



 **Indiana State
University**
More. From day one.

Self-Study Report to the Higher
Learning Commission of the
North Central Association

*Engagement:
A Pathway to
Learning and
Citizenship*



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Chapter One

Introduction

Indiana State University has a long and storied history. The institution was chartered as the Indiana State Normal School on December 20, 1865, by the Legislature of the State of Indiana. With educator preparation as its original mission, it awarded its first baccalaureate degrees in 1908. As its mission expanded, it conferred its first master's degrees in 1928 and its first Doctor of Philosophy degrees in 1968.

Indiana State University is located on the north side of Terre Haute's downtown business district on more than 200 well-manicured acres of abundant trees and green spaces. As a result of a twenty-five year effort to beautify the surroundings, the campus is now mostly pedestrian. Parking is almost exclusively on the exterior of campus with classrooms and office buildings accessible by cobbled brick paths and bike lanes. The facilities and grounds of the campus continued to improve during the past decade as pieces of public art — notably, significant sculptures, were commissioned and placed on the campus. Additionally, a beautified Seventh Street became an arts corridor connecting ISU's New Theater, Performing Arts building, the Turman Art Gallery, Tirey Hall (the main campus performance center) and the city's Swope Gallery and Museum. In 2009, the Multimodal Transportation Facility was opened and a formal and beautiful front door to campus was established. The new entryway features an educational plaza depicting the history

of the Old National Road which runs along the southern edge of campus.

The city itself, home to nearly 60,000 residents, is located in Vigo County on the east bank of the Wabash River in west-central Indiana. The community boasts a professional symphony orchestra (in which faculty perform), an arts corridor, two major hospital complexes, 5 colleges and universities (ISU, Rose-Hulman Institute of Technology, St. Mary of the Woods College, Ivy Tech Community College, and Harrison College), the 5th largest school corporation in the state and major employers such as Sony DADC and Bemis Polyethylene Packaging. Terre Haute is the cultural, retail and health services center for a large portion of west-central Indiana and east-central Illinois. Health sciences are a growing part of the community and Indiana State. Union Hospital and its Lugar Center for Rural Health, Indiana University School of Medicine-Terre Haute, Indiana State University, Ivy Tech Community College, the Terre Haute Economic Development Corporation and the City of Terre Haute have joined forces to develop a program to create



more health care training and job opportunities in the community (the Rural Health Innovation Collaborative [RHIC]) while also addressing the redevelopment of a blighted neighborhood located between the university and the hospital. Union Hospital opened a \$178 million expansion in early 2010. In fall 2010, the city's Children's Museum is also scheduled to open its new facility half a block east of the arts corridor. When combined with the visionary work completed in the previous two decades, this phase of the transformation of the ISU campus is nearly complete and the University is ready to begin work on executing its 2009 [Master Plan](#).

ISU is governed by a nine-member Board of Trustees appointed by the Governor of the State of Indiana. Two members are nominated by the University's Alumni Association; and one of the nine, a student member, is appointed by the Governor from nominations submitted by the Student Government Association.

The University is administered by a president, who reports to the Board of Trustees as the University's chief executive officer. The campus is organized into four broad operations areas: academic affairs; business and finance; enrollment management, marketing, and communications; and student affairs. Each area is headed by a vice president who reports directly to the president.

ISU has six academic, degree-offering divisions, each headed by a dean who reports to the Provost and Vice President for Academic Affairs. The divisions include the Colleges of Arts and Sciences; Business; Education; Nursing, Health, and Human Services; Technology; and Graduate and Professional Studies. The University's librarians also have faculty status and are headed by a Dean who reports to the academic vice president. Extended Learning is also headed by a Dean.

The Indiana State University Foundation is a key partner to Indiana State University and functions to promote the welfare of the institution. The foundation serves as the primary fundraising arm and secures the resources to ensure institutional growth and success. The Foundation has a separate Board of Directors and the University President and the President of the University Board of Trustees serve as members of the Foundation Board Executive

Committee to ensure that the interests of the University and the Foundation are congruent.

In late 2006, Indiana State was named by the Carnegie Foundation for the Advancement of Teaching to a new classification of colleges and universities that focuses on community engagement. In the first round of such classifications, the University was one of only two institutions in Indiana, and only 62 in the nation, named as a new *Curricular Engagement and Outreach & Partnerships* institution that recognizes substantial commitments to both an academic approach to mutually beneficial and respectful community collaboration and extensive outreach and partnerships.

ISU is accredited by the Higher Learning Commission of the North Central Association, which last visited in 2000. The University has been continuously reaccredited by the Commission since 1915.

NCA Process

The 2000 self study and site visit has helped to guide Indiana State University over the past ten years. That review team had challenged the University to accomplish two significant tasks during the decade that followed: to establish a distinctive identity and to reduce its program portfolio. The institution, through the [2000 self-study report](#), identified an additional eight challenges. These challenges became our highest priorities and opportunities. Over the decade, our ongoing continual improvement process, we identified additional areas for improvement, such as an increased focus on student outcomes assessment. In 2007, the institution began to reflect and re-examine our progress and prepare for the next review. The University had chosen a [strategic direction](#), made significant progress on its [program portfolio](#), continually examined and addressed our self-identified challenges and identified and begun to rectify weaknesses in student outcome assessment. With a Presidential change in July 2008, and a desire by the incoming President to initiate a strategic planning process, a request to delay the site visit was submitted to the Higher Learning Commission. In fall 2008, that request was

granted and the review was scheduled for the fall of 2010.

The formal work of preparing for the site visit began during the fall 2007 semester, with the naming of Provost Maynard and then Faculty Senate Chairperson Virgil Sheets as the Co-Chairs of the process, Dr. Kevin Snider was named as the Steering Committee Chairperson and Associate Vice President Karen Schmid was named as the liaison to the Higher Learning Commission. Shortly thereafter a steering committee of 19 was established to oversee the process with the ten co-chairs of the five criterion committees, and including representatives of the student body, the Faculty Senate, the Support Staff Council, and the College of Graduate and Professional Studies. Each criterion committee was composed of 10 to 14 members. In early 2008, the committee co-chairs agreed with a recommendation of the President and Dr. Snider to pursue a special emphasis self study in Community Engagement and Experiential Learning. With the formation of the Special Emphasis committee involving nine more members, the total number of people directly involved in the process via membership on a committee totaled 67.

The first task of the criterion committees was to summarize how the University had responded to the 2000 report and to identify data sources and pieces of evidence that they would need in the coming months to draft their portion of the report. In early 2008, each criterion committee submitted a phase-one report.

By late spring 2008, Dr. Snider accepted the Chancellor's position at Penn State-New Kensington, and Dr. Schmid took a position at Purdue-North Central, and in late summer, President Benjamin was replaced by President Bradley. One of President Benjamin's last decisions was to appoint Dr. Susan Powers (Associate Dean in the Bayh College of Education) and Dr. Nancy Rogers (then Director of the Center for Public Service and Community Engagement) as Steering Committee co-chairs.

As President Bradley began his service in August 2008, the decision was made to request a delay of the site visit so as to allow time for a comprehensive academic and facility planning exercise that would enable the University to effectively make operational the new mission.

In addition, he appointed Dr. Ed Kinley (Associate Vice President and Chief Information Officer) as the liaison to the Higher Learning Commission. As the summer of 2008 came to a close, Dr. Robert Guell (Professor of Economics) was named Faculty Fellow and he was charged with compiling the initial draft from the various reports from the committees into one coherent document.

In spring 2009, the committee co-chairs worked with their respective committees to draft annotated bullets of information that the committees wanted Dr. Guell to emphasize in the draft of the criterion reports. Dr. Guell submitted drafts to each co-chair during the early summer of 2009. After incorporating their comments, he submitted the first draft of the introductory chapter, the five criterion reports, and the Federal Compliance chapter in late July 2009. This draft was reviewed by the Steering Committee. Comments from that draft were then submitted to the entire University's administrative staff on August 14, 2009. With those comments analyzed by Drs. Kinley, Powers and Rogers, Dr. Guell was charged with implementing the revision requests so as to create the first draft that the entire University would review. This latter review began in late October 2009.

The Special Emphasis portion was drafted in the fall 2009 semester from another set of annotated bullets written by that committee. The Special Emphasis committee was made up of nine faculty and staff members, led by NCA Co-Chair Dr. Nancy Rogers. The work on the special emphasis was closely aligned with the development of the 2009 strategic plan, *The Pathway to Success*.

The activities associated with the self-study process are included in Table 1. The full membership of the NCA Committees is located in [Appendix A](#).



Type of Activity	Targeted Participants	Date
NCA Newsletter	1560	6/08
NCA Steering and Committee Chairs	13	6/20/08
NCA Steering Group	6	6/27/08
NCA Steering Group	4	7/11/08
NCA Steering and Committee Chairs	13	18-Jul-08
NCA Steering Group	6	7/25/08
NCA Steering and Committee Chairs	5	8/1/08
Newsletter	1560	8/08
NCA Steering and Committee Chairs	13	8/22/08
NCA Steering Group	6	8/29/08
NCA Co-Chairs Group	10	8/29/08
NCA Core Group	5	9/7/08
NCA Steering and Committee Chairs	13	9/12/08
NCA Accreditation Leadership Meeting	Senate Exec President's Cabinet Deans SGA Exec NCA Steering and Committee Chairs	9/19/08
NCA Steering and Committee Chairs	13	10/17/08
Newsletter	1560	11/08
NCA Steering and Committee Chairs	12	11/14/08
NCA Special Emphasis Self-Study and Strategic Planning Kick-Off	NCA Leadership NCA Steering NCA Committee Chairs	12/2/08
NCA Steering Group	11	12/12/08
NCA Steering Group	8	1/30/09
NCA Steering and Committee Chairs	7	2/20/09
Meeting NCA Liaison John Taylor	NCA Steering NCA Chairs NCA Committee Chairs	3/4/09
NCA Special Emphasis, Deans, and Chairs	Dept Chairs Deans Associate Deans	4/23/09
Newsletter	1560	5/09
Deans and Chairs Assessment meeting	Dept Chairs Deans Associate Deans	5/19/09
Draft 1-3 of HLC-NCA	President, Steering, Provost	7/23/09
Draft 2-1 of HLC-NCA	President's Cabinet, Deans, AVPs	8/14/09
NCA Steering and Committee Chairs	9	9/25/09
Newsletter	1560	10/09
Campus-wide draft 1	All Faculty and Staff	11/2/09
NCA 2010 Faculty and Staff Comment Session on campus-wide draft	All Faculty and Staff	11/17/09
NCA 2010 Faculty and Staff Comment Session on campus-wide draft	All Faculty and Staff	11/17/09
NCA 2010 Faculty and Staff Comment Session on campus-wide draft	All Faculty and Staff	11/18/09
NCA 2010 Student Review of campus-wide draft	SGA	11/18/09



Type of Activity	Targeted Participants	Date
Newsletter	1560	1/10
NCA Steering and Committee Chairs	13	1/15/10

Table 1: *Self-Study Activities*

Strategic Planning

Dr. Bradley initiated the strategic planning process in the fall of 2008. With the facilitation of the STRATUS consulting group, ISU faculty and staff developed a strategic plan entitled *The Pathway to Success* that encompasses six broad goals and 29 initiatives. The goals build upon the work highlighted in this self-study and chart a clear direction for our continued growth and evolution. Table 2 maps the six goals to the initiatives and lists the faculty and staff involved in the progress of each initiative. Table 3 shows the time of key activities within the strategic planning process.

Additionally, the strategic plan sets forth specific benchmark indicators for each goal. Progress on each goal and the related initiatives are tracked in *Taskstream*TM. ISU is also committed to developing partnerships to advance both the University and the community. To that end, six additional initiatives have been developed (See Table 4)

The activities and efforts that support the goals and initiatives of *The Pathway to Success* are highlighted throughout the self-study as call-out boxes. The development of the strategic plan, the self-study, and the special emphasis occurred simultaneously and the activities in one supported the other. Because *The Pathway to Success* so clearly builds upon the efforts of the previous 10 years, the call-out boxes illustrate alignment and areas for continued strategic growth.

Ten Years of Progress: ISU Since the Last Review

This review period saw more significant progress on long-standing issues than any in Indiana State University's recent history. The decade began with the University working to

develop a distinctive identity that would set it apart from other public institutions in the state and region while working to reduce a program portfolio that was acknowledged by everyone as being burdensome to maintain. It also began with new administrative leadership that established an aggressive goal of positioning ISU as the "Best University of its Kind in the Midwest." The process to resolve identified challenges set the stage for progress, and in retrospect, broad agreement on the strategic direction of the University. The decade from 2000 to 2010 was remarkably productive and resulted in an institution that is much better positioned for the future.

Challenge 1: Develop a Distinctive Identity

In July of 2000, Lloyd W. Benjamin was named the University's tenth President. He served in that role for eight years. In his first year as President, Dr. Benjamin worked to develop relationships with the institution's internal and external constituents. In September 2001, a vision for the University was developed which focused on the goal for the University to be recognized as the "Best University of its Kind in the Midwest."

As the enrollment graphs show in Figure 1, Indiana State University faced enrollment competition throughout the review period. The Ivy Tech Community College system enrollments and enrollments at Ivy Tech-Wabash Valley campus grew by more than fifty percent during the decade. This followed a 60% increase in Ivy Tech enrollment during the previous decade. Combined with enrollment growth on the regional campuses of Purdue and Indiana Universities, the development of student housing on several of the regional campuses, and the Vincennes University move to include 4-year programs, competition for students in Indiana is substantial.

Goals	Initiatives	Participants
Increase Enrollment and Student Success Jennifer Boothby (Chair) John Beacon (Co-Chair) Carmen Tillery (Co-Chair)	1. Develop a first-year residential village	Rex Kendall (Chair) Greg Bierly (Chair) Deb Barnhart, Susan Johnson, Laura Frolicker, Carol Lunce, Stephanie Percy
	2. Further develop cooperative programs with Ivy Tech to provide multiple points of entry to Indiana State University	Bob English (Chair) Steve Duzan (Chair) Bruce McLaren, Jeff McNabb, Ron Payne, Melissa Hughes, Tennyson Mgutshini, Barb Stafford
	3. Create a unified undergraduate student success program	Jennifer Boothby (Chair) Jason Winkle, Linda Maule, Ryan Sullivan, Susan Goings
	4. Create Sycamore Express one-stop centers	Domenic Nepote (Chair) Melissa Hughes (Chair) Kim Donat, Lori Elkins, Mary Linn, Robert Jefferson, April Hay
	5. Develop programs for the parents and families of students	Freda Leurs (Chair) Paula Meyer, Johnwana Carson, Brenda McBride, Kevin Smith, Bart Colwell (current parent), Marcee Everly
	6. Increase early outreach to students in region	Rich Toomey (Chair) Michael Elkins, Jennifer Mullen, Kelli Cheever, Tom Steiger
	7. Achieve greater impact on student success through residential life	Rex Kendall (Chair) Stephanie Percy, Cynthia Evans, Will Barratt, Elonda Ervin, Sue Sluyter, Dana Davies
	8. Enhance graduate education at ISU	Jay Gatrell (Chair) Jacques Fuqua, Barbara Eversole, David Skelton, Leamore Kahanov, Susan Bonte-Ely
	9. Enhance the gathering and use of information to advance ISU's strategic priorities	Ed Kinley (Chair) April Hay, Vicki Wynn, Linda Ferguson, Kevin Smith, Mike Snider
Advance Experiential Learning Nancy Rogers (Chair)	1. Infuse experiential learning as a core component of all academic programs	Harriet Hudson (Chair) Chris Olsen (Chair) Debra Israel, Gloria Plascak, Dorothy Yaw, Chad Becker, Rita Worrall, Janis Halpern, Jennifer Ryan, Brad Venable, David Robinson
	2. Apply the science of learning to the learning of science	Jim Speer (Chair) Sue Berta, Kay Harmless, Liz Metzger, Heather Miklozek, Emily Pugh
	3. Coordinate and elevate leadership studies	Denise Collins (Chair) Greg Bierly, Les Anne Dant, Nolan Davis, Heather Miklozek, Amy Naidu, Jason Winkle, Anna Christensen, Rhonda Impink, Linda Maule, Stephanie Squires

Table 2: *Timeline of Key Activities*



Goals	Initiatives	Participants
Enhance Community Engagement Nancy Rogers (Chair)	1. Create a coordinated community engagement program	Nancy Rogers (Chair) Linda Crossett, Terry Dean, Heather Miklozek, Chris Pfaff, Cat Stemmans, Steve Stofferahn, Jennifer Llewellyn, Mary Sterling
	2. Expand distance education offerings to meet the needs of students and to support economic development	Marcia Miller (Chair) Marcia Ann Miller, Connie McLaren, Les Lunce, Yancy Phillips, Ron Payne, Shelley Arvin, Jeff McNabb, Terry McDonald, Paul Schikora
	3. Enhance the visibility of ISU in Indianapolis	Tara Singer (Chair) Larry Boulet, Kurt Fowler, Joel Harbaugh, Dave Taylor, Terrie Troxel, Joyce Young
Strengthen and Leverage Programs of Distinction and Promise C. Jack Maynard (Chair)	1. Strengthen Programs of Distinction and Promise	Bob English (Chair) Dean's Council
	2. Create a Center for Rural Life	Biff Williams (Chair) Jeff Harper (Chair) Chris Olsen, David Skelton, Shelley Arvin, Debra Leggett, Kay Harmless, Roxanne Torrence, Aruna Chandra
Diversify Revenue: Philanthropy, Contracts, and Grants Edward Kinley (Chair) Gene Crume (Co-Chair)	1. Enhance contract and grant activity	Mark Green (Chair) Jeff Edwards, Jay Gatrell, Dawn Underwood, Kelly Wilkinson
	2. Strengthen the engagement of alumni in the life of the University	Chris Hancock (Chair) Alumni Board
Recruit and Retain Great Faculty and Staff Daniel Bradley (Chair) Diann McKee (Co-Chair)	1. Enhance the quality of life of faculty and staff	Linda Maule (Chair) Keri Yousif, Burr Hartman, Betsy Frank, Rick Lotspeich, Sheila Johnson, Mary Ferguson, Susan Powers, Teresa Exline, Liz O'Laughlin, Barbara Eversole, Katie Butwin, Venita Stallings
	2. Enhance the development of faculty	Kelly Wilkinson (Chair) Tim Gritten, Susan Hagood, Arthur Halpern, Isaac Land, Larry Tinnerman
	3. Enhance the development of staff	Will Downs (Chair) Shelia Johnson, Kelly Hall, Kent Waggoner, Tami Weinzapfel Smith, Carolyn Yaw
	4. Expand the diversity found in the composition of the faculty and staff at Indiana State University	Virgil Sheets (Chair) Michele Boyer (Chair) Mary Ferguson, Carmen Tillery, Barbara Eversole, Eli Bermudez, Rhonda Impink

Table 2: **Timeline of Key Activities**

Type Of Activity	Targeted Participants	Date
President's Letter to Campus	All faculty and staff	8/22/08
Briefing to Alumni Association Board of Directors	35	9/6/08
Announcement of planning process at President's fall address	Open invitation to all faculty, staff students	9/9/08
Update on strategic planning at Board of Trustees Meeting	50	9/26/08
President's Letter to Campus	All faculty and staff	10/3/08
President's Council	35	10/7/08
Budget Presentation to Indiana Commission for Higher Education	50	10/10/08
Community Presentation (Edibles and Ideas)	50	10/23/08
Briefing to Board of Trustees	50	10/24/08
President's Letter to Campus	All faculty and staff	10/31/08
President's Council	35	11/4/08
President's Installation Address	Open invitation to faculty, staff, students, community	11/13/08
President's Letter to Campus	All faculty and staff	11/14/08
Presentation to State Budget Committee	50	11/20/08
President's Cabinet and STRATUS consultants	President's Cabinet — 12	12/2/08
Strategic Planning Advisory Committee	22	12/2/08
Joint NCA/Strategic Planning Plenary Session with STRATUS	Open invitation to faculty, staff students	12/2/08
Focus group discussions on strategic planning goals	Campus Leadership (Faculty, staff and students) — 100	12/2/08
Coordinating meeting with STRATUS consultants and Ratio Architects	STRATUS, Ratio and key administrators — 10	12/3/08
Individual meetings with STRATUS consultants	Various Campus Leaders — 10	12/2-3/2008
Briefing to Board of Trustees	50	12/4/08
President's Council	35	12/9/08
President's Letter to Campus	All faculty and staff	12/12/08
President's Letter to Campus	All faculty and staff	1/8/09
Strategic Planning Advisory Committee	22	1/12/09
Focus group discussion	Deans — 8	1/12/09
Focus group discussion	Alumni leaders — 25	1/12/09
Individual meeting with NCA Co-chairs	Co-Chairs of NCA process — 2	1/13/09
Focus group discussion	University 101 instructors — 15	1/12/09
Focus group discussion on Programs of Distinction and Promise	Faculty/administrators in these programs — 25	1/12/09
<i>Table 3: Key Strategic Planning Activities and Participants</i>		



Type Of Activity	Targeted Participants	Date
Focus group discussion	ISU Foundation Staff — 35	1/13/09
Focus group discussion	Promising Scholars — 51	1/12/09
Focus group discussion	Enrollment and Retention Task Force — 15	1/12/09
Focus group discussion	First-year students — 50	1/13/09
Focus group discussion	President's Council — 35	1/13/09
Focus group discussion	Faculty Senate Executive Committee — 9	1/13/09
Focus group discussions (2)	Trustees — 9	1/12-13/2009
Focus group discussion	Senior faculty members —15	1/13/09
Briefing to Terre Haute Economic Development Corporation	35	1/13/09
Focus group discussion	Communications and Marketing Directors — 7	1/14/09
Focus group discussion	First-year experience faculty and staff — 10	1/14/09
Focus group discussion	Business Affairs Leadership Team — 13	1/14/09
Focus group discussion	Undergraduate and Graduate Admissions officers —5	1/14/09
Focus group discussion	Residential Life staff — 20	1/14/09
Focus group discussion	Foundation Board Leaders — 20	1/14/09
Open forum on strategic planning	Open invitation to faculty and staff	1/14/09
Student forum on strategic planning	Open invitation to all students	1/14/09
NCA Special Emphasis Committee	9	1/15/09
NCA Steering Committee	48	1/15/09
Student Affairs Leadership Team	10	1/15/09
President's Letter to Campus	All faculty and staff	1/23/09
Briefing to Foundation Board	40	1/23/09
Presentation to House Ways and Means Committee	35	2/5/09
President's Letter to Campus	All faculty and staff	2/6/09
Key donors/alumni	25	2/9-11/2009
Individual meetings with other university CEOs from Terre Haute	3	2/9/09
President's Council	35	2/10/09
Indiana Commission for Higher Education Leadership	2	2/10/09
Key legislators	10	2/10/09
President's Council on Diversity	19	2/11/09
Individual strategic planning meetings with key community leaders	Invited community leaders — 12	2/9-11/2009
Briefing to Alumni Association Board of Directors	35	2/21/09
Table 3: Key Strategic Planning Activities and Participants		



Type Of Activity	Targeted Participants	Date
Briefing to Board of Trustees	50	2/27/09
President's Letter to Campus	All faculty and staff	3/6/09
Presentation to Senate Appropriations Committee	35	3/16/09
Individual land use planning meetings with Ratio Architects	Deans, VPs, other selected leaders — 15	3/17-18/2009
President's Letter to Campus	All faculty and staff	3/20/09
University-wide Strategic Planning Retreat	Campus Leadership (Faculty, staff and students) — 100	3/26-27/2009
Land use planning meeting	Riverscape Committee — 10	3/18/09
Land use planning meeting	Downtown Terre Haute, Inc. — 15	3/17/09
President's Council	35	3/17/09
Strategic planning meeting	Graduate Council — 17	3/26/09
President's Letter to Campus	All faculty and staff	4/3/09
Strategic Planning Advisory Committee	22	4/9/09
President's Council	35	4/16/09
Briefing to Foundation Board	40	4/17/09
Briefing to Alumni Association Board of Directors	35	4/18/09
President's Letter to Campus	All faculty and staff	5/1/09
Briefing to Board of Trustees	50	5/9/09
Greek Housing Discussion with alumni/housing boards	25	5/18/09
Leadership Wabash Valley Briefing	35	5/28/09
Meeting to coordinate strategic planning with land use planning	Key campus leaders — 10	6/8/09
Presentation to Indiana Economic Development Conference	75	6/11/09
President's Letter to Campus	All faculty and staff	6/12/09
Followup meeting on Greek Housing	40	6/16/09
Briefing to Foundation Board	40	6/19/09
Update on strategic planning at Board of Trustees Meeting	50	7/10/09
President's Letter to Campus	All faculty and staff	7/17/09
Planning meeting with President's Cabinet	13	7/30/09
Individual strategic planning meetings	Selected campus leaders — 10	7/30-31/2009
President's Council	35	8/11/09
Briefing to Alumni Association Board of Directors	35	8/15/09
President's Letter to Campus	All faculty and staff	8/28/09
<i>Table 3: Key Strategic Planning Activities and Participants</i>		

Type Of Activity	Targeted Participants	Date
Open forums with President Bradley	Open invitation to campus	9/1-2/2009
Briefing to Board of Trustees	50	9/11/09
President's Letter to Campus	All faculty and staff	9/11/09
President's Council	35	9/15/09
Draft Strategic Plan released to campus for feedback	All faculty, staff and students	9/25/09
President's Letter to Campus	All faculty and staff	10/9/09
Launch of "The Pathway to Success" during President's Fall Address	Open invitation to campus	10/14/09
Goal chairs meeting	11	10/19/09
Leadership ISU Briefing on Strategic Plan	15	10/20/09
Implementation team chairs meeting	35	10/21/09
President's Letter to Campus	All faculty and staff	10/23/09
Briefing to Board of Trustees	50	10/23/09
Briefing to volunteer leaders during Volunteer Leadership Summit	Key alumni and donors — 150	10/23/09
President's Letter to Campus	All faculty and staff	11/6/09
Goal chairs meeting	11	11/9/09
President's Council	35	11/10/09
Strategic Plan briefing to President's National Advisory Board	35	11/12/09
President's Council	35	11/13/09
Briefing to Indiana Commission for Higher Education	ICHE members, other university leaders — 50	11/13/09
Briefing to Chamber of Commerce Board of Directors	Chamber of Commerce Board — 34	11/17/09
Goal chair training on TaskStream	11	12/2/09
Goal chair meeting	11	12/9/09
President's Letter to Campus	All faculty and staff	12/18/09
Briefing to local officials on Master Plan	10	12/18/09
Briefing at Board of Trustees Meeting	50	12/18/09
Address to Residential Life Staff	75	1/9/09
President's Letter to Campus	All faculty and staff	1/9/10
Goal chairs and implementation Chairs	40	1/12/10
Briefing to Kiwanis	35	1/12/10
Briefing to Breakfast Rotary Club	75	1/14/10
Briefing to Foundation Board	40	1/22/10
President's Letter to Campus	All faculty and staff	1/23/10
<i>Table 3: Key Strategic Planning Activities and Participants</i>		



Type Of Activity	Targeted Participants	Date
President's Letter to Campus	All faculty and staff	1/29/10
President's Advisory Board Briefing on Master Plan	35	2/8/10
President's Council Meeting	35	2/9/10
Goal chairs meeting	11	2/9/10
Briefing to Vigo County Principals and Guidance Counselors	100	2/11/10
President's Letter to Campus	All faculty and staff	2/12/10
Briefing to Alumni Association Board of Directors	35	2/13/10
Briefing to Board of Trustees	50	2/18/10
President's Letter to Campus	All faculty and staff	2/26/10
Goal chairs meeting	11	3/2/10
Audit and goal chairs meeting	17	3/16/10
President's Council	35	3/16/10
Briefing to SCORE	30	3/18/10
President's Letter to Campus	All faculty and staff	3/19/10
President's Letter to Campus	All faculty and staff	4/2/10
President's Letter to Campus	All faculty and staff	4/6/10
Briefing to Foundation Board	40	4/9/10
Briefing to Alumni Association Board of Directors	35	4/10/10
Goal chairs meeting	11	4/13/10
President's Council	35	4/13/10
President's Letter to Campus	All faculty and staff	4/17/10
Inaugural Strategic Planning Stakeholders' Conference	Open invitation to campus and community	4/27/10
President's Letter to Campus	All faculty and staff	4/30/10
Update on strategic planning at Board of Trustees Meeting	50	5/7/10
Cabinet discussion of 2nd year implementation	13	5/10-12/2010
President's Letter to Campus	All faculty and staff	5/28/10
Retreat on diversity goals (Cabinet, deans, HR)	30	6/9/10
President's Letter to Campus	All faculty and staff	6/11/10
Briefing to Indiana Commission for Higher Education	40	6/11/10
<i>Table 3: Key Strategic Planning Activities and Participants</i>		

Initiative	Participants
Energize downtown to create a great college town	Chris Pfaff (Chair) Maggie Slaven (Chair) Martha Crossen, Joshua Chapman, Brad Venable, Scott Tillman, Megan Woodsmall, Sara Williams
Realize the full potential of the Rural Health Innovation Collaborative (RHIC)	Biff Williams (Chair) Existing RHIC Committees, Dan Bradley, Jack Maynard, Diann McKee, Mark Green
Develop the neighborhoods around ISU	Kevin Runion (Chair) Kevin Hoolehan (Chair) Brian Hasler, Bryan Duncan
Develop a professional development and conference center and an alumni center	Gene Crume (Chair) Charlie Potts (Chair) Teddy Lenderman, Bryan Duncan, Jennifer Cook, Candace Harper
Create a gateway to ISU and bridge to the Riverscape	Kevin Runion (Chair) Jim Jensen, Scott Tillman, Angie Lansing, Bryan Duncan, SAMy Anderson, George Stachokas
Improve student housing to meet expectations and needs of today's students	Mary Ellen Linn (Chair) Dave Stowe, Sue Sluyter, Brenda Monaghan

Table 4: Partnering for Success Initiatives

This competitive enrollment pressure had long been anticipated. Though ISU's tuition and fees were and are significantly below those at other Indiana research universities, its costs were and continue to be more than twice that of Ivy Tech. Early in President Benjamin's tenure, he noted that with both institutions sharing an access and opportunity mission, and with student costs being substantially higher at ISU than Ivy Tech, ISU had to identify a different market segment by developing a distinctive brand

identity. Refining and communicating that brand identity became a significant priority and focus of the institution.

In 2003, the Education Marketing Group (EMG) was contracted to provide a situational analysis and recommendations¹. The consultant's analysis provided data for the institution regarding external stakeholders' perceptions from across Indiana, the university community perceptions of institutional strengths and weaknesses, as well as an analysis of our

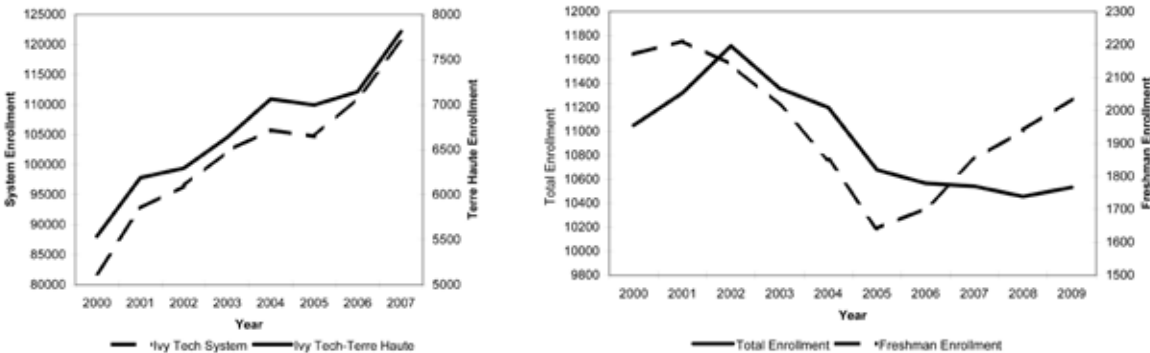


Figure 1: Enrollment Comparisons

¹September 25, 2003 EMG Situational Analysis and Recommendations report



communication efforts. The recommendations focused on the development of a brand identity, organization structure to promote better communication, a campus-wide strategic planning process to support the development of a unique identity, and an integrated marketing plan.

The effort to establish a distinctive identity for the University was supported through a grant from the Lilly Endowment, Inc. These funds allowed for the expansion of the scope and mission of the [Center for Public Service and Community Engagement](#), the [Programs of Distinction](#), and the [Promising Scholars Program](#). The [2004 Path to Pre-eminence: Fulfilling the Promise](#) planning document laid out the basis for that desired strategic direction. That document envisioned the University's shift from an access mission toward a mission focused on experiential learning and community engagement. The result was a significant change in the use of scholarship funds to focus on high-ability, high-achieving students. The Student Government Association and Faculty Senate supported an administrative recommendation that all new students, beginning with the 2007 freshman class, be required to purchase a laptop as a condition of enrollment. At the same time, a laptop scholarship program was initiated. The program now provides free laptops to students who apply for admission prior to June 1, achieve a 3.0 high school GPA, and earn a college-preparatory high school diploma. Combined with a similarly timed \$20 million grant from

the Lilly Endowment, Inc. to establish the [Networks Financial Institute](#) within ISU's Donald W. Scott College of Business, the process of change was underway.

Dr. Benjamin and Provost Maynard also sought to solidify the new mission within the curriculum and asked the Faculty Senate to review the General Education program to develop a more coherent, efficient, and transfer-conscious academic program that included elements of community engagement and experiential learning. The discussions lasted twenty months and resulted in a new [Foundational Studies Program](#) that began with the fall 2010 term.

Even as the search process for the new President was being conducted during 2007-08, the University coalesced around "Community Engagement and Experiential Learning" as the heart of a revised mission. In early 2008, the Board of Trustees, with broad campus involvement and support, formally adopted the new mission and values statement. At the same time, the Board of Trustees strengthened its support for community engagement and experiential learning by seeking a Special Emphasis review by the Higher Learning Commission of the North Central Association and by incorporating the new strategic direction as a core requirement in the presidential search. The commitment to "Community Engagement and Experiential Learning" was a [stated expectation for presidential candidates](#).

In fall 2008, as President Bradley began his term as President, he publicly embraced the institution's strategy and initiated actions to implement the new mission. He engaged two consulting firms, STRATUS and Ratio Architects, to assist the campus with developing strategic programmatic and facility use plans designed to bring the new mission to fruition. During the 2008-2009 academic year, hundreds of university faculty, students and staff labored to produce what ultimately became, in October 2009, [The Pathway to Success strategic plan](#). It outlined six goals with 29 initiatives to support those goals, and key benchmarks to assess the progress of those initiatives. Those activities that support the strategic initiative are highlighted throughout this self-study.

Challenges 2 and 3: Reduction of Program Portfolio and Rightsizing Program Offerings

To address the call to reduce ISU's portfolio of programs, the Provost established a Program Array Review (PAR) process to eliminate low-enrolled programs in 2001. In spring 2003, the PAR process culminated with recommendations that several programs be eliminated. While the faculty of some affected programs agreed with the Provost's recommendation, the represented programs were, by and large, already eliminated due to lack of faculty. The faculty of other affected programs appealed to the President and during the summer of 2003, the President suspended action for three years.

As the issue of program portfolio remained unresolved, Provost Maynard collaboratively designed a faculty driven process in early 2006 that would continue the important issue of critically examining the program array. With the Lilly Endowment, Inc. funds available for Programs of Distinction, an ambitious [Program Prioritization process](#) was developed that simultaneously evaluated all programs using a scale from weak and in need of elimination to excellent and candidates for further support. This process, unlike its predecessor, was embraced by faculty and resulted in a significant reduction in ISU's program portfolio (described further in Core Component 1D).

The recommendations provided by the Program Prioritization taskforce in July called for merging of programs, as well as elimination of programs. The process looked at the proliferation of tracks and specializations within programs as well. If all of the recommendations had been implemented, the 214 active programs in 2006 would have been reduced to 150. From 2006 to the end of the academic year of 2008, 30 programs (majors, minors, and emphases) were eliminated, and 18 more were suspended. Additionally, one of the goals to reduce the wide array of program offerings was to invest resources in new programs that were needed by a changing economy and society and to maintain a vibrant institution. Since 2006, 18 new programs were created which reflected the need for healthcare and financial services professionals, as well as the creation of minors reformulated from eliminated major programs. See Table 5.

Challenge 4: Commitment to Faculty and Staff Compensation

Although budgetary challenges from declining enrollments and decreased state support have made periodic salary freezes necessary, the institution has remained committed to improving faculty and staff compensation.

In 2005, ISU initiated a staff compensation study with Mercer Consulting. The study was ultimately begun in 2007 and completed in fall 2009. The implementation of the Mercer study changed the pay grade structure for staff from 30 different pay grades to 16 newly established pay grades. With the goal to bring everyone up to at least 80% of median for a given pay grade, 160 staff members received market adjustments in compensation at the end of 2009.

During the same period, activity was in place in regard to faculty compensation. Faculty salaries were analyzed in terms of CIP codes for positions and faculty who were not within 80% of median salary received a salary increase in 2010.

An important aspect of compensation is the benefits an institution offers to its employees. Through the Faculty Economic Benefits Committee and University administration, active attention is given to employee benefits. The decade saw an increase in the tuition waiver for employees and employee dependents, a broadening of medical coverage, an elimination of a 2-year wait for participation in TIAA-CREF for faculty, and free membership in the Student Recreation Center for benefits-eligible faculty and staff.

