



INDIANA UNIVERSITY NORTHWEST

THE REGION'S UNIVERSITY

Federal Compliance Packet for AQIP Comprehensive Quality Review Visit

April 11-13, 2016



HIGHER LEARNING COMMISSION



FEDERAL COMPLIANCE REPORT

Table of Contents

Introduction	3
1. Credits, Program Length, and Tuition	3
1.1 Credits and Program Length.....	3
1.2 Credit Hour Policy.....	3
1.3 Tuition	4
2. Student Complaints.....	5
3. Transfer Policies.....	8
4. Verification of Student Identity.....	9
5. Title IV Program and Related Responsibilities	10
5.1. General Program Responsibilities	10
5.2. Financial Responsibility Requirements.....	10
5.3. Default Rates.....	10
5.4. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures..	12
5.5. Student Right to Know	12
5.6. Satisfactory Academic Progress and Attendance Policies.	12
5.7. Contractual Relationships	13
5.8. Consortial Relationships.....	13
6. Public Information Responsibilities: Information to the Public.....	13
6.1 Course Catalog/Bulletin	13
6.2 Student Handbook	13
6.3 Webpages with Disclosure Information.....	14
7. Advertising and Recruiting Materials.....	14
8. Review of Student Outcome Data	14
9. Relationship with Other Accrediting Agencies and with State Regulatory Bodies.....	15
9.1 Program Accreditations.....	15
9.2 State Authorizations.....	16
10. Public Notification of Comprehensive Evaluation Visit and Third Party Comment	16
Appendices.....	19
Appendix A	20
Appendix B	26
Appendix C	28
Appendix D	30
Appendix E.....	33

Introduction

In preparation for the upcoming Comprehensive Quality Review Visit on April 11-13, 2016, Indiana University Northwest has prepared the following Federal Compliance Materials Document in accordance with the requirements of the HLC's "Federal Compliance Program" effective for visits beginning September 1, 2014.

The material contained in this document is organized in the same manner as outlined in HLC's "Federal Compliance Filing by Institutions" document effective 9-1-14 through 8-31-16.

1. Credits, Program Length and Tuition

In accordance with the HLC Policy FDCR.A.10.020 "Assignment of credits, program length, and tuition", IU Northwest's assignment and awarding of credit hours conforms to commonly accepted practices in higher education (the Carnegie Unit of Credit).

1.1 Credits and Program Length

Appendix A contains the "Worksheet for Use by Institutions on Credits and Program Length". Policies and Procedures are described below but also included as Appendix B. Appendix C contains explanations of high credit hour courses (6 or more hours).

The Undergraduate Bulletin (course catalog) is available here: <http://www.iun.edu/bulletin/>

The Graduate Bulletin is available here: <http://www.iun.edu/bulletin/>. Hard copies of the undergraduate and graduate bulletin (combined) will be provided to the team at the visit.

The course schedule for the Spring 2016, Summer 2016, and Fall 2016 semesters is available online (no password is required for access) at: <http://app.iun.edu/schdclass/>

An Excel spreadsheet of Fall 2014 courses (used as the basis for the worksheet numbers in Appendix A) is available in our BOX Folder containing relevant documents for the CQR visit and included as a PDF with this document.

1.2 Credit Hour Policy

IU Northwest defines a credit hour as follows¹:

A unit of undergraduate academic credit is awarded to a student upon the successful completion of an approved instructional course, or by the demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes that is the equivalent to that provided by an approved instructional course.

Historically, a unit of academic credit is the measure of the total time commitment an average student is expected to devote to learning per week of study. Generally, one unit of credit represents a total of three hours per week of in-class and out-of-class work (Carnegie Unit of Credit). In this context, an hour is defined as 50 minutes. IU Northwest guidelines for the academic calendar require a 3-credit lecture class to meet for a minimum of 2,000 minutes excluding the final examination period. Emerging delivery

¹ <http://www.iun.edu/academic-affairs/curriculum-processes/credit-hour.htm>

methodologies may necessitate determining a unit of undergraduate credit with non-time based methods. These courses shall use demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes to insure these courses are equivalent to traditionally delivered courses.

Regardless of the method of determining a unit of undergraduate academic credit, the quality of student learning must be the primary concern of all IU Northwest faculties in the context of awarding a unit of undergraduate academic credit. Quality of learning requires continuous evaluation and assessment of student learning outcomes to justify awarding a unit of undergraduate academic credit. Quality of learning also requires regular student attendance/participation to justify awarding a unit of undergraduate academic credit.

Further details are available in Appendix B, which contains the full text of the IU Northwest Definition of a Credit-hour.

1.3 Tuition

Information regarding current tuition and fees is published in numerous places for student information and centrally located on the Bursar’s website. Indiana University Northwest charges tuition by the credit hour. Current tuition rates are listed in the table below:

Undergraduate Students		
<i>(per credit hour)</i>	<i>Indiana Residents</i>	<i>Non-Indiana Residents</i>
Tuition	\$212.32	\$592.88

Graduate Students		
<i>(per credit hour)</i>	<i>Indiana Residents</i>	<i>Non-Indiana Residents</i>
Tuition	\$268.91	\$633.53
Tuition-Business	\$320.19	\$718.30
Tuition-Nursing	\$352.02	\$1026.14
Tuition –Social Work	\$384.45	\$914.97

Graduate Business Weekend MBA		
<i>(per semester)</i>	<i>Indiana Residents</i>	<i>Non-Indiana Residents</i>
Tuition	\$7,000.00	\$10,600.00

The comprehensive list of fee rates for Academic Year 2015-2016 can be found at:
<http://www.iun.edu/bursar/doc/Fall-2015-and-Spring-2016-Fee-Schedule.pdf>

Banded Tuition – The IU regional campuses will join IU Bloomington with a “banded” tuition rate, starting with Fall Semester 2016, to encourage students to graduate in four years, whenever possible. Under the banded tuition system, IU Northwest students will pay the same fee for any course load between 12 and 18 credit hours, rather than paying a per-credit rate as was the previous practice. The banded rate will be set at the equivalent of 15 credit hours under the per-credit system, thus encouraging students to complete at least 15 credits each semester and giving those who take more than 15 credits tuition savings. Completing a Bachelor’s degree in four years is, of course, the ideal, for those students for whom that is workable, and limits the expenses that students and families incur.

Justification of differential tuition – Our graduate programs charge differential tuition and fees based on the costs to run the programs. We have eight (8) master’s degree programs (including the weekend Executive MBA and weeknight hybrid MBA as two separate degree programs), ten (10) graduate certificate programs and one (1) graduate licensure program. Standard graduate tuition is listed in the table above. The only exceptions to this standard tuition rate are for graduate business, nursing and social work. Their fees are also provided above. The tuition is higher due to the increased cost of offering the programs (faculty, laboratory expenses, and supplies) as well as additional services provided by the programs to the students.

Explanation of length of programs – As per a state of Indiana mandate bachelor’s degrees are capped at 120 cr. hrs and associate degrees at 60 cr. hrs, with a few degrees granted waivers of this requirement. At Indiana University Northwest the only exceptions are the B.S. Ed. In Elementary Education (a dual licensure Teaching All Learners Program (Special Education and Elementary Education)) which has 131 cr. hrs and the A.S. in Radiography which has 77 cr. hrs. Degree maps available for every bachelors and associates degree offered at Indiana University Northwest provide evidence supporting this and are available [here](#).

