Steering Committee and Subcommittees. The list notes changes in the leadership of the various committees as a result of personnel changes at Indiana University Kokomo.

Steering Committee

Co-Chair:	Tim Sehr, Interim Vice Chancellor of Administration, CFO CIO
Co-Chair:	Susan Sciame-Giesecke, Dean of Arts and Sciences (SOAS)
Resource Specialist:	Kirsten Leonard, Reference Librarian
Editor:	Ann Cameron, Chair of Humanities
Chairs, Criterion 1	Kathy Parkison, Business faculty member (until August 2008) Linda Wallace, Dean of Nursing (after August 2008)
Chairs, Criterion 2	John Stachacz, Director of the Library (until July 2008) Carl Pennington, Director of Computing and Technology Services (after July 2008)
Chair, Criterion 3	Sharon Calhoon, Assistant Vice Chancellor of Academic Affairs
Chair, Criterion 4	Christian Chauret, Chair of Natural, Information, and Mathematical Sciences
Chairs, Criterion 5	Niranjan Pati, Dean of the School of Business (until July 2008) Shirley Aamidor, Education faculty member (after July 2008)

Subcommittees

Criterion 1: Mission and Integrity

Chairs: Kathy Parkison and Linda Wallace
Members: Gerry Stroman, Affirmative Action Officer and Director of Advising
Paul Nowak, Vice Chancellor of External Relations
John Hughey, Director of Allied Health Programs
Cheryl Little, Staff (Accounts Payable)

Criterion 2: Preparing for the Future

Chairs: John Stachacz and Carl Pennington
Members: Dianne Roden, Business faculty member
Cathy Hightower, Alumni Director
Fred Hakes, Director of Continuing Studies
Jerre Fercho, Director of Human Resources

Criterion 3: Student Learning and Effective Teaching

Chair: Sharon Calhoon
Members: Sarah Sarber, Director of Student Life
Steve Cox, Business faculty member
Julie Saam, Assistant Dean of Education
Nadene Keene, English faculty member
Sonya Small, Student
Catherine Barnes, SOAS Advisor and Director of Campus Climate

Criterion 4: Acquisition, Discovery, and Application of Knowledge

Chair: Christian Chauret
Members: Sue Hendricks, Nursing faculty member
Julie Diesman, Director of Career Resources
Mohammad Meybodi, Business faculty member
Dean Cantu, Dean of Education
Kathy Holcomb, Psychology faculty member
Susan Wilson, Staff (Continuing Studies and SPEA)

Criterion 5: Engagement and Service

Chairs: Niranjan Pati and Shirley Aamidor
Members: Lynda Narwold, Nursing faculty member
Raul Mosley, Communication Arts faculty member
Marcia Gillette, Chemistry faculty member
Terri Hellman, Staff (Communication and Marketing)
Candy Norman, Assistant Director of Community Outreach
Christopher Hayes, Student

Hospitality Committee

Members: Marsha Shaw, Staff (Humanities)
Kathy Coppola, Staff (Office of the Chancellor)
Cathy Archer, Staff (Continuing Studies)
Anna Aichele, Staff (Arts and Sciences)
Tara Halbrook, Staff (Physical Plant)

Appendix D

Institutional Snapshot

The institutional reports concerning the areas listed below will be bound separately and sent as a separate document with the full self-study report:

1. Student Demography Headcounts
2. Student Recruitment and Admissions
3. Financial Assistance for Students
4. Student Retention and Program Productivity
5. Faculty Demography
6. Availability of Instructional Resources and Information Technology
7. Financial Data