The institution recognizes that faculty and staff compensation remains a challenge, particularly given current economic realities.

Challenge 5: Budgetary Resources

As the change in strategic direction began to unfold, enrollment declines pushed ISU below the state established floor to maintain ISU's classification as a stable-enrollment campus. As a result, the budgets of the University came under strict scrutiny and forced some hard decisions. The enrollment shift, though anticipated as a result of higher admission standards related to

Program	Date Approved
Motorsports Management Minor	10/23/06
Financial Services Major	3/19/07
Financial Services Minor	3/19/07
Psychology Minor	1/22/08
Early Childhood Minor	3/24/08
Automotive Technology Management Minor	4/28/08
Civic Leadership Minor	4/28/08
English as a New Language Minor	4/28/08
Human Resource Development of Higher Ed	4/28/08
Theater Acting Minor	6/30/08
Theater Education Minor	6/30/08
M.S. Computer Science	11/24/08
Recreation Management and Youth Leadership Minor	12/22/08
Environmental Sciences Minor	9/21/09
Geochemistry Minor	9/28/09
MSA Physician Assistant Studies	2/22/10
Doctor of Nursing Practice	3/22/10
Doctor of Physical Therapy	3/22/10
<i>Table 5: New Programs</i>	

Fiscal Year	Proposals Submitted	Funds Requested	Proposals Funded	Funds Awarded
2009	228	\$34,056,735	100	\$8,517,646
2008	175	\$22,737,757	135	\$9,868,158
2007	225	\$26,189,325	156	\$14,944,784
2006	281	\$33,175,938	174	\$17,240,499
2005	267	\$38,531,539	137	\$15,654,905
2004	239	\$47,757,809	122	\$10,217,123
2003	226	\$45,250,682	126	\$8,685,482
2002	199	\$23,867,972	112	\$10,533,298
2001	201	\$26,222,069	135	\$13,016,190
<i>Table 6: Grants and Contracts Productivity</i>				

the mission change, was a matter of significant concern for the Board of Trustees. Additionally, economic challenges during the first decade of 2000 forced the state to cut back on its support of state institutions. The university was faced with difficult decisions which resulted in temporary salary freezes, administrative reorganization, increased emphasis on student recruitment and retention, and an increased emphasis on alternative revenue streams.

To address enrollment and retention, all duties associated with enrollment management, marketing, and communication were consolidated under a new vice president. The institution translated the strategic direction of the institution into targeted marketing and recruitment campaigns. Efforts were launched to ensure that the new distinctive identity was better known among all stakeholders. Retention strategies were begun with a first-year initiative funded by the Lilly Endowment, Inc. and expanded into larger freshman learning communities, themed housing, an expanded and enhanced Honors program, institutional study and report of the first-year experience, and recommendations for improved academic advising. ISU ended the decade with the creation of an Associate Vice President for Student Success and the development of a unified student success center.

In an era of declining state support, budgetary resources cannot be addressed through enrollment alone; therefore action has been taken to diversify our revenue streams. Begun under the Presidency of Lloyd Benjamin, the University and its Foundation went public with its first capital campaign: [*March On! The Campaign for Indiana State University*](#) in October 2009. Expected to raise \$85 million, the campaign raised approximately \$45 million of the goal during its silent phase. This included the single largest donation ever received by the University, from an individual, that was earmarked for the renovation of the Federal Building that will house the College of Business. In recognition of this the College of Business was renamed in honor of the donor as the Donald W. Scott College of Business. The campaign is expected to conclude successfully by December 2011.

Increased emphasis has also been placed on acquisition of grants and contracts. The role of

the Office of Sponsored Programs has become more central to all constituents in the institution and the office regularly provides information for faculty on grants available, as well as workshops on the development of a successful application. Table 6 provides the last several years of activity from grants and contracts.

The University continues to garner significant foundation support with \$20 million from the Lilly Endowment, Inc. to create the Networks Financial Institute, and another \$3 million from the Lilly Endowment, Inc. to support the Distinctive Programs and Promising Scholars Initiatives. Indiana State received additional grants from the Lilly Endowment, Inc. of \$3 million in 2007 and \$6 million in 2010 to continue the Networks program. Combined with the aforementioned donation by Donald Scott to support the Federal Building's renovation, a gift by the Gongaware family to support the Donald W. Scott College of Business's highly ranked insurance program, and the Minas' family gifts in support of the Donald W. Scott College of Business's trading room, the University continues to have success in garnering external support.

Budgetary resources will also continue as a focus and area of concern for ISU.

Challenge 6: Continual Assessment of Student Support Services

Student support services are a key and integral element of an institution. Effective student support increases student satisfaction, improves retention, and improves graduation rates. Continual assessment for the purpose of improvement helps guide effective decisions. A number of tools were adopted to aid in the assessment. Use of the National Survey of Student Engagement (NSSE) was begun in 2003 and continued every 2 years. The NSSE is administered to a subset of freshman and seniors. Data from the NSSE has helped guide the enhancement of the Honors Program and increased focus on internships. Additionally, in 2009, ISU began to administer the Faculty Survey of Student Engagement (FSSE) to provide additional data on this important group.

Analyses conducted by institutional research have provided evidence those freshmen who participate in learning communities and those

who live on campus have higher retention rates. In 2005, a Taskforce on the First Year (TAFFY) was formed to analyze appropriate data and provide recommendations. This 25-member group performed an extensive array of internal assessments to form a set of recommendations, and the outgrowth from the TAFFY report continues today.

In the summer of 2009, the new position of Associate Vice President for Student Success was created along with a new Student Success Council. The AVP and Council are charged to collect assessment data in order to provide informed recommendations to improve student success at ISU. In Fall 2009, MAP-Works was adopted by ISU to help faculty, advisors, residence life staff and others identify students who are at risk and potentially experiencing personal difficulties. Initial analysis from this first pilot group shows that this Web-based tool can help identify and track problems for students before they grow to a crisis level. (The percentage of academic dismissals for first-time freshman was significantly lower for MAP-Works participants and the retention proportion was higher than among non-participants.)

Additionally, a University Assessment Council was created in 2009 and charged with identifying assessment issues, developing policy recommendations, facilitating assessment activities, and promoting the adoption of best practices in assessment. Representation on the council is purposefully broad (faculty, academic affairs, library, business affairs, student affairs, and students) to ensure that assessment across all areas that impact student and institutional success are covered.

ISU has successfully created a process and structure to assess student support services to ensure the collection and analysis of data that will enable continual improvement.

Challenge 7: Evaluation of Faculty Lines

It is an ongoing challenge for any organization to ensure that it has human capital resources in the right place at the right time. Traditionally, departments and programs have perceived ownership of faculty lines that

were then refilled when a line became vacant from resignation or retirement. The process of program review and the rightsizing of programs made it necessary to put in place a process for determining the allocation of faculty lines.

College Deans now engage in a formal annual process where requests for faculty positions are proposed and defended with data to determine need. Student program enrollment, graduate rates, accreditation needs, and contributions to the institutional mission are all elements now factored into the allocation of faculty lines.

Given current economic circumstances, the allocation of faculty lines remains a challenge. However, the challenge lies in the competition for scarce resources that is benefitted by a process that at the same time carefully weighs programmatic and student needs.

Challenge 8: Effectively Respond to Change

There is little dispute that change can bring tension. Academia and academics have long been notorious for operating in protected cocoons, largely immune and resistant to change. However, that is no longer the case. Faculty and staff face a constant learning curve simply to keep pace with the exponential rate of technology change, the growth of information and creation of new knowledge, as well as the reality of a continually changing student profile. Coupled with the institutional development of a distinctive identity, increased attention to strategic focus, increased attention to student retention and enrollment, and, at times, critical budget decisions, tension and disagreements between faculty, staff and administration were inevitable.

At times during the decade the relationship between faculty and administration was strained and contentious. In 2007, Dr. Benjamin recognized the need for a leadership change and stepped aside. An agreed upon direction and a shared understanding about our basic institutional norms, values, and assumptions has helped the community to move forward. The campus has not shied away from the change agenda and in the past two years has moved beyond the difficulties of the past decade.

Change will continue to occur and challenge the institution and those within its walls. Fortunately, ISU has learned how to effectively work cohesively to accomplish its goals through change and despite change.

Challenge 9: Efficient and Effective Updates to Faculty Handbook

Several significant updates to the Faculty Handbook have occurred during the past ten years. Grievance procedures were revised to place time parameters around associated activities in order to assure a more timely resolution. In 2009, the faculty revised the constitution to reduce the size of university committees to bring the numbers more in line with the reduced numbers of faculty. Additionally, faculty members are working with the administration to reorganize the Faculty Handbook so that it can more easily be modified and can be accessed online. It is no longer regularly published in hard copy and is available on the Web at <http://www.indstate.edu/adminaff/policyindex.htm>.

In its old form, the University Handbook represented an incomplete collection of policy and procedural information, some of which was in summary form, only. The reorganized version contains a complete collection of university policies. It is hoped that this new organization will be more intuitive for individuals to use more effectively regardless of their level of familiarity with its content. During the 2010-2011 academic year, annotations will be added to provide information about when revisions to the material are made by the Indiana State University Board of Trustees.

Organizational Change Since 2000

In July of 2000, Lloyd W. Benjamin was named the University's tenth President. He served in that role for eight years and on July 31, 2008, Dr. Daniel J. Bradley officially assumed the office of President. Since 2000, three Provosts/Vice Presidents have also served the institution for Academic Affairs, Dr. David

Hopkins (interim), Dr. Steven Pontius, and Dr. C. Jack Maynard. For most of the decade, Dr. Thomas Ramey served as Vice President for Student Affairs, and the position of Vice President for Business Affairs was held by Mr. Gregg Floyd and currently by Ms. Diann McKee. A new position of Vice President for Enrollment Management, Marketing and Communication was established in 2006. Dr. John Beacon was appointed to this position. Within Academic Affairs, the roles and duties of the associate vice presidents were re-organized and two new positions/roles were created in 2009, AVP for Experiential Learning and Community Engagement (filled by Dr. Nancy Rogers) and AVP for Student Success (filled by Dr. Jennifer Boothby). In summer 2010, a re-alignment of responsibilities in Student Affairs occurred to streamline administration, flatten the organization, and better align the organization with the strategic goals. Specifically, several functions more closely aligned with Business Affairs were moved under that division (Public Safety, and relationships with third party-vendors). Residential Life, with its close linkage to student success was moved under the AVP for Student Success. Functions related to conference and meeting planning (i.e. scheduling of Hulman Center and Hulman Student Union meeting rooms) were realigned with the AVP for Community Engagement; and Intercollegiate Athletics was moved to a direct report to the President. Effective July 1, 2010, Dr. Tom Ramey stepped down as VP for Student Affairs, and the position was assumed by Dr. Carmen Tillery who became VP for Student Affairs and Dean of Students. These changes resulted in an increased focus on the mission.

Colleges were also not immune to organizational change. The most significant was the merger of the College of Nursing and the College of Health and Human Performance into the new College of Nursing, Health and Human Services during the 2007-2008 academic year. A year later, its first Dean, Richard "Biff" Williams was named. During the decade, every college engaged in varying levels of departmental organization to meet the needs of programs and to gain efficiencies. Departments in several colleges merged (e.g. Chemistry and Physics merged, three departments in



the College of Education reorganized to two, departments in Technology realigned) The most recent changes underway involve the realignment of departments across college lines (for example, Department of Social Work move to CNHHS, Family and Consumer Sciences divided to College of Technology and CNHHS as appropriate to the disciplines).

During the waning days of the 2005-2006 academic year, the University Foundation also restructured itself to become more independent of the University with the University President becoming a member of the executive committee of the Foundation Board rather than serving as its Board President. The new structure was believed to be necessary to facilitate a capital campaign.

A current organizational chart is included in [Appendix B](#).

2010 Epilogue

Though data for 2010 are not elsewhere included in this report, it is important to note that events occurring in late 2009 and early

2010 significantly affected operations at the University. Prior to July 2009, shortfalls in revenues at the state level had been absorbed within other areas of the state budget and had not yet affected higher education. That ended in December when the Governor of the State of Indiana ordered cuts to higher education. Though Indiana State University's portion of that cut was not apparent until weeks later, the ultimate result was a \$10.5 million reduction in state funding over the course of the 18 months remaining in the biennium.

Anticipating that annualized cuts to the University's base budget appropriation would follow, President Bradley instructed the Vice Presidents to locate that \$10.5 million in a way that would result in approximately \$5 million in cuts to their annual base budgets. He imposed only two restrictions: tenured and tenure-track faculty would not be affected and the ability of students to graduate would not be negatively impacted. He took a multi-pronged approach as he sought cuts to non-personnel items, benefit packages, and reductions in personnel. To mitigate the harm to as many personnel as possible, he engaged the Faculty Senate and Support Staff Council leadership in drafting an

incentivized early retirement plan that increased retirements. This allowed some displaced personnel to find other opportunities within the University while also freeing up faculty lines that could be reallocated to meet strategic needs within new and/or high-demand program areas.

The early retirement system involved an increase in the severance payout for those who retired while reducing the benefits for those who remained. It also opened the severance opportunity to non-exempt employees whereas the previous severance policy had only applied to faculty and exempt employees. Throughout the process, the leadership of the Faculty Senate and Support Staff Council as well as Student Government Association leadership were included in the discussions with the President and Vice Presidents.

The personnel reductions required to generate that savings were significant. In all, 108, or 8% of all University positions were slated for elimination with 78 hourly and 30 salaried

positions affected. The operation of the Student Health Center was outsourced to a third-party vendor. The one remaining position continues to offer state or federally required services and/or collect documentation and report on immunizations in compliance with Indiana law. Several Health Center employees have since been hired by the third-party vendor operating the facility. Within Academic Affairs, the Office of Information Technology took the largest proportional reduction in personnel. As a result of the state cuts, the University also formalized its severance policies for non-retirees subject to involuntary severance where that severance was not for cause. The result of that was a severance package that allowed affected employees to garner as much as 16 weeks of pay, as well as a six-month continuation of their subsidized health insurance coverage, and a continuation of their own and their dependents' University fee waivers for a period of time.



Chapter Two

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.

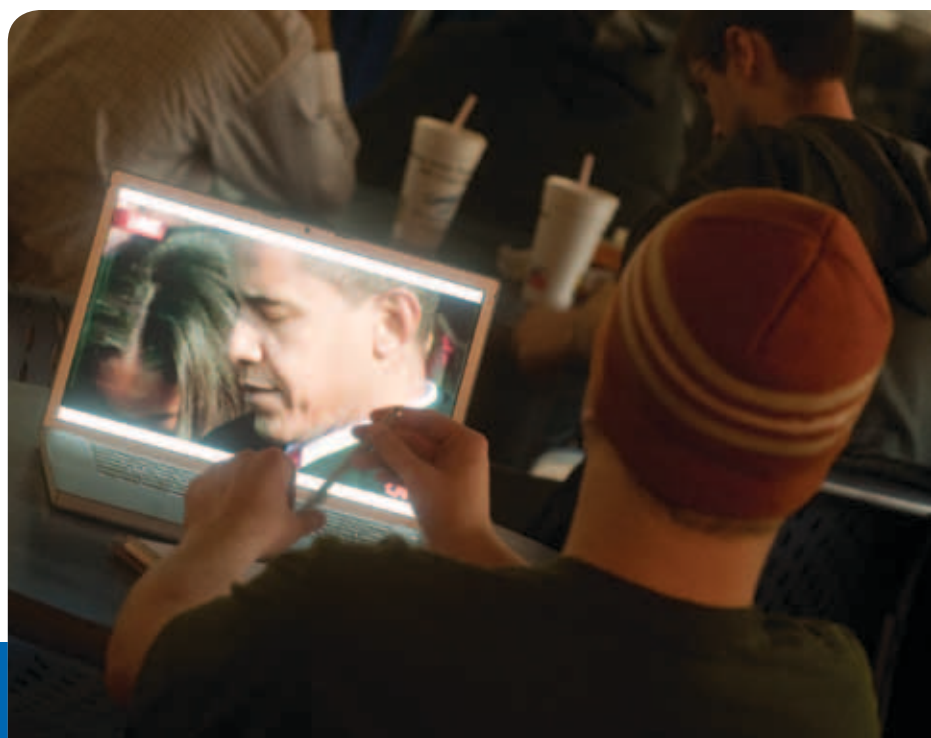
Introduction

Indiana State University is a state-supported institution committed to providing its students with a quality education. Though the mission of the University has changed over its 145-year history, with eleven Presidents, hundreds of Board of Trustees members, thousands of faculty, and more than a quarter of a million students, integrity has been a constant. The University is a shared-governance institution with faculty having primary authority over matters of curriculum, faculty promotion and tenure standards, and student admission and retention standards. The administration has primary responsibility over all financial and employment matters. Faculty, staff and students each have their own, respective, governing bodies. The [Faculty Senate](#) was established in 1970² to represent the faculty. Similarly, the [Support Staff Council](#) was created in 1955 to provide a means by which the support staff could provide input to the administration and Board of Trustees. In 2010, the Support Staff Council was changed to the Staff Council in order to include representation of professional staff. The voice of the student body flows through the [Student Government Association](#), a body established in 1962. Each of these bodies has advisory authority across relevant domains.

As with all public universities in Indiana, the University was created by a legislative charter where the ultimate authority of the institution resides with a Governor-appointed Board of Trustees. The primary function of this Board is to appoint the President of the University and to provide oversight to the taxpayers that all actions that take place in the name of the University are appropriate to its mission.

Myriad examples exist to support the assertion that Indiana State University follows

the principles of shared governance, but the best one involves the process by which Indiana State University established a revised Mission Statement in 2007-2008. As the administration prepared for this review by the Higher Learning Commission of the North Central Association, it determined that a Special Emphasis review would enable the University to coalesce behind the 2004 [Path to Pre-eminence: Fulfilling the Promise](#) recommendations on community engagement and service learning. The administration took that recommendation to the Faculty Senate, which concurred. The administration took the recommendation to the Board of Trustees and asked that the Board charge the University with revising the Mission Statement. In 2007, the Board agreed. The President appointed a committee to begin work on the self-study and a subcommittee to work on the revised Mission Statement. The latter committee was composed of the leadership of the Faculty Senate, the Student Government Association, the Support Staff Council, a chairperson, a dean, two vice presidents and other members of the administration. A draft of alternative statements was circulated to all members of the University



²A Faculty Council existed as early as 1957.

community with an invitation to comment. Those comments were collected and a final draft was submitted to the Faculty Senate, which concurred. The recommended mission and value statements were then presented to President Benjamin who made one final recommendation to the Board on the matter and were approved in February 2008. In 2009, after consulting with the Faculty, President Bradley asked the committee that drafted the mission statement submitted to the campus if they wished to reinstate their original draft, without the amendment. In addition, he asked them to draft a Vision Statement and to work to translate the Values Statement into something more memorable. In the fall of 2009, this was accomplished and the [Board of Trustees again endorsed](#) the Mission, Vision, and Values Statements.

The resulting mission and value statements are clear and remarkably concise. They were arrived at through a collaborative and open process that involved faculty, staff, and students. The statements recognize the centrality of students, the variety of constituencies, and the

value of high standards, integrity and diversity. The statements themselves and the Special Emphasis nature of the self-study were embraced by students and faculty as an assertive step forward. After many years of casting about for a distinctive identity, Indiana State University has collectively agreed on one.

Core Component 1A: The Organization's Mission Documents are Clear and Articulate Publicly the Organization's Commitments

The mission documents for Indiana State University consist of a Mission Statement, Values Statement, and a Vision Statement. Beginning in 2007, after receiving the Trustees' charge, a committee, led by the Provost, held biweekly meetings over the course of four months to develop new statements. The process was open and iterative. The committee shared their work with the campus via *Cyberwire* communications, global e-mails³, student newspaper ads, and through the NCA 2010 Web site. Feedback from all University stakeholders, more than 100 individual comments in all, was received through the Web site, two campus forums, and a half-day leadership retreat. The resulting mission and values statement were approved by the Board of Trustees on February 22, 2008, while amendments to these statements and a vision statement passed in September, 2009.

Connecting the Strategic Plan with Our Mission Documents

The *Pathway to Success* is deeply grounded in Indiana State University's mission documents. Goal One, *Increase Enrollment and Student Success*, is clearly tied to our mission of *integrating teaching, research, and creative activity in an engaging, challenging and supportive learning environment* and our vision of *being known nationally for academic, cultural, and research opportunities designed to ensure the success of its people and their work*. Goals Two and Three, *Advance Experiential Learning and Enhance Community Engagement*, reflect our focus on community and public service and our commitment to preparing productive citizens for Indiana and the world that are articulated in the mission statement. Goal Four, *Strengthen and Leverage Programs of Distinction and Promise*, will help us achieve the vision of national recognition and ensure that we are meeting our mission of preparing citizens that are prepared to meet the challenges faced by Indiana and the world. Although not directly derived from the mission or vision statement, Goal Five, *Diversify Revenue: Philanthropy, Contracts, and Grants*, is necessary to provide the resources necessary for continuing to meet our mission and reaching toward our vision. Similarly, Goal Six, *Recruit and Retain Great Faculty and Staff*, is necessary for providing students an engaging, challenging, and supportive learning environment and achieving the vision of ensuring the success of our people and their work.

³Indiana State University has four types of university-wide communication e-mail. The ISU RAVE Alert is broadcast to all university members via e-mail and opt-in text message when there is an event of immediate concern for the safety of campus. The Cyberwire is an e-mail, typically from the President or a Vice President, on a specific single subject. A Special Global, is an e-mail, that is approved by the President's Office, on a single subject. Finally, the ISU Community or Global e-mail system allows any campus constituent to submit an e-mail to be sent to all members of campus. This latter form was revised into a more reader friendly and archived version. This ISU Today e-mail system began in 2009 and exists today.

Mission Statement

Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

Vision Statement

Inspired by a shared commitment to improving our communities, Indiana State University will be known nationally for academic, cultural, and research opportunities designed to ensure the success of its people and their work.

Values

INDIANA Integrity

I *We demonstrate integrity through honesty, civility, and fairness.*

STATE Scholarship

S *We value high standards for learning, teaching and inquiry.*

Transforming

T *We foster personal growth within an environment in which every individual matters.*

Responsibility

R *We uphold the responsibility of university citizenship.*

E **Education** *We provide a well-rounded education that integrates professional preparation and study in the arts and sciences with co-curricular involvement.*

Embrace Diversity

E *We embrace the diversity of individuals, ideas, and expressions.*

Stewardship

S *We exercise stewardship of our global community.*



Following the approval of the revised Mission Statement, each college was charged with reviewing its mission statements to ensure alignment. On the heels of that process, departments are in the process of revising departmental mission statements to continue the alignment process with the new mission statement and the strategic plan.

The University's focus on experiential learning and community engagement stems from the 2004 strategic planning process, [Path to Pre-eminence: Fulfilling the Promise](#). This process charted a course of action for Indiana State University from 2004 to 2010 to shift its mission away from a model exclusively centered on student access to education and toward the deliberate application of student learning to real-world issues and resolution of community problems. This focus is reinforced in the [2009 strategic plan](#).

A combination of new incentives for high-ability, high-achieving students were created and tighter admissions policies were established to further the new mission. Recognizing the need to maintain enrollment targets set by the legislature, the University then sought to earn a reputation for excellence through programs that demonstrably enhance student learning, produce exceptional scholarship and fulfill the University's outreach mission to the state. The ultimate goal was to deliver an educational environment that is responsive to the needs of the community and state and is professionally attractive to highly motivated students and faculty, while still providing the educational access and resources to students across the ability scale. Three strategic initiatives were developed to define and direct the University's efforts to address the needs of students. These initiatives include the enhancement of opportunities for experiential

learning and community engagement and targeted support for programs that demonstrate excellence in these areas.



Core Component 1B: In Its Mission Documents, The Organization Recognizes The Diversity Of Its Learners, Other Constituencies, and the Greater Society It Serves

The University values the diversity of individuals, ideas, and expressions that are vital to a thriving campus community and specifically expresses this commitment in its values statement. The University backs up this

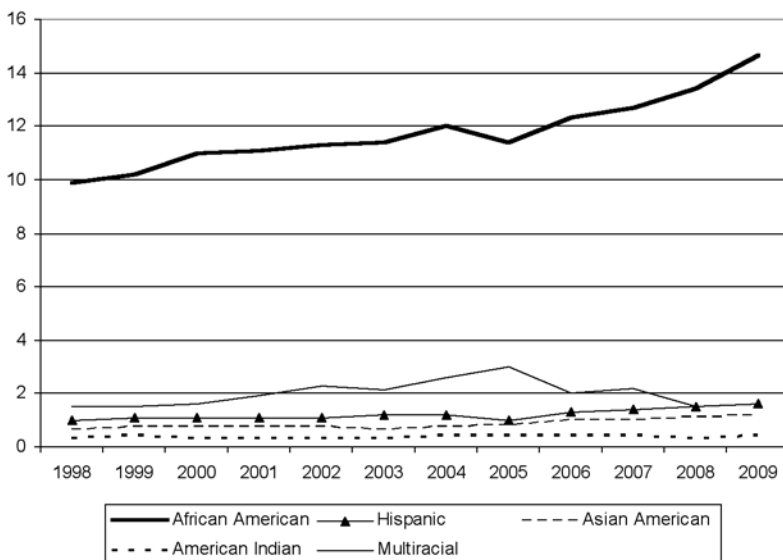


Figure 2: **Minority Enrollment**

commitment with actions and structures that lead to ISU having the largest percentage of its students who are from underrepresented groups than all of the public, four-year degree-granting institutions in Indiana.

As can be seen from Figure 2, the percentage of students who identify themselves as ethnic minorities has increased over the past decade. The proportion of the student body that is African American has risen by a third over the last decade. This puts ISU ahead of every institution of higher education in Indiana save Indiana University’s branch campus in Gary.

Minority enrollment does not just happen by luck, it occurs as a result of a concerted and conscious effort to value a diverse student body. That means that programs and structures must be in place and funded. From the pre-entry [Upward Bound](#) program to the [African American Cultural Center](#) and the Office of [International Programs and Services](#) that provide programming to enrich the campus, to support programs for minority students on campus, to the [McNair](#) program that promotes graduate education to first generation college students, Indiana State provides numerous support mechanisms for students of color.



These programs occur in the context of a structure that encourages and monitors the hiring of minority faculty and staff to ensure ISU not only meets its legal obligations but its moral obligations and internal commitment to diversity. President Bradley reinforced this commitment by making diversity and the support for it one of his first priorities when, shortly after taking office in August 2008 he separated the diversity policy and enforcement mechanisms, giving each a higher level of visibility.

Through its Values Statement and actions, ISU also actively acknowledges that diversity is not solely defined by cultural and ethnic diversity. The Values Statement speaks to diversity of individuals, ideas and expressions. The large array of [recognized student organizations](#) provides evidence of the diversity of individuals and interests that are supported on campus. For employees, the University

has expanded its benefits packages to better meet the needs of employees with diverse backgrounds, including adding benefits for same sex domestic partners and children of domestic partners in 2005.

University-level programming and professional development activities are indicators of institutional activities that operationalize our commitment to diversity. The following provide a few examples of ongoing activities.

Promoting Ethnic and Cultural Diversity on Campus

Global Nights are a series of cultural events sponsored by various international student organizations and by the ISU Office of International Programs and Services. The events are designed to enhance cultural awareness on campus. Recent events have included African Global Night, the Chinese New Year Celebration, Hispanic Global Night, Indian Global Night, Japanese Global Night, the Korean Authentic Fashion Show, the Muslim Fast-a-thon (which concludes Ramadan), and the Thai New Year Celebration.

The African-American Cultural Center is responsible for developing and providing opportunities for African-American students to involve themselves in creating, innovating, designating, and deciding cultural programs relevant to them. It is further responsible for promoting positive identification, association, and relationship to African-American historical and contemporary culture. The African-American Cultural Center creates a learning environment conducive for students, administrators, faculty members, and citizens of the Terre Haute community to understand, recognize, and appreciate the contributions made by African-American people. The African-American Cultural Center coordinates efforts with existing programs and departments. In addition, it provides an atmosphere conducive for relevant psychological and social needs of African-American students. It provides educational experiences in the areas of African-American history and culture, problems of African-American development, general issues of race

Goal Six, Initiative Four Expand the Diversity of ISU Faculty and Staff

Since his arrival to campus in 2008, President Bradley has identified enhancing diversity at Indiana State University as a top priority. *Pathway to Success* identifies expanding the diversity of faculty and staff as an initiative associated with Goal Six, *Recruit and Retain Great Faculty and Staff*. The initiative includes eight unique action items.

The first action item calls on President Bradley to serve as a champion for diversity. The President has articulated and supported diversity through a variety of activities, including sponsoring a diversity seminar for senior University leadership, issuing a letter to the campus regarding diversity initiatives and priorities, and including diversity issues in campus-wide communications on no less than a quarterly basis.

Several action items are related to human resource processes, including faculty and staff searches. During the 2009-10 academic year, OpenSource Leadership Strategies, Inc. was engaged to complete a study of the relationship between current search processes and our ability to attract diverse candidates. The study resulted in multiple [recommendations](#) that were provided to the campus' executive leadership at a summit in June. One recommendation was providing search committee training and modest financial incentives for colleges and units that develop and implement strategies for improving recruitment of African-American candidates. Modest financial support also will be provided to units that advertise open positions in targeted publications and Web sites. Future proposed activities related to search processes include implementing "talent weekends" during the 2010-11 academic year that provides an opportunity for under-represented minority and female candidates to visit the campus for a recruitment weekend. A related action item will provide a budget and plan for a percentage of faculty searches to be implemented as open rank searches. This type of search increases the potential pool of candidates.

Quality of life issues for diverse faculty and staff are a concern of this strategic planning team. In March 2010, the President convened the first meeting of an affinity group for African-American faculty and staff. The purpose of the affinity group is to improve recruitment and retention, gain feedback for the administration, and encourage mutual support among groups with common interests. Additional affinity groups will be established in the future.

The implementation team wants to better understand factors that influence individuals to stay or leave the University. The Office of Diversity currently is working with Institutional Research, Human Resources, and the Office of the Provost and Academic Affairs to collect existing data on faculty and staff retention with the intention of analyzing the data to gain a better understanding of this issue. Following this analysis, the team may make additional policy and practice recommendations.

Finally, the strategic plan requires all units to provide a diversity plan that articulates the unit's responses to diversity-related goals within the strategic plan and any unit-specific goals related to diversity. During the 2010-11 academic year, the Colleges of Business, Education, and Nursing, Health, and Human Services and Residential Life will participate in a pilot process.

relations, and it provides the opportunities for the development of decision-making ability and potential talents of students who have been neglected. It provides direct services to personnel and groups with the goal to make society aware of the need for racial justice. As part of the regular assessment activities of Student Affairs, a [town hall meeting in February 2008 reaffirmed the importance of the Center](#) in supporting the ethnic diversity of the university and emphasized how the Center could also grow. In 2010, a search was completed and a new director assumed leadership responsibility in May 2010.

The [Student African American Brotherhood Organization](#) (SAAB) is a dynamic organization established specifically to assist African American males academically, socially, culturally, professionally, and in the community. SAAB is primarily comprised of male students who strive for academic excellence and make a commitment to plan and implement programs that benefit the community at large. It encourages its participants to embrace leadership by being positive examples for each other through a strong commitment to academic achievement, brotherhood, and community service. It provides weekly study sessions, weekly developmental seminars for students, business meetings, social and religious activities, and works with various non-profit service agencies (e.g., Habitat for Humanity, Big Brothers-Big Sisters, Boys and Girls Club, etc.). SAAB has begun sponsoring a summer bridge program for first-semester African American male students to better assimilate to the university. SAAB has also been modeling community engagement by serving as male

mentors to middle and high school student as part of a dropout prevention effort funded by AT&T.

The curriculum also places an emphasis on diversity. The Foundational Studies curriculum (and the General Education curriculum that preceded it) requires students to thoughtfully engage these issues. The learning objectives for Foundational Studies Global Perspectives and Cultural Diversity are:

1. Demonstrate knowledge of cultures and worldviews;
2. Identify social, economic, political, and environmental inter-relationships between cultures and worldviews;
3. Use multiple lenses such as race and ethnicity, gender, social class, regional culture, and religion to evaluate one's culture in comparison to those studied; and
4. Articulate how the social construction of culture and worldviews shapes contemporary social and political issues.

Whether it is in areas of culture, gender, race, or ethnicity, students are compelled to consider issues of perspective, inequality, and privilege.

Professional Development Opportunities for Students of Underrepresented Groups

Indiana State University's commitment to minority students begins even before they enroll in college. ISU participates in Upward Bound, a federally funded TRIO educational outreach program. The program's purpose is to motivate

and support students from disadvantaged backgrounds to pursue an undergraduate education. For the last 40 years, the ISU Upward Bound program has provided tutoring services, academic advising, college and career counseling, and workshops during the academic year, as well as a six-week





residential program each summer. The program is available to students between grades 8 and 12 who are first-generation or come from a low-income family.

Once minority students arrive on the ISU campus, the commitment to their success continues through the Mentoring Assistance for Prospective Scholars (MAPS) program. This mentor-scholarship program provides academic, professional, and social networking support for African-American, Hispanic, and Native American students. Established more than ten years ago, MAPS supports and enhances minority student retention by promoting meaningful relationships with university faculty, professional staff, and administrators. Students are paired with a mentor and work throughout the academic year on special projects or as assistants to a faculty or staff member. To qualify for participation, students must have completed at least one semester of college coursework and be willing to commit at least eight hours per week to job shadow and work (for a small stipend) in their mentor's office. The mentor, in turn, must commit at least two hours per week to interact with the student and be willing to assist in the professional development of the student. The student-mentor relationship can persist as long as the student remains an undergraduate at ISU. An assessment of the program in 2006 revealed that MAPS and non-MAPS students graduate from ISU at similar rates but that MAPS students do so with a significantly higher cumulative grade point average.

The McNair Graduate Opportunity Program is also a federally funded TRIO program. Named for Challenger astronaut Ronald McNair,

the program was established to improve the graduate school preparation of low-income, first-generation college students or students from underrepresented groups. To be eligible to participate, students must express an interest in pursuing a graduate degree and have a sufficiently strong academic record to ensure their likely acceptance into a graduate program. Once accepted into the ISU McNair Program, its scholars are provided financial assistance, the opportunity to work with a faculty mentor on an enriching research experience, and opportunities for professional development through conferences and workshops. At ISU, undergraduate scholars work under the guidance of a faculty mentor on projects designed to provide a research experience similar to that which the student would encounter in graduate studies. This experience includes an intense, eight-week summer program, the opportunity to attend graduate school seminars, and the opportunity to present the results of their research at a national McNair Research Symposium. The ISU program typically accepts eight students per year.

Affirmative Action and Monitoring of Discrimination and Harassment on Campus

Though every bit as vigorous, the University's efforts to hire and retain faculty and staff of color have not been as successful as those efforts to enroll and graduate students of color. That

has not been for a lack of a conscious effort to recruit applicants. For the entire review period the Office of Affirmative Action ensured that faculty and staff hiring processes were open and inviting to minority faculty and staff applicants. Office staff reviewed the pools of applicants and where appropriate asked departments to

review their means of advertising to maximize the diversity of those pools. Between 2000 and 2008, as the total number of full-time tenured and tenure-track faculty fell from 487 to 385, the total number of minority faculty members fell from 49 to 45. This does mean that the percentage of full-time tenure track faculty who are minorities rose, from 10 to 11.7%.⁴ (Chapter 8 has the institutional snapshot with current faculty demographics).

President Bradley identified diversity as one of the University's principal challenges in his first address to the campus in the fall of 2008. He noted that while the University has had considerable success in increasing minority-student enrollment, it has had considerable difficulty creating a similarly diverse faculty and staff. As such, he asserted that increasing



the diversity of faculty, staff, and students while supporting awareness of and appreciation for diversity is critical for the future of the institution and for preparing our students for an increasingly diverse society.