2. Student Complaints

FDCR.A.10.030 requires that an institution shall “make available an account of the student complaints it has received, its processing of those complaints, and how that processing comports with the institution’s policies and procedures on the handling of grievances or complaints.”

Prior to AY 2015-2016, IU Northwest had the formal complaint processes listed below. All other student complaints were handled informally by the office to whom the complaint had been sent.

- [Grievance procedures when students believe their rights have been violated](#)
- [Harassment and Discrimination](#)
- [Complaint concerning an arbitrary and/or capricious action by the Dean or an Instructor \(School of Education only\)](#)
- [Process for lodging complaints concerning instructors \(COAS only\)](#)

Informal Complaints

Prior to AY 2015-2016, the process for responding to informal complaints was decentralized, with each individual office or division responding to and tracking complaints separately. A summary of student complaints is provided for past three academic years in the table below. Appendix D contains complaint logs (with student names redacted) for the Office of Student Affairs, the Office of Academic Affairs, all of the Academic Programs, and the Financial Aid Office. Note that as these processes were decentralized, the same complaint may be counted at one more than one level in this data. Additionally, for the academic units and the office of academic affairs, grade appeals are included in this complaint count, even though we will discuss appeal processes later in this document.

Indiana University Northwest Record of Student Complaints by Office

Unit/Year	AY 12-13	AY 13-14	AY 14-15
Vice Chancellor for Student Affairs	17	10	23
Office of Financial Aid & Scholarships			
Service complaints	34	19	8
Complaints about federal & state regulations	18	29	25
Complaints about other IUN departments	34	38	24
Executive Vice Chancellor for Academic Affairs	9	8	7
College of Arts and Sciences	6	7	1
College of Health & Human Services	2	2	7
School of Business and Economics	1	2	4
School of Education	0	1	1
Affirmative Action & Employment Practices*	0	0	9
TOTAL	202	134	154

*Includes complaints against other students

As we began the preparations for our accreditation site visit, it became obvious to us that our decentralized complaint process did not best serve the campus. As we are committed to offering high-quality academic programs and student-centered services and want to ensure that students are treated fairly and have the opportunity to share their concerns about their IU Northwest experience, we are improving our complaint process. Currently, our Faculty Organization is in the process of approving a campus-wide process for lodging a complaint against an instructor, modelled after the existing process from the College of Arts and Sciences (Draft of this policy can be found in Appendix D and should be approved by February 2016). Additionally, we have created an online complaint procedure that will go live in February 2016. Students who wish to file a complaint are asked to complete all the required fields and submit the form electronically. Complaints are automatically forwarded to the appropriate office for attention, as follows:

- College of Arts & Sciences (COAS)
- College of Health and Human Services (CHHS)
- School of Business and Economics (SOBE)
- School of Education (SOE)
- Office of Affirmative Action & Employment Practices (discrimination and harassment complaints)
- Office of the Bursar
- Office of Financial Aid & Scholarships
- Office of the Registrar
- Physical Plant and Campus Police (route to Office of Administration)
- Other/Don't Know (routes to the Dean of Students)

Each complaint will be assigned a unique case number, so that in the future each individual complaint can be followed more accurately through resolution. A copy of the online procedure is included in Appendix D and will be available for demonstration during the site visit.

At the end of each academic year, complaint records will be forwarded to the Office of Institutional Effectiveness for analysis and recommendations for improvement.

In addition to the newly revised complaint process, we have a number of formal appeal processes, which are listed below. These processes are accessible to students either on the website for the relevant administrative or academic office, or consolidated on the Dean of Students website as shown below.

- [Academic misconduct appeal](#)
- [Appeal for Refund of Fees](#) (Bursar)
- [Appeal of ethics or conduct decision](#) (CHHS only)
- [Appeals Process Regarding Advising Issues](#) (School of Education only)
- [Grade Appeal](#)
- [Parking violation appeal](#)
- [Personal misconduct appeal](#)
- [Satisfactory Academic Progress appeal](#) (Financial Aid)
- [Sexual misconduct appeal](#)

Complaints to State and Accrediting Agencies

If a grievance is not resolved through informal or formal means, a complaint can be registered with the state of Indiana and/or the University's accrediting agency.

At Indiana University's Office of the Executive Vice President for University Academic Affairs, a central webpage is maintained to assist students in determining where outside the university they may register a complaint (<https://uaa.iu.edu/academic/accreditation/index.shtml>), including the Higher Learning Commission and all professional accrediting bodies for individual programs at the university.

The Indiana Commission for Higher Education is responsible for responding to formal complaints against public, independent non-profit and proprietary institutions of higher education in Indiana. The Commission staff will review submitted complaints and work with student complainants and institutions. The process is detailed here - <http://www.in.gov/che/2744.htm>.

Responding To Student Concerns

Because, in the past, individual academic and administrative offices have tracked their own complaints and subsequently made service improvements on their own, we were not tracking this activity centrally. As part of our current emphasis on institution-wide quality improvement, however, we are centralizing this process so that we are sure to focus on those areas most in need of attention AND most likely to benefit our students. Thus, we created the common complaint form and routing that will allow us to better track complaints and respond on a campus-wide basis in addition to continuing our individual efforts. We are currently working on an Action Project, *Evaluating and Strengthening the Service Culture at IU Northwest*, in hopes to more fully understand the basis for past student complaints, formal and informal, and the feedback gleaned from a number of student surveys and focus groups administered to our students over the past few years. This project will invite regular input from students about how well specific student services offices do in the areas that the students themselves have identified as the most important to them: empathy, listening, responsiveness, and reliability. Specifically, this process will evaluate the service quality of the following student services offices: Academic Success and Achievement Programs, Admissions, Athletics, Bursar, Career Services, Counseling Services, Dean of Students, Diversity, Equity and Multicultural Affairs, Financial Aid and Scholarships, Registrar, Student Activities, and Student Support Services. We have developed a survey to

collect data concerning student perceptions of service quality using as many different inputs as possible, e.g., point-of-service, web-based, and paper surveys. At the end of every semester, our Office of Institutional Effectiveness will analyze the results to determine existing strengths and weaknesses of each office and make recommendations for improvement.

3. Transfer Policies

In accordance with the Higher Learning Commission Policy FDCR.A.10.040 “Publication of Transfer Policies” Indiana University Northwest appropriately discloses transfer policies and practices.

1) The transfer policy for undergraduate admissions is disclosed on IU Northwest’s website at <http://www.iun.edu/admissions/transfer-student.htm?tab=tab3>. As stated there, “IU Northwest accepts credit from regionally accredited institutions for college level courses in which the student has received a grade of C or better. The equivalency of courses is ultimately determined by faculty.”

2) The transfer policy for undergraduate admissions can also be found in the 2014-2016 Bulletin (Catalog):

Page 6, fourth paragraph under Transfer Student <http://www.iun.edu/bulletin/iun-pdf.pdf> reads:

- IU Northwest accepts credit from regionally accredited institutions for college level courses in which the student has received a grade of C or better. The initial equivalency of credit is processed by the Office of Admissions, based on the Indiana Core Transfer Library, articulation agreements, or previously determined equivalencies by the faculty. A student has the right to appeal the initial conversion of credit by contacting the department faculty chair and providing additional proof of equivalency, such as syllabus, course content and textbook information.
- Transfer applicants must request and submit official transcripts from ALL colleges/universities attended. IU Northwest accepts electronic transcripts directly from the institution or through secure transcript agencies such as the National Student Clearinghouse. IU credit will not be given at a future date for credit previously earned from a school that is not listed at the time of application.