Administratively, within a month of taking office in 2008, President Bradley separated the functions of affirmative action and diversity into two offices with a Director of Affirmative Action and a separate University Diversity Officer. The affirmative action director reports to the President's Office through the legal affairs area where assistance in the area of compliance is readily available. While the Director of Affirmative Action was hired internally, the President launched a national search for the University Diversity Officer position. The President charged the University Diversity Officer with: 1) designing, developing and managing programs with respect to diversity; 2) developing key relationships with internal and external constituencies; 3) collaborating with faculty and university departments to develop programs and support grant writing activity; and 4) providing advice and recommendations to the administration on long-term strategies to enhance diversity across campus and to help develop an environment of understanding and appreciation for a diverse world. Even before the administrative restructuring, the [Office of Human Resources](#) worked with many University stakeholders to create modules for those administrators charged with hiring and supervision on issues of affirmative action and sexual harassment. All faculty and administrators with supervisory authority were

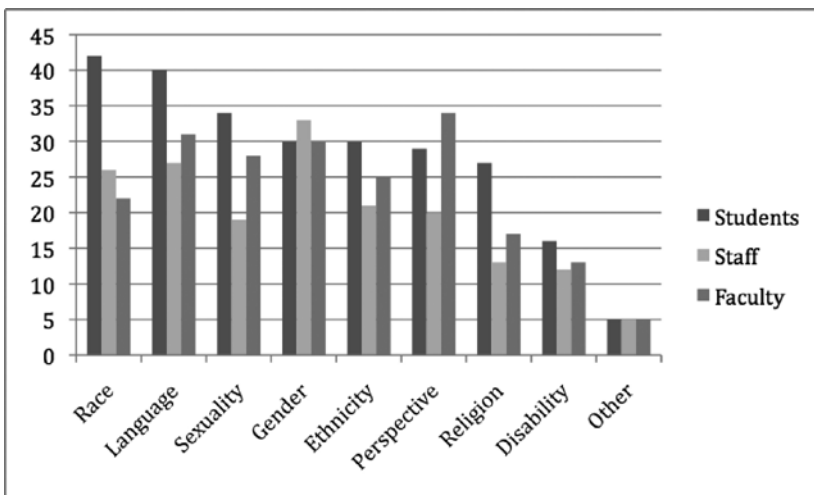


Figure 3: Percentage of Faculty, Staff, and Students Experiencing or Witnessing Harassment or Discrimination in the Preceding Five Years

⁴ISU Factbook 2000 and 2008 <http://irt2.indstate.edu/home/fbook/files/pdf/2000/table452000.pdf> ; <http://irt2.indstate.edu/home/fbook/files/pdf/2008/table452008.pdf>

compelled to complete these modules.

In October of 2008, Dr. Bradley established the [ISU Council on Diversity](#) to replace an existing committee and to meet a request from the Board of Trustees to fulfill a statutory requirement for a diversity committee. The Council's charge was multifold. It was to: 1) develop and implement policies related to diversity, 2) assess the degree to which the University community reflects the population of Indiana and the nation with respect to its students, faculty, support staff, and administration, 3) identify the factors that facilitate and those that inhibit the achievement of a culture of support for diversity, and 4) recommend strategies to increase the diversity of the University community, address impediments to a culture of support for diversity, capitalize on opportunities that are present, and stimulate movement toward the achievement of the vision that can position Indiana State University as a 21st Century leader in this arena. In so charging the Council, he made clear that he wished diversity to be defined in a broad manner

As part of the commitment to diversity, the Steering Committee for this self-study sought information to support the new Council and its work as well as to assess the state of the campus environment. As such, a portion of the fall 2008 NCA Survey gauged the extent of discrimination and harassment experienced by students, staff, and faculty on campus. Respondents were asked to indicate whether they had witnessed on the ISU campus in the past five years an incident of discrimination or harassment associated with race, language, sexuality, gender, etc. Figure 3 shows the percentage of respondents who had encountered such an incident.

In most categories, 20% to 30% of respondents reported witnessing at least one incident on campus. The most commonly observed form of intolerance experienced by students was associated with race and language, with over 40% of students encountering at least one incident. The higher frequency of incidents associated with race and language likely stems from the diverse mix of students on campus, most of the minority students coming from major metropolitan regions in central and northwest Indiana and the majority of Caucasian students coming from rural communities in west-central Indiana and eastern Illinois. Over 80% of respondents to the survey

Goal Two, Initiative One Create a Coordinated Community Engagement Program

The 2008 University mission statement makes clear ISU's commitment to experiential learning and community engagement. The *Pathway to Success* makes clear our intention for every student's program of study to include significant community engagement and experiential learning components. Goal Two, *Advance Experiential Learning*, includes an initiative that will facilitate the development of experiential learning components in every academic program. The team is specifically focusing on improving internship, undergraduate research, and study abroad opportunities. Goal Three, *Enhance Community Engagement*, includes an initiative focused on improving coordination of community engagement activities, increasing the number of service-learning courses, and creating a two-year service-learning scholars program.

Benchmarks for these goals are aggressive. We have committed to increasing the percentage of graduates who have participated in a significant experiential learning component within their major to 100% by 2014. The target increase of percentage of students who participated in an international learning experience is 25% by 2014 up from 12% in 2008. Our expectation is that 100% of graduates in 2014 will participate in community service or volunteer work while attending ISU. Baseline data for this measure was 76% of graduates in 2008. These initiatives are described in greater detail in the Special Emphasis section of the self-study.

indicated that they would be comfortable reporting an incident of discrimination or harassment to an instructor or supervisor, and two-thirds of respondents felt that the incident would be fully investigated. It is clear that diversity awareness is an issue that the ISU campus must continue to promote. The Council on Diversity has indicated intent to conduct a climate survey in the near future, focusing on diversity issues.

Beyond an institutional commitment, colleges also outwardly exhibit a commitment to diversity. The Bayh College of Education highlights diversity in its mission, vision, and values statements as do the value and vision statements of the College of Nursing, Health and Human Services. The Bayh College of Education developed a Cultural Audit Committee and Diversity Task Force and through these efforts has held 2 retreats on Diversity in the last decade, and completed a cultural audit and created a [new diversity plan](#) for the College (updating its 1999 plan).

Core Component 1C: Understanding of and Support for the Mission Pervade the Organization

This decade began and ended with Indiana State University working to refine its mission. At the beginning of the decade, the mission planning exercises were motivated by a desire to deal with external challenges such as how ISU should respond to the fact that the Ivy Tech Community College system was challenging ISU's access and opportunity mission. By 2004, the planning became more proactive, as the institution began the process by which it would create a distinctive identity in community engagement and experiential learning. By the time President Bradley engaged the campus with the strategic planning consulting group STRATUS, everyone who had been with the University for more than a few years had participated in at least one, and in many cases three processes to ultimately hone the mission. The vast majority of internal and a significant number of external stakeholders now understand and support the mission of community engagement and experiential learning.

Support for the University Mission Statement and Interrelated Planning Processes

A portion of the aforementioned 2008 NCA Survey was used to gauge support on campus for the new mission and values statements. Over two-thirds of all respondents indicated that these statements accurately reflect input from the campus community while three-quarters of faculty and staff and two-thirds of students agreed that the Mission Statement generally describes their on-campus activities.

As noted above, the Indiana State University Mission Statement was revised in 2007-2008 through an inclusive planning process involving all stakeholders of the University community. The administration created an internal Web site specifically to solicit input from administrators, faculty, staff and students. A mission committee

organized a series of targeted and open forums to gather the widest possible range of opinions. The new mission and values statements were developed from multiple drafts that were reviewed by the entire university community. As a result of this lengthy process, the mission and vision statements represent a consensus of all constituents. The only persons who were not included in the process were those who chose not to participate. The revised [Mission Statement and statement of values](#) are now easily accessible from the ISU Web site home page, through the Web site for the President's Office.

Strategic Decisions are Mission-Driven

As Indiana State University's mission has evolved through the decade, strategic decisions are beginning to align with mission as never before. The Mission Statement itself changed from a vague, multi-purpose, multi-paragraph statement, to a focused statement that describes ISU's distinctive identity. The 2004 planning document, [Path to Pre-eminence: Fulfilling the Promise](#), clearly began to inform the ethos of a new mission statement well before its ultimate adoption in 2008 and affirmation in [The Pathway to Success](#). Still the thinking behind the newly articulated mission has informed strategic decisions for a number of years. The best example of that is the Rural Health Innovation Collaborative (RHIC). As the name implies, the RHIC is a collaborative arrangement between Union Hospital and its Lugar Center for Rural Health, Indiana University School of Medicine-Terre Haute, Indiana State University, Ivy Tech Community College, the Terre Haute Economic Development Corporation, and the City of Terre Haute to develop a program to create more health care training and job opportunities in the community. The campuses of Indiana State University and Union Hospital are in relatively close proximity with a corridor connecting the two. The hope is to encourage the location of health care businesses in the corridor. In so doing it would create life science research opportunities, provide more health care training programs, and ultimately improve access to medical care in the area. This is an unmistakable example of the University using its resources to engage community partners in a health care

initiative that is driven by experiential learning. When combined with the creation of the College of Nursing, Health and Human Services, it is clear that the University's Mission Statement is being used to guide strategic decisions.

Land Use and Facilities Planning

One of the more vexing challenges to Indiana State University during this decade has been creating the right land and facilities mix for the student population and its mission. Two Colleges were housed in converted residence halls built in the 1970s, the football stadium is located 2.75 miles from campus and is was built before World War II, the track and field facilities were (and are) among the worst in the Missouri Valley Conference for a program that is among the conference's most successful, and the ratio of facility square footage to students was very high relative to other university's in Indiana, making legislators disinclined to support new buildings on campus.

Nevertheless, the University was able to secure funding to refurbish the old University Lab School as the new Bayh College of Education and was able to take ownership, from the General Services Administration, of the nearby Federal Building that will ultimately house the Donald W. Scott College of Business. Additionally, as houses in the neighborhood to the east of campus became available, surplus university resources and Foundation resources were used to purchase and raze them.

These actions had been taken in anticipation of creating a multi-use soccer-track-football facility on the east side of campus but were suspended by President Bradley shortly after his term began in August 2008. The disposition of these properties and the plan for a new multi-use athletic facility were folded into a charge by the President to Ratio Architects to generate a comprehensive land and facility use plan. The firm not only had extensive national experience with such endeavors, it was the consulting firm that aided in implementing the 1986 ISU Master Plan that resulted in the transformation of the then drab urban campus into the beautiful tree-lined, integrated pedestrian campus it is today. Furthermore, the President directed both sets of consultants, Ratio Architects and STRATUS, to work together so as to develop a campus-wide

plan that would result in a [facilities master plan](#) that dovetailed with the strategic plan so that combined, they would enhance the strategic objectives of the University as a whole. That facilities portion of the plan ultimately located the hoped-for athletic facilities on the west side of campus between U.S. 41 and the Wabash River.

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

As noted previously, Indiana State University embraces shared governance as the best model for moving the University forward. While deliberation can be slow, it is ultimately more effective to include the range of institutional stakeholders.

The [Handbook of Indiana State University](#) clearly articulates the responsibilities of the faculty and the administration as it relates to the curriculum. The faculty have primary authority for curricular decisions, but are informed about Indiana Commission on Higher Education requirements and recommendations by the administration. The administration has primary authority over financial management and personnel issues but does so with the advice of the Faculty Senate and Support Staff Council on handbook-specified areas.

Shared Curricular Responsibility

Recent significant curriculum revisions demonstrate the shared responsibility in terms of curriculum. Working together, governance and administrative structures enabled the University to effectively revise its General Education program into the new [Foundational Studies program](#). The revision will enable the University to better fulfill its mission to provide

strong undergraduate education that includes community engagement and public service. A task force was appointed and charged following recommendations from faculty governance and the administration. Faculty and administrators served on the task force, which conducted its business in a transparent and collaborative manner; all members of the campus community had multiple opportunities to respond to the proposal, which went through several iterations incorporating those responses. The task force formulated program goals based on the institutional mission and value statements. Courses approved for Foundational Studies credit coincide with stated student outcomes; courses and the program as a whole will be assessed regularly and modifications made through the normal governance process. The proposal was approved in the spring of 2009 with implementation in the fall 2010 semester.

As articulated earlier in this self-study and again in Criterion 2, the reviewers of the previous self-study recommended that Indiana State University reduce its portfolio of programs. When combined with an Indiana Commission on Higher Education mandate to eliminate low-enrolled programs, the administration worked with faculty to do just that. There were two significant efforts in this regard with the second process, called [Program Prioritization](#), having the greater impact. It began with a task force composed of faculty and administrators from all levels and academic areas of the University and was charged by the Provost with generating a comprehensive review of all academic programs.

The Program Prioritization task force developed a process that was reviewed and accepted by faculty governance. Workshops were held for faculty and evaluators to prepare for the process. All departments prepared program reports, which were reviewed and scored by faculty committees appointed by faculty governance in each College. These same reports were then reviewed and scored by subgroups of task force members, and the task force as a whole reviewed the results of both reviews again. All programs were then ranked by score. Based on the rankings, programs were recommended for elimination, consolidation and reconfiguration, modification, continuance, or enhancement. This process was mission based,

transparent to faculty at all levels, and consistent across all units. With a few exceptions, the program changes recommended were enacted. The usual curriculum approval processes were utilized in this effort. As a result of this inclusive, data-driven process, [ISU has reduced its program array from 214 to just more than 150](#). Smaller programs and departments have been strengthened by combining with other programs and departments, curricula are more coherent, faculty work is more efficient, and resources have become available for reallocation to support program priorities.

Effectiveness of Governance and Organizational Structures

Shared governance enjoys significant support among the faculty and administration. Results of the aforementioned NCA Survey of faculty and Executive, Administrative and Professional (EAP) staff show support for and participation in governance. A majority of faculty and a plurality of exempt staff agree or strongly agree with the statement that shared governance is valued by the University community and is central to the ISU culture. A plurality of faculty and exempt staff agree or strongly agree that shared governance enables members of the University community to inform key initiatives, policies, and procedures. During the review period one-quarter of the faculty have served at least one term on the Faculty Senate, while 41% have served on their respective college governing body.⁵ Three quarters of faculty have served on university committees, and nearly two-thirds have served on various task forces and ad hoc committees. Nearly one-fifth of support staff have served on Support Staff Council, and one-quarter have served on university and ad-hoc committees.

Effective communication strategies flow through the governance system. The Faculty Senate Chair is present and addresses the Board at each of their regularly scheduled meetings. The Senate's Administrative Affairs Committee regularly conducts a Faculty Professional Satisfaction Survey. This survey focuses on the leadership and effectiveness of the President and the administration as well as the Faculty Senate. The Chair of the Faculty Senate

⁵A faculty member may not simultaneously serve on both

is obligated to share the results of this survey with the Board President as well as with the President of the University.

A three-year cycle was implemented in 2004 to review the performance of all academic deans. During his tenure, President Benjamin completed a 360° review of all members of his cabinet. The process involved input from faculty, staff, and the administration. The results of the evaluation were shared with each member of the cabinet and goals and objectives for future years were developed. President Bradley required that each member of the cabinet provide him with an executive summary of accomplishments and challenges during his first year. President Bradley and each member of his cabinet reviewed those documents and developed a specific set of goals for next year that reflect the priorities of the University as well as the University's Strategic Plan.

As described in the introduction section, as the institutional needs and mission of the University have evolved, so has the administrative structure. During the review period, vice presidential units have been created, and dissolved, Colleges have been reorganized, and new leadership positions have been created. With the evolving change in the mission statement toward an emphasis on Community Engagement and Experiential Learning, the [Center for Public Service and Community Engagement](#) was created and a Director was named. As the mission change became formalized, the leadership position was elevated from that of a Center Director to an Associate Vice President for Academic Affairs. Additionally, as the need to clearly articulate the new mission to the State of Indiana and thereby recruit students interested in that new mission, the enrollment management and communication functions were combined under a new Vice President for Enrollment Management, Marketing and Communication. At the same



time, as budget constraints were becoming severe and as retirements and resignations allowed, vice presidential units were combined. Overall, the number of administrators with a vice presidential title was reduced by one during the review period. The duties of the Vice President for Administrative Affairs were transferred to the Vice President for Business Affairs, and the duties of the Vice President for Advancement were transferred out of the University entirely and to a more independent University Foundation.

In the area of governance, the Faculty Senate has also evolved in the years since the last review. As the number of faculty has been reduced, the governance burden per faculty member rose. In 2009, in recognition of this problem, the Faculty Senate sent to the entire faculty a recommendation that the number of Senators be reduced and the composition of governance committees be changed to reduce that burden to a reasonable level. The faculty overwhelmingly approved this amendment to the faculty constitution.

In recognition of the change in the composition of faculty that relies more heavily on non-tenure-track faculty, the Faculty Senate created a speaking seat for adjunct faculty. The 2008-2009 representative of the adjunct faculty was able to use the time allotted her on the agenda of the Faculty Senate and her ex-officio membership on the Faculty Affairs Committee of the Faculty Senate to press for changes to the administration of the [Corrections Education Program](#). At the same time, the Faculty Senate

formally approved a speaking seat for the Support Staff Council and the Graduate Student Association.⁶ The Chairperson of the Support Staff Council had been attending the Faculty Senate meeting for a year.

The Support Staff Council itself is evolving to include representation for the administrative and professional staff. The new Staff Council will revise its mission statement to be in line with the University mission and value statements. The Council's members worked with Enrollment Management to create [Parents of Prospective Scholars](#) (POPS) a program that encourages the children of ISU faculty and staff to consider and choose ISU as they continue their education. Support staff are often recognized for their work to improve communication and working relationships between staff, faculty, administrators, and students within the ISU community and a policy is being created which will allow staff to participate in community engagement activities during the work day.

The [Student Government Association](#) has been remarkably successful in bringing initiatives to fruition. In 2001, it passed a revised [Student Code and Constitution](#). In 2005, it garnered sufficient support in a student referendum to have the administration endorse and take to the Board of Trustees a plan to build a [Student Recreation Center](#). The Center, paid for entirely with fees students agreed to pay, was completed in July 2009. In 2006, another referendum passed overwhelmingly, this time on the subject of city bus transportation. A fee now funds extended city bus hours with students riding all Terre Haute city busses free of charge. In 2007, SGA worked with the administration to develop a process for placing course grade distributions on the portal for student information. Finally, in 2009, after many years of asking the faculty for a university-wide grade appeal policy, the Faculty Senate passed such a policy that can, when a faculty committee determines that certain conditions have been met, override a grade. Clearly, the University faculty and administration take the recommendations of the Student Government Association seriously and act on those recommendations with regularity.

⁶The Student Government Association, the governance body for undergraduate students, has long held a speaking seat on the Faculty Senate. The Graduate Student Association is an organization within the Student Government Association.

In addition, the administration of the University has shown tremendous respect for the Student Government Association by taking initiatives to the body for consideration. From issues as mundane as parking to ones as central as the mission, the administration consults SGA. The laptop requirement would not have been implemented had SGA not endorsed the concept. When tuition rates are set by the administration, they studiously attempt to persuade SGA generally and the SGA President, in particular, to endorse the increase. A 2005 Indiana law requires a public hearing on tuition increases, and in each case the SGA President has spoken at that hearing forcefully, if regretfully, of the need to increase tuition.

Core Component 1E: The Organization Upholds and Protects Its Integrity

The University has pursued internal initiatives and attained external recognition for efforts that reflect a commitment to the core values embodied in the Mission Statement. For instance, the University has evaluated and identified several academic programs and designated them as "[Programs of Distinction](#)." The "[Promising Scholars Program](#)" has identified promising pre-tenure and early post-tenure faculty and has provided them stipends to support continued excellence in research and teaching. The General Education Task Force was created, in part to align a new program with the new mission. The resulting [Foundational Studies Program](#) includes a junior level requirement that requires some form of experiential learning or civic engagement.

External recognition of these efforts has come in many forms. The University has been cited for six consecutive years as a "Best University in the Midwest" by the Princeton Review, and the Carnegie Foundation for the Advancement of Teaching has designated ISU as a "Curricular, Engagement, and Outreach and Partnerships Institution" in 2008. ISU is one of 62 institutions

to receive this designation.⁷ On an individual level, Dr. Nancy Rogers received the 2007 “Community Service Director Award” from the [Indiana Campus Compact](#).

Ethical Operations

The authority of the Indiana State University Board of Trustees is established by the Indiana legislature. Much of this authority is delegated to the President of the University and subsequently to staff and faculty charged with the ongoing operation of the institution. Further guidance is drawn from legislative action at the state and federal level, and by directives from agencies such as the Commission on Higher Education, the State Budget Agency, and the Department of Education. The General Counsel monitors these laws and regulations and provides guidance to the Board and the administration and faculty regarding institutional responsibilities. The General Counsel monitors compliance responsibilities and reviews the University response to these duties. The administration oversees the compliance activities and informs the Board of Trustees of any issues or concerns that arise in this area.

The Board of Trustees has consistently demonstrated a high degree of commitment to its responsibility as stewards of the institution’s resources. To that end, the Board has consistently mandated a residential educational experience at a cost less than most other four-year institutions in the state.

The University General Counsel provides guidance to the administration and to the Board regarding legal issues. The institution’s business affairs are managed in accordance with regulations promulgated by the State Board of Accounts and federal regulations. The fiscal operations are conducted using standards established by the [National Association of College and University Business Officers](#) (NACUBO). Furthermore, accounting practices are conducted under [AICPA](#) Standards for Certified Public Accountants.

The institution’s Internal Auditing Office conducts periodic reviews of fiscal and non-fiscal operations using the SAS Statement of Auditing Standards. The institution also uses external agencies to assist with specific reviews.

⁷Since that time 122 more institutions have been so designated.

An example would be the use of The Compliance Group (Kansas City, MO) to administer NCAA mandated compliance reviews of the Intercollegiate Athletics program.

Clear and Fair Internal Policies and Processes

The established system of shared governance is involved in any matter having to do with the development of policies impacting internal constituent groups. Students are provided policy and regulation information in several documents including the [Code of Student Conduct](#), the [Student Handbook](#), the [Residence Hall Handbook](#), the [Undergraduate Catalog](#) and the [Graduate Catalog](#). Employees are provided the [University Handbook](#), supplemented by New Employee Orientation sessions designed to familiarize incoming staff and faculty with University expectations.

The institution utilizes the shared governance system and administrative oversight to review and affirm university activities. Numerous standing committees, staffed by students, faculty, and staff, are tasked with advisory responsibility for the administration of programs, services, and policies at Indiana State University. For example, the All-University Court conducts an annual review of the [Student Judicial Program](#) (regulations, procedures, etc.). These advisory bodies forward recommendations and concerns to the administration for review and approval. Final approval may include review by the General Counsel and final approval (in many instances) by the Board of Trustees.

The University Athletic Committee provides oversight to the Intercollegiate Athletics program and reports directly to the University President.

The Faculty Senate utilizes standing committees to review and manage policies related to curriculum, faculty, and various institutional concerns.

Institutional Integrity and External Constituencies

The Board of Trustees by-laws (section IX) commit the institution “to promote in every way possible community participation and interest in the University and the University affairs and to furnish such facilities and educational resources

as are needed by the community served by the University...” The institution provides cultural, educational and recreational opportunities that are open to the public. Many academic programs provide expertise to local business and industry as well as community service organizations. The scope of this external effort has grown over the years to include international initiatives (such as social work and educational development in Morocco) and to public service in the United States (the [Alternative Spring Break](#) program has involved students in several consecutive trips to assist in recovery and reconstruction in the wake of Hurricane Katrina).

The institution adheres to the Indiana Access to Public Records Act (Indiana Code §5-14-3-1, et seq.) in the operation and management of University affairs. The Board of Trustees conducts its affairs in compliance with Indiana open records law. Additionally, the Board sponsors open seminars in which various programs and services of the University make public presentations regarding their operations, the issues they face, and the impact of these activities on the University and the publics served by the institution. The President of the University presents a monthly letter to the campus and the general public regarding issues facing the institution and the plans being formulated to address these issues.

Complaints and Grievances

The University has developed and published procedures to address complaints and grievances. The institution seeks to resolve most issues through informal procedures. However, formal processes are available to address staff and student grievances.

Formal procedures require the aggrieved party to present their complaint in writing. These processes afford the petitioner an opportunity to present his/her complaint and supporting evidence, to know what information has been used to arrive at the decision or issue they contest, and to receive a written response from a decision-maker. The right to ask that this decision be reviewed by a specified third party is also part of all formal processes.

Certain issues are assigned to review procedures specifically designed to address that

issue. Examples include complaints of sexual harassment or other discrimination ([Affirmative Action Policy and Procedure](#), [University Handbook, Appendix H](#)), appeal of promotion, tenure, or renewal ([Promotion and Tenure Oversight Committee](#), [University Handbook, III-6](#)), the Support Staff Grievance Policy ([University Handbook, VI-5](#)) and the Faculty Senate Approved [Student Grade Appeal Policy](#).

The Dean of Students office provides assistance to students seeking to resolve grievances or complaints through a [University Ombudsperson](#). The staff maintains a record of these contacts. The student is guided through the appropriate steps to address their concern. The staff provides support and uses this service to assist the student to learn how to effectively resolve problems. More information about the formal student complaint process is available in [Chapter 9](#) and [Appendix D](#).

Moving Forward

While we currently have a strong mission, vision and values statements that were developed with broad institutional participation and support, there are several items under Criterion 1 that we have specifically targeted for continued growth and development. The institution has to work to ensure that the alignment of all constituency goals and mission statements occurs. This will be done through propagating the strategic plan, *The Pathway to Success*, and the Special Emphasis study to all levels of the institution. In Spring 2010, the colleges began their strategic planning process and next it will flow to departmental levels. A system has been put in place to monitor the process and progress (i.e. TaskStream). Additionally, as student outcomes are updated and revised, we will need to confirm that programmatic learning outcomes align with the institutional goals.

The formalized process for student complaints is new and a plan to assess the process needs to be put in place to ensure that it is meeting student and constituent needs, that appropriate information is collected, and that all parties are able to act on information in to order to meet reasonable resolution.

Chapter Three

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.

Introduction

Indiana State University has a long-standing and consistent commitment to, and pattern of, planning and evaluation. During the review period there were three major strategic planning exercises that built upon the successes and learned from the challenges of the previous planning activities. Three drivers motivated these efforts, the previous Higher Learning Commission review team's recommendation that the University cull its academic programs to a coherent core, pressure from the [Indiana Commission on Higher Education](#) to find and cultivate a specialty for the University, and the competitive environment for students that necessitated that the University focus its mission to attract the right-fit students. These major drivers combined with significant budgetary pressures have compelled the University to make tough decisions regarding limited resources. In 2000, 2004, and again in 2008, the University engaged in major strategic planning processes. Each served to refine the mission and resource-allocation processes of the institution so that today the University has a clear, focused mission on educating students while engaging our community. This has resulted in a return to a positive trajectory of freshman enrollments that, by 2010, will result in a positive increase of overall enrollment.

Indiana State University began this review period with a mandate from the ICHE to eliminate all programs that graduated fewer than ten majors in five years. The Program Array Review process, begun in 2001, resulted in a modest level of program elimination, but more importantly, served as a basis upon which to build [Program Prioritization](#). That 2007 process resulted in a successful effort to hone the curriculum and generate support for programs that were identified as both excellent and capable



of sustaining enrollment growth.

The Program Prioritization process was aided significantly by funding from the Lilly Endowment, Inc., a private philanthropic organization that provides significant financial support to Indiana's many public and private institutions of higher education. In the case of Indiana State University, that financial support allowed the University to significantly enhance the resources available to designated [Programs of Distinction](#) and Programs of Promise. Running parallel to the Program Prioritization process, the comprehensive nature of the reviews motivated faculty in all academic programs to participate in the evaluation. For some it was to justify the continuation of programs while for others it was to seek additional resources to expand upon their already excellent work.

These planning exercises and program reductions were designed and have resulted in an alignment between resources and mission. Specifically, they have focused the University's attention on that "tradition of [providing a] strong undergraduate and graduate education with a focus on community and public service." The program reductions described in this section are a direct result of the University's commitment to this tradition. While the Mission Statement

may be relatively new, its core meaning guided practice long before it was formally adopted.

The primary resource base of Indiana State University is tuition and state support. The University's mission as a state-supported institution that engages students necessitates a high level of state support and a relatively modest tuition and Indiana State University has both. The state support for Indiana State University students is \$88 million (\$79 million for operating purposes), which on a per capita basis is more than any other institution in the state while its annual tuition of \$7,226 is lower than all but one of the four-year institutions. While support for this resource mix has continued for decades, in the last three biennial budgets the Indiana General Assembly and the Indiana Commission on Higher Education have clearly signaled that Indiana State University's support profile must be brought in line with other institutions in the state. As a result, for the last six years, when support to higher education was increasing in Indiana, the rates of increase were lower for Indiana State University than for other institutions and in years when statewide support was low, flat, or decreasing, ISU faced a decrease in state support. Because pressure from the General Assembly and Governor was also put on all universities to keep tuition increases modest, significant budget reallocations have been made to keep up with rising energy and health care costs.

The reason Indiana State University was successful in navigating these years of declining inflation-adjusted levels of support was that the University has built integrated assessment and reporting mechanisms into the regular planning and decision-making processes and has engaged in conservative financial planning. In addition to

Web-based reporting for individual faculty, Web-based department, unit, and division reporting was instituted during the review period. What is now the [Office of Institutional Research](#) (OIR) (and what was then The Office of Strategic Planning and Institutional Research and Effectiveness or OSPIRE) produced reports that went beyond simple descriptive statistics. With a professional staff of four, OSPIRE produced significant analytically-sound internal studies that resulted in changes to student success and other programs and informed the leadership of challenges and opportunities.

From the 2000 Strategic Plan that noted the increasing challenges of Indiana higher education, to the 2004 [The Path to Pre-eminence](#) planning document which created a basic outline of what community engagement would mean to the mission of Indiana State University, to the just completed [The Pathway to Success](#) strategic plan that cemented civic engagement into the edifice of the University, strategic plans at ISU have continued to build upon one another. This consistent pattern of planning has allowed the University to transform itself in a time of change and fiscal uncertainty.

Core Component 2A: The Organization Realistically Prepares For a Future Shaped by Multiple Societal and Economic Trends

Strategic Planning

Fulfilling the Promise – The Path to Pre-eminence

A draft course of action for Indiana State University for the Years of 2004 to 2010 was presented in the document [Fulfilling the Promise – The Path to Pre-Eminence](#) that focused on shifting our mission away from a model exclusively centered on student access to education toward the deliberate application of student learning to real-world issues and resolution of community problems. The ultimate goal has been to deliver



Goal One, Initiative Five Develop Programs for the Parents and Families of Students

The majority of initiatives included in the *Pathway to Success* are connected to the institution's on-going efforts to prepare for a future shaped by multiple societal and economic trends. One example is the initiative to *develop a program for the parents and families of students* that is included as part of Goal One, *Increase Enrollment and Student Success*. In fall 2007, over 99% of first-year students at Indiana State University were 25 years of age or younger. Students in this cohort share close relationships with their parents that continue when the students enter college. As a result, parents play a much greater role in their students' college experience than with previous generations.

ISU currently reaches out to parents through a Web site, parent orientation, ISU Family Day, and other activities. The goal of this initiative is to gain better understanding of the needs and wants of ISU parents and develop relevant programs and opportunities. During the spring 2010 semester, the implementation team conducted a parent survey. The results are under review. Recommendations regarding changes in parent programs will be made during the 2010-11 academic year.

Establishing a parent volunteer program is another action item included in this initiative. The first step in establishing the program is creating a Parent Advisory Council that consists of 6-8 volunteers who serve as advocates and ambassadors for parents and family members of undergraduate students. Recruitment for the council is on-going. The first meeting of the council is scheduled for summer 2010. A prominent community member who was the parent of a first-year student in 2009-10 is coordinating the council with the assistance of staff from Communications and Marketing and Student Affairs.

The ISU Foundation is participating in this initiative by integrating the Parent Fund with Parent and Family Programs. The Parent Fund currently supports the Cunningham Memorial Library. Phone and direct mail solicitations communicate the importance of the library to student success. An article about the Parent Fund was included in the August 2009 issue of ParentLink. In 2009-10, 106 donors contributed \$3815 to the fund.

Several activities incorporated in this initiative aim at improving communication with parents. Specific action items include complete redesign of parents and families Web sites, continue production and distribution of ParentLink newsletter, distribute annual new parents letter from President Bradley, and enhance parent programming at new student orientation.

Siblings are a special focus of the plan. The Office of Communications and Marketing will develop a series of publications aimed at the younger siblings of currently enrolled students and the children of alumni. The publications may include "Sam's Puzzlebooks" for three different age groups and a summer camps brochure. The team also has started planning for a 2010-11 implementation of sibling orientation. The program will be introduced during the 2010 Family Day on October 30, 2010. Additional activities will be incorporated into the summer new student and parent orientation programs in 2011.

an educational environment that is responsive to the needs of the community and state and is professionally attractive to highly motivated students and faculty. To that end, three strategic initiatives and six tactical plans were developed to define and direct the University's efforts to answer the needs of its students and state over the six-year period. The three initiatives focused on community engagement, experiential learning, and programs of distinction. The Center for Public Service and Community Engagement was developed to serve as the "front door" for the community and a central focus for the campus for service and engagement projects and experiential learning. Its efforts are documented in Core Component 5a. The Distinctive Programs strategic initiative has resulted in the identification of Programs of Distinction on campus. A description of the program is provided later in this section.

Pathway to Success

In 2008, the Indiana State University Board of Trustees and President Daniel J. Bradley initiated the strategic planning process. A university-wide strategic planning process focusing on six strategic priorities kicked off December 2, 2008, in conjunction with the University's North Central Association accreditation planning. STRATUS, a firm that specializes in assisting colleges and universities with strategic planning, led this process. The resulting plan, *Pathway to Success* was rolled out in October of 2009.

The plan delineates six strategic priorities that build upon the previous planning work and are designed to take the University to the next level of distinction and competitiveness:

- Increase enrollment and student success.
- Advance experiential learning.

- Enhance community engagement.
- Strengthen and leverage programs of strength and promise.
- Diversify revenue: Donors, contracts and grants.
- Recruit and retain great faculty and staff.

Greater details about the 2008 strategic planning process are described in the Introduction section of this self-study.

Diversity Planning

African-American Cultural Center (AACC):

Indiana State University is the statewide leader among the six major public four-year residential universities in terms of the diversity of its undergraduate population. That distinction is based largely on the decisions of African-American students to pursue their education at ISU. The University has long held this distinction and has recently built on it with African-American student enrollment increasing from approximately 10% of the student population in 2003 to 15.7% in 2008.

A critical reason for this is the welcoming atmosphere of the University generally and the African American Cultural Center (AACC), in particular. The AACC serves as an important place for African-American students, faculty and staff to gather in an environment relevant to the African-American experience and to African-American culture in general. The AACC is responsible for developing and providing opportunities for African-American students to participate in cultural programs relevant to them. It is a focal point for the collection and exhibition of African-American cultural artifacts and the dissemination of information concerning the culture of African-American people. The AACC has twelve areas for campus and community involvement including: African-American History Month, African-American Fine Arts Festival, African-American Choir - Ebony Majestic Choir, Art Purchasing and Reproductions, Awards Banquet, Field Trip Programs, Workshop Series, African-American Student Orientation, Summer Program, African-American Awareness Week, African-American Identity Series, and Cultural Rental Program.



Office of Affirmative Action, Office of Diversity, and Council on Diversity

The University continues to strive to provide the diverse student body with a diverse faculty and staff. The Director for Affirmative Action serves as the principal enforcement officer on issues of workforce and classroom discrimination and harassment. The Director for the Office of Diversity is focused on assisting offices with their hiring and retention policies to create the environment for diversity to flourish. Both Directors serve as ex officio members of the Council on Diversity.

The Council on Diversity in its current form is composed of 19 members from the University and larger Terre Haute community who meet to discuss and address issues related to diversity. The Council assists in the development of policy related to diversity issues and provides recommendations on efforts to enhance our gender and cultural diversity on campus among faculty, staff, and students. In 2008-09, the Council developed a vision statement and a set of core values. Additionally, to provide a basis for future work and recommendations, the first annual report collected comparative data from 27 peer institutions as well as all in-state public universities and [compiled information on best practices](#) in the research literature.

Office of International Programs and Services (IPS) and University Partnerships

Under President Benjamin, Indiana State University significantly increased its international profile. In particular, he advanced

collaborations with China, Vietnam, and Morocco, creating opportunities for faculty, staff and students to travel abroad. ISU hosts nearly 500 international undergraduate and graduate students from 54 different countries. Its population of international students plays an important role in helping to diversify and culturally enrich the campus. With the hiring of a new director of international affairs in 2008, the institution renewed its commitment to international affairs. The University recognized the role of globalization in academic, business and government functions and emphasized this as a key to the University's success in the 21st century. Between 2003 and 2008, 137 travel grants were awarded to faculty for travel to 28 different countries. Currently, the University has a number of partnerships worldwide that include programs for student exchange, training programs, and departmental and institutional involvement at different levels of complexity. The [Report on Indiana State University's International Partnerships with Universities and Institutions](#) identifies 40 different international partnerships as well as five agreements that support the University's Study Abroad program and international students.

In addition, the IPS promotes and supports the following programs and events: global nights, international education week, special events sponsored by the International Student Organization, International Friendship Program, Cultural Connections Club, Community Engagement Projects, summer activities, and Holiday Home Stay Program. The institution also has several academic programs that have a global focus including the International Business Concentration, International Studies Minor, and Latino Studies Minor.

Information Technology Planning

In 2001, the University engaged the services of a consulting firm (KPMG Consulting, Inc) to review the technology environment, organization, and governance. KPMG issued their report (Report to Indiana State University on Information Technology Structure) on December 19, 2001. The report made several recommendations, among them the establishment of the position of

Chief Information Officer (CIO). They also recommended enhancing the governance structure (addressed in 2003), development of a strategic focus, evolve to a shared services support structure, and the establishment of a Web support structure

As per that KPMG recommendation, the next year the Director of the Office of Information Technology (OIT) was upgraded to the level of that of an Associate Vice President for Academic Affairs and was given the designation of Chief Information Officer (CIO). This position upgrade assured support for and enabled innovative development of the already strong academic and institutional computing programs. Ongoing administrative support for technology has ensured ISU's leadership in technology implementation and development.