3) Additionally, academic units provide supplemental transfer credit information in the Bulletin:

- School of Business and Economics - <http://www.iun.edu/bulletin/schools/business/undergraduate/policies/transfer-credit.shtml>
- College of Health and Human Services - <http://www.iun.edu/bulletin/schools/chhs/admission/transfer-credit.shtml>
- School of Education - http://www.iun.edu/bulletin/schools/education/ms-education/transfer_cr.shtml; <http://www.iun.edu/bulletin/schools/education/bs-education/policies/credit-transfers.shtml>
- School of Public and Environmental Affairs - <http://www.iun.edu/bulletin/schools/chhs/schools-divisions/spea/grad-mpa.shtml>

4) A list of courses that will transfer among all Indiana public college and university campuses (the Indiana Course Transfer library can be found at www.transferin.net .

5) In 2012, the Indiana legislature enacted Senate Enrolled Act 182, thereby establishing the requirements for a Statewide Transfer General Education Core (STGEC) of at least 30 credit hours, thus allowing students to transfer more easily between the state educational institutions. The state worked collaboratively with the public higher education institutions to define a set of statewide competencies that form a “core” of 30

credit hours that each institution has identified with a milestone. The mapping of IU Northwest general education requirements onto the STGEC can be found at <http://alturl.com/bjwap>.

6) Indiana University has also established a university transfer office to assist students at all IU campuses or considering attending any IU campus navigate their transfer options - <http://transfer.iu.edu/index.html> .

7) Ivy Tech Community College is the state-wide community college system in Indiana. We provide students an [Equivalency Guide](#) for their courses on the IU Northwest Transfer webpage as well.

8) Transfer agreements between Ivy Tech Community College and IU Northwest can found on the IU Northwest Transfer webpage and are as follows:

- a. [Ivy Tech Elementary Education Associates for transfer to IUN](#)
- b. [Ivy Tech Secondary Education English for transfer to IUN](#)
- c. [Ivy Tech Secondary Education Math for transfer to IUN](#)
- d. [Ivy Tech Secondary Education Science for transfer to IUN](#)
- e. [Ivy Tech Secondary Education Social Studies for transfer to IUN](#)

9) In 2013, the Indiana legislature enacted Senate Enrolled Act 182, thereby establishing that each educational institution, in collaboration with the Commission for Higher Education, should, work together to create a single articulation pathway (known as the Transfer Single Articulation Pathway or TSAP) for each programmatic area. The TSAPs are competency-based tracks designed to promote seamless transfer from a 2-year to 4-year degree program. They were aligned with 13 program areas that have significant existing enrollment for students who must first obtain an associate of science or arts degree at an Indiana community college. Completing the TSAP also completes the Statewide Transfer General Education Core. These pathways apply to all students matriculating at a public institution of higher education in Indiana in the fall of 2015 and after. Both Ivy Tech and Vincennes University have published the pathways on their websites (<https://www.ivytech.edu/transfer/>; <http://www.vinu.edu/content/transferring-four-year-school>) and the Indiana University campuses are currently creating degree maps for the final 2 years for students who have completed their associate degree and are matriculating at an IU campus in the Fall 2016.

10) Appendix E contains some data and analysis of students transferring in to IU Northwest during 2010-2015. Over the last several years we have seen a small decrease in the number of students transferring to IU Northwest that mirrors our enrollment declines. Our transfer students come primarily from Ivy Tech Community College (ITCC) and our intercampus transfer percentages are small and have remained relatively stable over time. The decline in Ivy Tech transfers is evident at all IU campuses, and reflects a severe enrollment decline at Ivy Tech campuses across the state over the last three years (25%).

4. Verification of Student Identity

In accordance with HLC Policy FDCR.A.10.050, Indiana University Northwest verifies the identity of students who participate in courses or programs provided through distance education.

IU Northwest does not offer correspondence courses. Online courses are delivered through our Learning Management System Canvas, which replaces Sakai based Oncourse fully in the Fall of 2016.

Every IU Northwest student has unique student identification (SID) number that is randomly assigned at the time of admission. Information on setting up an IU Computing account can be found at:

<https://itaccounts.iu.edu/>. When accessing online services, email and/or Canvas (LMS), each account requires the unique SID and passphrase. For quizzes and tests in the LMS there is the option to either require students to enter an access code that you provide to them or to filter IP addresses.

Instructors use various methods to attempt to ensure the same person is completing the work in their online classes. Some faculty require proctored in person exams. Other faculty use multiple lower-stake assignments spread across the semester. Still others use group assignments or mastery learning as the basis for their grading.

IU Northwest also uses Turnitin.com writing styles software for detecting and preventing plagiarism and as a learning tool in many composition courses.

Currently Indiana University is piloting test proctoring and integrity systems including LockDown browser through our LMS Canvas. When students use LockDown Browser they are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit it for grading. During the Fall of 2015 10 different courses used LockDown browser to administer tests.

5. Title IV Program and Related Responsibilities

5.1. General Program Responsibilities

Indiana University Northwest is eligible and fully certified to participate in Title IV programs with no limitations, suspensions, or termination actions. No fines, letters of credit, or requirements for heightened monitoring have resulted from Department of Education reviews. IU Northwest received initial eligibility for Title IV programs beginning 12/01/1965. The institution was reapproved on 06/12/2013 for all educational programs included in the application. The current expiration date is 3/31/2019. Copies of the Title IV Approval Notice, Program Participation Agreement (PPA), and Eligibility and Certification Approval Report (ECAR) are available in the Box Folder containing relevant documents for the CQR visit for review. IU Northwest does not offer any private loan programs to students.

5.2. Financial Responsibility Requirements

Indiana University Northwest does not have outstanding compliance issues related to financial responsibility standards: limitation, suspension or termination actions, audits, or default rates. An audit of the expenditures of federal and state awards received by Indiana University Northwest, conducted in 2014 by the Indiana State Board of Accounts, found that there were no violations or possible violations of grant contract provisions, laws or regulations whose effects should be considered for disclosure. A copy of this audit is provided in our BOX folder containing relevant documents for the CQR visit and included as a PDF with this submission as well.

Indiana University Northwest has complied with annual A-133 audit requirements and has not been subject to limitation, suspension, or termination; nor have there been findings in excess of 5% of the Federal Student Aid program funds received by the school. Copies of annual financial statements are available at <https://svpcfo.iu.edu/resources/consolidated-annual-financial-reports.html> and single audit (A-133) results are available at http://researchadmin.iu.edu/GrantContract/gc-gfo/gfo_audits.html.

5.3. Default Rates

Indiana University Northwest's default rates (see table) for the past three years were obtained from the National Student Loan Data System (NSLDS). The University's default rates are significantly below the 25% threshold established by the DOE as indicating administrative incapability. IU Northwest's average default rate for the past three years is 12.3%, which is higher than our Benchmark Peer default rates (see

table) ranging from 4.9% to 15.1% with a 2012 average of 7.9%. However, you can see that our rates have decreased considerably over the time tracked below. Additionally, for context, our 2012 average is lower than that of the state of Indiana as a whole and close to the national average.