During this review period OIT has placed wireless Internet access in nearly every building on campus, opened a computer store to provide students and faculty equipment and software, and created technology enhanced classrooms. It has purchased and supported a variety of statistical and research software packages and ensured that appropriate software is available on Windows and Macintosh platforms. It has also substantially upgraded the security, virus, and SPAM control measures for the faculty. OIT worked closely with faculty with specific and intensive technology needs. When faculty in the sciences needed high performance computing, for instance, it was OIT that purchased, installed and maintained this capability. This is but one example of how the CIO works closely with the Information Technology Advisory Committee (ITAC) to obtain advice and input on current issues in technology.



ITAC was reconstituted in 2003 based on the recommendations of the CIO. Changes were made to shift the ITAC focus to more strategic issues, to broaden and restructure the membership to be more representative of the University community, to be faculty dominant, and to clearly define member responsibilities. ITAC membership includes faculty from each college, one member appointed by the Faculty Senate, one member each from the library, support staff, the President's Office, each Vice Presidential unit, and three members of the Development Office, the Chairperson of the Institutional Computer Steering Committee, and the CIO.

The expanded portfolio of the CIO now includes the [Center for Instructional Research and Technology](#) (CIRT) which combined the Center for Teaching and Learning with the Center for Instruction and Research Technology Services. The CIRT has grown into an invaluable site that supports teaching, research, and faculty development and that provides resources to help faculty incorporate technology into the teaching and learning process. CIRT was created to envision, explore, design, and evaluate new and emerging technologies to support teaching, research, and student learning. CIRT supports a Digital Sandbox which serves as a test bed for various projects. Ideas for new technologies to explore come from all across campus, with most coming from the desire to find solutions to meet faculty needs.

Before and especially after the merger, entities of the Office Information Technology have been deeply involved in facilitating distance education. Before the merger, the work was almost entirely technical (choosing and maintaining a course management platform and providing training on that platform) while after the merger, OIT has provided significant pedagogical assistance through the CIRT.

At the operational level, the Institutional Computing Steering Committee brings together the heavy data users from across the campus. Representatives from the Registrar, Admissions, Financial Aid, Student Affairs, the Controller's Office, Institutional Research, and others meet bi-weekly with members of OIT to prioritize projects and respond to technological and administrative concerns. It is this group that determines the order in which projects are completed.

Laptop Initiative

In 2007 the University became the first public university in the state to require all undergraduate students to have laptop computers. The phase-in began with the freshman cohort, and by August 2010, all students will be involved in the mandatory ownership. The process for the initiative began in 2005 with a careful examination of how and why other institutions had implemented a laptop requirement. A team visited a number of these institutions to collect documentation of best practices. The goal of the project was to enhance recruitment endeavors, reward scholarship students, and assist students in becoming more productive and empowered. In addition, to ensure faculty have computing capability to work better with students, a faculty laptop initiative was also developed, enabling faculty who wished to participate to receive laptops which are updated every three years. Ninety-six percent of all faculty have presently opted for a laptop. Additionally, all new faculty receive a \$1,500 technology fund that was previously used to purchase the new faculty computer (now covered by the laptop lease) but can now be used to purchase any other needed technology equipment and supplies.

Core Component 2B: The Organization's Resource Base Supports Its Educational Programs and Its Plans For Maintaining and Strengthening Their Quality in the Future

As seen in Table 7, Indiana State University, has experienced, as have nearly all state-supported universities in the country, a change in the mix of its financial support. Tuition, once 17.6% of total revenue, is now 21.8% and growing. State appropriations, once 47.7% of total revenue, are now 42.6% and shrinking. Despite this, net assets of Indiana State have grown nearly every year.

Income	2003	2004	2005	2006	2007	2008	2009
Tuition	31.3	35.1	35.7	38.3	41.4	42.8	44.2
State Appropriations For Operating Purposes	78.0	77.9	78.9	76.1	74.9	75.1	76.4
State Appropriations For Debt Service and Line Items	7.0	7.0	5.9	8.1	7.5	10.8	10.7
All other Revenue	62.0	61.0	65.8	65.3	67.0	72.8	73.7
Total Income	178.3	180.0	186.3	187.8	190.8	201.5	205.0
Expense							
Instruction	60.4	63.9	64.5	60.8	60.2	60.7	63.5
Non-instruction	112.0	113.8	113.1	111.0	113.1	120.8	129.6
Total Expenses	172.4	177.7	177.6	171.8	173.3	181.5	193.1
Net Change in Assets	5.9	2.3	8.7	16.0	17.5	20.0	11.8
* http://www.indstate.edu/controller/							
*GASB accounting rules changed in 2002-2003 rendering earlier data non-comparable with current data.							
<i>Table 7: Financial Summary* (in millions)*</i>							

There are several contributors to the growth in net change in assets including gift income received by the University, increased earnings on investments, and growth in auxiliary reserves. Gifts to the University include a donation by Michael Simmons to construct a new facility for the annual tricycle and tandem bike races, and from Randall and Nancy Minas for the creation of the [Randall and Nancy Minas Center for Investment and Financial Education](#) and to support the construction of the Financial Trading Room in the [Donald W. Scott College of Business](#). The sources of operating income and the operating expenses of the institution remained largely flat during the review period.

Because of the financially prudent fashion in which Indiana State University continues to operate, ISU maintains an A1 rating from Moody's Investor Service and an AA rating from Fitch. This saves the University millions of dollars in interest on its capital projects. Savings were also generated when the University entered into long-term hedge contracts for the purchase of natural gas when a natural gas fired steam plant was constructed in 2001. Since that time, the University has saved over \$4.1 million relative to natural gas spot prices.

Indiana State remains the most affordable option for students and parents of the four research institutions in the State of Indiana. Table 8 reflects tuition and required fees for incoming freshman for the most recent three-year period as reported by the Indiana Commission for Higher Education.

In order to assure that we are good stewards of our resources, we work to assure educational quality by engaging in academic planning and investing in physical and human resources.

Institution	Tuition and Required Fees for First-Time Entry Resident Undergraduates		
	2008-09	2009-10	2010-11
Indiana – Bloomington	\$8,281	\$8,613	\$9,028
Purdue – West Lafayette	\$7,750	\$8,638	\$9,070
Ball State	\$7,520	\$7,830	\$8,214
Indiana State	\$7,148	\$7,426	\$7,716
<i>Table 8: Tuition In Indiana</i>			

Academic Planning

Program and Course Banking

Until 2001, once a course or program was created, it remained in the catalog until it was affirmatively deleted. Even programs without faculty remained in the catalog because once eliminated, re-creation is a three-year process and even then the process requires program approval of the Indiana Commission on Higher Education (ICHE). Thus programs were added but rarely eliminated. In 2001, the ICHE approved a process of banking both courses and programs. This allowed universities to put programs in a bank for three years. No statewide approval was needed to restart programs in that three-year window and courses could remain in the bank in perpetuity. This process was modestly effective in reducing programmatic curricular bloat though it was much more effective in trimming the sheer number of course offerings as any course that is not taught for three years is automatically banked. To assist departments and programs with planning, the Office of Registration and Records regularly supplies a listing of all courses that fall into the categories of active, inactive, and banked.

Program Array Review

The 2000 Higher Learning Commission report resulted in a recommendation for Indiana State University to pare down its undergraduate and graduate program offerings in order to focus on a more narrow set of distinctive programs. At the same time, the Indiana Commission on Higher Education mandated that programs that graduated fewer than ten graduates in five years be evaluated for viability. The administration responded to these recommendations and mandates by initiating Program Array Review (PAR) in 2001. Under PAR, the faculty for each program that had around only ten graduates in a five year period were required to demonstrate the long-term viability of their program. Several programs were identified as either not meeting that standard or not being able to meet that standard without additional resources. Some faculty chose to contest a faculty-governance endorsed conclusion that their programs were not viable while others chose to have their programs eliminated without contention and still others chose to allow their programs to be banked in



hopes that resources would become available. In response to a direct faculty appeal, the President summarily granted a three-year window of opportunity for all contested programs to show viability. Though not successful in achieving its intended aim, it did set the stage for Program Prioritization, an ultimately successful reduction of programs.

Program Prioritization

In 2005, a Program Prioritization process was established to develop, inform and understand Indiana State University's academic programs and the resources that support them, in order to make planned and systematic changes to enhance quality and effectiveness. The process examined the current status of educational offerings, assessed the future potential of those programs, and identified opportunities for program alignment and reinvestment to strengthen the University. Program Prioritization enabled the University community to take control of its resources and direction, ensure quality, and chart its future.

By reducing the number of programs ISU gave greater focus to its work, strengthened academic quality, created conditions to support academic excellence, and supported the growth of new academic programs. Prioritization, in conjunction with Distinctive Programs, provided direction for investment and reallocation over time and enabled the University to better accomplish its mission. Table 9 provides a comparison summary of the program reductions between the 2 processes.

Goal Four, Initiative One Strengthen and Leverage Programs of Distinction and Promise

Over the past ten years, the University demonstrated its commitment to effectively use resources to maintain and strengthen academic programs. Evidence of this commitment exists in the elimination of some programs, through a rigorous Program Prioritization process, and the creation of new programs that meet the needs of contemporary society and the interest of today's students. Our on-going commitment to strengthening programs for the future is demonstrated in Goal Four, *Strengthen and Leverage Programs of Distinction and Promise*. The overarching goal of the initiative is to bring greater prominence to the individual programs and the University. The starting point for this initiative is the evaluation of programs that were given the designation of a Program of Promise or Distinctive Program in 2007.

The implementation team has established several targets for implementation. These include:

- By May 31, 2010 appoint a new Distinctive Programs Oversight Committee (DPOC) to work in concert with the Provost to strengthen and leverage ISU's Distinctive Programs. This committee has started meeting.
- By July 31, 2010, define the criteria and methodology to assess the set of Distinctive Programs identified in 2007. The criteria must meet three requirements. First, the criteria must define a systematic assessment system that validates the efforts and success of each program in meeting its goals. The criteria must address how the program leveraged the University investment to advance its plan. Finally, the process must define an annual reporting process that will be reviewed and evaluated each year to guide programs.
- By October 30, 2010, each of the programs identified as Nationally Distinctive, Regionally/State Distinctive or a Program of Promise will prepare a report summarizing how the investment by the University has assisted the program in achieving its goals.
- By December 1, 2010, each of the current programs must submit a five-year strategic plan which outlines the vision for the program and how an additional investment by the University will assist the program in achieving its goals and advance the mission of Indiana State University. The plan must include measurable goals, a discussion of how the program aligns with the Strategic Plan of the Department/College/University and a description of additional support the Department/College will provide in support of the plan.
- By March 1, 2011, the oversight committee will review the submitted plans and will prepare a recommendation to the Provost regarding programs for future support.
- By April 1, 2011, the Provost will recommend to the President a set of programs for investment.
- By May 1, 2011, the President will inform the Campus of the final recommendation.
- By July 1, 2011, the oversight committee will define a process and timeline that will enable "new" programs to apply for recognition.

A five-year budget of \$5 million has been recommended for the program. This figure includes \$3 million in base budget funding and an additional \$2 million in one-time funding.

Distinctive Programs

The assessment process that determined program strength for Program Prioritization ran parallel to that used to select the distinctive programs in which the University would invest. The resources for these investments came from the President's Fund for Academic Excellence which was established using \$1 million of a \$3 million grant received earlier as part of the Lilly Endowment, Inc.'s "Initiative to Recruit and Retain Intellectual Capital for Indiana Higher Education Institutions." These funds were combined with \$750,000 in one-time university funds to award successful and promising programs.

Two of Indiana State's programs, financial services and teacher education, were recognized as Programs of National Distinction for achieving a national reputation for the quality of their work and reflecting the values of Indiana

	Program Array Review	Program Prioritization
Programs Eliminated	31*	59
Programs Banked/ Suspended		20
* These were programs eliminated between Fall 2001 and Fall 2003, removing duplicates (e.g. AB/BA, MS/MA)		
Table 9: Program Portfolio Process		

Programs of National Distinction

1. Financial Services
2. Teacher Education

Regional/State Distinctive Programs

- Aerospace Technology
- Blumberg Center for Interdisciplinary Studies in Special Education
- Doctor of Psychology
- Center for Health, Religion and Spirituality
- Criminology
- First-year Programs
- Music Business
- Ph.D. in Technology Management

Programs of Promise

- Athletic Training Clinical Program
- Research Center for Local History and Culture
- Health sciences
- International Affairs
- Motorsports Studies
- Student Affairs and Higher Education
- University Honors Program

Promising Scholars

1st cohort

Badar, M. Affan
Barton-Bellessa, Shannon
and Shon, Phillip
Bennett, Kimberly
Berchild, Christopher
Chambers, Michael
Chirhart, Ann
Fitch, Richard
Hampton, Eric and
Gruenert, Steve
Lee, Myung-Ah
Nesser, Thomas
Piechocinski, Theodore
Powers, Josh
Prouty, Kenneth
Wilhelm, William
Wilkinson, Kelly
Zhang, Guoping

2nd cohort

Angilletta, Michael
Ashby, Joe
Bauserman, Kathryn
Bennett, Patrick
Bolinskey, Paul Kevin
Chandrasekaran, Aruna
Lin, Yuetong
Martin, Douglas

Maule, Linda
McFadden, Sherry
McLean, Mary Ann
Mehrens, Christopher
Minnear, Harry
Sinha, Amit
Tuttle, Elaina
Yousif, Bassam

3rd cohort

Behrendt, Linda
Ganapathy-Coleman, Hema
Hammen, Vicki
Klarner, Carl
Latimer, Jennifer
MacDonald, Christine and
Roberts-Pittman, Bridget
Preston, Eric
Wolf, Stephen
Wong, Chui Ying Sala

4th Cohort

Albig, Allan
Chen, Ray
Cummings, Gerardo
He, Wei
Leggett, Debra
Seung, Eulsun
Sterling, Mary

State while meeting state and national needs. Each program was allocated \$350,000.

Eight programs were named Regional and State Distinctive Programs and seven were designated as Programs of Promise. The programs selected for this recognition cluster around four major areas, which are linked to Indiana State's history and to its future. The four areas are: enhancing student success, education and human development, health and human services, and leadership in business and technology.

Between 2007 and 2010 the selected academic programs were to use these funds to strengthen programs with national or regional reputations for quality, and build programs that have the potential to achieve that status. All of the named programs benefited from increased visibility and recognition as well as resources to attract students and create opportunities for programmatic expansion.

Promising Scholars

A part of the strategic vision identified in "Fulfilling the Promise – The path to Pre-eminence", the Promising Scholars program was initiated to support and stimulate the research agendas of young faculty. There have been four selection periods which have resulted in 51 faculty receiving grants in support of their scholarship, research and creative performance. To date, \$452,902 has been awarded to these Promising Scholars.

Health-Related Professions

In fall of 2006, the Provost appointed a Health Professions Task force to develop a strategic plan for a new college of health-related professions. The Task force determined that a college focusing on health-related professions could not only benefit the College of Health

and Human Performance, but also the College of Nursing. The result was the development of the College of Nursing, Health, and Human Services that included both colleges and is currently planning for the future by examining the addition of new programs to serve the community and the region in health-related areas. With the hiring of a new Dean, completion of new college mission and vision statements, and planning for a new building, the College is focusing on its future. That future quickly came into focus with the formation of the Rural Health Innovation Collaborative, a partnership between Indiana State University, the Indiana University School of Medicine, Union Hospital, Ivy Tech Community College, the Terre Haute Economic Development Corporation, and the City of Terre Haute. The goal of the collaborative is to encourage the expansion of health care businesses, create life science research opportunities, provide more health care training programs, and ultimately improve access to medical care in the area.

Strategic New Programs

In fall 2009, the College of Nursing, Health and Human Services proposed and had approved three new programs, capitalizing on the momentum of the creation of the new college and the announcement of the creation of the Rural Health Innovation Cooperative (RHIC). These new programs, a Doctorate of Nursing Practice, a Doctorate of Physical Therapy and a Masters of Science in Physician Assistant Studies, all are intended to meet significant needs in the state and region in growing areas of health services.

Distance Education

An effective academic plan in the 21st century must also consider distance education venues. During this review period it became apparent that distance education, was both mission-consistent and a necessary piece of the enrollment puzzle for Indiana State University. The largest programmatic elements of distance education are found in the Bayh College of Education's graduate programs in Educational Administration, the College of Arts and Sciences Criminology graduate program, the College of Technology's Ph.D. program, and the College

of Nursing's (and later the College of Nursing, Health and Human Service's) undergraduate and graduate programs in nursing. To support this effort a distance education fee was implemented in 2006 (\$50 per course for graduate students and \$30 per course for undergraduate students), which is divided between the department where the course is offered, the applicable academic Dean's office and Academic Affairs. Departments and colleges have used the funds to support distance education offerings: mailings to students, printing and faxing costs, lab kits mailed to students, and hiring of adjuncts necessary to support distance programs (either directly or indirectly to release a full-time faculty member for a distance course.) The portion of the fee retained in Academic Affairs is used to support the new position of Dean of Extended Learning.

ISU offers 10 baccalaureate degree

Goal Three, Initiative Two Expand Distance Education Offerings to Meet the Needs of Students and to Support Economic Development

ISU has a long history of offering distance education. Prior to advances in technology that contributed to the development of live televised courses in 1989 and Internet courses in the mid 1990s, the University offered paper and pencil correspondence courses and face-to-face instruction at remote sites. Following the creation of the DegreeLink program in 1997, with its 10 bachelor completion degrees, distance education expanded rapidly. Several academic programs have mature distance programs, accounting for approximately 48% of graduate enrollment and just fewer than 9% of undergraduate enrollment in 2008-09. Despite the rapid growth of distance education over the past 20 years and the success of individual programs, until quite recently distance education has not played a prominent role in the overall strategic direction of the institution.

A comprehensive distance education initiative is included in Goal Three, *Enhance Community Engagement*, of the strategic plan. Specific actions in this initiative include the appointment of a newly created Dean of Extended Learning position, development of an Adult Degree Completion program, expansion of distance delivered general education courses, exploration of the potential of advance credit online courses for high school students, expansion of the Corrections Education Program, evaluation of assessment efforts for online programs, and review and expansion of continuing education programming. Additional information regarding the expansion of distance education is included in the Special Emphasis section of the self-study.

completion programs through [DegreeLink](#), as well as 4 optional minors and 7 graduate programs. Additionally, there are numerous certificate and licensure programs available at a distance, and a number of other graduate programs that are hybrid are largely distance delivered with some face-to-face requirements. DegreeLink allows students to complete their first 2 years at regionally accredited institutions such as the Ivy Tech Community College system and then complete the final 2 years as a distance student. ISU currently delivers distance education through the Web (BlackBoard Learning Management System), desktop video conferencing (Elluminate), and I-TV.

The [Office of Distance Support Services](#) works to ensure that students have a seamless access to information and resources necessary for all students. The office provides services for Admissions, transfer credit evaluation, financial aid, registration, transfer scholarships, and even an online student orientation program. A Web site also provides online access to necessary information.

Investment in Educational Quality

Investment in Academics

To allocate resources in a mission-consistent fashion, annual budget planning presentations are made each year by Deans of the various Colleges, Vice Presidents, and the Chief Information Officer to assist in [identifying priorities to support the strategic plan of the University and to strengthen educational programs](#). This process serves as a guide for the reallocation of existing resources to allow for new investments in institutional priorities. Several initiatives provide evidence supporting Indiana State University's continuing investment

of resources in educational programs. In addition to the previously mentioned academic planning process, the University provided for a reinigorated [Honors Program](#) by investing \$200,000 additional base budget dollars to

enhance the program and capital improvement funds to renovate space to house the Honors Program. The Honors Program office is now located in the mezzanine area of Rhodes Hall, where honors students are provided priority housing assignments.

Other evidence supporting the University's ongoing efforts to strengthen educational programs includes the recent merger of the College of Nursing and the College of Health and Human Performance into the College of Nursing, Health, and Human Services in the fall of 2007. During the merger discussions, the goal of creating a more comprehensive college focused on the health related professions was established to:

1. increase the visibility of health professions at Indiana State University;
2. empower faculty who advocate for health professions; to promote greater collaboration between health-oriented units;
3. attract external resources; to initiate and develop new health-oriented programs; and
4. strengthen ties with community partners; and to better meet regional and state needs.

The State of Indiana provided a \$250,000 appropriation for each year of the 2007-09 biennium and \$240,000 for each year of the 2009-2010 biennium to support nursing programs at Indiana State.

To help new freshman students meet their laptop ownership obligations, a laptop scholarship program was established with base general fund budget of \$750,000. This scholarship, which comes in the form of a free laptop provided by the University, is automatically granted to students who are admitted prior to December 1 (extended to June 1 for 2010-11) and complete a college preparatory high school curriculum with a minimum 3.0 GPA.

To support distance education efforts, investments were and continue to be made in both personnel and infrastructure. As the portfolio of distance education programs and courses increased, it became apparent that instructional designers would need to be in place to assist with the design and delivery of courses. In addition, the stability and reliability of the software platform would have to be improved.



Both of these investments were made and contributed to the growth in distance programs and course delivery.

Investment in Facility Improvements

The physical plant of Indiana State University has also been improved during the review period. With the approval and support of the Indiana General Assembly, the University has made substantial investments in academic and student

recreational facilities, and is planning for new athletic and student residence facilities.

A collaborative facility, the [Landsbaum Center](#), was built using a combination of funds including an appropriation by the Indiana Legislature to the Indiana University School of Medicine, the proceeds of the sale of the ISU Nursing Clinical Education Building to Union Hospital, grants to Union Hospital for the creation of its Lugar Center for Rural Health,

Partnering for Success

In addition to the six goals outlined in the strategic plan, the University has made a commitment to advance partnerships that benefit both the University and the local community. Following is a list of the initiatives included in this part of the strategic plan and a progress update for each initiative:

Energize downtown to create a great college town – In order to gain a better understanding of the needs and wants of downtown stakeholders, a survey instrument is being developed to gain feedback from students, campus, and the local community. The survey will be administered throughout the summer. An inventory of downtown assets for future development is also being undertaken.

Realize the full potential of the Rural Health Innovation Collaborative (RHIC) – This initiative predates *The Pathway to Success* strategic plan and was formally adopted in December of 2008. Many accomplishments have occurred to date including the adoption of a formal not-for-profit incorporated entity. Recently, Ratio Architects have been retained to assist in the completion of a facility master plan for the RHIC district.

Develop the neighborhoods around ISU – This initiative is on hold until at least the 2010-11 academic year.

Develop a professional development and conference center and an alumni center – While this initiative is also on hold for the next six months, the initiative chairs have attended a Sports and Entertainment Facilities Forum this spring and plan on visits to similar type facilities that might inform the development of such a facility on the Indiana State campus.

Create a gateway to ISU and a bridge to the Riverscape – With assistance from the ISU Foundation, the University has acquired a 16 plus acre parcel of property that will serve as the linchpin of future University development within the Riverscape area, an area of several miles adjacent to the Wabash River which has been targeted by the community for development and enhancement. Additional properties have been identified as being within the area of interest of the University. Ratio, an architectural and engineering firm, has been retained to provide initial schematic design for a track and field facility to be located within the Riverscape area.

Improve student housing to meet expectations and needs of today's students – In early December of 2009 Capstone Development completed a "Fresh Eyes" study of Residential Life. The recommendations of the study included: 1) Position housing/dining to facilitate student recruiting, 2) Position housing to focus on 1st and 2nd year students, 3) Position housing inventory for the future. After an RFQ process, the University has entered into a Phase I agreement with Capstone to assist in determining a campus housing program best suited to meet the enrollment and retention goals of the University, working in conjunction with existing housing offerings. This includes analyzing sites on campus that would be most suitable for future housing, target market analysis, financing options, and site and building schematic concepts.

These six initiatives are long-term in nature. Progress toward many of these initiatives may take considerably more time than the five-year plan outlined in the *Pathway to Success*.



and a significant bequest from the estate of Morris Landsbaum. The facility is jointly owned and operated by the three institutions (Indiana State University, Indiana University, and Union Hospital). ISU's clinical nursing program is housed in the facility. Stalker Hall, home to the College of Arts and Sciences, received a \$5.5 million facelift during 2005-06. This facility, constructed in 1954, was the

only academic facility that did not provide accessibility for students with disabilities. The renovation included the installation of an elevator, reconfiguration of interior classroom and office space, and new entrances on both the north and south side of the facility. When this renovation was complete all University classroom buildings were compliant with the Americans with Disabilities Act.

The former Laboratory School building was renovated and became the new home for the Bayh College of Education in fall 2009. This nearly \$30 million project provided office, classroom and laboratory space befitting the College's status as an award-winning educator preparation program. The Bayh College of Education had been housed in one of two converted residence halls.

The other converted residence hall is the current home to the Donald W. Scott College of Business, though the renovation of the nearby Federal Building is imminent. The 1935 art deco facility formerly housing a post office and federal courts was gifted to the University by the General Services Administration. Prior to the University taking possession of the facility the GSA invested approximately \$6.0 million of improvements to the building. It is anticipated additional renovation work of \$17 to \$20 million will be needed to create a state-of-the-art facility for business instruction. With

a \$10 million appropriation from the State of Indiana and a significant donation from Terre Haute businessman Donald W. Scott, the Federal Building renovation will begin shortly and will house the Donald W. Scott College of Business by 2012.

Ongoing investments have also been made to upgrade science laboratories to meet the standards of modern instruction. The Science Building was constructed in 1958 with additions in 1965 and 1985. Until recently, many of the laboratories had not been upgraded in the ensuing years. At this point in time, six laboratories have been completely renovated with additional renovation planned for 18 more to be funded with state support of approximately \$7 million. Instructional laboratories have been renovated during the review period as funds have become available through appropriation or year-end surpluses. The second phase of the larger renovations will begin once final state approval to proceed is granted. Additionally, a pending grant from the National Science Foundation will support the renovation of research labs in the Science Building.

In 2005, the Student Government Association conducted a referendum in which students overwhelmingly approved a new fee to support the construction of a new [Student Recreation Center](#). Because bonding authority had to be granted by the state, construction did not begin until 2007. The \$21.7 million dollar facility, opened for the fall 2009 semester. It houses a three-court gymnasium, recreational aquatics, fitness center, elevated running/jogging track, multi-purpose activity rooms, as well as staff offices and meeting rooms.

Residence halls were also renovated during the period to better meet student expectations and national trends in student housing. Burford Hall was renovated in 2006 to include a separate bath and shower for every room and air conditioning. Sandison and Pickerl Halls are at various stages of renovation based on this same model.

The University is ever mindful of the need to invest in infrastructure. In 2007, the University sought and was granted bonding authority by Indiana General Assembly to construct a Satellite Chiller Plant facility to serve the unique cooling needs of the Science Building and provide redundancy within the cooling infrastructure of campus. The financial crisis

of 2008-2009 caused the governor to place a temporary moratorium on the final approval of new bonds; however the project was finally begun in summer 2010.

A change to the athletic facilities is also in the long-range plan. Memorial Stadium, located more than two miles from campus, is owned by the city and leased by university. The University's track and field facilities also do not adequately support these programs. Though the University is bounded on all four sides by private property, the homes on the north and east sides of campus have fallen into disrepair. As they have become available, the University has made an effort to purchase them. Though this was originally motivated by the desire of the previous President to provide for a new combined football-track-soccer facility on the campus's north and east side, President Bradley chose to fold the plans for such a facility into the coordinated land-use and strategic planning efforts mentioned earlier. The new campus [Master Plan](#), which has a 2010 to 2025 effective horizon, places new athletic facilities on the west side of campus near the Wabash river and integrates and upgrades new and existing academic and housing facilities. Created in conjunction with the *Pathway to Success* strategic plan, a new master plan was presented to the campus in fall 2009. The new master plan includes not only the athletic facilities, but recommendations for academic buildings with a focus on student success, improved residence life facilities, enhanced administration facilities, and recommendations for wayfinding and traffic flow.

Investment in Faculty and Staff

Investment in faculty and staff development is described in greater detail in Core Component 3 of this self-study. However, investment in faculty and staff extends beyond professional development. Investments in people are important as part of an overall effort to recruit and retain faculty and staff, the [sixth goal of the strategic plan](#). Initiatives under Goal Six provide plans for faculty and staff development; in particular to provide ongoing professional development, but also to provide additional support for new and pre-tenure faculty, work to ensure promotion and tenure guidelines and policies support the mission and strategic plan, improve staff orientation programs and extend those to professional staff, ensure that all

staff have computer access, and develop a staff appreciation program.

Another initiative under goal six is to enhance the diversity of faculty and staff. This initiative recognizes and plans for the need for targeted efforts for recruitment and retention. Other activities include a "grow your own" approach to generate more diverse faculty, support and highlight research/programming related to diversity, and work to align policies and practice that support a diverse environment. A program called "Leadership ISU" has also been created to develop leadership skills among faculty and staff and begin the "grow your own" process. Leadership ISU is a joint effort of the President's Cabinet, the ISU Foundation, and Leadership Wabash Valley (a community leadership development program). Fifteen people in the 2009-2010 class participated in 2 retreats, 7 monthly meetings, and a 6 month mentorship experience. The next group of participants will be selected at the beginning of the 2010-11 academic year.

The initiative of "Enhance Quality of Life of Faculty and Staff" recognizes the increasing importance to individuals of workplace and life factors beyond salary and prestige. ISU has participated in the *Chronicle of Higher Education's* Great Colleges to Work For Survey and used data gleaned from the results as one tool to inform plans related to this initiative. The initiative covers a broad range of quality of life factors. Many

Goal Six, Initiative Three Enhance the Development of Staff

Recruitment and retention of staff, just like students and faculty, will be critical to the success of the University in the near future. An analysis of 124 full-time staff that began working at ISU in 2004 indicated that 53% had left the University by 2008. Furthermore, over the next ten years, almost a third of ISU staff will be older than the average retirement age of 63 years. Both of these facts point to the need to improve staff development.

This initiative includes three distinct actions. The first is development of new and enhancement of existing staff training and development programs. Beginning in 2011, Human Resources will offer a set of courses and other learning experiences that provide staff skills and knowledge to better serve students and other members of the campus community and advance their own careers. The second action is to enhance staff recognition. Human Resources has moved the annual staff recognition event from July to the fall to allow faculty and students, who generally are not available during the summer, to participate in the celebration of staff accomplishments. The final action is to enhance communication with staff that does not have computers. The University has committed to providing better access to computers for custodial staff and others in several locations across campus.

are already in place and will be examined for potential improvement or to increase their visibility (i.e. Childcare Center, salary equity, employee assistance program, and continued review of employment policies). Other aspects will expand the institutional investments in faculty and staff, such as reduced admission fees for university events, a relocation assistance program, professional support for spouses and significant others, flexible work alternatives, and exploration of eldercare.

Core Component 2C: The Organization's Ongoing Evaluation and Assessment Processes Provide Reliable Evidence of Institutional Effectiveness That Clearly Informs Strategies for Continuous Improvement

The institution makes regular use of a number of tools to provide data to decision makers.

Institutional Effectiveness

For the past two decades, the University has developed numerous assessment tools for tracking institutional effectiveness. These tools are constantly being updated and improved through a process of data analysis, which allows the institution to maintain a global perspective on changes in educational, social, and economic trends which have a direct effect on University operations. These were coordinated in the then Office of Strategic Planning, Institutional Research and Effectiveness (OSPIRE). With key personnel from strategic planning and assessment leaving the University and a new President arriving in 2008, the strategic planning function moved from OSPIRE to the President's Office. At that time, the strategic planning consulting firm, STRATUS, was hired to facilitate a new University strategic plan. As a result, in February 2009, OSPIRE was reorganized as the [Office of](#)

[Institutional Research and Assessment](#) (OIRA). This also reflected the need to bring assessment back to the forefront across campus.

In both its past incarnation as OSPIRE and in current incarnation as OIRA, the institutional research aspect of the University has maintained the [University Factbook](#), the [Common Dataset](#), the [NSSE survey](#), the Faculty Study of Student Engagement (FSSE), the [Freshman Profile](#), the [Transfer Profile](#), graduation and retention rates, and other dashboard indicators of the University. ISU was also an early adopter of [College Portrait](#). Additionally, these professionals have been typically called upon to support faculty and administrative committees with compensation and student success analyses.

Faculty Activity Reports

Since 2006, faculty annual reports have been standardized into Digital Measures, a Web-based database from which deans, department chairpersons, and institutional researchers can measure the aggregated activity of faculty across a range of variables. Beyond these activity reports, departments each semester complete instructional load and FTE reports to help Deans and Chairpersons appropriately plan.

Program Reports

During 2005-2006, every academic program in the University was reviewed. Program faculty developed a ten-page narrative that addressed common topics. Official data was supplied for each program. Programs were reviewed at both the college and university levels, and finally by a Program Prioritization task force. Programs were rated and ranked. In some cases results led to either removal or consolidation of programs. Universally, the process provided opportunities for review and communication.

Communication Methods

The University continues to seek new means of data collection in an effort to centralize large amounts of information and make it more readily available and easier to access. Additionally, the new President maintains open communication with the entire university community by

Goal One, Initiative Nine

Enhance the Gathering and Use of Information to Advance ISU's Strategic Priorities

Pathway to Success reflects the University's commitment to making data-driven decisions. This commitment is especially evident in the final initiative of Goal One, *Increase Enrollment and Student Success*. Beginning during the 2009-10 academic year, an extensive co-curricular data project has been initiated. The first step of this action item is to identify and implement strategies that support the capture and reporting of co-curricular data. The Office of Information Technology dedicated a full-time staff member to work with the Director of Student Activities and Organizations, Associate Vice President for Student Success, and Associate Vice President for Community Engagement and Experiential Learning to develop these strategies. Baseline data for a variety of co-curricular activities will be established during the fall 2010 semester. Data from the co-curricular project will be used to tailor services and support that improve student outcomes starting during the spring 2011 semester.

Another component of this initiative is to select and implement data warehouse and reporting tools to support data-driven decision making related to student data contained in the University administrative systems. These tools will afford ISU administrators direct and immediate access to information housed in the data repositories. This action will be implemented during the 2010-11 academic year.

Two actions were implemented during the 2009-10 academic year to improve communication with students. Communication to students was improved by implementing appropriate tools that are used to provide mobile/portable student information alerts from the Blackboard Course Management system. In addition, an "Alert Channel" was created on the Portal system to notify students of issues that affect registration.

Finally, a faculty fellow was contracted during the 2009-10 academic year to perform a factor analysis to allow University administrators and faculty to better understand and predict student outcomes. A formal report of this action is forthcoming.

transmitting informative letters through the [ISU Today](#) e-mail system on a regular basis. In 2009, a text-based system global e-mail system was replaced with a much easier to navigate, search, and read Web-based system.

Evaluation Tools

In an effort to continually improve the University as a whole, academic and administrative subunits are reviewed on a regular basis. While some academic programs must also go through outside accreditation agencies, other units perform self-studies to insure program quality. Although some of the self-studies are internal, external reviewers are invited to participate and provide feedback.

Student Affairs Unit Assessment

In 2006, the Vice President for Student Affairs initiated a comprehensive unit assessment system across his areas of responsibility and appointed an [Assistant to the Vice President for Research and Assessment](#) to lead the endeavor. The resulting unit assessment reports allowed for long term planning and facilitated a successful

reorganization in the unit when significant retirements occurred.

Assessment

The [Office of Assessment and Accreditation](#) has direct report to Academic Affairs through an Associate Vice President. The office was created to function in a supporting role to ISU departments, colleges, and programs. As mentioned in the Criterion 3 section of this self-study, the office provides guidance in assessing learning outcomes as they relate to the University, college, and department/program mission statements, and in using the results of assessment to enhance curriculum and instruction. In that same year, the Board of Trustees created an Assessment Council to work across the University to ensure that all activities are evaluated for their effectiveness.

Core Component 2D: All Levels of Planning Align with the Organization's Mission, Thereby Enhancing Its Capacity to Fulfill That Mission

As the University's mission has evolved, there has been an effort to bring missions of the various units of the University into alignment. This process began in earnest when the decision was made in 2007 to pursue a special emphasis accreditation for this self-study. One of the prior President's final substantive acts was an initiative to complete the process of defining the institutional mission and to give it some permanence. He accomplished that in large part because the Board of Trustees not only agreed to a new Mission Statement in early 2008, but made clear that it was only interested in presidential candidates committed to that mission. That fall Daniel Bradley became the President and pursued a strategic plan to fulfill that mission.

With the University-wide strategic plan in place and with the special emphasis portion of this self-study laying the groundwork for building on that mission, the next step was to align the mission statements and strategic plans throughout the institution. An analysis of the mission statements of the units showed that only a few of those existing in 2008 made any reference to community engagement. However, colleges and divisions worked to modify their mission statements and create strategic plans in spring 2010, with the plan to have the equivalent work completed by departments in fall 2010.

Other indications that the institution is working toward mission alignment include the fact that the strategic plan and the land and facility use plans are integrated together; that the biennial capital and operating budget requests to the state reflect priorities and the involvement of external constituents; and that appointment letters for new faculty reflect University emphasis on strategic planning/mission as well as the Special Emphasis of Community Engagement and Experiential Learning.

Moving Forward

Through planning, assessment, and prudent resource management, Indiana State University has clearly withstood substantial inflation-adjusted cuts to its State operating support. It has adapted to the changing enrollment environment in the state by crafting a mission for itself that stresses Community Engagement and Experiential Learning and that has begun to show results. The institution must, however, continue to plan for eventual decreases in state appropriations as the financial ability of the State of Indiana to provide increases in funding to support ongoing operations is constrained and limited by increasing costs in other sectors of the state budget.

This self-study highlights a number of challenge areas where continued improvement must occur. In particular:

1. ISU must continue to work to increase the diversity of the faculty. Several initiatives in the strategic plan are targeted directly at this challenge.
2. Additional strategic planning is needed for academic programs and enrollment. Several initiatives in the strategic plan also address this challenge. In fall 2010, academic departments will begin to engage in their own strategic planning and enrollment targets and strategies will be a key factor in these plans.
3. Again addressed within initiatives in the strategic plan, we have identified that we have not provided sufficient levels of training and professional development activities for staff. Little exists for professional staff, and training for support staff largely focuses on software packages. Tuition assistance programs have been a significant leap forward in the past decade, but the institution needs to explore how to help staff members continue to grow and develop as members of the university community as well as personally.

Chapter Four

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.*

Introduction

Indiana State University's mission is clearly student-centered and as such we exist to provide a wide variety of students with a first-rate education. To accomplish that mission, ISU must and does take the assessment of student learning seriously. From the establishment of learning outcomes for every academic program, through to the end of the assessment loop where programs are making curricular changes as warranted by the analysis of data on those learning outcomes, an assessment process exists as a quality control mechanism. ISU has several programs that have successfully completed one or more iterations of that assessment loop while there are a few that have lagged behind and are working to integrate assessment into their programs. By and large, programs with accreditation are compelled to complete the assessment loop more frequently and with greater consistency than programs that have not gone through a programmatic accreditation process. This self-study highlights selected programs that have successfully navigated the process with and without the motivation of accreditation and provides a summary of the remainder.



An obvious aid to student learning is effective teaching and a necessary component of that is developmental, physical, and financial support as well as a promotion and tenure expectation and an award and reward structure that supports effective teaching. From professional development support provided through the [Center for Instruction, Research, and Technology](#) (CIRT) and various grants, to the technological upgrade of classrooms that serve the vast majority of students, to the dollars devoted to the support of instruction, Indiana State University clearly excels in providing support for effective teaching. Add to that the importance placed on effective teaching in promotion and tenure decisions and in the performance-based compensation, it is clear that ISU backs up its words with its professional developmental support and summative processes. This support is extended to distance delivery as well with [CIRT's Course Transformation Academy](#) (CTA). When a course is determined to be important to a program that is delivered at a distance, the CTA provides monetary support for instructors who transform their on-campus courses for that purpose.

Indiana State University is constantly examining, refurbishing, and upgrading its learning environments thereby enabling instructors to meet student-learning needs. Whether it is in the form of bricks and mortar, computer and instructional hardware, the ubiquitous wireless network, learning spaces in the library, commuter student lounge, residence halls or learning labs, ISU is making sure that the physical and technological capital of the University is every bit as developed as the human



capital of its faculty. Every space is viewed as a learning space and every design and redesign of the physical plant is engaged in so as to make those learning spaces more effective. Whether it is the redesign of residence halls or the relocation of the [Writing Center](#), the focus is on making the space work for learning.

The learning enterprise requires resources. Whether they are financial, physical, human or technological, Indiana State University has sufficient resources to carry out its primary educational mission of educating students. New faculty are provided a \$3000 professional development account to go through



an intentional, interactive, semester-long orientation with senior faculty guiding them through what is expected of them as faculty at Indiana State. Faculty travel and faculty development resources exist to provide on-

going assistance for faculty growth. Computing and other technological hardware, software, and support are in place so that faculty can engage students in new and innovative ways. In short, the faculty have the resources to bring out the best in the Indiana State student.

Core Component 3A: The Organization's Goals for Student Learning Outcomes are Clearly Stated for Each Educational Program and Make Effective Assessment Possible

The most challenging aspect of the “student success” paradigm has been to maintain consistent focus on the assessment of academic programs. Indiana State University deserved the significant praise it received by the previous accreditation team on this subject, and sought to earn that

distinction again. In 2002, a major initiative on assessment by the new Provost required regular reporting on the status of programmatic assessment. Unfortunately, that progress was not sustained and in some programs, assessment processes proved difficult to maintain. While Indiana State University was entirely successful in maintaining previously existing accreditations and garnering new ones, assessment in non-accredited programs has been uneven.

There were several factors that brought the University's attention back to the subject of assessment. The University's declining overall enrollment combined with the need to pare the programmatic portfolio refocused energy on systematic assessment of the institution as a whole. As both problems were tackled, the values of data-driven decision making appealed to the faculty and administration as difficult choices were made over which programs to support and which to eliminate. During the self-study process it became apparent that the data thought to exist on learning outcomes and student success did not exist as extensively as had been expected. Further research showed that though a process was developed between 2004 and 2006 to monitor student-success assessment, the data from that process was neither universally produced nor centrally collected. With significant turnover in Chairperson and other administrative ranks, some assessment data was lost, some assessment plans were not passed on from one chairperson to another and therefore plans were re-created, and in some cases, assessment plans and data never emerged.

In response to these challenges, there were also some significant assessments activities that moved forward. During this period there were accreditation-motivated assessment activities in various departments (e.g. Social Work) and colleges (e.g. Business, Education, and Nursing). With these successes, the focus on outcomes-based assessment for student success was growing. In 2004, a new position, [Director of Assessment and Accreditation](#) was created and filled in Academic Affairs. [Student Affairs also created an Assistant to the Vice President position to deal with assessment](#) within that unit. The Office of Strategic Planning, Institutional Research and Effectiveness created a position and that person conducted many internal studies

of program effectiveness.

In 2008, academic program assessment activity specifically related to student success and for purposes of program improvement began to be the focus of the campus community. Since the realization that assessment processes were uneven in the programs that were not accredited, a renewed focus was placed on creating and maintaining verifiable assessment practices. In 2009, the Assessment Council was created by the Board of Trustees as a standing committee of the University. Significant work has been done to increase the assessment activities for many academic programs. The Office of Information Technology purchased a license for [TaskStream](#) to serve as a repository for assessment-related materials as well as a means by which the Assessment Council can track assessment progress in every program. TaskStream has resulted in a vast improvement in the status of assessment processes, as well as providing the much needed feature as a centralized storehouse. Many programs can now demonstrate that they have “closed the loop” and several more that are about to do so.

While some departments have created a single assessment plan for their many programs, others have created separate plans for each. Each program/department plan has been judged as to which stage of assessment development it has achieved. Figure 4 illustrates the rating utilized. Beginning at the top and moving clock-wise, the first stage of assessment is the identification of Learning Objectives. For the second stage to be achieved, assessments (e.g. tests, portfolios, documents) must have been identified. The third stage is achieved when data is collected utilizing those instruments and is analyzed. The fourth



stage is met when the department has met to discuss the results. The final stage is met, and the loop is closed, when the program faculty have at least considered a program modification in light of this data.

Because this is a special-emphasis accreditation activity, rather than discuss each area in depth, this section summarizes assessment generally and then highlights areas of excellence in assessment.

Broadly speaking, the programs and colleges accredited within their discipline are in excellent shape. Each has achieved full accreditation, and though Educator Preparation had a focused revisit by NCATE in 2008, none has been threatened with sanction at any point in their history. Of the remaining programs, all but four have specified their learning objectives⁸, and nearly two-thirds have identified the assessments that they are using or will use to determine whether those objectives are met. More than a third of the reports concerning non-accredited programs can show that they have met all, or all but one of the criteria for closing the loop on assessment.

Without exception, those programs that appear to have made no progress on assessment have undergone recent significant departmental or programmatic reorganization. Table 10 summarizes the progress Indiana State University's departments and programs have made. Up-to-date and full details regarding assessment status is documented electronically in [TaskStream](#).TM

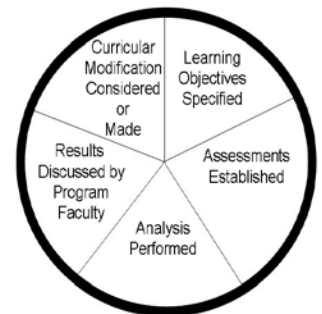


Figure 4
Assessment Rating

⁸Those that have not have undergone significant departmental and programmatic reorganization within the last two years. The establishment of learning outcomes and assessment plans will be a priority after the new programs are established.

Arts and Sciences			
Dept	ISU Major Description	Degrees	Progress
African and African American Studies	African and African American Studies	A.B./B.S.	
Art	Art	B.F.A./A.B./B.S.	
	Art	M.A./M.F.A.	
	Art Education All Grade	B.S.	
	Art History	A.B.	
Biology	Life Sciences-Ecol and Org Biol	A.B./B.S.	
	Life Sciences-Ecol and Org Biol	M.S.	
Chemistry and Physics	Chemistry	A.B./B.S.	
	Physics	A.B./B.S.	
Communication	Comm	A.B./B.S.	
	Commun	M.A./M.S.	
Criminology and Criminal Justice	Criminology	A.B./B.S.	
	Criminology	M.A./M.S.	
Economics	Economics	A.B./B.S.	
English	English	A.B./B.S.	
	English Teaching	A.B./B.S.	
	English (Engl and American Lit ; Writing)	M.A.	
Earth and Environmental Systems	Anthropology	A.B./B.S.	
	Geology	A.B./B.S. M.A./M.S.	

Table 10: Status of Student Outcomes Assessment



Arts and Sciences, cont.			
Dept	ISU Major Description	Degrees	Progress
Family and Consumer Sciences*	Dietetics	B.S.	
	Fam Consum Sci (Dietetics, Ed)	M.S.	
	Interior Design	A.B./B.S.	
	Food Service Management	B.S.	
	General Family and Consumer Sci	B.S.	
	Human Development and Family Studies	A.B./B.S.	
	Family and Consumer Sci Educ	A.B./B.S.	
	Textiles, Apparel and Merchandis	A.B./B.S.	
Liberal Studies	Liberal Studies	A.B./B.S.	
	Liberal Studies-Human Interact	A.A.	
	Liberal Studies-Human Interact	B.S.	
Geography	Geography	A.B./B.S.	
	Geography	M.A./M.S.	
	Geography (Phys Geography)	Ph.D.	
History	History	A.B./B.S.	
	History	M.A./M.S.	
Languages, Literatures and Linguistics	Language Studies	A.B.	
	Lang, Lit, Linguistics-Spanish	M.A.	
	Lang, Lit, Ling-Linguistics/TESL	M.A.	
	LLL-Language Teaching	A.B.	
Math and Computer Science	Computer Science	A.B./B.S.	
	Information Technology	B.S.	
	Mathematics	A.B./B.S.	
	Mathematics	M.A./M.S.	
	Mathematics Education	A.B./B.S.	

*Based on the progress prior to the splitting of this department between the College of Technology and the College of Nursing, Health and Human Services.

Table 10: **Status of Student Outcomes Assessment**



Arts and Sciences, cont.			
Dept	ISU Major Description	Degrees	Progress
Music	Music	A.B./B.S.	
	Music	M.M.	
	Music Conc Business Adm	B.S.	
	Music Conc Composition	B.S.	
	Music Conc Merchandising	B.S.	
	Music Conc Mus Hist and Lit	B.S.	
	Music Conc Music Theory	B.S.	
	Music Performance	B.M.	
		Music Education	B.M.E.
Philosophy	Philosophy	A.B./B.S.	
Political Science	Political Science	A.B./B.S.	
	Political Science - Legal Stud	A.B./B.S.	
	Master of Public Admin	M.P.A.	
Psychology	Psychology	A.B./B.S.	
	Psychology	M.A./M.S.	
	Clinical Psychology	Psy.D.	
Social Science Education	Social Science Education	A.B./B.S.	
Science Education	Science Education	A.B./B.S.	
Social Work	Social Work	B.S.W.	
Theater	Theater	A.B./B.S.	

Table 10: Status of Student Outcomes Assessment



Business			
Dept	ISU Major Description	Degrees	Progress
Analytical	Accounting	A.B./B.S.	
	Finance	A.B./B.S.	
	Financial Services	A.B./B.S.	
	Insurance and Risk Management	A.B./B.S.	
	Operations Management and Analysis	A.B./B.S.	
College Wide	Business Core	A.B./B.S.	
College Wide	MBA	M.B.A.	
Organization	Business Administration	A.B./B.S.	
	Business Education	A.B./B.S.	
	Information Design and End-user Computing	A.B./B.S.	
	Management	A.B./B.S.	
	Management Information Systems	A.B./B.S.	
	Marketing	A.B./B.S.	

Table 10: *Status of Student Outcomes Assessment*



Education			
Dept	ISU Major Description	Degrees	Progress
Communication Disorders, Counseling, School and Education Psychology	CD Speech Language Pathology	A.B./B.S.	
	Speech-Language Pathology	M.A./M.S.	
	Counseling Psychology	Ph.D	
	Mental Health Counseling (MHC)	M.S.	
	School Counseling	M.Ed.	
	School Psychology	Ed.S./Ph.D.	
Curriculum, Instruction and Media Technology	Curriculum and Instruction, Various Specializations	Ph.D	
	Education Curriculum and Instruction	M.Ed.	
	Educational Technology	M.S.	
Elementary, Early and Special Education	Special Education	A.B./B.S.	
	Special Education	M.S.	
	Elementary Education	A.B./B.S.	
	Elementary Education	M.Ed.	
Educational Leadership, Administration and Foundations	Educational Specialist and Ph.D in Educational Leadership	Ed.S./Ph.D.	

Table 10: *Status of Student Outcomes Assessment*





















Technology			
Dept	ISU Major Description	Degrees	Progress
Aviation	Aviation Management	B.S.	
	Professional Aviation Flight Tech	B.S.	
College of Technology	Technology Management	Ph.D.	
Electronics, Computer and Mechanical Engineering Technology	Automation and Control Engineering Tech	A.B./B.S.	
	Automotive Technology Management	B.S.	
	Computer Engineering Technology	B.S.	
	Electronics Technology	B.S.	
	Mechanical Engineering Technology	B.S.	
	Electronics and Computer Technology	M.S.	
Technology Management	Advanced Manufacturing Management	B.S.	
	Career and Technical Education	B.S.	
	Construction Management	B.S.	
	Human Resource Development	B.S.	
	Human Resource Development	M.S.	
	Packaging	B.S.	
	Technology and Engineering Education	B.S.	
	Technology Management	B.S.	
	Industrial Technology	M.S.	

Table 10: Status of Student Outcomes Assessment



Nursing, Health and Human Services			
Dept	ISU Major Description	Degrees	Progress
Athletic Training	Athletic Training	B.S.	
	Athletic Training	M.S.	
Health	School Health	B.S.	
	Community Health Promotion	B.S.	
	Occupational Safety Management	M.S.	
	Safety Management	B.S.	
Nursing	Nursing	B.S.	
	MS Nursing Administration	M.S.	
	MS-FNP Track	M.S.	
Physical Education	Coaching	M.S.	
	Exercise Science	B.S.	
	Exercise Science	M.S.	
	PE All Grade	B.S.	
Recreation and Sports Management	Parks and Community Recreation	B.S.	
	Recreation and Sport Management	M.S.	
	Recreation Therapy	B.S.	
	Sport Management	B.S.	

Table 10: Status of Student Outcomes Assessment

To illustrate the success ISU has had in assessment, what follows is a summary of selected programs and their assessment systems. The programs have been chosen because each has closed the loop on assessment and because they represent both undergraduate and graduate programs as well as both accredited and non-accredited programs.

Programs That Have Closed the Loop on Assessment

Accredited Programs

Initial Teacher Preparation

Because of rigorous assessment standards for accreditation imposed by the [National Council for Accreditation of Teacher Education](#), all programs leading to licensure of educators at Indiana State University meet the highest standards for accountability both for the students themselves and for the program components. The learning goals of each program are well articulated and provided to students at several points during their education. Students are first provided with their program specific learning goals by their academic advisor, often before they begin their first course. They are again provided the general teacher education learning outcome expectations in their first courses in the teacher education portion of their coursework (which varies by major). They are assessed (using the PRAXIS I, their cumulative GPA, and their EPSY 202 grade) on their success in meeting minimum academic standards before they can enter the first of three stages of the Becoming a Complete Professional (BCP) program.

In the educator-preparation courses, students use TK20, a Web-based data management system for students and their faculty, to demonstrate competence in the various aspects of their program. Student performance is analyzed by the faculty of the Bayh College of Education and field supervisors to determine whether students are meeting Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, as well as Indiana Teacher Content and Developmental Standards.

Each major, whether it is elementary education, special education, or any of the secondary school program areas (e.g. Science

Education, Mathematics Education, etc.) provide their students with a grid that demonstrates the linkages between the courses they are taking and the Professional Standards of Indiana. The state also compels students licensed in the state to pass at least one content licensure exam (Praxis II).

The student outcomes assessment and programmatic outcomes assessment are all managed through an established Unit Assessment System. A committee charged by the Teacher Education Committee (TEC) is responsible for examining the student and program data and providing TEC with recommended changes to the curriculum, assessment process, or assessment rubrics. Data is presented to the educator preparation community during an annual Assessment Day that gives everyone an opportunity to discuss and question data and the implications.

Nursing Undergraduate and Graduate

The ISU Nursing program is the model for academic assessment. The standards against which its students are judged are clearly established by the State of Indiana in its licensure exams and by the [National League for Nursing Accrediting Commission](#). As with most accredited programs, the program has taken these standards as their learning outcomes and mapped the learning outcomes to the courses in which they are achieved. Nursing has taken this to two higher levels. First, they have established levels of achievement for each learning outcome and indicators of knowledge and performance that help determine at which level a particular student has achieved. Second, they have established a path to learning outcome achievement that maps where a student should be at each point in their (under)graduate education. Thus for every learning outcome, there are as many as sixteen distinct sets of indicators for where a student would be in the undergraduate education and eight in their graduation education.

The undergraduate nursing program consists of three tracks, the traditional campus track, the LPN-BS in nursing online track, and the RN-BS in nursing online track. All three tracks are designed to support the same terminal student learning outcomes. Distance students complete



the clinical portion of course work through the use of clinical preceptors in their local communities. One comparison study has been conducted based on archival data and national standardized tests purchased from Assessment Technologies Incorporated. The results have indicated that there was no statistical difference between the campus student sample and the distance student sample in specified content mastery through different delivery modalities.

The graduate nursing program consists of three concentrations that include: Nursing Administration, Nursing Education, and Family Nurse Practitioner. All graduate courses are delivered online with special accommodations for international students attending classes on campus.

Of course, like any licensed field, the results of licensure exams provide a summative picture of student achievement. As of the time of this report, the online LPN-BS for the baccalaureate degree completion for practical nurses has a 100% pass rate on the NCLEX-RN. There has also been a 100% student pass rate for the certification exam for graduate students that elected to take the Family Nurse Practitioner test. The most recent data of such exams for the on-campus NCLEX-RN exam indicates that 83.3% of ISU nurses pass. As a result, targeted program revisions are being done to raise this rate to the national average.

Social Work

The [Social Work](#) program's assessments are multifold and come from different perspectives. The department employs alumni surveys to determine whether graduates perceive they were provided adequate preparation for the work they are doing. It utilizes employer surveys to evaluate program graduates' performance in the field. The department itself collects data on its graduates' ability to gain acceptance into graduate programs in social work. Within the curriculum, it collects data on its students during their field experiences from the perspectives of the students, and the external (usually practitioner) field instructors, asking the latter about the students and the program itself. The students take a comprehensive exam in their senior year during their major capstone course (SOWK 494) and are surveyed during exit interviews to align students' perceptions of their knowledge and the learning



goals for the curriculum.

For example, in 2007-2008 the department found that while students achieved the benchmark for the comprehensive exam in the Human Behavior and Social Environment (HBSE) foundational area, the scores on the HBE theory paper were below the target. The scores indicated that students had not developed skills to apply theories to a client scenario. In response to the findings, faculty implemented changes including 1) requiring students early in the semester to turn in a draft of one of the theories they plan to use in the theory paper, and 2) developing a "grid" to identify for students and faculty the connection of specific theories to a specific course. The grid supports consistency and developmental learning throughout the curriculum.

Non-Accredited Programs

Economics Undergraduate (B.S./B.A.)

In 1998 the undergraduate program in [Economics](#) created a capstone course for the purpose of creating a place to do final assessments on its students. In the opening week of that course students are required to take an exam of material covered in their first Principles of Macroeconomics and Principles of Microeconomics courses. The course then uses three to four weeks to go over material covered in the required core of the major (at the time Intermediate Macroeconomics, Intermediate Microeconomics, and Money and Banking). Two years into the course requirement, the instructor brought to the department evidence of student inability to quantitatively analyze material at the Principles and Intermediate level. The department then put in place a new course, "Quantitative Tools in Economics," specifically

designed to shore up that area of weakness.⁹

The department also instituted a portfolio requirement for the capstone. It was the responsibility of advisors to monitor student upkeep of their portfolio. This was ultimately abandoned when it became apparent that students were not choosing the major early enough to make this a useful assessment exercise. In 2008, the portfolio was replaced with a nationally recognized examination of economics. The results suggest that ISU economics students are either quite good (with one third scoring in the top 75% nationally) or quite the opposite (with a third scoring in the bottom fifth.) Because the department graduates only a few (3-6) students per year, question-by-question, and sub-discipline questions have too few observations to draw conclusions about further curricular modifications. As time passes, the department will aggregate the responses so as to draw meaningful conclusions.

History (M.S.)

The Department of History's master's program seeks to prepare students in 1) a practical track leading directly to specialized careers in such areas as teaching, journalism, and other public and private service sectors, and 2) an academic track leading to entry into advanced training and especially doctoral degree programs. The department assesses student achievement according to the following criteria: 1) enhancement of analytical skills and argumentative writing founded on sound interpretation of evidence; 2) effective use of advanced inquiry practices, particularly independent collection, analysis, and critical assessment of a wide variety of primary and secondary sources; 3) conversant with new trends and methodologies in the field of history; 4) advanced knowledge of issues in their major field and familiarity with some issues in a wider world context; and 5) understanding of the professional requirements of a historian, including ethical approaches, bibliographical conventions, and a sense of civic responsibility. As detailed in the Plan for Graduate Students Outcomes Assessment approved by the department in April

2007, assessment methods include faculty review of student portfolios for evidence of achievement of the program objectives, exit interviews, results of an oral defense of either the master's thesis or a research seminar paper, and surveys or telephone interviews three years following students' graduation from the program.

The Department of History has made several curricular changes in response to information obtained through the exit interviews with graduates from the master's program. The department began offering a graduate internship course, History 504, for students interested in careers in public history, including museums, archives, national parks, historic preservation, and oral history. The department introduced a one-credit seminar, History 610, for students interested in teaching at a college or university. Course content includes oral reports, syllabus preparation, organizing and delivering class lectures, and facilitating discussion. The department has also begun providing graduate seminars on a rotating basis, alternating seminars in US and non-US history. In fall 2010, for the first time the seminar will be offered through a blend of in-class and online delivery.

In spring 2010, the history faculty compiled four years of data from the assessment of graduate student portfolios according to the five criteria for student learning outcomes. These data will be reported at a department meeting in Fall 2010 and the faculty will discuss the results.



⁹ In addition it expanded the core to include requiring International Economics rather than leaving it as an economics elective.



Higher Education (Ph.D.)

The [Higher Education Doctoral Program](#) has no external accreditation agency like its K-12 program counterparts. Nevertheless, the value of student outcomes assessment, particularly one that is delivered in considerable part at a distance, is clear and thus well integrated. Four outcomes are expected of higher education doctoral graduates - reflective leadership, analytical inquiry and research proficiency, communication proficiency, and higher education theory to practice proficiency. In-program, end-of-program, and post-graduation quantitative and qualitative evidence is collected to assess these outcomes and used to inform course and curricular revision. Of particular benefit for informing student outcomes achievement is a culminating, comprehensive exam experience (written and oral) where students evidence what they have learned and then have an opportunity to reflect on their learning as part of an exit interview experience before embarking into the dissertation phase of their program. This information has been used to improve program content around diversity, legal issues in higher education, and the finance of higher education as well as the sequencing of internships, the establishment of a dissertation academy experience, and the better integration of active learning techniques especially useful for interactive video-delivered instruction.

Foundational Studies

In April 2009 the Faculty Senate passed a new Foundational Studies Program to replace a General Education Program that had begun in the fall of 2000. When GE2000 was passed it was expected that an assessment mechanism would be put in place to evaluate whether the program fulfilled its stated learning goals. Despite a charge to do that, a decade of General Education Councils could never agree on a realistic mechanism by which to conduct an assessment of the program. With a broad-based general dissatisfaction with the program, in fall 2007 the Provost and the Faculty Senate formed a task force to construct a new program.¹⁰ The task force was charged with creating an assessable program that was coherent, recognized the importance of transferability (both in and out), and could be more efficiently delivered.

The result was a program that named 13 “ways of knowing” with learning goals established for each. The General Education Council began work building a portfolio of courses during the summer of 2009 with a goal of establishing a complete portfolio by the end of 2009. Once that was complete, the Council began the process of creating an assessment system for the new Foundational Studies Program. That assessment program will be presented to the newly named Foundational Studies Council in fall 2010. The Foundational Studies Program is building a three-year assessment window in which courses would be required to demonstrate that they met the learning goals of their respective way of knowing category.

Graduate Council Learning Outcomes

In September of 2009, the Graduate Council approved a set of 5 shared [student learning outcomes](#) for all Masters and Doctoral programs that are mapped to the mission and values statements. These outcomes are:

1. Students demonstrate professional communication proficiencies.
2. Students engage in and meaningfully contribute to diverse and complex communities and professional environments.

¹⁰That program is described in Criterion 4

3. Students recognize and act on professional and ethical challenges that arise in their field or discipline.
4. Students achieve mastery of the knowledge required in their discipline or profession.
5. Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.

The approved process details the content to be included in the report, the timetable for each program to report, as well as the types of evidence that will be accepted. A [sample matrix](#) is provided as a model for programs. The reporting process begins 2010 with programs in the College of Arts and Sciences.

National Survey of Student Engagement (NSSE)

As part of the University's commitment to understanding and assessing student success, the [National Survey of Student Engagement](#) (NSSE) has been administered every other year for both Freshmen and Seniors since 2003. Both freshman and seniors are randomly selected to participate. The data is used within Academic Affairs to track student perceptions of academic challenge, active and collaborative learning, student-faculty interactions, campus environment, and educational experiences. For example, in 2005, the NSSE results provided information that our freshmen had a statistically significant lower perception of the academic challenge at ISU than freshman at selected peer institutions, doctoral-intensive institutions, and the 2005 national norm. Alternatively, our freshman in 2005 indicated significantly higher levels of perception of an enriching educational experience than selected peer institutions, and seniors fell below the selected peers. Of concern was also the finding that on the category of supportive campus environment, both freshman and seniors had significantly lower scores than selected peers, doctoral intensive institutions, and the national norm.

The results, particularly on the subject of academic challenge, motivated further inquiries into the curriculum. In particular, a study produced in a joint venture of the Honors Program and First Year Programs noted that

though students generally viewed the academic challenge at ISU as being less than students at other NSSE schools, there was no discernable pattern or distinguishing characteristics to the ISU students who felt that way. Specifically, there was no relationship between measures of academic preparedness and student views of academic challenge. There was also no relationship found between student attitudes towards academic challenge and the difficulty (as indicated by relatively low grade distributions) of the courses in which individual students enrolled. Neither was there a pattern by major. None of the more than twenty hypotheses on the subject of academic challenge generated by the committee were supported by the data. NSSE results, did however, reflect a growing recognition by first year students that they were enrolled in learning communities and it also showed a growing participation in community engagement activities. These were taken as affirmation of the University's direction in these areas.

NSSE has also proved useful to individual units who have used the data for programmatic assessment as well. For example, the Office of Institutional Research was able to disaggregate data by student major and provide the College of Education with data on specific questions related to diversity and technology. Using 2003 and 2005 data, as well as the freshman and senior comparisons, the College used the data to examine its programs impact on student understanding of diversity and technology.

Assessment Council

One measure of the progress and renewed commitment to program assessment is the 2009 creation of a University standing committee on the subject. This Assessment Council is a 20 member body composed of one faculty member from each College and the Library, two at-large faculty members appointed by the Faculty Senate, an Associate Vice President from Academic Affairs, the Director of Institutional Research and Assessment, two members of Student Affairs, and one each from Business Affairs, Enrollment Services, and the College of Graduate and Professional Studies. There are two student members and one ex-officio, the Director of Assessment and Accreditation. Its

primary charge is to ensure that every academic program has a set of assessable learning objectives, an assessment mechanism whereby data can be collected and analyzed, and that each program can verify its conclusions. It is expected that when new programs are proposed an assessment plan for them will also be forthcoming. It is also charged with developing an assessment regime for programs that seek to improve student success.

Since fall 2008, substantial progress has been made in establishing a foundation for the development of a culture of assessment at ISU. The progress that has been achieved during the last two years has as its roots the development of the Assessment Leadership Team of the Assessment Council. Comprised of one faculty member from each college, the Associate Vice President for Academic Affairs/CIO, the Director of Institutional Research, and a librarian, the Assessment Leadership Team (ALT) attended the ABET Institute for the Development of Excellence in Assessment Leadership (IDEAL) in January 2009. The IDEAL institute served not only as a professional development opportunity designed to enhance the participants' abilities in assessing achievement of student learning outcomes, but also, and perhaps more importantly, as a team building and leadership development experience for the members of the ALT. During spring 2009, the ALT proposed the development of a formal Assessment Council, which was approved by the Board of Trustees in July 2009. The 20-member tripartite Assessment Council, charged with identifying assessment issues, developing policy recommendations, facilitating assessment activities, and promoting the adoption of best practices in assessment, held its first meeting in September 2009.

The proposal to the Board of Trustees formed the basis for the document titled "[Assessment at Indiana State University: A Conceptual Framework](#)." This document, approved by the Assessment Council in November 2009, guides the assessment activities across the university. As detailed in the document, the purposes of assessment at Indiana State University include increasing student achievement in both curricular and co-curricular areas; improving instruction, curriculum, and other teaching-related activities;

promoting faculty and staff development; and improving programs and services.

Included in the Conceptual Framework are the following fundamental principles:

- assessment and continuous improvement are equally important for academic and non-academic units;
- faculty and departments of ISU, given their curricular role and responsibility, have primary responsibility for the development, implementation, and maintenance of all academic assessment activities;
- non-academic units are expected to participate fully in assessment efforts;
- the primary responsibility for assessment lies with each unit;
- assessment requires clearly defined objectives and outcomes. Statements of desired educational objectives and learning outcomes for undergraduate, graduate, and general education programs originate with, and are approved by, the faculty; and
- each unit is responsible for developing its assessment plan, methods, and strategies for improvement based on the unit's primary functions and priorities.

The Conceptual Framework has been shared with the upper administrators and with faculty and staff throughout the university. The document informs conversations concerning engagement in assessment in the various units and provides the foundation for faculty and staff development initiatives.

Core Component 3B: The Organization Values and Supports Effective Teaching

Indiana State University recognizes the need to ensure that all instructors (tenured and tenure-track faculty, temporary, part-time and graduate teaching assistant) are able to be the most effective teacher possible in order to elicit the highest level of learning from students. An

effective support system must be broad-based and the institution must demonstrate the value it places on effective teaching in multiple ways.

Design and Development

The Center for Instruction, Research, and Technology

The previous NCA report congratulated ISU for creating and funding the Center for Teaching and Learning (CTL) in 1994. During the late 1990s and into the early part of this decade, the CTL, offered many different programs on a myriad of subjects related to its mission. Between 2000 and 2005, more than \$166,000 was paid to faculty covering more than 800 occurrences of compensated faculty development. It could not, however, document an increase in teaching effectiveness. In 2005, the Provost began a reconsideration of the reporting line, structure and mission of the Center. Later that year, the Center for Instruction Research and Technology was created to merge the functionality of the then Instruction and Research Technology Services (IRTS) and the CTL under the leadership of the previous Director of IRTS.

The new CIRT expanded its focus from solely technology-based workshops to include a stronger pedagogy focus. Workshops assist faculty with course management software (WebCT, Blackboard), statistical software (SAS, SPSS), educational portfolio software (LiveText, TK20), as well as MS Office, GroupWise, and other general-use software. It played an important role in working with faculty during the development of the Laptop Initiative,¹¹ and it offers the Course Transformation Academy, a program to assist faculty in their transformation of on-campus courses for distance delivery. Through a brown-bag series and online tutorials, CIRT provide professional development on using a variety of technology learning tools (i.e. Hot Potatoes, Quandary, PRS, etc.) and provides access to a digital sandbox where instructors can play with technology and determine its potential uses prior to purchase.

Still, CIRT never abandoned the role of the CTL and became the home for the more

traditional, non-technology based pedagogical workshops by sponsoring brown bags, guest speakers, and new faculty orientation. More recently, it has become the home for faculty development relating to the special emphasis of Community Engagement and Experiential and Service Learning. In the summer of 2009 it offered several opportunities for faculty to network with similarly interested faculty as they worked to develop opportunities for students to learn their academic subjects in the context of community needs. CIRT has assisted with federally funded grants (i.e. Project PRE) to help faculty improve in the effective delivery of project-based learning and in the past year has worked extensively with the Director of Assessment and Accreditation to deliver assessment bootcamps. CIRT was also an important part of ISUs participation in the National Course Transformation project with the Department of Psychology.



Faculty Development

In addition, the University demonstrates its support for effective teaching by providing substantial opportunities for faculty development, the vast majority of which is engaged in during the summer months and is compensated. To provide resources for this effort the University has sought and received several grants that included major faculty

¹¹In fall 2005 the Faculty Senate voted to require all entering students to purchase laptop computers beginning in the fall 2007 semester.

Grant/ Budget		Faculty	Other	Student	Grand Total
First Year Programs*	N	372	57	0	429
	Amount	\$167,635.69	\$19,082.83	\$0.00	\$186,718.52
Lilly Project for First Year Experience	N	139	13	35	187
	Amount	\$124,523.04	\$10,050.00	\$5,250.00	\$139,823.04
Lumina Foundation	N	32	12	85	129
	Amount	\$29,500.00	\$3,812.50	\$5,812.50	\$39,125.00
CTL/CIRT*	N	1250	122	1183	2555
	Amount	\$288,741.74	\$21,532.66	\$122,100.00	\$432,374.40
Preparing Tomorrow's Teachers for Technology	N	89	14	20	123
	Amount	\$136,345.79	\$21,968.00	\$6,494.00	\$164,807.79
Partnering to Reform Education	N	285	4	2	291
	Amount	\$240,734.98	\$1,700.00	\$1,000.00	\$243,434.98
Totals	N	2167	222	1325	3714
	Amount	\$987,481.24	\$78,145.99	\$140,656.50	\$1,206,283.73

*Base budget spending

Table 11: Faculty Development 2000-2008

development components. Those operating during the review period include grants from the Lilly Endowment, Inc. (the Lilly Project for the First Year Experience), the Lumina Foundation (Using Web-based Portfolios to Enhance the First Year Experience), and the U.S. Department of Education (Preparing Tomorrow's Teachers to Use Technology or PT3, and Partnering to Reform Education or Project PRE). Additionally, through the CTL/CIRT and First Year Programs, significant faculty development dollars have been committed from the ISU base budget.

Between 2000 and 2008, the University spent more than \$1.2 million dollars on faculty, staff, and student professional development in furtherance of a variety of educational goals. Table 11 summarizes these efforts. The "N" is the number of compensated participations¹² and the "Amount" is the dollars paid to the participants. Faculty received the vast majority

(81%) of the support from these development efforts. This development spending came from roughly equal parts grant resources and on-going base-budget resources.

Distance Education

As is apparent in Table 12, Web-based distance education has increased markedly during the review period. The number of sections of Web-based courses has nearly tripled while enrollment in those sections has quadrupled. The number of faculty members involved in Web-based distance education has also increased sharply. Certainly a portion of this increase can be attributed to the support provided to faculty offering to teach their courses in this environment.

New Faculty Orientation

ISU's newest faculty are supported in their teaching effectiveness with a semester-long course-equivalent experience where seasoned faculty conduct seminars with new faculty. Beginning with the fall 2007 class of new

¹²These data were derived from payroll records. The N is not the number of distinct people participating, rather, the number of separate compensation events that occurred.

	Spring			Summer			Fall		
	Sections	Enrollments	Distinct Instructors	Sections	Enrollments	Distinct Instructors	Sections	Enrollments	Distinct Instructors
2000	63	638	38	51	377	19	86	740	43
2001	94	959	45	84	747	22	122	1555	49
2002	118	1614	54	80	825	31	140	1940	70
2003	131	1959	68	82	1093	36	150	1968	74
2004	185	2323	93	113	1363	60	189	2500	95
2005	181	2240	89	149	1723	72	207	2761	102
2006	195	2599	99	165	2107	87	206	2692	108
2007	245	3366	125	169	2418	96	234	3504	112
2008	267	3770	130	189	2754	104	236	3816	130
2009	271	3995	145	225	2897	128	273	4113	138

Table 12: **Web-Based Distance Courses, Sections, Enrollments and Instructors**

faculty, the program was designed to help new faculty adjust as quickly as possible. The typical faculty member receives a \$3000 professional development fund for participation. The syllabus covers a myriad of topics from preparing a syllabus to an overview of services designed for student success. All aspects of faculty life are covered. Chairpersons are asked not to assign courses to new faculty that conflict with its regular schedule and not to schedule new faculty to a full complement of courses. New faculty from departments who must schedule them to a full load are provided a faculty development stipend that they may use for equipment, travel, research material, or any other reimbursement consistent with the intent of faculty development.