Indiana University Northwest Default Rates

Fiscal Year	Program Type	No. in Default	No. in Repay	Enrollment	Rate
2012	FFEL/FDL	231	1863	7830	12.3
2011	FFEL/FDL	216	1550	7382	13.9
2010	FFEL/FDL	205	1315	6582	15.5

Benchmark Peer Institutions as of September 28, 2015

Institution	FY2012	FY2011	FY2010
Auburn University at Montgomery	10.6	13.1	13.7
Georgia Regents University	6.5	6.8	10.0
California State – San Marcos	4.9	6.4	4.3
California State – Stanislaus	5.6	4.9	8.9
Indiana University South Bend	10.4	15.1	14.9
Indiana University Southeast	10.5	12.6	12.7
Louisiana State – Shreveport	8.7	10.5	12.2
Purdue University Calumet	9.4	14.6	12.4
Texas A&M Corpus Christi	8.7	12.1	13.6
University of Houston – Victoria	5.8	6.7	7.4
University of Michigan – Dearborn	5.7	8.1	7.7
University of Michigan – Flint	7.8	8.9	12.0
Indiana University Northwest	12.3	13.9	15.5
AVERAGE	7.9		
STATE OF INDIANA	14.7		
NATIONAL RATE	11.8		

In an effort to manage its default rate and keep student loan debt affordable, both for current students and future students, the Financial Aid Office has implemented the following practices:

- Emphasized the importance of responsible student loan borrowing during New Student Orientation.
- Reduced our COA budgets which have lowered our overall student loan debt.
- Increased one-on-one financial literacy counseling, during which the importance of monitoring their student lending through the NSLDS (National Student Loan Data System) website is stressed.
- Delayed the disbursement of student aid until the second week of the semester.
- Required students to accept their student loans through their One.IU account. Students can also decrease their loan amounts before they are disbursed.

- Required students to complete a cancel adjustment form before any student loan increases are given.

In addition, Indiana University now requires students to complete an online financial literacy program at the beginning of their career at IU called Transit, sponsored by IU MoneySmarts - <http://moneysmarts.iu.edu/>. This three-year-old Indiana University initiative is designed to help students make better decisions about borrowing and spending and has been recognized as a Model of Excellence by University Business magazine. A university-wide program serving seven IU campuses, it includes an interactive website, an online module for incoming students, classes and a weekly podcast series.

IU's financial literacy efforts are also responsible for students receiving letters from the university twice a year updating them on how much they have borrowed and what it will take to repay the loans. In an early success story, college debt for students across all IU campuses declined by 12 percent, or \$31 million, from 2013 to 2014. For IU Northwest that equals a decrease in federal loans taken out of 23 percent, and the amount borrowed fell by nearly 30 percent.

5.4. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures

In November of 1990, President Bush signed into law the Student Right-To-Know and Campus Security Act. The University's annual campus security report, provided to the U.S. Department of Education, is completed on time and is available at <https://protect.iu.edu/doc/police-safety/asr/asr-iun-2014.pdf> for review. These annual reports contain campus crime statistics for the three previous calendar years and are in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Additional information related to athletic participation, financial aid, and other required consumer information disclosures is available at <http://www.iun.edu/heoa>.

5.5. Student Right to Know

The Higher Education Opportunity Act requires colleges participating in federal student aid programs to make information easily accessible for consumers at a single location. This information is available at: <http://www.iun.edu/heoa/index.htm>.

5.6. Satisfactory Academic Progress and Attendance Policies

Federal regulations require that IU Northwest establish a policy to monitor the academic progress of students who apply for financial assistance. The Satisfactory Academic Progress (SAP) standards listed below apply to all financial aid applicants at IU Northwest whether or not aid was received for prior coursework.

Satisfactory Academic Progress is determined using qualitative standards and quantitative standards. A student's performance is measured in three areas: completion rate, cumulative grade point average (GPA), and maximum time frame. Each term, the Financial Aid Office reviews the records for students to ensure that the minimum course completion and GPA standards are met. Students who do not meet the minimum requirements are suspended from financial aid and are notified and presented with the option to appeal the suspension. The SAP Appeals Committee reviews all appeals. If a student is granted an appeal, the student is put on a probationary semester and may receive financial aid. Students who are not granted an appeal must make up deficiencies without the benefit of financial aid.

The Satisfactory Academic Progress Policy for IU Northwest is available online at <http://www.iun.edu/sap/faq/index.htm#purpose>. The policy addresses course completion and GPA standards, the review procedures, the process for appeal and reestablishing financial aid eligibility if an appeal is denied, and maximum timeframe.

Information regarding the Satisfactory Academic Progress Policy is also available online in the 2014-2016 Undergraduate Bulletin at <http://www.iun.edu/bulletin/admissions/aid-scholarships/satisfactory.shtml>. Please note that while online, the Bulletin is a static document, and so the process has been updated since the last revision of the bulletin (see current process at <http://www.iun.edu/sap/index.htm>) and this new process will be reflected in the 2016-2018 Undergraduate Bulletin.

The institution's attendance policy is outlined as part of our Attendance and Course Commitment Policy (<http://www.iun.edu/registrar/policies/couse-commitment-attendance-policies.htm>). These policies establish the general expectation that students attend classes and are accountable for work missed during absences. The policies further indicate that individual class attendance requirements are the prerogative of the instructor.

5.7. Contractual Relationships

Indiana University Northwest does not have any contracts with third-party entities not accredited by a federally recognized accrediting agency whereby such third-party entities provide 25 - 50% of the academic content of any degree program. Indiana University Northwest is aware of the Commission's substantive change policy that requires institutions to notify the Commission of any new contracts that provide up to 25% of an academic program and that the University must obtain Commission approval before initiating a new contract that provides 25 to 50% of an academic program.

5.8. Consortial Relationships

Indiana University Northwest has two (2) consortial relationships with other entities accredited by the HLC whereby such consortial relationships provide 50% or more of an academic program. They are both programs shared across Indiana University campuses and both are listed with the HLC.

- 1) Bachelor of Applied Science - CIP code 30.000 – campuses participating with IU Northwest – IU East, IU Kokomo, IU Southeast, and IU South Bend.
- 2) Bachelor of Science in Nursing (RN-BSN) – CIP code 51.1601 – campuses participating with IU Northwest - IU East, IU Kokomo, IU Southeast, IU South Bend, IUPUI.

6. Public Information Responsibilities: Information to the Public

6.1 Course Catalog/Bulletin

Printed copies of the IU Northwest Bulletins (2010-2012, 2012-14, and 2014-2016) will be available on campus for the review visit team. In addition, they can be found online at <http://www.iun.edu/bulletin/>. There, academic bulletins going back to 2002 can be accessed. The campus will cease printing the Academic Bulletin with the 2016-2018 issue; however, the online bulletin has the capability of generating a PDF version for printing as necessary.

6.2 Student Handbook

IU Northwest does not have a printed student handbook. Rather, students are referred to the Redhawk

Information Hub at <http://www.iun.edu/redhawk-info-hub/>, which maintains up-to-date information relevant to students that we would have previously provided in a printed Student Handbook.

6.3 Webpages with Disclosure Information

As listed in section 5.4 and 5.5 of this document, disclosure information is provided in a consolidated fashion to our campus constituents at the following places:

- 1) **Student Right to Know** - <http://www.iun.edu/heoa/>. This page is easily accessible from our homepage under the Student dropdown menu as well.
- 2) **Institutional Effectiveness and Research** - <http://www.iun.edu/institutional-effectiveness/index.htm>

7. Advertising and Recruitment Materials

Hardcopies of current advertising/recruiting materials will be available to the visit team onsite in the resource room. All recruiting materials provide students with links to our website, where up-to-date disclosure information is maintained as described in section 6.3 above.