New Faculty Orientation (NFO) was a consequence of the 2005 [Task force on the First Year \(TAFY\) report](#) which noted the degree to which new ISU faculty were under-informed about the needs of ISU first year students and as a result under-prepared to teach them effectively. Implemented initially as a cooperative effort of First Year Programs and the Center for Instruction, Research and Technology, it is now a regular feature of CIRT's offerings. Its goals are to enhance the new faculty member's role as an effective classroom teacher, and as appropriate a developmental advisor; enhance the new faculty member's role as a productive

researcher; and to support a new faculty member's integration/engagement into the ISU Community. The intended outcomes are that a new faculty member will be able to: understand ISU's culture and bureaucracy; implement multiple teaching strategies for a student centered classroom; practice enhanced classroom management skills; develop a teaching philosophy; develop and/or maintain a research agenda as appropriate; create a promotion and tenure portfolio; create assessment instruments for courses; utilize technology in classroom and research when appropriate; and understand the ISU student and climate.

NFO continues to be modified each year. Feedback from participants, department chairs, and presenters provide important information on the aspects that work best and those that have less value or are not as relevant to the broad group. The institution is committed to continuing a NFO program and how it can factor into faculty retention.

Assessment of Teaching

The assessment of instruction is another way in which the University supports teaching. All students in all courses and all sections taught by all faculty are given the opportunity to review their instructors. The Student Instructional Report (or SIR) is the most common form of

student evaluation, though some departments choose to use other instruments. Operationally, this has been the most difficult to implement for distance education students. Beginning in the fall semester of 2009 students in the distance education Nursing program were provided the opportunity to submit their evaluations electronically. This pilot was extended to all distance education students in the spring 2010. Online course evaluation will be available to all students at the end of the fall 2010 semester.

One option for ensuring accountability in instruction that has been pursued is to publicize faculty grade distributions so that students could take this into account when they enroll in courses. This idea, brought to the administration by the Student Government Association, was given preliminary approval in the fall of 2008 and implemented in the fall of 2009. Students can access the grade distributions of the faculty who have taught the course in the previous year through the portal (for classes with enrollments larger than five).

Reward and Award

The final way in which effective teaching is supported is through recognition. Since 1969 the University has recognized outstanding teaching by bestowing the [Caleb Mills](#) award on two to four recipients per year. The once-in-a-lifetime award comes with a stipend, a plaque, a golden shoulder cord to be worn at commencement, inclusion on the Wall of Excellence in Hulman Memorial Student Union, and with a photograph honoring the winners in the Cunningham Memorial Library. Two Colleges (Arts and Sciences and Business) have their own teaching awards as well.

Consistent with the special emphasis in community engagement and experiential learning, the University established the [Community-based Learning and Scholarship Award](#) in Spring 2006. This particular award can be won for community-based teaching activities or for community-based scholarship. Of those that have won the award, 3 have been recognized primarily for taking their teaching to the community, while two have earned the recognition primarily for their scholarship.

Core Component 3C: The Organization Creates Effective Learning Environments

Since 2000, there have been a number of changes to the physical, technological, and programmatic environment of the ISU campus. The vast majority of these changes have been to create or enhance the learning environment for students.

Changes to Physical Environment

Changes within HMSU

Hulman Memorial Student Union, renovated in 1991 and again in 2007, provides students with a centrally located, extended hours place to meet. While it is crowded between 11 a.m. and 1 p.m. every weekday, at other times it is a relatively quiet and quite comfortable location in which to study and work. Because of the laptop requirement and ubiquitous wireless access, the sight of students working together in the HMSU commons area has become common. The addition of the Commuter Student Lounge, in 2001, has also allowed students a place to relax and study when they have significant gaps in their schedule. Combined, these resources have substantially increased the availability of an effective, relaxed-environment study space.

Change to Library Configuration

Cunningham Memorial Library has undergone significant changes all designed to put the library at the center of student activity. The majority of these changes have occurred on the first floor. A coffee shop and reading area were placed at the entrance and are now a common gathering place for students to meet to begin their collaborative work on group projects. What had been row after row of computers has become a more inviting area for students to begin their search for information. The reference desk, with its bold neon question mark, has become an open invitation for help from a professional librarian.

The ISU library has followed the trend of most university libraries in clearing the floor space of materials that are now more readily available electronically. With “the stacks” gone

Goal One, Initiative Three Create a Unified Undergraduate Student Success Program

Indiana State University recognizes that creating effective learning environments cannot be achieved by only focusing on the setting and physical characteristics of the environment. Many of the initiatives of Goal One, Increase Enrollment and Student Success, support effective learning. Initiative Three, Create a Unified Student Success Program, will improve the learning environment of students at all levels, particularly the first year.

The first action item of this initiative is to strengthen the first-year experience. Over the past 10 years the organizational structure for the first-year experience has been fluid with management of various aspects of the program shifting between Enrollment Services, Academic Affairs, and Student Affairs. The appointment of the Associate Vice President for Student Success within the Office of the Provost and Academic Affairs has provided an easily recognized point person for the first-year experience. In January 2010, all first-year activities and services for matriculated students were assigned to the new Associate Vice President. Pre-college/recruitment activities remained in Enrollment Services.

Further development of first-year learning communities and University 101 is another aspect of strengthening the first-year experience. In March, the Associate Vice President for Student Success announced new guidelines for Freshman Transition Courses and Learning Communities. The guidelines included requirements requiring faculty in learning communities to work more closely together to link the courses. In addition, instructors of Freshman Transition Courses must reflect in their syllabus how successful transition to college is incorporated into the course. Instructors must also participate in MAP-Works, the early warning system for first-year students.

The second action item is implementation of the previously mentioned early warning system. MAP-Works starts with a comprehensive survey of students during their third week of class – after students have had time to experience ISU but still early enough to address critical issues. The survey addresses both academic and personal issues. Results are shared confidentially with academic advisors, instructors, and residential life staff. In the case of a concern or “red light” on the survey, appropriate personnel will initiate a follow-up conversation with the student, directing them to appropriate campus resources as needed. MAP-Works was successfully piloted during the fall 2009 semester. Additional implementation will occur during fall 2010. MAP-Works is a product of Educational Benchmarking, Inc.

The third action item is to improve academic advising. During the fall 2010 semester an advising assessment tool will be administered to students and advisors. An advisor development and training program is under development and will be implemented during the 2010-11 academic year. A system for recognizing outstanding academic advisors also is under development for 2011 implementation.

The final action item is to improve commuter student services. Approximately one-third of new freshmen commute to campus, and most upperclassmen do not live on campus. Commuter students are often less involved with the University and may feel less connected, as a result. The goal of this action item is to expand and improve services available to commuter students. This effort will be launched during the 2010-11 academic year.

from the first floor, there is now more space to create collaborative learning environments. The best example of the new space utilization model has been the expansion of the [Writing Center](#) from just one campus location to two locations; the second location is in a “can’t miss it” position on the first floor of the library. Also, what had been an annual pool of money for the Writing Center has become part of the base budget with the cooperation of the Provost’s Office, the Library, the College of Arts and Sciences, First Year Programs, and the College of Graduate and Professional Studies. Since the library location opened, the Writing Center has seen a dramatic increase in usage. In addition, the Writing Center

now offers writing assistance to distance learning students. The Writing Center hired a tutor specifically to help distance learners develop their writing skills. The tutor does this through a combination of e-mail, phone, and online consultations. The Writing Center Web site has also been revised to include a distance learning component for online assistance.

Additionally, the library is moving all the print journals into the basement. Print journals are used much less frequently since the advent of electronic journals. Placing the print journals in one location allows the library to more closely monitor the conditions of collections. Since the book collection will be consolidated

Goal One, Initiative One Develop a First-Year Residential Village

The objective of this initiative is to create the premier residential opportunity for first-year students in the region. Features of the residential village include outstanding facilities and cutting-edge programming. Progress toward realizing this object has occurred in two streams, development of programming and initial investigation of upgrading facilities.

Residential Life has created a new Associate Director position focused on student success. This staff member will coordinate themed housing, develop programming, and liaison with faculty. The position start date is July 2010. Related action items include identifying housing disciplinary clusters where students within a major or closely related majors live together. Disciplinary clusters identified for 2010-11 include open preference, criminology, secondary education, special education, elementary education, business, performing arts, nursing, honors, aviation, athletic training, social work, and construction management. The Residential Life Peer Assistant program will be revised for the 2010-11 academic year to increase focus on student academic success, career exploration, and experiential learning.

Upgrade of residential facilities is more closely linked to the University's new master plan. Currently, the University is working with Capstone Development Corp. to determine the best approach for improving the physical living environment.

on just two floors, users will be able to find their books more easily. In addition, users will be able to look out the windows to see pleasant views of the campus. Upon completion of this project, additional open study space and group study areas will be created on the lower, second, and third floors of the library.

As part of the university's commitment to community outreach, the library repurposed a large space on the first floor to serve as an events area that can be reset to fit meeting needs ranging from hosting a fundraising dinner for 100 to seating 250 for lectures or panel discussions. This room had been open on one side but was recently closed off with a glass wall that makes the area into a true presentation space and provides a sound barrier.

Another exciting change that the library has recently undergone is combining the second floor instructional computer lab and instructional classroom into one large lab with more individual computer seats that more closely match the size of classes brought to the library for instructional sessions with librarians. This configuration will allow students to have their own computer during instruction, thus ensuring that students understand and can use the information they are receiving.

In 2009, a portion of the second floor of the library was repurposed to become a "[commuter student living room](#)." Because approximately half of Indiana State University students live more than a five-minute walk from campus, ISU's office of First Year Programs hired a Program

Coordinator assigned to the task of assisting these students. This space was designed to fill the two to three hour block of time between classes. The University's on-campus residents often return to their residence halls when faced with such a time gap. This gives our commuter students a place to relax and study or read. Commuter students may also use their laptops in this area, either their own laptop or one checked out from the Circulation Desk located on the first floor. This area augments the Commuter Student Lounge in HMSU by providing more space nearer a physical environment conducive to studying. The commuter lounge is a collaborative effort between the library and the Enrollment Management, Marketing and Communication Department.

In response to student and faculty requests for a place to study where belongings can be left unmonitored, the library added ten locked personal study rooms, each with a wireless Internet connection. Each room has a desk, a chair, and an electrical outlet.

Residence Hall Changes

The 1997 renovation of Cromwell Hall that was followed two years later with the smaller scale renovation of Blumberg Hall began a focused effort by the Residence Life staff to create learning spaces within the residence facilities. The latest addition to the portfolio of learning-enhanced living spaces is Burford Hall. When it was renovated in 2007, air conditioning, single rooms, and other living amenities were added.

In addition, themed housing for nursing and business majors was added providing priority to these majors. The APA-RA model was extended to Blumberg as well. This model creates a distinction between the roles of the typical Resident Assistant (RA) and the [Academic Peer Advocate \(APA\)](#) where the former is assigned the traditional role of monitoring his/her floor to ensure compliance with residence hall rules and deal with relatively minor roommate issues. The APA's role is different in that this experienced student is assigned to a pair of floors to take on the role of easing first year students' transition to academic life. The APA helps coax students to see their professors, to visit the Student Academic Services Center's free tutoring operations, to go to Supplemental Instruction sessions offered for most lower division general education courses, and to help students understand the academic policies and procedures of the university. This model was first offered in the Cromwell and Blumberg Halls and was later demonstrated to significantly impact first year retention and grade success.

Classroom Modifications

Since the last review, Indiana State University has spent \$10 million renovating classroom buildings. These renovations have included new HVAC systems in several buildings in which classes are offered, new student desks/chairs, SmartBoards, Sympodiums, and projector systems. Currently every classroom that seats more than 30 students has one of these systems as do many others. In fact, fewer than 15 regular (non-special use) classrooms on campus have no technology beyond a whiteboard/chalkboard. Additionally, every classroom has sufficiently dense wireless capacity that every student can access the internet simultaneously under typical conditions. Finally, four large classrooms have Personal Response System (clicker) receivers whereby faculty can take attendance, give quizzes, and check understanding in settings where it was previously impossible to do so.

Changes to Technology

Wireless

As soon as wireless technology was available, Information Technology made a commitment to installing [wireless nodes throughout the](#)

[University](#). After the arrival of new students in the Fall of 2004 resulted in the complete shutdown of the University's network due to viruses and malware that came on personal student computers, the University decided to require Cisco Clean Access for all non-ISU owned computers as a condition for using the network. Every student can access the Internet from anywhere on campus, including outdoor areas such as the fountain.

Smart Rooms

The typical classroom at Indiana State University has between 25 and 50 seats with eighteen having between 50 and 100 seats, and five having more than 100 seats. Every classroom with more than 30 seats has, at minimum, a cabinet and projector system with a computer, DVD player, VHS player, speakers with volume control, and wired Internet access. All but 15 classrooms with fewer than 30 seats are so equipped. There is single-port connectivity of laptops to these systems so that faculty can use their own computers to drive the presentations.

Faculty Laptop Program

Starting with the spring 2006 semester, Information Technology began to provide faculty with standardized and leased laptop computers.¹³ The foreseen benefits to this approach were that

- it would dovetail with the requirement that incoming freshmen purchase laptops,
- it would complement the laptop scholarship program,¹⁴
- basic setups would be pre-installed on all machines to include the suite of fully licensed software to which faculty need access
- a pool of loaner machines would be available when breakdowns occurred.

Distribution of these laptops occurred in two waves (spring of 2006 and 2007) with their lifetime expected to be three years. Three years into the program it appears that many of the anticipated benefits did accrue to the faculty using the laptops, though because the

¹³Lenovo IBM Thinkpad Laptops were the default equipment, though faculty with specialized needs could petition their Dean for a MacBook, a Windows-based desktop, or a MAC desktop. The current model is Dell.

¹⁴Students who apply by December 1st and confirm their enrollment by May 1st and who have a 3.0 or better GPA are given a laptop computer on entry to the University.

first wave was dominated by high end users, a portion of them assert that these computers were underpowered relative to their more robust needs. This performance factor was considered when this group of faculty was presented with their replacements in the summer of 2009. New faculty can use their additional \$1500 technology fund they are provided to purchase peripherals to increase their laptop flexibility.

Programs, Services, and Processes

American Democracy Project

In 2003, Indiana State University was one of 25 institutions to join the American Democracy Project (ADP). The project is a joint effort of the American Association of State Colleges and Universities and the New York Times. In 2004, ISU was recognized for its 4002 in 2004 voter registration drive. Again in 2008, the ISU ADP launched a voter registration and education program, Debate Watch events, and Pizza and Politics where students and faculty discussed the issues in the 2008 Presidential election. The project's civic engagement goal dovetails perfectly with ISU's special emphasis.

Student Academic Services Center

The [Student Academic Services Center](#) (SASC) houses tutoring,¹⁵ the [Supplemental Instruction](#)

[\(SI\) Program](#), academic advising for the [Academic Opportunity Program](#) (AOP), and the [Open Preference Program](#) (OP), as well as ISU's TRIO grants.¹⁶ The center began in 1994 to centralize these functions. In 2006, in a [recommendation made by the Taskforce on the First Year](#) (TAFFY), the SI changed its policy to attempt to provide Supplemental Instructors for every section of every course for which the DFW rate was in the top ten of courses enrolling more than 100 students. This effectively tripled the program size.

[Two separate internal studies of program results](#) showed that students with high school GPAs under 3.0 that were in AOP were more likely to be retained and likely to have a higher first year GPA than students not so admitted. While overall rates of first year retention, four and six year graduation, and first year GPA are lower for [AOP students than non-AOP students](#), this is a predictable result of their relatively weak pre-entry statistics.

Portal and Alert System

All ISU students, staff, and faculty have access to all e-mail, academic, and financial information through the ISU Portal. The functionality of the Portal has increased steadily since it was introduced in 1998. In the initial phase of the Portal, it was simply the new location for student e-mail. Registration capability was added in 2002, financial aid, billing, and financial hold information was added in 2003, and links to Blackboard were added in 2004. In 2007, in the aftermath of the Virginia Tech experience, ISU added an e-mail and opt-in text messaging alert service to faculty, students, and staff.

Course Management Software

When ISU began offering Web-based distance education courses in 1999, all courses were created from scratch using HTML editors and without the aid of any course management software. Through the early part of this decade the University supported Web Course in a Box, WebCT, and Blackboard. In 2003, Information Technology (IT) transitioned all courses to Blackboard. Later that same year, IT began to encourage and support widespread use of Blackboard for all courses. Currently, every



¹⁵ Except for Math and Writing which are housed in separate centers controlled by their respective departments.

¹⁶ ISU houses Upward Bound, Upward Bound Math and Science.

course is Blackboard enabled with the vast majority of 100 and 200 level courses having a Blackboard component.

DARS

As early as 1989, when an innovative yet complicated General Education curriculum was introduced, students and advisors were asking for an electronic degree audit. In 1994, ISU contracted with a new software company to create a Degree Audit and Reporting System (DARS). It was not until the late 1990s that it was ready for general use, and in 2002 it became a widely used advising tool. With the assistance of a staff member hired specifically to program every curricular change into DARS, it is now a functionality that is so widely trusted that the College checkout process for graduation is now done with it. This success also led the College of Graduate and Professional Studies to implement DARS for all graduate programs beginning with the Fall 2010 semester.

It has recently become interactive such that students can find the courses they would need to take if they changed their major or added a major or minor. The courses listed in the program now link out to the catalog descriptions of the courses. The goal is to integrate DARS with the Portal registration tool and in so doing, allow a student to call up a DARS, click on a course they are missing for graduation and choose a section in which to register.

CAS

Because an increasing number of students in Indiana are choosing to transfer their credit between schools, Indiana partnered with other institutions in creating and implementing the [Course Applicability System](#) (CAS), which automatically allows a student to evaluate their transfer credit from one Indiana (and selected Illinois) college to another.

Grade Appeal

Until spring 2009, grades were the purview of the individual faculty member that assigned those grades. Students who appealed grades had to convince the faculty member that the assigned grade was incorrect. Though there were few cases in which the faculty member refused to change the grade when the evidence was overwhelming,

there was nevertheless concern from the Student Government Association (SGA). In 2009, at the request of SGA, the Faculty Senate constructed a policy that allowed for a grade to be changed over the faculty member's objections and under a narrow set of appealable circumstances.¹⁷ Grade appeals are heard by a faculty committee in the College of the faculty member. The policy also addresses grade appeals of faculty members no longer employed by the University. The policy is found in [Appendix D](#).

Freshman Dismissal Rule

During the review period the dismissal rule for freshmen was examined. At the time freshmen with a GPA less than 2.0 after their first semester were placed on academic probation and if while on probation they earned a 1.7 or less, they would be dismissed. The University Academic Advising Committee (no longer in existence) noted that for students earning a GPA less than 1.0 during their first semester, the expectation for their spring semester, should they return, was a term GPA of less than .70 (with a third of these students earning a 0.0), and that their long term graduation rate was less than 1%. It was recommended that freshmen earning less than a 1.0 be dismissed. It was reasoned these students need time away to gain whatever motivation to learn they lacked on their first attempt and that the negative academic and financial consequences of further failure were too great. The Faculty Senate passed this recommendation in the fall of 2006 and it was in place in the fall of 2007.

Student Affairs Outcomes Assessment Work

With a recognition that student success and effective teaching occurs beyond faculty and classrooms, in 2006, the Vice President

¹⁷Appealable Items

- An error in the calculation of the grade.
- The assignment of a grade to a particular student by application of more exacting or demanding standards than were applied to other students in the same section of the same course, in the same semester, with the same instructor.
- The assignment of a grade to a particular student on some basis other than performance in the course.
- The assignment of a grade by a substantial departure from the instructor's previously announced standards for that section of that course.
- The assignment of a grade by a substantial departure from the written departmentally approved standards for a course.

for Student Affairs began an internal program of assessing his unit against internally derived learning standards for their area with the result being a [Master Assessment Plan](#) developed in December 2006. The systematic approach included faculty who were closely involved with Student Affairs reviewing reports written by the various units. The plan recognizes the critical role that non-academic areas play in student success and emphasizes the role that data collected in the student affairs arena plays in reviewing the academic areas as well.

Emerging from the Master Assessment Plan, in October 2008, a [University Employer Survey](#) was completed. Ninety-five campus employers completed the 24-item survey to provide feedback and insight into student performance in campus-based employment. The students were found to overall possess a strong work ethic, with motivation and enthusiasm; however, student employee skills in reading, writing, working with others, and critical thinking were found to not be as strong as desired.

Core Component 3D: The Organization's Learning Resources Support Student Learning and Effective Teaching

Indiana State University recognizes that it has an obligation to ensure that learning resources are available to students and faculty and that these resources are targeted for maximum impact on student success.

Academic Service Centers

The Math Center was reorganized in fall 2008 and now has a line-item budget of \$30,000 for which the Chairperson of the Department of Mathematics and Computer Science hires graduate assistants to answer questions of students in all mathematics courses and these services are free to students. Their typical hours of operation are 9 a.m.-9 p.m. Monday through Thursday and 9 a.m.-4:30 p.m. on Friday.

As referenced above, the [Writing Center](#) now has a second location in Cunningham Memorial

Library. Starting in the Spring 2008 semester the Writing Center has a separate line item budget of \$30,000. This budget is augmented by the College of Graduate and Professional Studies with a \$7,000 stipend and a graduate fee waiver for a graduate student to assist other graduate students with their theses.

The [Student Academic Services Center](#) has seven professional staff members, and several graduate assistants/interns to serve its multifaceted mission of helping students. The majority of its professional staff work with particular programs. Two professional staff work with disabled students, while one coordinates all tutoring as well as the supplemental instructor program. Another staff member coordinates the first year seminar ([University 101](#)). Five staff members are assigned as professional advisors to the AOP and OP programs. The office is open during regular business hours but the facility is teaming with students and tutors late into the evening as study halls and tutoring appointments are constantly going on after the professional staff leave for the day. For the tutoring operation alone, the typical year sees more than 1000 student visits.

Resources for Faculty Support

The Center for Instruction, Research, and Technology

As mentioned previously, CIRT has a mission that extends beyond instructional support. In 2008, the Office of Information Technology (OIT, to which CIRT reports) spent nearly \$630,000 on direct instructional support projects. Indirectly, OIT spent \$1.7 million on Internet upgrades. Of the \$1.2 million collected from the technology fee that students are charged, \$180,000 was spent on media-enhanced classroom spaces and \$350,000 on computer labs (which often serve as instructional spaces for software-intensive classes.)¹⁸ The CIRT has a staff of 16, of which 11 are entirely dedicated to instructional and research support, while the Director and the Coordinator of Interactive Media Design spend considerable time on instructional support activities.

¹⁸Until all students are required to have a laptop and until the relevant classrooms have the physical layout conducive to software instruction, many faculty have decided it is necessary to use the computer labs to teach software-intensive topics.

Year	Travel Occurrences			Financial Support		
	Professional Development	Operational	Total	Professional Development	Operational	Total
2000	953	515	1468	\$623,898.98	\$215,017.66	\$838,916.64
2001	870	543	1413	\$636,626.39	\$261,242.61	\$897,869.00
2002	680	732	1412	\$486,389.81	\$441,642.85	\$928,032.66
2003	486	776	1262	\$347,118.78	\$457,136.90	\$804,255.68
2004	449	740	1189	\$320,719.73	\$522,125.39	\$842,845.12
2005	392	629	1021	\$297,393.02	\$486,297.77	\$783,690.79
2006	422	740	1162	\$380,658.85	\$557,558.32	\$938,217.17
2007	470	655	1125	\$409,698.39	\$472,373.64	\$882,072.03
2008	495	599	1094	\$483,680.78	\$501,227.97	\$984,908.75
2009	380	664	1044	\$362,004.17	\$485,891.88	\$847,896.05

Table 13: Travel Support for Faculty 2000-2009

Travel

Faculty are encouraged to build upon their disciplinary knowledge by publishing and presenting in scholarly venues as well as by participating in academic conferences. Nearly \$7 million was spent supporting faculty travel between 2000 and 2007. The purposes of that travel varied widely by traveler. Some of the travel resulted from courses taught away from campus. Some travel resulted from teacher education faculty, athletic training, nursing, and social work faculty meeting their obligations to supervise student work. The majority of the dollars, if not the majority of occurrences, are attributable to faculty attending professional conferences. These data are provided in Table 13.¹⁹

Resources for Support of First Year Students

First Year Programs

As a condition for accepting the “Transforming the First Year Experience” Lilly Endowment, Inc. grant funds in 1996, ISU was committed to create a structure and a budget to continue with

¹⁹As a result of this self-study it was determined that the departmental budget personnel categorized this latter form of travel differently (with some recording it as professional development and others recording it as operational), and as a result, it is currently impossible to determine whether faculty conference support has increased or decreased during the period.

successful programs attempted during the grant period. One consequence of that was the 2002 creation of [First Year Programs](#) (FYP). This unit was charged with the development, staffing, and maintenance of learning communities, and the summer reading program, and to serve as the lead office for Academic Affairs in a collaborative effort with Admissions and Student Affairs to produce Sycamore Advantage (then the name of our June registration program) and Knowing Sycamores (then the name of our August new student orientation program). The Coordinator of First Year Programs was a faculty member and had a staff member for support. Except for Sycamore Advantage related expenses, the budget for the office was \$140,000.

When that faculty member returned to his full-time faculty duties in 2008, the office’s reporting line was transferred to Enrollment Management Marketing and Communication (a Vice Presidential unit that was created in 2007 and to which Admissions, Financial Aid, and the marketing and communications offices now report). The same responsibilities that were with FYP now fall to the Director of First Year Programs with the exception of learning communities. This mainly academic function remained with Academic Affairs with the Coordinator of General Education taking the lead in their development in 2008 and 2009. In 2009,

some additional changes were made to FYP. The functions of New Student Orientation (the summer registration program) and Fall Welcome (the August welcome program) were moved to the Office of Admissions. Responsibilities for academic initiatives, such as learning communities and the Summer Reading Program, were moved to the Associate Vice President for Student Success. Admissions and the AVP for Student Success continue to work closely together to provide comprehensive programming and intervention for first-year students.

Sycamore Advantage/ New Student Orientation

The same transition that occurred in [First Year Programs](#) occurred in the registration and orientation programs. The staff of First Year Programs now takes the lead in both the summer program called “New Student Orientation” and the August “Fall Welcome” program. The summer registration program is now a two-day program with students staying overnight in a recently renovated Burford Hall. While the total number of hours where students are meeting with faculty and staff advisors and service personnel remain roughly the same, the residence hall overnight offers a chance for seasoned and successful students to talk to new students about the importance of the high school to college transition in an informal and inviting setting. It is believed that this will translate into an easier transition, which, it is expected, will translate into greater student success. Because of the extra costs of the overnight, the programs budget was increased from \$100,000 to nearly \$200,000 in 2009 with the extra expenses covered by a \$75 program fee.

Support of Student Assessment

Staffing in Institutional Research

In 2002, when ISU transitioned from Lilly Endowment, Inc. grant dollars to base budget dollars to support the first year experience, a new position was created in the then Office of Strategic Planning, Institutional Research and Effectiveness (now named the Office of Institutional Research and Assessment) to analyze program effectiveness and student success. As a result, [internal studies of program effectiveness](#) have helped shape university policy

on academic advising, learning communities, admissions policies, and other retention and success programs.

The Position of Director of Assessment and Accreditation

In 2003, a full time professional position was created to support NCATE accreditation for the Bayh College of Education. When that process was complete, the position transitioned to become the Director of Assessment and Accreditation. Between 2007 and 2010, this office assisted many departments to create and maintain assessment processes. The position was vacated twice during the period but the need for the position, even in light of continuous budgetary concerns, led to its quick refilling. Because of the importance of this position it was moved into the Office of Academic Affairs in 2010.

AVP for Student Success and the Student Success Council

One of the clearest indicators of the institutional commitment to student success is the establishment of an Associate Vice President for Student Success within Academic Affairs. Additionally, at the same Board of Trustees meeting that approved the Assessment Council, a twenty person Student Success Council was established. This council is headed by AVP for Student Success (a position created and filled in 2009) and has representation from the undergraduate colleges, the Honor’s Program, General Education, First Year Programs, faculty staff, and students. The Council’s initial charge was to provide leadership in the creation of a unified student success program as outlined in the [The Pathway to Success](#) strategic plan of 2009.

Beyond the Student Success Council, the AVP for Student Success works to coordinate and streamline the student service centers, first-year programs, Enrollment Management, advising in the colleges, and student affairs. Additionally, the reorganization completed in summer 2010 brings Residential Life under the AVP for Student Success as recognition of the critical role the resident halls and staff play in the overall student success picture. In fall 2009, a new tool was added to the arsenal to assist with student retention and success. MAP-Works is a tool that can be used by faculty, advisors, residential staff, and others to identify freshmen that

are in crisis and need outreach. As discussed in the [Introduction](#), the pilot of the software tool indicated its potential usefulness and the program will be continued in 2010.

Moving Forward

As the University moves beyond the current accreditation cycle, we have the opportunity to build upon the considerable work done for this visit. In particular, now that we have created assessable learning outcomes and instruments to collect data, we have the opportunity to critically examine our curriculum for student success. The formation of the Assessment Council as a university-wide, Board of Trustees established body is a good indicator of the intent of the institution to focus continuous attention on assessment for programmatic improvement and student success. It provides us with the vehicle by which we can embrace assessment as a means to a laudable end rather than a periodic activity required for accreditation.

This change in culture has created the expectation that new programs, whether they be academic or co-curricular, must create assessable learning outcomes and assessment mechanisms at their inception in order to garner their first dollar. It also creates a means by which to judge whether programs achieved the goals for which they were established. This will be of significant assistance to those who must allocate scarce resources.

Similarly, such a cultural shift will allow ISU's distance programs to be assessed more rigorously. Course assessment, through the use of portal-enabled student evaluations, will allow all distance students to provide input into courses in the same way on campus students have for several years.

A continued data-driven assessment culture will allow ISU to address one of its more vexing challenges: its bimodal student population. ISU enrolls many very good students who, according to NSSE data, desired increased levels of academic challenge while simultaneously attempting to serve students who are underprepared for the challenges of college level work making it that much more difficult to evaluate programs when learning outcomes are perceived very differently

by students of differing ability. Doing so requires a careful assessment process.

In particular, there is one key challenge that faces ISU as we continue to migrate to a more assessment-oriented culture.

Effective utilization of the data that is collected. The Assessment Council will be a critical place where data is vetted and passed on throughout the institution for consideration and action. At this time, ISU engages in a number of data collection activities that cut across multiple segments of the institution but at this point are not widely distributed, understood, or utilized, such as the data from MAP-Works, NSSE, Student Affairs, the Office of Instructional Research, and program data. As we utilize data more and in more effective ways, we may find that some of our data collection is redundant.





Chapter Five

Criterion Four: Acquisition, Discovery, and the 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.

Introduction

At its February 2008 meeting, the Board of Trustees ratified a new, much shorter and more direct Mission Statement that, in two sentences, captured what Indiana State University is and what it does. It highlights Indiana State University's focus on teaching at both the graduate and undergraduate level, it encompasses ISU's special emphasis and commitment to community engagement and public service, and it underscores the University's pedagogy of "engaging, challenging, and support[ing]" students.

The University's words are also backed up by the University's dollars. Whether the dollars are spent on faculty development, travel, support for research, or recognition of teaching and research productivity in promotion and tenure decisions, Indiana State University demonstrably puts its money behind this Mission Statement.

That view translates to the University's curriculum as an increasing number of majors, minors, and courses follow community engagement and experiential learning pedagogy as outlined in the special emphasis portion of this self-study. In addition, in 2009 the University passed and began development of a general education curriculum that not only builds upon the special emphasis, but explicitly requires students to begin pursuing a life of

integrating knowledge from disparate sources and viewpoints. The three-course, upper-division integrative electives requirement ensures that students begin to bring different ways of knowing together to tackle complex social issues.

The general education (Foundational Studies), undergraduate, and graduate curricula are under constant assessment and evaluation to ensure that not only are the learning outcomes of each academic program met but that the learning outcomes themselves are the correct ones. In many programs this is accomplished through the specialized accrediting process, while in the non-accredited graduate programs this is accomplished via a mandatory five-year program review. The just-initiated Foundational Studies program also incorporates policies and procedures designed to provide for regular evaluation directed at quality enhancement. Thus, all courses in each category of "ways of knowing" are evaluated on a three-year review cycle. Furthermore, the Foundational Studies Council process will begin each three-year cycle with an evaluation of the learning objectives for the program generally and for each of its ways of knowing.

Indiana State University takes seriously its obligation to maintain the safe, responsible, and ethical treatment of human and animal subjects and its obligation to meet high standards for the management of biological and hazardous materials. The [Institutional Review Board](#), the Institutional Animal Care and Use Committee, and the University Institutional Bio-safety Committee each meet to review research proposals to ensure protocols are established that are consistent with the highest national standards. ISU also maintains policies and practices to ensure the responsible use of technology and that all forms of intellectual property (whether they are owned by the University, the University's faculty, or are privately held) are protected.

In 2006, the administration determined that



it was important to electronically document the scholarship of faculty, especially in light of the new direction of the University. While the decision to engage in a special emphasis was not yet made, the decision to focus the University on community engagement and experiential learning had been made. It was determined that Digital Measures, a Web-based system for tracking faculty activity, would be the means by which faculty report their annual activities. For the first time, this allowed administrators from the Provost to department chairpersons to track and report on faculty activity using a data management system. It also allowed faculty to tag scholarship as being relevant to the new direction. The system is constantly being evaluated to determine ways to improve the intuitive nature of data entry for faculty and data retrieval and reporting for the administration.

Though faculty have been encouraged to put their pre-2006 publications into Digital Measures, it was not required. Currently, Digital Measures is the only acceptable method of faculty activity reporting. Data prior to 2006 are not considered as complete as data after 2006. These data are also used by Deans, Department Chairpersons, and personnel committees when compensation issues are addressed. Digital Measures is currently undergoing a review to determine a future direction.

Core Component 4A: The Organization Demonstrates, Through the Actions of Its Board, Administrators, Students, Faculty, and Staff, That It Values a Life of Learning

Scholarship Activities

Faculty Scholarship

The faculty of Indiana State University are active scholars in their fields and demonstrate this by presenting their research at regional, national, and international conferences and producing a wide variety of published scholarship. While

the mission of Indiana State University does not necessitate that a faculty member be prolific in publication, it does require an active research agenda for faculty so that their knowledge and methods are current. By and large, tenured faculty are free to choose the outlet for their scholarly activity, although tenure standards in some colleges and departments require scholarship of a particular type. Because the data from Digital Measures are incomplete prior to 2006, Tables 14 and 15 only include information for calendar years 2006 through 2009.

The performances, exhibits and other contributions to the fine and performing arts are also provided in Table 14. These include exhibitions of artistic work, musical and theatric performances, authorships, and directorships both on and off campus, as well as poetic readings, artistic and theatric design work, consultancies, and adjudications of competitions. The faculty of the Departments of Art, Theater, Music, and English host several conferences, lecture series, and workshops in their respective disciplines for students, staff and faculty.

Many of the faculty of Indiana State University have taken the new mission of community engagement and experiential learning to heart and have adjusted their research agendas to produce scholarship with this in mind. Faculty report which of their articles, books, and presentations fit into each category with the categories being defined for them in Digital Measures. As can be seen from Table 15, a significant portion of the scholarship produced by the University's faculty has a community engagement, or experiential learning²⁰ aspect to it. In many cases the scholarship contains elements of both.

It should be noted that, viewed uncritically, these data show a decrease in faculty research activity. A return to Chapter 1's discussion of faculty counts and Chapter 4's discussion of faculty travel support provides a partial explanation. Since fall 2005, the tenured and tenure-track faculty, the only ones expected by their job description to engage in scholarship, have decreased by 10%.

Similarly, it should be noted that this data only

²⁰These include research activities whose substance is on community engagement and/or experiential learning, as well as research activities with a disciplinary focus that provide for students' experiential involvement and/or engage the faculty with the community.

	Books				Curriculum, and Instructional Materials				Book Chapters, Journal Articles etc			
	2009	2008	2007	2006	2009	2008	2007	2006	2009	2008	2007	2006
Arts	18	27	32	28	12	10	14	18	136	230	295	265
Business	0	0	0	0	2	5	6	1	44	71	52	52
Education	6	6	5	5	7	3	13	7	52	40	78	56
Library	1	2	0	0	15	12	3	7	9	15	19	15
Nursing and Health	5	3	3	1	0	1	0	4	34	58	56	41
Technology	0	2	0	1	0	5	2	6	6	19	34	25
Total	30	40	40	35	36	36	38	43	281	433	534	454

	Book Reviews, Trade Material, and Technical Reports				Grants, Contracts and Sponsor Research				Conference Presentations			
	2009	2008	2007	2006	2009	2008	2007	2006	2009	2008	2007	2006
Arts	25	38	41	35	95	215	279	283	103	313	425	453
Business	0	0	0	2	9	19	16	21	23	33	41	47
Education	0	1	7	3	34	66	83	82	75	137	174	203
Library	11	15	7	5	8	5	6	2	22	25	22	15
Nursing and Health	6	10	8	12	31	59	46	48	66	123	109	109
Technology	0	1	0	0	18	27	26	38	11	29	34	37
Total	42	65	63	57	195	391	456	474	300	660	805	864

Type	Fine and Performing Artistic Expressions and Performances			
	2009	2008	2007	2006
Exhibits	8	46	56	16
Performances	172	281	263	271
Designs	6	13	3	7
Adjudications/ Consultations	3	31	12	4
Directorships (Musical and Theatric)	8	28	45	9
Authorships (Musical and Theatric)	2	7	7	4

Table 14: Scholarship by Type, College, and Year

	Publications and Book Reviews							
	Experiential Learning				Community Engagement			
	2009	2008	2007	2006	2009	2008	2007	2006
Arts	30	63	49	53	30	48	55	34
Business	13	16	10	5	6	8	2	1
Education	17	15	29	19	14	10	32	13
Library	1	2	1	2	11	9	5	5
Nursing and Health	11	12	10	11	10	15	16	17
Technology	2	13	17	13	1	10	8	13
Total	74	121	116	103	72	100	118	83

	Presentations							
	Experiential Learning				Community Engagement			
	2009	2008	2007	2006	2009	2008	2007	2006
Arts	33	93	102	102	27	81	84	98
Business	7	10	12	8	7	7	12	9
Education	31	38	40	43	25	28	40	54
Library	1	4	6	3	14	11	16	6
Nursing and Health	8	29	11	10	10	27	13	20
Technology	6	9	9	8	7	9	6	11
Total	86	183	180	174	90	163	171	198

	Grants, Contracts and Sponsored Research							
	Experiential Learning				Community Engagement			
	2009	2008	2007	2006	2009	2008	2007	2006
Arts	51	111	118	113	34	82	92	90
Business	2	4	5	4	1	2	3	3
Education	16	35	40	42	18	38	47	38
Library	4	1	0	1	5	2	4	2
Nursing and Health	16	28	26	25	7	24	18	18
Technology	9	15	11	24	8	7	7	18
Total	98	194	200	209	73	155	171	169

Table 15: *Experiential Learning and Community Engagement Scholarship By Type, College, and Year*

includes externally funded Grants, Contracts and Sponsored Research. In 2006, the University initiated two aggressive internal programs, Distinctive Programs and Promising Scholars, supported by a grant from Lilly and Institutional dollars. A number of projects that may have previously sought external dollars used these internal dollars as seed money to begin study and

exploration, and to further develop the scholarship before potentially seeking external dollars.

The 2009 overall numbers may also be lower due to the very nature of data entry into Digital Measures. Many faculty wait until prompted in January or February to enter their work for the previous calendar year. No such directive went out in early 2010 which might mean that fewer faculty updated their data.

Year	Doctoral Degrees	Thesis Option Master of Arts Degrees	Thesis Option Master of Sciences Degrees	Non-Thesis Option Master of Sciences Degrees
2000	61	35	26	420
2001	50	21	17	189
2002	45	18	20	365
2003	36	22	18	321
2004	48	16	15	321
2005	62	19	22	295
2006	66	12	20	460
2007	68	17	13	512
2008	72	18	14	471
2009	53	9	10	474

Table 16: Graduate Degrees Granted

A Celebration of Student Scholarship					
Year		Undergraduate	Masters Level	Doctorate	Total
2004	Oral	3	6	5	14
	Poster	4	8	8	20
2005	Oral	10	10	4	24
	Poster	26	12	12	50
2006	Oral	10	6	5	21
	Poster	17	9	7	35
2007	Oral	3	6	1	10
	Poster	16	4	1	21
2008	Oral	5	6	8	19
	Poster	17	12	9	38
2009	Poster	32	13	16	61
2010	Poster	18	12	17	47

Table 17: Research Showcase Presentations

Student Scholarship

As can be seen in Table 16, a number of the graduate students who complete degrees at Indiana State University do so by completing a thesis of some sort. Student scholarship is not confined to the culminating degree experience only. Graduate and advanced undergraduate students are encouraged and supported in their production of scholarship. One aspect of that is the Research Showcase of the College of Graduate and Professional Studies. The data from 2004 to 2009 for this program are shown in Table 17. An additional aspect of this College's support for research is the \$25,000 pool it created to support research. Individual colleges also provide support for undergraduate and graduate research. For example, the College of Arts and Sciences earmarks \$10,000 annually to support undergraduate research and creativity.

Support for Scholarship

Financial Support for Faculty Scholarship

There are many ways in which the University supports the scholarship of its faculty. From support for leaves, to collective efforts to secure grants that provide research support, to travel support, to faculty development efforts specifically designed to support scholarship, to providing professionals to assist with grant writing and computer support, the University takes a multi-pronged approach to assist its faculty in their scholarship.

Indiana State University has a generous sabbatical leave policy that provides full salary and benefits to faculty who qualify for a semester leave and 60% of salary and full benefits for faculty who qualify for a year-long sabbatical. The vast majority of sabbatical plans that provide a clearly articulated research agenda with enumerated benefits of the agenda that would accrue to the University are approved. Faculty must complete 12 full-time semesters between sabbaticals. A summary of approved sabbaticals is provided in Table 18.

Fiscal Year	Semester-Based Sabbaticals	Year-Based Sabbaticals
2001	36	5
2002	25	13
2003	30	3
2004	30	4
2005	30	2
2006	33	0
2007	18	2
2008	27	3
2009	29	4
2010	23	2

Table 18: Approved Sabbaticals

During the review period, the University was also aggressive in seeking grant-based research support. A Lilly Endowment, Inc. grant was leveraged with \$750,000 of internal dollars to invest in the development and expansion of programs having a State, National, and International prominence. This Distinctive Programs Initiative dovetailed with a similarly funded Promising Scholars program. In that program 48 junior faculty were identified over four years as having active research agendas worth of significant financial support (\$452,902). A list of faculty receiving these awards is available in Criterion 2.

This support is in addition to the support allocated to faculty who apply to either the University Research Committee or the University Arts Endowment Committee. These grants are typically given as summer support or to give release time to faculty during the academic year. Often this is intended to be seed money as faculty seek other external grant opportunities. The allocations are shown in Table 19.

The Office of International Affairs provides a wide range of grants to support faculty engaged in international projects. Between 2003 and 2008, International Travel Grants supported 137 faculty trips. This support assisted faculty in their travel to 28 separate countries, with travel to China and Morocco dovetailing with institutional agreements in these countries.



Faculty were supported in their travel more generally. Nearly \$7 million was spent supporting faculty travel between 2000 and 2007. The purposes of that travel varied widely by traveler. Some of the travel resulted from courses taught away from campus. Some travel resulted from teacher education faculty, athletic training, nursing, and social work faculty meeting their obligations to supervise student work. The majority of the dollars, if not the majority of occurrences, is attributable to faculty attending professional conferences. These data are provided in Table 20.²¹

The Office of Sponsored Programs offers support for faculty travel as it relates to faculty attempts to garner external funds for their research. Between 2004 and 2008, more than \$20,000 was allocated to 30 faculty in this effort.

Finally, a portion of the Center for Instruction, Research and Technology's faculty development budget is allocated to research support. Through mini-grants and grant writing assistance, the University provides financial, logistical, and personnel to faculty actively seeking external funding.

CIRT Faculty Mini-Grants

Beginning in 2004, CIRT started offering relatively small grants to faculty to allow them to

²¹As a result of this self-study it was determined that the departmental budget personnel categorized this latter form of travel differently (with some recording it as professional development and others recording it as operational), and as a result, it is currently impossible to determine whether faculty conference support has increased or decreased during the period.

explore the uses of technology in their teaching and research (see Table 21). In the 6 years in which the grants were offered, 110 were granted. These grants are often used as seed projects to seek more significant external funding. Funding preference is given to those proposals that emphasize experiential learning and community engagement. [The projects](#) vary immensely in scope and description but include virtual worlds for research and simulation, computing resources for advanced research topics, and new ways to authentically assess student learning.

Financial Support for Student Scholarship

Two entities offer significant opportunities for financial support of undergraduate scholarship. Study Abroad is not only the name of the office but also the principal means by which Indiana State University creates opportunities for students to be supported in their learning and their scholarship. The other significant opportunity for support comes from the Office of Sponsored Programs' [Undergraduate Student Research Awards](#). These awards vary in their monetary value. They are summarized in Table 22.

Further, approximately 25% of all projects (proposed and funded) emanating from the University faculty and administrative grant endeavors include financial support for undergraduate and graduate students to participate in research and learning activities.

For graduate students, money to support travel for graduate student presentations is available through the College of Graduate and

FY	University Research Grants		University Arts Endowment Grants	
	Number of awards	Dollar amount of awards	Number of awards	Dollar amount of awards
1999	14	\$ 47,895	5	\$ 21,746
2000	14	\$ 56,121	5	\$ 23,180
2001	18	\$ 68,459	4	\$ 14,150
2002	11	\$ 30,161	5	\$ 21,431
2003	24	\$ 66,106	3	\$ 18,599
2004	29	\$ 68,453	6	\$ 19,466
2005	10	\$ 43,318	2	\$ 9,833
2006	12	\$ 51,771	6	\$ 20,643
2007	11	\$ 37,618	3	\$ 14,980
2008	9	\$ 42,844	3	\$ 16,500
2009	11	\$42,409	3	\$17,565
TOTAL		\$555,155		\$198,093

Table 19: *Internal Research and Creativity Grants*

Year	Travel Occurrences			Financial Support		
	Professional Development	Operational	Total	Professional Development	Operational	Total
2000	953	515	1468	\$623,898	\$215,017	\$838,916
2001	870	543	1413	\$636,626	\$261,242	\$897,869
2002	680	732	1412	\$486,389	\$441,642	\$928,032
2003	486	776	1262	\$347,118	\$457,136	\$804,255
2004	449	740	1189	\$320,719	\$522,125	\$842,845
2005	392	629	1021	\$297,393	\$486,297	\$783,690
2006	422	740	1162	\$380,658	\$557,558	\$938,217
2007	470	655	1125	\$409,698	\$472,373	\$882,072
2008	495	599	1094	\$483,681	\$501,228	\$984,909
2009	380	664	1044	\$362,004	\$485,892	\$847,896

Table 20: *Travel Support for Faculty 2000-2009*

Semester	Awards	Amount
Fall 2004	11	\$49,705
Spring 2005	15	\$59,031
Fall 2005	9	\$40,867
Spring 2006	11	\$47,688
Fall 2006	8	\$38,805
Spring 2007	12	\$52,584
Fall 2007	7	\$35,170
Spring 2008	6	\$58,397
Fall 2008	10	\$31,503
Spring 2009	8	\$15,218
Fall 2009	5	\$7,923
Spring 2010	8	\$14,932

Table 21: CRIT Mini-Grant Awards

Professional Studies. The graduate student research fund is a competitive funding program administered by CGPS. The program receives \$25,000 of budget support annually from Academic Affairs. Resources are supplemented annually with limited carry forward funds by CGPS. In 2008, the maximum award was increased from \$400 to \$600. The competition solicits applications for data collection, research dissemination, conference travel and professional development. Ordinarily, 50-60 students are support annually depending on specific requests. See Table 23.

With its large number of graduate students, the Bayh College of Education has also provided financial support for graduate research. In each of the past 6 years, the BCOE has funded an average of 16 students a year with between \$250 and \$500 each depending on whether presentations were regional or national. Additionally, the BCOE annually awards \$1,000 to the best dissertation and \$500 to the best master's thesis, as well as sponsors at least 1 doctoral fellowship annually (\$13,000 stipend, 18 credits of tuition waiver, and \$2000 in professional development) to a doctoral student with a defined research study and plans to be a member of the professoriate.

FY	Number of awards	Dollar amount of awards
2004	18	\$ 4,852
2005	24	\$ 11,451
2006	5	\$ 1,500
2007	30	\$ 12,947
2008	19	\$ 9,100
2009	29	\$12,459
TOTAL		\$52,310

Table 22: Office of Sponsored Programs, Undergraduate Student Research Awards

Semester	Applications	Funded
Fall 2008	23	18
Spring 2009	52	40
Fall 2009	25	22
Spring 2010	36	28

Table 23: Graduate Student Research Funding from CGPS

Summer Undergraduate Research Experiences (SURE)

The University began its [Summer Undergraduate Research Experiences \(SURE\)](#) in 2006. In the program, students work on faculty-mentored research projects between 20 and 40 hours per week for ten weeks, from mid May through the end of July. SURE began in Chemistry with 12 students, expanded a year later to 18 students and involved 16 students in 2008 when it included both Chemistry and Physics. In 2009, when a gift allowed the University to expand SURE to all of the science disciplines 30 students participated. Total stipend support in each of the last three years of SURE has been \$52,250, \$33,240, and \$88,000

Promotion and Tenure Expectations For Scholarship

Indiana State University has mission-consistent expectations for scholarship in promotion and tenure. The promotion and tenure guidelines of all of the colleges include, with varying degrees of specificity, requirements for

a minimally acceptable level of scholarship, an expected level of scholarship, and an exceptional level of scholarship for tenure and for promotion to the rank of professor²². As is indicated in the chapter for the Special Emphasis, promotion and tenure guidelines for departments and colleges were revisited in 2010 to ensure that consideration for scholarship and teaching that support and incorporate experiential learning and community engagement are rewarded.

Programs and Support for Life-Long Learning

Indiana State University supports its faculty and staff with fee waivers for courses taken at ISU. All benefit-eligible employees are able to take advantage of a discounted fee structure. Spouses / Partners of full-time, regular, benefits-eligible employees may apply for a fee waiver on one ISU class (up to four credit hours) each semester. The discount is 80%.

ISU also supports life-long learning efforts in the community with The [Osher Lifelong Learning Institute](#) (OLLI). This non-profit, membership organization is open to all adults in the greater Wabash Valley, with programs designed to meet the needs and interests of persons aged 50 and over. OLLI offers academic programs that are designed by its members and tailored to suit their interests. All of these programs (lectures, courses, and special events) are offered without concern for prerequisites, credit, or grades.

Acknowledgement of Achievements

A university may be fairly judged for what it chooses to award and reward, and by this score Indiana State University's award structure is consistent with its mission. The [Theodore H. Dreiser Award](#) recognizes outstanding scholarship. The College of Arts and Sciences Distinguished Professor award celebrates lifetime achievement in all aspects of faculty life, with its recipients having clearly excelled in scholarship. The College of Education's Reitzel Award recognizes outstanding contribution to empirical research. The President's Medal is an

²²Promotion to Associate Professor and tenure for typical tenure-track faculty are coupled as a single decision. This change was made official as of 2003.

award granted by the President of the University using criteria of his choosing, but several of the recipients have been recognized for their remarkable scholarship. During the review period, the [Caleb Mills](#) teaching award was granted to thirty of the University's faculty. In several cases, the committee's rationale for the award was to acknowledge excellence in graduate teaching in general and thesis support, in particular. Finally, the Center for Public Service and Community Engagement sponsors the [Faculty Award for Community Based Learning and Scholarship](#) which may be conferred for scholarship in this area.

In addition, more frequent recognition is offered through programmatic newsletters. The Center for Public Service and Community Engagement newsletter recognizes work across teaching, scholarship, and service as they apply to this aspect of the University mission. The [Office of Sponsored Programs' newsletter](#) lists faculty who submit and are awarded external grants in pursuit of their scholarship.

Core Component 4B: The Organization 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

Foundational Studies

The newly approved [Foundational Studies Program](#) is required of all students enrolled at Indiana State University. Students who have earned an associates degree at an accredited regional campus or at Indiana State University

have met all of the Foundational Studies requirements except for: (1) Junior Level Composition (one class), (2) Ethics and Social Responsibility (one class), and (3) Integrative Upper-Division Electives (three classes or other permitted substitutions).

The Foundational Studies program is designed to prepare ISU graduates to analyze problems, think critically and creatively, integrate a variety of approaches to gain knowledge, recognize the ethical, social, and cultural implications of issues, and communicate professionally, persuasively, and effectively.

The Foundational Studies program came about in response to long-standing concerns relating to quality, efficiency, and implementation of the existing General Education program. In June of 2007, the Provost and the Faculty Senate charged the General Education Task Force with restructuring the current General Education Program (GE 2000). In re-conceptualizing the existing General Education program, the General Education Task Force followed the charge to:

- Recommend a structure for a General Education program that:
 - Increases quality, student success, and academic challenge
 - Places student learning at the center
 - Emphasizes inquiry and active learning
 - Builds upon the Indiana Core Transfer Library and other state initiatives and requirements
 - Supports the reallocation of resources for strategic academic priorities
 - Promotes coherence and common intellectual experiences (more of a common core)

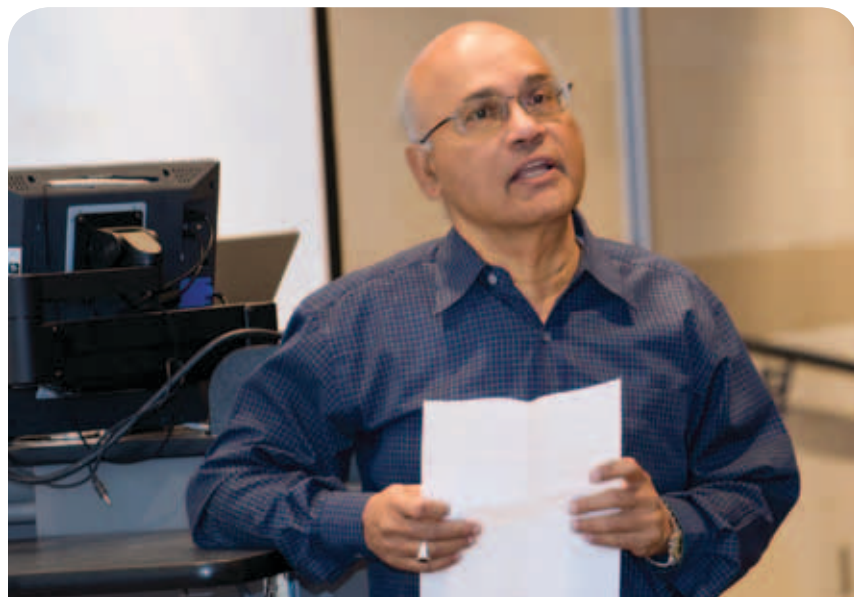
Goal Two, Initiative Two Applying the Science of Learning to the Learning of Science

Indiana State University is a participant in the NSF funded SENCER project. SENCER stands for “Science Education for New Civic Engagement and Responsibility.” The national SENCER effort is focused on making undergraduate general education requirements in the sciences be more effective at teaching students how to use the scientific method to address pressing community issues. During the 2009-10 academic year, courses using the SENCER method were piloted in the Department of Environmental and Earth Sciences. Courses in other disciplines will be added during the 2010-11 year. Additional information regarding the SENCER initiative is included in the Special Emphasis section of the report.

The Task Force developed the Foundational Studies proposal (FS) throughout the Fall semester (2007) and the early part of the Spring semester (2008). Beginning in March and continuing throughout the Summer and into Fall 2008, the Task Force sought feedback from the campus. The Task Force explicitly asked for feedback on the Composition, Quantitative Literacy, and Literature and Fine Arts categories of the proposed program. Based upon the feedback received from open forums and the proposal feedback site, the Task Force modified the initial FS proposal. During the remainder of the Fall semester, the Task Force, with the assistance of the General Education Council, developed learning objectives, skill and applied-learning requirements, assessment instruments, and guidelines for implementation. In January 2009, the Task Force unanimously passed the FS proposal. Throughout the Spring semester, the proposal worked its way through

the governance process, receiving approval at each level: General Education Council, Curriculum and Academic Affairs Committee, Faculty Senate Executive Committee, and the University Faculty Senate.

From the beginning of the two-year



process to reform the program, the General Education Task Force pledged to create a set of learning objectives and underlying standards of assessment for what was to become the new Foundational Studies program. Those learning objectives are that ISU students will be able to:

- Locate, critically read, and evaluate information to solve problems;
- Critically evaluate the ideas of others;
- Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
- Demonstrate an appreciation of human expression through literature and fine and performing arts;
- Demonstrate the skills for effective citizenship and stewardship;
- Demonstrate an understanding of diverse cultures within and across societies;
- Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
- Demonstrate an understanding of the ethical implications of decisions and actions;
- Apply principles of physical and emotional health to wellness;
- Express themselves effectively, professionally, and persuasively both orally and in writing.

Learning objectives for each of the Foundational Studies program's 13 ways of knowing were also developed. They are laid out in Table 24 (with columns noting references to Diversity and Skills and Professional Competency where relevant). In April of 2009, the Foundational Studies Council began its work helping departments create courses for the new program. Once the portfolio of courses was created, the assessments for each of the learning objectives were created and shared with the program faculty so that from its first offering, the new Foundational Studies program would be evaluated using agreed upon assessments measuring clearly articulated learning objectives.

Indiana State University understands the linkages between curricular and co-curricular activities especially as they apply to General Education. In particular, under the new Foundational Studies Program (General

Education 2010) all students will be required to participate in an intensive and intentional community engagement, service-learning, or experiential learning activity. Honors students may choose the Leadership and Civic Engagement track. To complete this track, students must earn an American Humanics Certificate or a Civic Leadership Minor. Both the certificate and the minor requirement require that the students participate in an intensive community engagement or experiential learning activity.

Co-Curricular Aspects of Learning

The linkages between curricular and co-curricular activities extend to the living arrangements of our students. The [Leadership Learning Community](#), sponsored by Residential Life, provides education and development opportunities for leadership skills. ISU also offers theme-based housing with specific floors designated to focus on careers in their chosen major.

Begun in 1997, one year before the Lilly Project to Transform the First Year Experience, the [FYI Program](#) is the collection of programs and services in Blumberg, Burford and Cromwell Halls. First year students residing in other halls are welcome to participate in all FYI programs and services. The staff in the FYI areas go the extra mile to ensure freshmen success. The staff seek out students in order to provide them with personal contact and outstanding programs.

Our students also have the opportunity to make their vacations a learning experience. For the past six years, ISU students have traveled to different places in the United States during the week of spring break to participate in community service and experiential learning. Through immersion in the community and environment where they serve, students experience an intense leadership, growth, and educational opportunity as they witness, discuss, and work to address social issues.



Way of Knowing	Learning Objectives	Diversity	Skills and Professional Competency
Composition	Demonstrate an increasing fluency in the writing process: planning, drafting, revising, editing, and preparing final papers;		x
	Demonstrate increasing mastery of the varied elements of writing: thesis, stance, content, organization, sentences, diction, and technical matters;		x
	Demonstrate an increasing awareness of rhetorical strategies in various forms of writing, with particular attention to audience;		x
	Assess the usefulness and reliability of sources, including Internet sources;		x
	Synthesize and critique material from a variety of sources with an emphasis on scholarly and professional publications; incorporate sources; document sources properly;		x
	Exhibit critical thinking as readers and as writers; and		x
	Understand the relevance of good writing to real-world situations.		x
Communication	Apply basic communication theoretical concepts to the study of human communication;	x	x
	Apply concepts of small group communication in the development and execution of a small group presentation and the team's small group process;	x	x
	Employ concepts of public speaking in the preparation and delivery of an informative and persuasive speech;	x	x
	Find, use, and cite evidence to support assertions or arguments both orally and in writing; and	x	x
	Apply concepts of relational, interpersonal communication to the development of a fictional or actual human relationship.	x	x
Quantitative Literacy or Mathematics	Solve for one or more unknowns from available information using appropriate methods;		x
	Represent and solve real-world problems employing appropriate mathematical models;		x
	Answer questions using empirical methods; and		x
	Critically evaluate a quantitatively-based argument.		x
	Solve for multiple unknowns from available information using appropriate methods;		x
	Represent and solve real-world problems employing appropriate mathematical models;		x
	Answer questions using advanced mathematical techniques; and		x
	Interpret and explain the results of advanced mathematical analysis.		x
Non-Native Language	Demonstrate understanding and/or expression of meaning through listening, speaking, reading and writing using appropriate grammar and vocabulary;		x
	Critically examine issues of cultural differences, societal values and relationships, and evaluate their own culture and value systems through comparison and contrast to the target language and culture;	x	x
	Develop a basic level of mastery of another language and its' culture; and	x	x
	Use the target language in developing an understanding of the world today.	x	

Table 24: **Foundational Studies Learning Outcomes**



Way of Knowing	Learning Objectives	Diversity	Skills and Professional Competency
Health and Wellness	Understand how society benefits from healthy citizens;		x
	Demonstrate safe and effective physical activity methods and nutritional strategies and describe informed decisions/choices about other issues that may affect their health;		x
	Articulate the effect of lifestyle on physiological and cognitive functions, and psychological well being; and	x	x
	Describe values and behaviors that lead to a healthy lifestyle.		x
Laboratory Science	Articulate how data are acquired, and how hypotheses and theories are constructed;		x
	Use the scientific method to formulate and test hypotheses;		x
	Apply scientific theories to predict the nature and behavior of new systems, environments or scenarios; and		x
	Articulate how current issues in science and technology intersect with populations, institutions, and societies.	x	x
	Engage in laboratory experience that reinforces and augments the theoretical content of the lecture course;		x
	Use the scientific method to formulate and test hypotheses;		x
	Use the tools and techniques of the discipline to gather and analyze data; and		x
	Present the analysis and findings of the lab experience.		x
Social or Behavioral Sciences	Describe how individual choices and/or evolving social institutions affect human decision-making;		x
	Utilize discipline specific methodologies to predict an individual or social outcome;		x
	Connect discipline-specific content and methodology to contemporary social issues; and	x	x
	Explain how the specific discipline informs and contributes to other disciplines.		x
Literature and Ideas	Demonstrate aesthetic responsiveness and interpretive ability;		x
	Connect writings to their literary, cultural, and historical contexts;	x	x
	Employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment; and		x
	Reflect on themselves as products of and participants in traditions of literature and ideas.		x
Fine and Performing Arts	Demonstrate aesthetic responsiveness and interpretive ability;		x
	Connect works of art to their literary, cultural, and historical contexts;	x	x
	Employ knowledge of the arts to analyze issues and answer questions relating to human experience, systems, and the physical environment; and	x	x
	Reflect on themselves as products of and participants in traditions of the fine and performing arts.	x	x

Table 24: *Foundational Studies Learning Outcomes*



Way of Knowing	Learning Objectives	Diversity	Skills and Professional Competency
Historical Studies	Analyze the origins and consequences of historical events and the roles of individuals and societal forces in bringing about change over time;	X	X
	Explain historical events and changes as a continuous movement through time rather than as discrete and disconnected moments in time;	X	X
	Locate and evaluate sources of evidence within the context of time, place, and culture; and	X	X
	Use an historical perspective to understand the world today and address contemporary issues.	X	X
Global Perspectives and Cultural Diversity	Demonstrate knowledge of cultures and worldviews;	X	X
	Identify social, economic, political, and environmental inter-relationships between cultures and worldviews;	X	X
	Use multiple lenses, such as race and ethnicity, gender, social class, regional culture, and religion, to evaluate one's culture in comparison to those studied; and	X	X
	Articulate how the social construction of culture and worldviews shapes contemporary social and political issues.	X	X
Ethics and Social Responsibility	Understand the historical and philosophical bases of ethical decision-making and social responsibility;	X	X
	Use independent thinking, critical analysis, and reasoned inquiry when assessing personal, professional, and societal issues;		X
	Demonstrate the ability to make personal and professional decisions by applying knowledge and skills obtained from the study of ethics and theories of social responsibility; and		X
	Articulate how their ethical framework and understanding of social responsibility shape their actions.		X
Integrative Upper-Division Electives	Integrate multiple ways of knowing in a thematic approach to a particular topic or issue;	X	X
	Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue;		X
	Analyze and write at an advanced level; and		X
	Demonstrate the ability to effectively orally communicate the results of projects to an appropriate audience.		X

Table 24: **Foundational Studies Learning Outcomes**

Core Component 4C: Indiana State University Assesses the Usefulness of Its Curricula to Students Who Live and Work in a Global, Diverse, and Technological Society

Curricular Effectiveness

The Handbook of Indiana State University states that the faculty has primary authority over the curriculum and to exercise that authority, the faculty has established three primary governing bodies: The [Foundational Studies Council](#), the [Curriculum and Academic Affairs Committee](#) (CAAC), and [the Graduate Council](#). These bodies report to the Faculty Senate through its Executive Committee.

The primary means by which the University assesses programmatic relevance depends greatly on whether the program has specialized accreditation and whether the program is at the graduate or undergraduate level. The University and its governing bodies defer to the judgment of the respective national accrediting bodies to determine relevance for those programs. In addition, all non-accredited graduate programs are evaluated every five years. Standing committees of the Graduate Council perform these evaluations. Throughout most of the review period undergraduate programs that were not accredited were reviewed by CAAC when the programs were initiated or modified. Indiana State University maintains accredited programs through many different accrediting bodies. These



accreditations are summarized in Table 25.

In 2008, the Provost asked the Deans to develop review processes for non-accredited undergraduate programs. The first programs to undergo this process in Arts and Sciences were Mathematics and Economics.

Aside from these reviews, the University conducts *ad hoc* program reviews in conjunction with the Indiana Commission on Higher Education to review programs for currency. Two such university-wide reviews resulted from the previous Higher Learning Commission recommendation that Indiana State University reduce its low-enrolled programs. These processes, Program Array Review and Program Prioritization, are summarized in Chapters 3 and 4 (on Criterion 2 and 3) of this report.

Curriculum Review Process

In both 2004 and 2009, a revision to the curricular review process was authorized by the Curriculum and Academic Affairs Committee. In each of these revisions, streamlining was the goal. The 2009 revision, in particular, created an electronic [Curriculum Approval Procedures Manual](#) (eCAPs) that now allows for electronic creation, submission and will eventually allow for Web-based tracking of curricular proposals.

Curricular Attention to Skills and Professional Competencies

Indiana State University continues to ensure that students develop the skills necessary for success in an increasingly multicultural and pluralistic society that is embedded in a global economy. Students are prepared for life and work in this rapidly changing milieu by infusion of issues related to diversity in all course work where it is relevant. Foundational skills are addressed by requiring three integrative electives, a foreign language course, and a course in diversity in its Foundational Studies program. Furthermore, the importance of computer-based skills for accessing, developing, and sharing knowledge is seen as necessary for success at this time and it will become even more critical in the future. As a consequence ISU has made computer-based teaching and learning central to pedagogy and requires that all students have a laptop computer available to them as a necessary tool. The Foundational Studies learning

College	Program(s)	Accrediting Body	Accreditation Status	Next Review
Arts and Sciences	Art – All	National Association of Schools of Art and Design	Accredited	2010
	Human Development and Family Life; Textile Apparel and Merchandising	American Association of Family and Consumer Sciences		Spring 2015
	Music – All	National Association of Schools of Music	Accredited	2010
	Doctor of Psychology	American Psychological Association	Accredited	2011
Business	All	Association to Advance Collegiate Schools of Business International	Fully Accredited	2011
Education	All educator licensure programs in all colleges and related school programs	National Council for the Accreditation of Teacher Education Indiana Department of Education	Continuing Accreditation	Fall 2012
	Communication Disorders	American Speech-Language-Hearing Association	Accredited	Spring 2017
	School Psychology Ph.D.	American Psychological Association (National Association of School Psychologists in concert with APA for the Ph.D.)	Accredited	2013
	Counseling Psychology Ph.D.	American Psychological Association	Accredited	2010
	School Counseling M.Ed. Clinical Mental Health Counseling M.S.	Council for the Accreditation of Counseling and Related Educational Programs	Accredited	2012
	School Psychology Ed.S.	National Association of School Psychologists (NASP)	Full Approval (National Recognition)	Fall 2010

Table 25: **Indiana State University Accreditations**



College	Program(s)	Accrediting Body	Accreditation Status	Next Review
Nursing, Health, and Human Services	Athletic Training, M.S.	National Athletic Trainers' Association	Provisional Accreditation	2012
	Athletic Training, B.S.	Commission on Accreditation of Allied Health Education Programs	Accredited	Fall 2010
	Exercise Science	National Strength and Conditioning Association (NSCA)	Recognized	June 2011
	Dietetics	American Dietetics Association	Accredited	2016
	Family Consumer Sciences	American Association of Family and Consumer Sciences	Accredited	Spring 2013
	Health and Safety Management (Occupational Safety Management Specialization), M.S.	The Association of Technology, Management and Applied Engineering (ATMAE)		Pending
	Safety Management (B.S.)	The Association of Technology, Management and Applied Engineering (ATMAE)	Fully Accredited	November 2010
	Nursing, Continuing Education	American Nurses Credentialing Center	Accredited	Spring 2011
	Nursing, B.S. and M.S.	National League for Nursing Accrediting Commission	Continuing Accreditation	Fall 2011
	Recreation and Sport Management, B.S.	National Recreation and Park Association	Accredited	2011-2012 Grad
	Sport Management	National Association for Sport and Physical Education in cooperation with the North American Society for Sport Managers	Approved	2012-13 Undergrad 2010-11 Grad
Social Work	Council on Social Work Education	Accredited	2016	

Table 25: *Indiana State University Accreditations*





College	Program(s)	Accrediting Body	Accreditation Status	Next Review
Technology	Interior Design	National Association of Schools of Art and Design (NASAD) National Kitchen and Bath Association (NKBA) Council for Interior Design Accreditation (CIDA)	Recognized and Accredited	2010
	Mechanical and Engineering Technology	Accreditation Board for Engineering and Technology (ABET)		Pending
	Construction Management	American Council for Construction Education	Accredited	2012
	Advanced Manufacturing Management			
	Automotive Engineering Technology			
	Computer Engineering Technology	The Association of Technology, Management and Applied Engineering (ATMAE)	Accredited	November 2010
	Electronics Technology			
Mechanical Engineering Technology				
Packaging Engineering Technology				

Table 25: **Indiana State University Accreditations**



outcomes related to skills and professional competencies are noted in Table 22. ISU also provides all students opportunities to participate in co-curricular experiences such as study abroad that enhance their understanding of the diverse world in which they will live and work. The knowledge and skills that students gain as a consequence of experiential learning and community engagement foster the development of skills and competencies that are integral to their future work.

Many programs utilize internships as a means of helping students develop and practice skills and professional competencies. The [Department of History](#), as an example, offers a Public History Internship course to advanced undergraduate and graduate students. The primary purpose of the course is to demonstrate the many careers available to historians working outside of the academy. In addition to completing a 10-12 hour a week internship, students in this course participate in a variety of “hands-on” learning activities including reviewing an exhibit at a local museum, writing a primary source report, developing a documentary segment storyboard outline, analyzing the architectural style of a historical building, writing an interpretation of an artifact, developing an oral history interview guide, and writing a prospectus for a grant proposal. Each of these projects is

presented during a weekly seminar meeting.

The [Department of Recreation and Sport Management](#) requires all undergraduate majors to complete a 600-hour internship. The internship is a culminating experience, typically completed at the end of the student’s academic program. The focus of the internship is learning about management of recreation and sport organizations. Every internship must include the following components:

- **Administration** - The major emphasis of the Internship is to provide students with the opportunity to study and observe in action the policies and practices of the organization; to include study of the legal status of the organization, administrative relations, financial and supervisory practices, general staff relations, and the area of public relations.
- **Program** - The planning and implementation of recreation and sport programs and services characteristic of the organization.
- **Design of Areas and Facilities** - An opportunity to gain theoretical and practical experience in physical facility planning and operation; long range planning, design, and maintenance.
- **General Experience** - An opportunity for experience in public relations, attendance

at board and committee meetings, committee work, and any other experience that will serve to broaden knowledge of the organization's functions.

Curricular Attention to the Need For Students to Function in a Diverse World

In both the General Education program of 2000 (GE2000) and the Foundational Studies program of today, learning outcomes related to diversity are evident. The Foundational Studies learning outcomes related to diversity are also noted in Table 24. In addition, in each of the externally accredited programs, there are learning outcomes specified by the accrediting body that relate to the need of students to be able to function effectively in a diverse world. These outcomes are reinforced by the credit students received in GE2000 and in the current Foundational Studies program for choosing a Study Abroad option. Additionally, we also provide students with a diverse group of peers during their time on campus.

The Curriculum and Consultation with External Constituencies

There are several avenues for external constituencies to have a voice. First, in the majority of the accredited programs there are requirements for external constituency input, and second, in program reviews conducted in the College of Arts and Sciences, alumni and employer surveys are common.

Specifically, the [Teacher Education Committee](#), a university-wide committee responsible for all educator preparation curricula, has required seats for an external educator from the public schools, such as the Vigo County School Superintendent or a Professional Development Schools representative, as well as alumni. The Bayh College of Education also has a Professional Development Schools Steering Committee comprised of teacher/administrator representatives from each Professional Development School,

as well as faculty. The College of Nursing, Health and Human Services nursing program has a Community Advisory Group as well as seats for professionals on its Curriculum Committee. There are also several outcomes assessment plans in the College of Arts and Sciences (e.g. Mathematics and Computer Science) as well as the professional colleges that explicitly survey employers and alumni to determine whether the coursework meets student needs.

In addition, through Liberal Learning in Action, the [Sycamore Business Advisors](#), the [Networks Financial Institute](#), service learning courses, and other community-based learning opportunities, there are myriad curricular and co-curricular opportunities for students to apply their knowledge in the community and for members of the community to work with students and their faculty.