The **HLC mark of Affiliation** appears on the following webpages at IU Northwest:

- a. Accreditation - <http://www.iun.edu/academic-affairs/accreditation.htm>
- b. AQIP - <http://www.iun.edu/aqip/>
- c. Institutional Effectiveness - <http://www.iun.edu/institutional-effectiveness/>

8. Review of Student Outcome Data

In accordance with HLC policy FDCR.A.10.080 “Review of Student Outcome Data” Indiana University Northwest collects information about student outcomes in several ways:

- a) Assessment of the General Education curriculum - We have a 4 year cycle to assess all 5 principles of General Education, approved by our Faculty Organization and implemented for the 2010-2012 Academic Bulletin. This was a former Action Project (development of the General Education Program), and assessment of General Education is a recently retired Action Project. Results can be found at <http://www.iun.edu/campus-assessment/assessment-results/index.htm> . We are currently concluding the first year in the second cycle. As the culmination of our first full cycle of review, we hosted Barbara Walvoord, Assessment Expert, on campus for two days of assessment workshops. That visit led to a one day retreat by the Assessment Committee to reflect and analyze the first complete cycle of assessment. Recommendations from this retreat are being shared with the Northwest Council and will be incorporated into planning for the academic year.
- b) Assessment of the major – each year, every program reports on their assessment results within the major. These results can also be found posted at <http://www.iun.edu/campus-assessment/assessment-results/index.htm> . These results are incorporated into the budget process as part of the Annual Report that the Academic Units make during their budget hearings.
- c) Senior Survey- since 2013 we have conducted a senior survey, the results of which can be found at <http://www.iun.edu/campus-assessment/assessment-results/index.htm> . The survey asks students a wide range of satisfaction questions, along with employment and plans after graduation. The results are provided in aggregate on the website above, and are provided in disaggregated form to each academic unit. Improvements based on results are incorporated into the yearly reports.

9. Relationship with Other Accrediting Agencies and with State Regulatory Bodies

9.1 Program Accreditations

In accordance with HLC policy FDCR.A.10.090, Indiana University Northwest maintains accreditation relationships with agencies and regulatory boards and holds specialized accreditations/approvals for several of its programs. The Office of the Executive Vice Chancellor maintains copies of letters of accreditation for all accredited programs as well as lists those specialized accreditations here:

<http://www.iun.edu/academic-affairs/accreditation.htm>. This information is also maintained by the Office of the Executive Vice President for University Academic Affairs at Indiana University: <https://uaa.iu.edu/academic/accreditation/>.

The University holds specific **program accreditations** from:

Program	School/College	Accrediting Body	Last Accreditation	Next Accreditation
Business and Economics, School of	Business and Economics, School of	Association to Advance Collegiate Schools of Business (AACSB)	2015	2020
Chemistry (B.S.)	Arts and Sciences, College of	American Chemical Society	2014	As required
Dental Assisting (Certificate)	Health and Human Services, College of	Commission on Dental Accreditation of the American Dental Association (CODA)	2009	2016
Dental Hygiene (B.S.)	Health and Human Services, College of	Commission on Dental Accreditation of the American Dental Association (CODA)	2014 - Eligible (transition for ASDH to BSDH approved January 2014)	2016
Education, School of	Education, School of	Council for the Accreditation of Educator Preparation (CAEP)	2013	2020
Health Information Management (B.S.)	Health and Human Services, College of	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	2014	as required
Health Information Technology (A.S.)	Health and Human Services, College of	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	1995	as required

Nursing (B.S.N.)	Health and Human Services, College of	Accreditation Commission for Education in Nursing (ACEN)	2008	2016
Public Affairs (M.P.A.)	Health and Human Services, College of	National Association of Schools of Public Affairs and Administration (NASPAA)	2013	2020
Radiography (A.S.)	Health and Human Services, College of	Joint Review Committee on Education in Radiologic Technology (JRCERT)	2013	2021
Radiologic Sciences - Radiation Therapy Concentration (B.S.)	Health and Human Services, College of	Joint Review Committee on Education in Radiologic Technology (JRCERT)	2008	2016
Social Work (B.S.W. & M.S.W.)	Health and Human Services, College of	Council on Social Work Education (CSWE)	2013	2021

9. 2 State Authorizations

States require postsecondary educational institutions located within their borders to be legally authorized to provide postsecondary educational instruction. Indiana University provides an online resource for students to determine whether IU's online courses and programs are authorized in their state of residence - <http://online.iu.edu/student-resources/authorizations.php>. With that said, the strategic plan for online course and program offerings at IU Northwest is not to attract out-of-state students, but rather to better serve our location bound students in Northwest Indiana.

10. Public Notification of Comprehensive Evaluation Visit and Third Party Comment

In accordance with HLC Policy FDCR.A.10.070, Indiana University Northwest issued public notifications of its Comprehensive Quality Review Visit and request for public comment three months in advance of the visit. The Office of Marketing and Communication created and posted the ads using the suggested text from the Higher Learning Commission. See the table below for the list of locations and methods for posting of the ad. These links leads to the posting - http://www.iun.edu/institutional-effectiveness/third_party_comment.htm and <http://iun.edu/news/2015/INCE-public-comment.htm> .

**Indiana University Northwest
Distribution of Request for Comments Notice**

Posted on Institutional Effectiveness webpage	September 16, 2015 -
News on University homepage	October 15, 2015 -
Email to Students	October 19, 2015
Email to Chancellor's Commission*	October 20, 2015
Email to IU Northwest Alumni	October 11, 2015
Press Release IU Northwest News	October 15, 2015
Ad in the Northwest Indiana Times	October 12, 2015

*Includes among others, the Board of Advisors, Community Leaders, Alumni Board)

On the following page is a copy of the newspaper ad that was run in the Northwest Indiana Times and a screenshot of the online notice.

IU Northwest invites public comment on University Higher Learning Commission plans visit to campus for upcoming re-accreditation

Indiana University Northwest is seeking comments from the public about the University in preparation for its periodic evaluation by its regional accrediting agency. The University will host a visit April 11-13, 2016, with a team representing the Higher Learning Commission of the North Central Association.

IU Northwest has been accredited by the Commission since 1960. The team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation.

The public is invited to submit comments regarding the University to following address:

Public Comment on Indiana University Northwest
The Higher Learning Commission
230 South LaSalle Street,
Suite 7-500
Chicago, IL 60604-1411

The public may also submit comments on the Commission's Web site at www.ncahlc.org.

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing and be received by March 11, 2016.

For more information about IU Northwest's accreditation by the Higher Learning Commission of the North Central Association, contact John Novak at (219) 980-6305 or jnovak@iu.edu
10/12 - 20726614 - hspaxip

The screenshot shows a web browser window with the URL www.iun.edu/institutional-effectiveness/third_party_comment.htm. The page header features the IU Northwest logo and navigation links for ONCOURSE, CANVAS, ONE.IU, EMAIL, and A-Z. A secondary navigation bar includes ADMISSIONS, ACADEMICS, ONLINE EDUCATION, STUDENT, OFFICES & SERVICES, ABOUT US, and GIVING. The main content area displays the title "NOTICE OF THIRD PARTY COMMENT" and the following text:

Indiana University Northwest is seeking comments from the public about the University in preparation for its periodic evaluation by its regional accrediting agency. The University will host a visit April 11-13, 2016, with a team representing the Higher Learning Commission of the North Central Association. IU Northwest has been accredited by the Commission since 1969. The team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation.

The public is invited to submit comments regarding the university:

Public Comment on Indiana University Northwest
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

The public may also submit comments on the Commission's Web site at www.ncahlc.org.

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing.

All comments must be received by March 11, 2016

Appendices

Appendix A - Credits and Program Length

Appendix B - Credit Hour Policy

Appendix C - High credit hour explanations

Appendix D - Student Complaint Information

Appendix E – Transfer Student Data

Appendix A: Assignment of Credit Hours

Part One: Institutional Calendar, Term Length, and Type of Credit

Institutions that use multiple calendars across the institution may need to complete more than one section below. For more information about the terminology and calendaring units referenced in this form, see 2011-2012 Federal Student Aid Handbook, Volume 3, Chapter 1, Academic Calendar, Payment Periods and Disbursements. Definitions in this section are taken from that Handbook.

Name of Institution: _____ Indiana University Northwest _____

Terms		Column 1 Term Length: Number of weeks	Column 2 Number of Starts
Semester / Trimester Calendar	Standard Format: 14-17 week term	17 (1 week fall break)	1
	Compressed Formats: 4, 8 or other week terms within the semester calendar ¹	8 9 (1 week fall break)	1 1
	Summer Term	6	2
Quarter Calendar	Standard Format: 10-12 week term		
	Compressed Formats: 2, 5, or other week terms within the quarter calendar ¹		
	Summer Term		

Non-Standard Terms (terms that are not semester, trimesters, or quarters. A non-standard term may have the following characteristics: courses do not begin and end within a set period of time; courses overlap terms, including self-paced and independent study courses or sequential courses that do not begin and end within a term; terms may be of equal or unequal length.)

Term		Column 1 Term Length: Number of weeks	Column 2 Number of Starts	Column 3 Type of Credit
Non-Standard Term Calendar	Term One			
	Term Two			
	Term Three			
	Summer Term			

No courses meet the HLC definition of Non-Standard Terms.

Part Two: Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Fall 2014 17 weeks (Fall Break – One Week)
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent/Directed Study Courses	6. Weekend College	7. Internship/Practicum Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	• 15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	• 1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	17				5		
	# of meetings	16 - 32				-		
	Meeting length	1 – 2 3/4				-		
2 Credits	# of courses	34	1			5		
	# of meetings	16 - 32	16			-		
	Meeting length	1 - 4	2 3/4			-		
3 Credits	# of courses	301	12	59		18	4	1
	# of meetings	16 - 48	16	-		16	16	16
	Meeting length	1 – 6 3/4	2 3/4	-		1 – 2 3/4	2 3/4	-
4 Credits	# of courses	37	1			1		
	# of meetings	16 - 48	-			-		
	Meeting length	1 - 8	-			-		
5 Credits	# of courses	8				1		
	# of meetings	16 - 48				-		
	Meeting length	1 - 4				-		
6 Credits ¹	# of courses	7						
	# of meetings	16 - 32						
	Meeting length	2 – 2 3/4						
8 Credits ¹	# of courses	1						
	# of meetings	-						
	Meeting length	-						
0 Credits ^{2,3}	# of courses	43						
	# of meetings	1 - 9						
	Meeting length	16 - 32						

2 = Laboratories, Discussions, Clinics – All affiliated with a credit bearing course.

3 = Math-M 15 college prep mathematics

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Fall 2014 Compressed Formats (Eight Week Sessions)
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspond Courses	5. Independent/Directed Study Courses	6. Weekend College	7. Internship/Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	• 15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	• 1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	4						
	# of meetings	16						
	Meeting length	1						
2 Credits	# of courses	1						
	# of meetings	16						
	Meeting length	2						
3 Credits	# of courses		2	14				
	# of meetings		8	-				
	Meeting length		7	-				
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
_ Credits	# of courses							
	# of meetings							
	Meeting length							
_ Credits	# of courses							
	# of meetings							
	Meeting length							
	# of courses							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

<u>Credits</u>	<u>Course</u>	<u>Description</u>
08 Eight	Rads-R 496	DMS CLINICAL PRACTICUM III
06 Six	Educ-K 480	STUDENT TEACH IN SPEC EDUC
06 Six	Educ-M 425	STUDENT TEACH: ELEMENTARY
06 Six	Rads-R 483	CLINICAL PRACTICUM: MRI
06 Six	Rads-R 482	CL PRACT: COMPUTED TOMOGRAPHY
06 Six	Rads-R 481	CL PRACTICUM: VASCULAR IMAGING
06 Six	Fina-S 401	DRAWING 3
06 Six	Fina-S 471	SCULPTURE 3

Other Courses Not Reported Above

List below any other courses that were not included in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. Identify the course names and the number of credits allocated to them along with a brief description of how instruction takes places in these courses and how many hours of instruction are provided. (Such courses might include travel, summer term, or other courses that do not fit in the columns above because they have a different delivery format. However, if this activity is a small part of the institution’s offerings, it should be reported on with brief information.)

Part Three: Policy on Credit Hours

The institution has a policy specific to the assignment of credit:

Yes* No

The institution has policies specific to the assignment of credit at the following levels (check all that apply):

Institution-wide Delivery format specific
 Department-specific Program specific

**Include the institution’s credit hour policy in the attachments to this worksheet.*

Part Four: Total Credit Hour Generation

Identify the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a regular term.

Provide the headcount of students earning more than this load in the most recent fall and spring semesters/trimesters or the equivalent for quarters or non-standard term institutions.

- A) Typical number of credit hours of a full-time undergraduate student during a regular term for Fall 2015 = 12 semester credit hours.
- Headcount of students earning more than 12 semester credit hours for Fall 2015 = 1925 unduplicated students.
 - Headcount of students earning more than 12 semester credit hours for Spring 2015 = 1669 unduplicated students.
- B) Typical number of credit hours of a full-time Graduate student during a regular term for Fall 2015 = 9 semester credit hours.
- Headcount of students earning more than 6 semester credit hours for Fall 2015 = 65 unduplicated students.
 - Headcount of students earning more than 6 semester credit hours for Spring 2015 = 30 unduplicated students.

Part Five: Clock Hours

IMPORTANT. THIS WORKSHEET DOES NOT APPLY TO ALL INSTITUTIONS. It is not intended for institutions to demonstrate that they have assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes. Institutions that do not have such programs should not complete this worksheet.

Answer YES to the statement below **only if the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs.** For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department.

Check with the institution's financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

The institution reports clock hours to the U.S. Department of Education with regard to some programs for Title IV purposes:

Yes No

If the answer is Yes, complete Appendix B, Clock Hour Worksheet, and attach it to this report.

Supporting Materials

The institution should include with this document the following supporting materials:

- Copies of all applicable policies related to the assignment of credit in .pdf format.
- A copy of the catalog or other document in .pdf format that contains course descriptions and applicable credit hour assignments.
- The catalog or other document in which the institution has marked or highlighted any course that is provided by the institution in non-standard terms or compressed format for the term reported. This information can also be provided on a separate list that identifies those courses and how to find them in the course catalog.
- The course schedule for the most recent completed fall and most recent completed spring terms with times and meeting dates for all classes at all locations and by delivery format. If the course schedule is not available as a separate document, include a URL to access this information online. If a password is required to access this information, include that password.

Note that the team may ask for additional data to examine credit hour production by educational program and by course. These data may include separate breakdowns for general education as well as by delivery format and by course academic unit (semester, quarter, etc.), by level, by location or by delivery format.

Appendix B Credit Hour Policy

IU Northwest defines a credit hour as follows²:

A unit of undergraduate academic credit is awarded to a student upon the successful completion of an approved instructional course, or by the demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes that is the equivalent to that provided by an approved instructional course.

Historically, a unit of academic credit is the measure of the total time commitment an average student is expected to devote to learning per week of study. Generally, one unit of credit represents a total of three hours per week of in-class and out-of-class work (Carnegie Unit of Credit). In this context, an hour is defined as 50 minutes. IU Northwest guidelines for the academic calendar require a 3-credit lecture class to meet for a minimum of 2,000 minutes excluding the final examination period. Emerging delivery methodologies may necessitate determining a unit of undergraduate credit with non-time based methods. These courses shall use demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes to insure these courses are equivalent to traditionally delivered courses.

Regardless of the method of determining a unit of undergraduate academic credit, the quality of student learning must be the primary concern of all IU Northwest faculties in the context of awarding a unit of undergraduate academic credit. Quality of learning requires continuous evaluation and assessment of student learning outcomes to justify awarding a unit of undergraduate academic credit. Quality of learning also requires regular student attendance/participation to justify awarding a unit of undergraduate academic credit.

The following standards for a unit of academic credit may only be modified by an academic unit when necessary to fulfill requirements of an accreditation agency. If modification of the following standards is necessary, these standards should be treated as a minimum requirement for a unit of academic credit:

1. For traditional delivery methodologies (major semester), one unit of undergraduate academic credit equals:
1 hour of lecture, seminar, or recitation and two hours of study per week, or
2 hours of laboratory, studio, or similar activities and one hour of study per week, or
3 hours of laboratory, studio, or similar activities per week, or
3 hours of supervised independent study per week or
45 - 75 total hours of supervised clinical or fieldwork experiences (additional preparation time may be required).

For traditional delivery methodologies other than major semesters, total hours shall equal the above guidelines.

2. For non-traditional, synchronous delivery methodologies, one unit of undergraduate academic credit equals one hour of lecture or student/faculty interaction and two hours of study. Synchronous delivery methodologies include but are not limited to live television courses, tape delayed television courses, and web-based virtual lecture courses.

² <http://www.iun.edu/academic-affairs/curriculum-processes/credit-hour.htm>

3. For non-traditional, asynchronous delivery methodologies, one unit of undergraduate academic credit shall be determined by:
 - i. demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes as judged by the appropriate faculty to be equivalent to a traditionally defined unit of undergraduate credit, or
 - ii. what is judged by the appropriate faculty to be equivalent to a time commitment of three hours per week for an average student. Asynchronous delivery methodologies include but are not limited to correspondence instruction, computer-based instruction, and courses combining differing delivery methodologies.
4. For internships, student teaching, independent study, and like educational activities which are not under the direct supervision by an IU Northwest faculty member, one unit of undergraduate academic credit is commensurate with the hours involved and quality of the learning experience and is determined by the credit-awarding unit. Academic credit is awarded when the student fulfills the objectives and/or obtains the required competencies as set by the credit-awarding unit.
5. For supervised undergraduate research and similar activities, the amount of effort required for one unit of undergraduate academic credit is determined by the supervising faculty and/or advisory committee.
6. Special credit may be awarded to degree-seeking IU Northwest students who possess, by previous education or experience, a background in a discipline represented by an IU Northwest program. The categories under which students are awarded credit are (1) credit by credentials, (2) credit by experience, and (3) credit by examination. Each school and many disciplines have different policies that define how these mechanisms apply to students seeking credit.

Appendix C: High credit hour explanations

RADS-R 496 DMS Clinical Practicum III (8 cr.). P: RADS-R495 Designed to complete the student's education in clinical applications (Fall). This is an advanced course in the BS Radiologic Sciences Program. There is an established 4:1 ratio between credit hours and contact hours for these courses. Students average 24 hours per week in the clinical setting during the semester for this course.

EDUC-K 480 Student Teaching in Special Education (6 cr.). P: Admission to the Teacher Education Program, Completion of all minor requirements. Provides experience for each student in the respective area of exceptionality under the direction of a supervising teacher in an educational school setting. (Fall, Spring). This course is part of the Teaching All Learners program. Since this is a dual-licensure program, students have to complete two student teaching experiences, one in elementary education (EDUC-M425) and one in special education (EDUC-K480). Each half is 6 credit hours and each component is 8 weeks long. They total 520 hours in an educational school setting.

EDUC-M 425 Student Teaching in the Elementary School (3-16 cr.). P: Entrance to the Student Teaching Program. Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. (Fall, Spring). This course is part of the Teaching All Learners program. Since this is a dual-licensure program, students have to complete two student teaching experiences, one in elementary education (EDUC-M425) and one in special education (EDUC-K480). Each half is 6 credit hours and each component is 8 weeks long. They total 520 hours in an educational school setting.

RADS-R483 Clinical Practicum: Magnetic Resonance Imaging (1-6 cr.). Clinical experience in the performance of magnetic resonance imaging studies. This is an advanced course in the BS Radiologic Sciences Program. There is an established 4:1 ratio between credit hours and contact hours for these courses. Students average 24 hours per week in the clinical setting during the semester for this course.

RADS-R 482 Clinical Practicum: Computed Tomography (1-6 cr.). Clinical experience in the performance of computed tomographic imaging studies. This is an advanced course in the BS Radiologic Sciences Program. There is an established 4:1 ratio between credit hours and contact hours for these courses. Students average 24 hours per week in the clinical setting during the semester for this course.

RADS-R 481 Clinical Practicum: Vascular Imaging (1-6 cr.). Clinical experience in the performance of vascular and neurological imaging studies. This is an advanced course in the BS Radiologic Sciences Program. There is an established 4:1 ratio between credit hours and contact hours for these courses. Students average 24 hours per week in the clinical setting during the semester for this course.

FINA-S 401 Drawing III (1-6 cr.). P: junior/senior standing. FINA-S 301. Advanced Drawing. Continuation of FINA S301 (Fall, Spring). May be repeated up to a total of 20 credit hours. Fine Arts has a number of advanced studio courses that can be taken for up to 6 credit hours. Such intensive courses allow students near the end of their academic program to focus intensely on their studio work, minimizing clean-up and prep time, and making progress towards their senior thesis exhibition. There is an expectation of 18 hours per week of work when enrolled for 6 credit hours, in contrast to 9 hours per week for 3 credit hours.

FINA-S 471 Sculpture III (3-6 cr.) P: junior/senior standing. Concentration on construction, carving, welding, and figure modeling. Concentration will be on foundry techniques each spring semester. (Fall, Spring) May be repeated for a total of 20 credit hours. Fine Arts has a number of advanced studio courses that can be taken for up to 6 credit hours. Such intensive courses allow students near the end of their academic program to focus intensely on their studio work, minimizing clean-up and prep time, and making

progress towards their senior thesis exhibition. There is an expectation of 18 hours per week of work when enrolled for 6 credit hours, in contrast to 9 hours per week for 3 credit hours.

Appendix D Complaint Log Information

1. Draft Process for Lodging a Complaint against an Instructor (Vote expected at Faculty Organization February 2016).

Process for Lodging Concerns and Complaints about Instructors
DRAFT for ALL ACADEMIC UNITS 10-26-2015
FINAL DRAFT FROM STUDENT AFFAIRS COMMITTEE January 2016

The following sequence of steps should be pursued by any student when voicing a concern or complaint about a course instructor. At the end of each semester, students are provided an opportunity to evaluate their classes and teachers. This primary recourse is available to all students. Students should use this opportunity to express their opinions. If the nature of the concern or complaint is sufficiently complex and significant, students may express their concerns in a stepwise progression. That is, all students must complete step one before completing step two and so on.

*NOTE: This document does not pertain to complaints of sexual harassment or discrimination of any kind; rather those complaints should be directed to the Office of Affirmative Action in Raintree 213. For policies and procedures, see <http://www.iun.edu/affirmative-action/>. It also does not pertain to grade appeals: for details, see the Grade Appeal Policy located on the Academic Affairs website at <http://www.iun.edu/academic-affairs/docs/academic-affairs-grade-change-policy.pdf>.

Step 1. All students should discuss their concerns with their course instructor first. This step may be in person or concerns may be expressed in writing.

Step 2. If the student is not satisfied with the outcome of the consultation with the course instructor, the next step is to submit the concern/complaint in writing to the Department Chair/Program Director. This must be in writing and should include documentation of concrete evidence that illustrates the source of the concern or complaint. The Chair/Director should gather information from both the student and the faculty member and reach a decision as to the merits of the complaint. A common outcome of this step is to place the letter in the instructor's permanent record.

Step 3. If the student is not satisfied with the outcome of the consultation with the Department Chair/Program Director, the next step is to submit the formal complaint to the unit's Ombudsperson, should one exist. If there is no Ombudsperson, the complaint goes directly to the Dean (or their delegate). This appeal must be in writing. It must include a written narrative of the case from the student, it must include documentation and it must be signed. The Ombudsperson or the Dean will gather information from the instructor and/or department chair and will reach a decision as to the merits of the complaint. A common outcome of this step is to place the letter in the instructor's permanent record.

Step 4. If the student is not satisfied with the outcome of the consultation with the Dean/Ombudsperson, the last step is an appeal to the Office of Academic Affairs. In the case of a unit that has an Ombudsperson, if the student is not satisfied with the outcome, the appeal should be sent to the Dean prior to Step 4 and the student should only proceed to Step 4 if the student is not satisfied with the outcome with the Dean. In both cases, this appeal must be a written narrative of the case from the student, must include documentation, and it must be signed. This narrative and documentation should be sent to the Office of Academic Affairs, Lindenwood Hall 329.

2. New Online Complaint Process Form



INDIANA UNIVERSITY NORTHWEST

STUDENT COMPLAINTS

IU Northwest is committed to offering high quality academic programs and student-centered services. To ensure that students are treated fairly and have the opportunity to share their concerns about their IU Northwest experience, we have created this complaint procedure.

Students who wish to file a formal complaint to the Administration should complete all the required fields and email your form to nwstuaff@iun.edu. You can also fax it to 219-980-6587. Upon receipt, your complaint will be forwarded to the appropriate office for attention. You can expect to receive a response within two business days.

Date _____

Student Name _____
FIRST LAST

Student ID # _____

Please indicate where the complaint should be sent:

- | | |
|---|--|
| <input type="checkbox"/> College of Arts & Sciences (COAS) | <input type="checkbox"/> Office of Financial Aid & Scholarships |
| <input type="checkbox"/> College of Health and Human Services (CHHS) | <input type="checkbox"/> Office of the Registrar |
| <input type="checkbox"/> School of Business and Economics (SOBE) | <input type="checkbox"/> Physical Plant |
| <input type="checkbox"/> School of Education (SOE) | <input type="checkbox"/> Campus Police |
| <input type="checkbox"/> Office of the Bursar | <input type="checkbox"/> Other/Don't Know |

Please indicate the type of complaint – check all that apply

- Grade appeal
 - Check this box to confirm that you have already spoken with the professor or advisor about your concern. *If you have not yet discussed your concern(s), please click here for instructions on how to proceed.*
- Late withdrawal appeal
- Customer service complaint
- Complaint about an instructor or advisor
 - Check this box to confirm that you have already spoken with the professor or advisor about your concern. *If you have not yet discussed your concern(s), please click here for instructions on how to proceed.*
- Complaint about a non-instructional employee
- Complaint about a decision for which there is no formal appeal process
- Complaint about an administrative process
- Complaint about another student or student organization
- Complaint about a violation of a student's rights as outlined in the [Indiana University Code of Student Rights, Responsibilities, and Conduct](#)
- Other/not sure

Description of complaint (please include names, dates, and locations, where applicable)

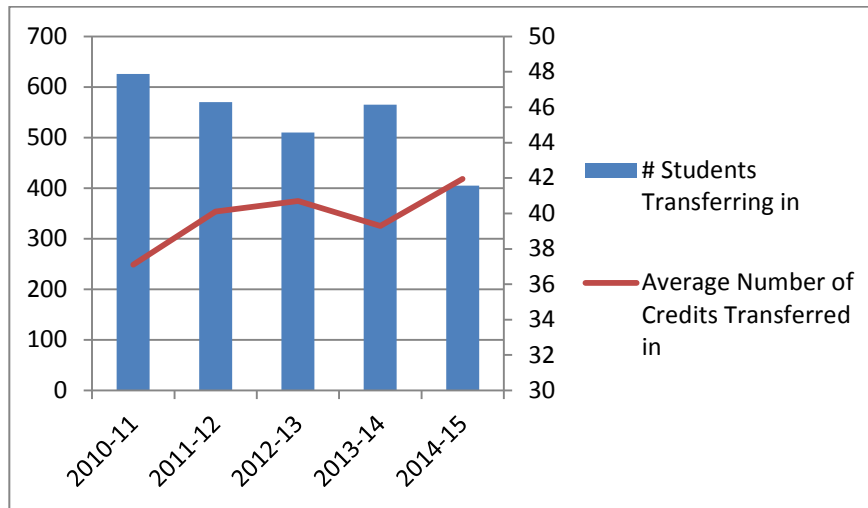
Action you desire to resolve the complaint. Please keep in mind that we may not be able to resolve the complaint exactly as you would like, but your response will give us a better sense of your situation.

3. Complaint logs with student names redacted

Complaint logs for Office of Dean of Students, Office of Academic Affairs, Academic Programs and Financial Aid for 2012-15 are located in the Box folder for site visitor review as needed and included as a series of PDFs with the rest of this report.

Appendix E: Transfer Student Data

As shown in the figure below, the average number of students transferring in to IU Northwest between 2010 and 2015 has decreased (mirroring enrollment overall), but the number of credits being transferred in has increased slightly across that same time period.



The table below provides information about where students are transferring from prior to enrolling at IU Northwest. Ivy Tech Community College remains our largest feeder school, followed by other 4-year institutions in Indiana. This is true of all of the IU regional campuses and is in part the impetus for the development of the state transfer articulation pathways between Ivy Tech/Vincennes and the public 4-year institutions in Indiana.

First Degree External Transfers to IU Northwest Enrolled					
	2010-11	2011-12	2012-13	2013-14	2014-15
Ivy Tech	272	270	222	233	197
Vincennes	3	3	4	3	2
Other IN 4 year	141	162	161	196	94
Other IN 2 year	6	3	5	3	2
Other non-IN 4 year	57	52	57	58	32
Other non-IN 2 year	57	71	55	62	55
Other	90	10	6	10	23
GRAND TOTAL	626	571	510	565	405