Curricular and Co-Curricular Opportunities that Promote Social Responsibility

The Foundational Studies program requires that all students complete a course in Ethics and Social Responsibility and promotes both concepts with its involvement with [Alternative Spring Break](#), the [American Democracy Project](#), [Take Back the Night](#), and [Human Rights Day](#). Students are encouraged and in some cases required to participate in events faculty deem necessary to promote student understanding of their responsibility as citizens of a participatory democracy.

At the program level, there are professional ethical standards to which students are expected to conform and there are courses that students are encouraged to take. In the disciplines where human subjects are most frequently used in research (Criminology, Health and Safety,

Psychology, Nursing, and Social Work), the respective research methods courses take up the subject of socially responsible research practices. Students who will be conducting research are also required to complete an online training module on the topics



of [Biomedical or Social and Behavioral ethical research and pass the module exams](#) with at least a combined score of 70%. At the course level, there are several disciplines, (notably Philosophy and Business) where ethics is the subject of entire courses.

Core Component 4D: The Organization Provides Support to Ensure That Faculty, Students, and Staff Acquire, Discover, and Apply Knowledge Responsibly

Integrity is at the heart of the academic enterprise. Whether it is faculty integrity in pursuit of discovery or student integrity in the pursuit of a degree, the pursuit must be undertaken in a fashion that brings honor to the individual and the institution. Indiana State University understands the importance of this responsibility as its faculty acquires, discovers, and applies knowledge and its students seek the benefit of that knowledge.

Faculty and Institutional Integrity

Indiana State University takes seriously its responsibility to maintain the safe, responsible, and ethical treatment of human and animal subjects, and biological and hazardous materials in all aspects of the enterprise. The University maintains a rigorous human subjects review process under the [Institutional Review Board](#).

During the review period the University strengthened its commitment to protecting human subjects by creating a centralized review process under a single [Institutional Review Board](#) (IRB). The IRB has a budget provided to it by the Office of Sponsored Research and a professional administrator and dedicated support staff member to ensure that records are properly kept and procedures followed. The IRB is a faculty committee constituted in line with federal guidelines (FWA00001884)

where the chairperson and vice chairperson are compensated (typically with a course reduction) and supported by significant conference funding. Those submitting proposals that include human subjects are required to first, go through an extensive development session before their proposals are considered by the IRB for approval. Faculty engaged in human subjects research are required to renew their training every three years. Researchers with funding through the National Institutes of Health that involve human subjects are also required to go through NIH human subjects training. Because of ISU's reputation for excellence in IRB training, other institutions seek review of ISU's IRB for their protocols. ISU has a relationship with Rose-Hulman Institute of Technology and Vincennes University to provide such services.

ISU has organized a number of committees to ensure that at all points, research is conducted with integrity:

1. The Institutional Animal Care and Use Committee (IACUC) protects animals that are used in research. The activities of the IACUC and the facilities where animals are housed and research conducted are reviewed and approved by United States Department of Agriculture and the Public Health Service's Office of Laboratory Animal Welfare.
2. The Institutional Biosafety Committee (IBC) was established under the *NIH Guidelines for Research Involving Recombinant DNA Molecules* to provide local review and oversight of nearly all forms of research utilizing recombinant DNA. The IBC is also charged with the responsibility of reviewing experimentation that involves biological materials (e.g., infectious agents) and other potentially hazardous agents (e.g., carcinogens).
3. The Radiological Control Committee is responsible for monitoring the purchase and storage of radiological materials on campus. The RCC operates under a U.S. Nuclear Regulatory Commission license number 13-09639-05.
4. The Office of Environmental Safety and an Environmental Safety Committee oversees Institutional compliance with environmental regulations.

In order to help faculty and graduate students navigate the regulatory process that governs a significant portion of the academic enterprise, ISU provides considerable support for the responsible use of knowledge through the on-line resources and training opportunities. The Center for Instruction, Research and Technology, through its New Faculty Orientation, introduces faculty to the need for individual and institutional compliance on these crucial matters and the Office of Sponsored Programs offers detailed workshops to help faculty and graduate students conduct their research in a compliant fashion. In all faculty and student development, it is made clear that the IRB will consider a proposal only after all training has been completed.

Student Integrity

Student conduct begins with an expectation of proper behavior. It is when the expectations of proper behavior are not met that a code, and a means of adjudicating that code, come into play. The Sycamore Standard²³ is a simple aspirational statement for how students should behave. Adopted by the Student Government Association in 2002, it is a pledge by students and for students to pursue their education with integrity.

The [Code of Student Conduct](#) incorporates many guidelines for responsible behavior. Explicit policies and procedures exist to ensure that students are aware of and practice ethical standards in writing and behavior. In particular, the Academic Integrity Policy within that code defines academic dishonesty, the shapes it can take, and then goes on to specify the processes and penalties for dealing with cases in which dishonesty is established.

²³Students at Indiana State University are expected to accept certain personal responsibilities that constitute the “standard” for behavior in a community of scholars. As a student at Indiana State University:

1. I will practice personal and academic integrity;
2. I will commit my energies to the pursuit of truth, learning, and scholarship;
3. I will foster an environment conducive to the personal and academic accomplishment of all students;
4. I will avoid activities that promote bigotry or intolerance;
5. I will choose associations and define my relationships with others based on respect for individual rights and human dignity;
6. I will conduct my life as a student in a manner that brings honor to me and to the University Community;
7. I will discourage actions or behaviors by others that are contrary to these standards.



[Student Judicial Programs](#) is responsible for the adjudication of potential violations of any portion of the Code of Student Conduct. The system is designed to focus on student rights, fairness, honesty, and personal growth within an educational and safe environment. Student Judicial Programs seeks to encourage the continued development of all students while embracing the diversity of individuals, ideas and expressions. Educating the student population about personal responsibility to the community and consequences for actions is a fundamental objective of Student Judicial Programs. The coordinated efforts of Student Judicial Programs and other university offices provide a strong network of support that addresses the student behavioral issues and concerns identified by faculty, staff, other students and the Terre Haute community.

The Responsible Use of Technology and Intellectual Property

The [University Handbook](#) and the Code of Student Conduct both include sections on the responsible use of Information Technology, Electronic Mail, Web sites, as well as the consequences for violating intellectual property

rights. Because intellectual property is produced by the faculty, staff, and students of Indiana State University, the University Handbook also includes an [Intellectual Property Policy](#) that defines ownership and use rights for that property. To further protect both parties, faculty are required to sign an Intellectual Property agreement if they receive funds to create a distance education course.

Moving Forward

ISU clearly values an environment where learning and scholarship are the focus and are valued. Even during tight budgetary times, resources remain available for faculty and students to assist with professional travel and for internal support for scholarship. The university community actively examines the curriculum to ensure that it is relevant and continues to seek national accreditation or recognition for its programs and even seeks to expand the number of accredited programs.

As discussed in the [Moving Forward section of Criterion 3](#), there are assessment issues in Criterion 4 that continue to be a challenge.

Specifically:

We currently utilize a number of tools to assess the effectiveness of our curriculum, such as NSSE, the new Foundational Studies assessments, accreditations, and other tools mentioned in this chapter and the Criterion 3 chapter. However, these tend to exist in isolation rather than as data elements that can help us to triangulate our successes and the holes in our curriculum. As the Assessment Council continues to evolve, it will need to help guide the institution on not only programmatic assessment, but also the assessment of the effectiveness of the broader curriculum.

Chapter Six

Criterion Five: Engagement and Service

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

Introduction

Indiana State University's mission clearly articulates the value of engagement and service and it frames the teaching and research mission within the realm of engagement and service. Indeed the special emphasis portion of this self-study goes into great depth to document current practices of engagement and service and lays out a plan to carry that legacy forward into the next decade. Of the core criterion, it is in engagement and service, where the University can be the most proud.

In order to accomplish that mission, the University must and does actively listen to its constituents, placing community citizens on many of its most important search committees, creating advisory boards at all levels in many University-wide, College-level and departmental-level programs. There is ample evidence that the University not only seeks the advice, but takes advice from these community members.

The University has put in place formal structures so that it can sustain those efforts. Most notably, the [Center for Public Service and Community Engagement](#) (CPSCE) was created at a point early in the review period when it became clear that this would be Indiana State University's defined direction. It is now fully staffed and involved in the Wabash Valley on economic development, human service, educational, environmental and health matters. While the existence of several other supporting structures, (e.g. the [Career Center](#), the [Office of International Programs and Services](#), and the [Center for Business Support and Economic Innovation](#)) amplify this commitment, the clearest and most unmistakable sign of the University's commitment to service and engagement occurred when the Board of Trustees instructed the Presidential Search Committee of 2007-2008 to only look for candidates willing to lead the campus in this mission.

Being an active partner in the Wabash Valley community is more than simply offering the expertise of the University's personnel to the community, it is listening to external stakeholders when they describe their needs and acting within the University to meet those needs. Whether this takes the form of the transfer agreements with major feeder schools, or through curricular changes brought about by lessons learned in the Professional Development Schools (PDS) initiative, or through non-credit courses and lectures offered throughout the community by Continuing Education and the [Osher Lifelong Learning Institute](#), Indiana State University's commitment is to be an active and responsive partner.

That commitment continues to resonate with those external stakeholders. As the University assesses the impact of the various programs that give structure and substance to the commitment, it is clear that the community views this mission as the right one for Indiana State.



Core Component 5A: The Organization Learns From the Constituents That It Serves and Analyzes Its Capacity to Serve Their Needs and Expectations

Indiana State University faculty, students, and staff are deeply engaged in efforts to identify the needs of its constituents in the Wabash Valley, state of Indiana, and beyond. Many academic units utilize external advisory boards to provide feedback and guidance related to development of curriculum and outreach activities that are responsive to workforce needs. ISU is a collaborative participant in a wide range of initiatives that address economic, human service, educational, environmental, health, and other needs locally and beyond.

Formal Mechanisms for Learning from Constituents

Advisory Councils

Two colleges and several other units seek regular input from constituencies through the use of advisory councils. These councils include community members to assist in determining priorities and assessing outcomes. The Donald W. Scott College of Business maintains a college-wide advisory council as well as program-specific councils that regularly meet to assist that college's faculty and dean in the assessment of the curriculum and determine the service needs of the community. The Bayh College of

Education's Professional Development School (PDS) Partnership Steering Council establishes policies for the partnership and operates under a formal contract of agreement approved by the University Board of Trustees and the school boards of the five

partner districts. Regular meetings of the ISU teacher-education faculty and representatives from the PDS sites allow ISU to assess the ISU-trained teachers already in the field, identify partner needs for professional development, and investigate and fund collaborative inquiry projects between teachers and faculty to explore classroom issues. The College of Arts and Sciences' Interior Design program also has an advisory council composed of professionals in the field. Other councils assist the African-American Cultural Center and the Career Center formulate policy and programs. Each council includes leadership in their area of expertise (e.g. local corporate CEOs, school district superintendents, teachers, etc.) with the express purpose of learning how to make ISU a more effective partner.

President's Advisory Board

In fall 2009, President Bradley formed the President's Advisory Board to broaden the base of advisors providing input and feedback on University issues. The board also assists in improving awareness of the University and advancing its reputation among opinion leaders. The board is comprised of between 35 and 50 individuals external to the University who are not currently serving in another major volunteer capacity. The President's Advisory Board meets two to three times a year.

Research and Assessment

Indiana State University utilizes data to determine where and how it can best serve the community.

1. Student interns are an important source of assessment data regarding the extent to which academic programs are adequately preparing students to meet the workforce needs of the region and state. Intern site supervisors, faculty supervisors, and interns participate in the evaluation process. These evaluations are used by academic programs and the Career Center to determine necessary changes in programs and/or curriculum.
2. ISU's [Networks Financial Institute](#) (NFI), found that approximately half of K-12 school students in Indiana



were receiving no formal education related to financial literacy. As a result, NFI designed and implemented a full financial literacy curriculum for 3rd, 4th and 5th graders, complete with a mobile field trip – *Kids Count on the Money Bus*.™

3. Staff and interns from the Center for Public Service and Community Engagement partnered with the [Wabash Valley Community Foundation](#), and [United Way of the Wabash Valley](#) to sponsor COMPASS II, a community assessment which collected information about the social service needs and assets of the area. The study concluded with consensus action plan to address those needs. The two year study determined the top issues facing the Wabash Valley were economic development; poverty, health care and child care; racial and ethnic discrimination; family stability; literacy; and leadership development. This has assisted the CPSCE in placing faculty and staff with relevant expertise on community boards and resulted in ISUs creation of the Center for Business Support and Economic Innovation.
4. The Hulman Memorial Student Union (HMSU) serves as a community meeting place for both internal and external groups. HMSU seeks input from all of its constituents through surveys, focus groups, and one-on-one interviews. They also keep daily periodic room usage numbers and types of usage function to assist in space remodel plans. A number of physical changes have been made to the Union as a result of these assessment efforts. From installing room-specific thermostat controls on the HVAC units, to eliminating the burdensome practice of requiring certificates of insurance on groups sponsoring low-risk events, to improved accessibility and complete ADA compliance in every bathroom in the facility, ISU's HMSU is an exemplar of using assessment to improve service to its constituencies.



Adjunct, Clinical, and Affiliate Faculty

Indiana State University utilizes many community professionals in its academic programs as adjuncts. In doing so it solicits their input on program quality and community needs. From the use of teachers and administrators from throughout Indiana in the student teacher supervision process, to the employment of local accounting and managerial professionals in the Donald W. Scott College of Business, community members make a significant impact on ISU academic programs. Nowhere is this impact felt more than the College of Nursing, Health and Human Services' use of professional nurses as clinical faculty to teach and supervise the clinical lab experiences.

The clinical experience in Nursing takes place both on and outside the ISU campus. Whether in an ISU lab (i.e., pharmacology, and physical assessment), or in the community with a clinical agency (i.e., nursing home, hospital, community agency), or a simulation experience (i.e., death of sim man), the ISU student and the ISU Nursing program benefit from the expertise of outside clinical instructors. These professionals select and assign students to patients, conduct beginning of shift pre-conferences, supervise medication administration, check charting, observe new student skills, teach the use of equipment, review policies as needed, report to staff and medical teams, and conduct post-conferences about the events of the day.



They will also review selected topics (i.e., pain management) as they arise. A major responsibility of the clinical faculty is to provide formative corrective feedback and a summative evaluation of the learning outcomes at the end of the experience. That same college's Athletic Training Clinical faculty members are utilized to supervise athletic training students during their clinical experiences. They mentor the students in a practical setting. This feedback is one type of information utilized by the Nursing and Athletic Training programs to ensure that the curriculum is responsive to workplace needs.

The University also makes use of its professional staff in selected teaching roles, and in those roles they are given the title of "affiliate faculty." Affiliate faculty teach in programs in which they have, at a minimum, a master's degree, and provide a valuable service

to the departments they serve. Their knowledge of the University is particularly useful when departments seek to alter policy and their knowledge of their field is called upon when curricular changes are discussed.

Learning through Collaborative Partnerships

Indiana State University actively seeks collaborative partners and in so doing creates another effective means of learning from its constituents. Through these interactions with constituents from the private, public, and nonprofit sectors, ISU is continually learning about the social, cultural, economic, health, and environmental needs of our community.

A significant example of a broad partnership is the Rural Health Innovation Collaborative (RHIC), founded by Indiana State University, Indiana University School of Medicine, Union Hospital, the Terre Haute Economic Development Corporation, the City of Terre Haute, and Ivy Tech Community College Wabash Valley with the purpose of responding to the current and worsening health care worker shortages. This collaborative venture helps ensure that ISU is aware of the workforce needs of the health care industry and is addressing those needs in concert

Realize the Full Potential of the Rural Health Innovation Collaborative *Partnering for Success Initiative*

As mentioned previously, the Rural Health Innovation Collaborative (RHIC) is an initiative associated with the Partnering for Success initiative, a set of long-term initiatives included in the *Pathway to Success*.

A variety of activities are on-going that will help ISU realize the full potential of the RHIC. In March 2010, funding was secured to conduct a feasibility study for establishing a healthcare and life sciences focused business incubator in the RHIC district that is located between the northern boundary of the ISU campus and the southern boundary of the Union Hospital campus. Results of the feasibility study will be presented in summer 2010.

In April 2010, the College of Nursing, Health, and Human Services released results of a survey that confirmed healthcare worker shortages in several categories. The survey provides support for the RHIC partners to work together to establish new programs, such as the ISU Physician's Assistant and Physical Therapy programs that were recently approved by the Indiana Higher Education Commission.

Ratio Architects has been selected to assist the RHIC in completion of a facility master plan. Implementation of this plan has the potential to substantially improve the long-neglected neighborhood between ISU and Union Hospital.

A subcommittee focused on interprofessional education has written a white paper on a shared simulation center. The board will review a memorandum of understanding in June. The simulation center will be located in donated space by Union Hospital. This center will focus on collaboratively educating nurses, physicians, social workers, health educators, athletic trainers, physical therapists, and physician assistants.

In May of 2010 the RHIC was awarded 501 3 (c) status making it a non-profit organization.

with other higher education institutions.

The Terre Haute Innovation Alliance is another key partnership between Indiana State University, Rose-Hulman Institute of Technology, and the Terre Haute Economic Development Corporation. The alliance was established to support commercialization-stage companies in the Wabash Valley and help create an entrepreneurial culture in the community. This venture helps ISU fulfill its unique role in economic development of the community.



Constituent Involvement in Key Decisions

Indiana State University invites community members to participate in decisions of the highest magnitude. From including community members on key search committees, to seeking input during the strategic planning process, to reaching out to other community planning agencies during the creation of the ISU Master Plan, Indiana State University makes a point of gathering the views of Wabash Valley residents, business and community leaders, and elected officials.

Two recent searches highlight this point well. The 2007-2008 search for the ISU President

and the 2006-2007 search for the Dean for the Donald W. Scott College of Business each included members of the community, with the former including the mayor of Terre Haute and latter including a major local corporate CEO who was the President of the Chamber of Commerce at the time.

When President Bradley became the 11th President of Indiana State University he began a strategic planning process by hiring STRATUS Consulting, a leader in the field for higher education. The consultants and the President met with alumni leaders, members of the foundation board, and trustees, and as a result of those meetings placed an alumnus on the strategic planning steering committee.

Finally, development of the ISU Master Plan included formal meetings between the ISU planning group and key constituents, including the Collett Park Neighborhood Master Planning group, Wabash River Riverscape planning group, Downtown Visioning (master planning group which includes members from Downtown Terre Haute, Inc.), [Terre Haute Chamber of Commerce](#), local legislators, and numerous city government officials.

Core Component 5B: the Organization Has the Capacity and the Commitment to Engage With Its Identified Constituencies and Communities

A university's "capacity and commitment to engage" in any action is measured by the words it uses, the centrality of those words, the structures it puts in place, and the resources it makes available in furtherance of that action. Indiana State University clearly and forcefully makes the commitment in the Mission Statement, has a structure organized for the purpose of carrying out that commitment, and puts the resources behind its words and structures to allow it to carry out that mission. While the Mission Statement is sufficient evidence of the

stated intentions, the commitment and capacity is evidenced by the coordinating structures for engagement, and the dedication of financial, physical, and human resources to community engagement, co-curricular engagement activities, and curricular engagement activities. The evidence that this commitment and capacity are part of the edifice of the University can be found in the inclusion of the key leaders on community engagement taking a significant role in both this self study as well as the institution's strategic planning efforts.

Coordinating Structures

It is critical to have the right structures in place to ensure the most effective interface with community constituents. The University has purposefully developed multiple structures to meet various needs.

1. The [Center for Public Service and Community Engagement](#) (CPSCE) was established at ISU in 2001 to serve as a "front door" to the resources of the University. CPSCE coordinates the University's outreach mission and community engagement activities, including community-based learning and research. CPSCE staff work directly with external partners and ISU faculty, staff,



and students to enhance the quality of life in the state and region.

2. The [Office of Continuing Education](#) coordinates conferencing and non-credit education programs. In addition, the office hosts the [Osher Lifelong Learning Institute](#), a non-credit education program for older adults.
3. The [Center for Business Support and Economic Innovation](#) serves as ISU's front door for business services

and economic innovation. CBSEI serves as a business incubator for a variety of fledgling companies in the Wabash Valley.

4. The [Office of International Programs and Services](#) engages international external constituencies through a variety of programs. Examples of engagement include the extensive work the University engaged in with the higher education system in Morocco and the series of conferences focused on economic relations between Indiana and China's Liaoning province. These latter conferences have been held in both Indianapolis and Shenyang, China.
5. The [Career Center](#) engages students, faculty, staff, alumni, and employers with the intention of preparing students for the competitive work environment of the 21st century. The Career Center coordinates the University's internship program and on and off-campus student employment. In addition, the Career Center offers a diverse range of programs and services that prepare students for the workplace and provide employers the opportunity to interview students and alumni for employment.

Funding and Human Resources

Coordinating structures are supported through the University's base budget and external grants and contracts. Numerous internal funding sources are available for faculty and student engagement activities. The [Office of Sponsored Programs](#) provides the opportunity for faculty and staff to designate their grants as having a community engagement focus on the proposal routing form. During FY 2008, 73% of funded awards incorporated community engagement and 70% supported experiential learning. The [ISU Foundation](#) is the recipient of four grants from the Lilly Endowment, Inc. that directly support community engagement.

Several full-time professional and support staff support the University's outreach and engagement activities. The Center for Public Service and Community Engagement is staffed with three full-time and one part-time professional staff, two support staff, and 3-5

graduate assistants. The Office of Continuing Education is staffed with three full-time professional staff and two full-time support staff. The Center for Business Support and Economic Innovation includes two full-time professional staff and a full-time support staff. The Career Center maintains a staff of fourteen full-time staff with one graduate assistant.

Co-Curricular Engagement

The Division of Student Affairs, the Center for Public Service and Community Engagement, student organizations, and academic programs coordinate multiple co-curricular engagement activities. These include [Alternative Spring Break](#), Global Youth Service Day, the Martin Luther King, Jr. Day of Service, the Up 'Til Dawn Fundraiser, and the ISU-sponsored [AmeriCorps program Sycamore Service Corp.](#)

The Alternative Spring Break program provides the opportunity for students to engage in an intensive, week-long service project. The program was started in 2003. Since that time teams of students have traveled to Jackson, MS; Gulfport, MS; Atlanta, GA; and Memphis, TN to complete a variety of human service projects. To date, 97 students, 13 faculty, and 3 alumni have participated in this opportunity.

Since 2008, 596 ISU students, faculty and staff have provided 1,788 hours of

Goal One, Initiative One Service Learning Scholars Program

A sub-committee of Goal One, Initiative One, *Enhance Community Engagement*, is developing a service-learning scholars program that will incorporate service-learning coursework and co-curricular community service. The sub-committee developed the following vision statement:

By the fall of 2014, one hundred students will be actively participating in a rigorous, rewarding, and renowned Service-Learning Scholars program at ISU. This two-year experience will feature the completion of service-learning designated coursework, an ongoing process of self-reflection on the meaning of service, and the direct application of one's content major to specific community needs through a Sustainable Service Project. The program will be one of the university's most visible touchstones, reflected not only in the recognition accorded its participants at Commencement and in the press, but even more so in its clear resonance with the university's overall mission, vision, retention strategies, alumni relations, and strategic planning goals.

Implementation of the program will begin in 2010 with students enrolling in fall 2011. Additional information regarding the Service-Learning Scholars program is included in the Special Emphasis section of the report.

service completing projects at local nonprofit organizations during the Global Youth Service Day as well as during the Martin Luther King, Jr. Day of Service. These annual service events are a cooperative effort between the University and 15-17 nonprofit organizations.

Beginning in 2008, ISU has been a participant in the Up 'Til Dawn Fundraiser. In its first year, more than 100 ISU students mobilized to raise over \$20,000, a figure that exceeded that raised at any other Indiana college or university. This fundraiser benefited St. Jude's Children's Hospital in Memphis, TN.

ISU students, faculty, and staff also participate in Jam the Bus, an annual food drive that benefits the Catholic Charities Food Bank. This collaborative endeavor between the Hulman Memorial Student Union Board and Sodexo Food Services, typically collects 3,000 pounds of food each year.

Finally, ISU is a sponsor for an AmeriCorps program, the Sycamore Service Corps. The Corps was developed by the Center for Public Service and Community Engagement in 2005 as a response to community needs identified through COMPASS II, a community-wide needs



and assets evaluation project discussed earlier in this self-study chapter. Sycamore Service Corps members, which include ISU students and community members, work on community needs in education, public safety, human services, and the environment. To date, 273 students have participated in the Sycamore Service Corps.

Curriculum

No University can claim that something is important to it if it cannot be found in the curriculum. Public service and community engagement is not only in the curriculum; in several ways it is a critical component of the education of ISU students. While many programs have natural expectations of community-based internships (i.e. Social Work, Nursing, Education), opportunities are not limited to those students. Internships, cooperative education, clinical courses, and service-learning are widely available to students throughout the University.

Social Work, educator preparation, and Nursing students are required to participate in programs that are community based. Social Work students have community service hours that must be completed; future educators must complete a full semester of supervised student teaching as well as fieldwork hours prior to student teaching engaged in tutoring and other school activities. Students in Counseling, School and Clinical Psychology graduate programs provide professional services through internships at outpatient clinics, schools, higher education institutions, hospitals, and various nonprofit human service organizations.

Nursing students are placed in 24 different community agencies in Vigo County and the surrounding rural counties for their community health nursing clinical. These students provide 90 hours of community service per semester and develop and implement a variety of primary, secondary, and tertiary prevention activities with these populations. Nursing students also complete clinical experiences in the Sycamore Nursing Center, a program founded in 1981 by two members of the nursing faculty. The center provides ambulatory clinics to clients of all ages, childhood immunizations, and home health

services. During the 2009-10 academic year, Nursing student completed the following:

- 54 youth sports physicals
- 493 immunizations to 229 children
- 42 adult physicals
- 11 gynecological exams
- 396 home health visits
- 380 medication set-ups

Opportunities for students to provide community service as part of their education are not limited to required activities. [Sycamore Business Advisors](#) (SBA) is a student driven



organization in the Donald W. Scott College of Business that provides strategic process and business development consulting for small to midsize businesses and non-profit organizations in the region. SBA is operated in conjunction with the senior capstone course for business majors. SBA teams have consulted for organizations including Downtown Terre Haute, Imperial Lanes, Biodiesel Southern Indiana, and the Terre Haute Children's Museum.

[Take Back the Night](#) is an international social-justice event focused on the elimination of violence against women and other marginalized groups. At ISU, Take Back the Night is organized by students in Women's Studies 475: Student Activism in Theory and Practice. Students are responsible for all aspects of the program including organizing the rally and march, as well as soliciting sponsors and marketing the program.

ISU is a participant in the [American Democracy Project](#), a multi-campus initiative that seeks to create an intellectual and experiential understanding of civic engagement for undergraduates enrolled at institutions that are members of the [American Association of State Colleges and Universities](#). Two ISU American Democracy Project activities have been student-led. Pizza and Politics is a monthly program

co-sponsored by the Department of Political Science and American Democracy Project. At this monthly event, groups of students organize a panel discussion regarding a timely political issue. Panelists have included students, faculty, public officials, and community representatives. The 4002 in 2004 campaign was a student led voter turnout campaign with the goal of seeing 4,002 new student voters participate in the national elections on November 2, 2004. In 2008, the American Democracy Project led efforts to register approximately 2,000 new student voters.

Core Component 5C: The Organization Demonstrates Its Responsiveness to Those Constituencies That Depend on It for Service

There are myriad examples of curricular and community partners that depend on Indiana State University being responsive to their needs. ISU meets its obligations through articulation and transfer agreements and demonstrated its

sensitivity to both when it reformed its general education program in 2009. Additionally, the University remains responsive to its constituencies through collaborative ventures with higher learning organizations, partnerships focused on shared educational, economic and social goals, and programs that bring together diverse communities.



Support Articulation and Transfer Agreements

Indiana State University has partnered with two-year institutions within Indiana and the surrounding area in Illinois to formalize the transfer of credit for particular majors. [Partner institutions](#) include Ivy Tech Community College (Indiana's statewide community college system), Vincennes University, Lakeland College, Illinois Eastern Community Colleges, and Ancillia College.

Goal One, Initiative Two Further Develop Cooperative Programs with Ivy Tech

Improving the already well-established partnership between Ivy Tech Community College and Indiana State University is a priority for both institutions. A closer partnership could increase enrollment and improve degree completion rates at both institutions. A team of faculty and staff, led by the Associate Vice President for Academic Affairs who is responsible for curriculum, is responsible for implementation of this initiative.

During the 2010 spring semester, articulation agreements were agreed upon in several degree programs in the Colleges of Business, Technology, and Arts and Sciences. ISU faculty and staff worked with Ivy Tech colleagues at the Wabash Valley campus and in the central office in Indianapolis to develop the agreements. Implementation of the articulation agreements is on-going.

In addition to articulating A.S. to B.S. agreements, ISU and Ivy Tech have developed a program that allows students who transfer from Ivy Tech with at least 15 hours the opportunity to earn an Associate Degree from Ivy Tech by transferring back their ISU credits for evaluation at Ivy Tech. Implementation of the program will begin in 2010.

Other action items in this initiative include evaluation and potential modification of the Ivy Tech/ISU dual admission program. This effort is coordinated by Enrollment Services with work starting during the spring 2010 semester. Enrollment Services also has increased transfer student scholarships. The goal of this action item is to increase transfer student headcount enrollment by 48% and double transfer student headcount enrollment from Ivy Tech.

ISU has served as the “broker” of educational services in southeastern Indiana through College Cooperative Southeast since 1997. The College Cooperative Southeast (CCS) is a collaborative effort of the state’s postsecondary institutions to provide postsecondary education opportunities to meet needs of time- and place-bound students in Southeastern Indiana.

The South Central Educational Association, Inc (known as the SCEA Association or the “Association”), a group of local civic leaders, and a partnership of post-secondary institutions known as the South Central Educational Alliance (referred to as the SCEA Alliance or the “Alliance” and composed of Ball State University, Indiana State University, Indiana University, Ivy Tech State College, Purdue University, and Vincennes University) was organized to expand specified educational services available to the place bound students of the six-county region known as South Central Indiana through Community Learning Centers (CLCs).

A Transfer-Conscious Foundational Studies Program

In 2007 the Provost and the Faculty Senate jointly created and charged a task force with developing a new general education program to replace one that was seen as incoherent and overly expensive. Among the several charges given to that task force was to create a program that acknowledged the importance of transfer students to Indiana State and of Indiana State to the system of higher education in Indiana. The task force and subsequent review bodies took that charge seriously and policies were explicitly enacted to ensure that students that began two-year degrees at any one of the IvyTech



campuses, Vincennes University²⁴ or any other two-year college, would know that upon completion of those degrees, the bulk of their Foundational Studies program at Indiana State University would be complete. These students, regardless of the general education requirements at their accredited two-year campus, would only have to complete the junior level composition requirement, the ethics and social responsibility requirement, and the upper division integrative elective requirement for the [ISU Foundational Studies program](#).

Collaborative Ventures with Higher Learning Organizations and Education Sectors

Indiana State University collaborates with a wide variety of educational organizations. Most notably, the [Landsbaum Center for Health Education](#) provides educational facilities to second-year medical students from the [Terre Haute Center for Medical Education](#), Indiana State University Nursing students, and resident-physicians in Union Hospital’s Family Medicine Residency Program. Attached to the Family Medicine Center on the Union Hospital campus, this new educational center offers unique opportunities for health improvement

²⁴Though Vincennes University remains predominantly a two-year school, it began offering a limited number of four-year programs during the review period as they faced their own enrollment challenges.

and team learning through partnership and multidisciplinary education. The building houses Union Hospital's Richard G. Lugar Center for Rural Health (formerly Midwest Center for Rural Health or MCRH), the West Central Indiana Area Health Education Center (AHEC), and portions of the Indiana University School of Medicine - Terre Haute, and Indiana State University's Nursing program. The center is owned by Indiana University, Indiana State University, and Union Hospital.

Additionally, Indiana State University's [Professional Development Schools](#) (PDS) partnership is shaped by the diversity of the students, schools, and school districts involved. In 1992, the program began with 10 schools (five elementary, one middle, and four high schools) in four school districts in west central Indiana. In 1994 -1995, five public schools in Indianapolis were added. These rural and urban sites cover all grade levels and include high percentages of students living in poverty. The urban sites, in particular, offer pre-service teacher education students many opportunities to work with children and youth of highly diverse cultural backgrounds. In 1997, one middle school joined the program. In 2000, four more elementary schools were added bringing the total to 20²⁵ schools. In order to successfully link school reform to reform in educator preparation, the ISU PDS program aims to increase learning for all children in PDS sites; provide optimal learning environments for pre-service educators in schools committed to restructuring and continuous professional development for faculty; provide meaningful professional development for university and school faculty based on their needs; and support school/university collaborative inquiry.

In the face of increasing demand for library services and decreasing funding, the Cunningham Memorial Library and its current library partners at Rose-Hulman Institute of Technology and Saint Mary-of-the-Woods College have worked with the Vigo County Public Library to form the Library Consortium of Vigo County (LCVC). LCVC's first initiative is to leverage our current cataloging records and expand access for our patrons to the materials belonging to all four libraries. We are migrating

²⁵Subsequently, one school has dropped from the program.

our catalog to the Millennium cataloging system, a product that would be unobtainable if we operated alone. LCVC has also acquired a new interface for the catalog, one in which patrons engage a Google-like environment to find the materials they need when they need them. With these new services, the library will provide better resource access to the University's students, faculty, and staff.

Finally, local economic development needs are supported by the Terre Haute Innovation Alliance, a partnership between the city of Terre Haute, the Terre Haute Economic Development Corporation, Indiana State University and Rose-Hulman Institute of Technology. The ISU partner in this endeavor, the Center for Business Support and Economic Innovation, has started providing services to companies in the process of developing or expanding their products while engaging students in hands-on projects and creating jobs for the local economy.

Partnerships Focused on Shared Educational, Economic and Social Goals

There are several examples of partnerships where Indiana State University shares a goal with a community group and where collaboration is natural. Whether it is a history faculty member's interest in capturing the recollections of citizens of West Central Indiana or the Social Work department's interest in the safety and well-being of children motivating participation in the Vigo County CARE Council, or ISU's Facilities Management operations interest in recycling, ISU partners with several community organizations when there are shared interests.



The [Wabash Valley Visions & Voices](#): a Digital Memory Project for West Central Indiana is dedicated to the documentation and preservation of the region's history and cultural heritage in print, pictures, and sound. As a collaborative effort involving the Wabash Valley's libraries, museums, cultural organizations, local government, and community groups, the project provides free access to its digital collection via the Internet and promotes remembrance and lifelong learning. Wabash Valley Visions & Voices is designed in accordance with accepted national and state standards and will become part of the envisioned *Indiana Digital Library*. Its model is the first of its kind as it is driven by people at the grassroots level rather than being project or format based. The Wabash Valley Visions & Voices project continues to grow as new organizations, communities, and private citizens join the effort to create a regional digital repository to preserve and provide access to their history and culture as citizens of the Wabash Valley.

The Vigo County CARE Council promotes community collaboration for education, public relations efforts and other strategies to ensure the safety and well-being of children and families. Members include individuals representing Vigo County School Corporation, ISU, the business community, Terre Haute Police Department, Juvenile Justice Center, Hamilton Center and many other child/family service organizations.

Initiatives include the Family Connections Web site (hosted on the ISU server), an online resource guide for child/family related services, and 2008 Year of the Child which highlights agencies and programs related to a specific theme each month during 2008.

Facilities Management has provided resources to support several important initiatives that improve the physical environment and quality of life in the community. Facilities management staff members serve on the Vigo County Comprehensive Plan Steering Committee, Vigo County Long Range Transportation Plan Advisory Committee, Community Carbon Footprinting/Sustainability Committee, and Wabash River Development and Beautification, Inc. In addition, facilities management provides a community-wide recycling program that also serves as an education center on recycling for area school visits. Facilities Management staff members also serve on the community garden leadership committee and provide all of the maintenance and physical management of the community garden.

As District Liaison for the Homeland Security Intelligence Fusion Center, the Public Safety Department coordinates the intelligence gathering activities of law enforcement agencies in an eight county area of west central Indiana. Additionally, ISU Public Safety Dispatch Center serves as backup emergency call center for Vigo

County's Consolidated 911. ISU dispatchers have received over 5,000 rollover calls for service since December of 2007.

The Department of Public Safety participates in Vigo County's Junior Police Academy, a program that reaches approximately 500 middle school students each summer. As part of Terre Haute's National Night Out program the Department of Public Safety assists other area law enforcement agencies in providing crime prevention



information to nearly 10,000 residents each year.

Sycamore Technology Solutions is a service organization in the University whose primary mission is to provide free information technology assistance to charitable organizations in the Wabash Valley. The primary beneficiaries of these services are member agencies of the United Way of the Wabash Valley.

Programs that Bring Together Diverse Communities

As an educational institution interested in community engagement, Indiana State University creates and sustains programs that bring culturally diverse activities to the Wabash Valley. Through these many activities, ISU provides an avenue for citizens of the Wabash Valley to partake of a more rich diversity of people and culture than they might ordinarily be able to experience. The Osher Lifelong Learning Institute, provides Terre Haute's senior population with opportunities to learn from experts in a variety of fields. The [Blumberg Center for Interdisciplinary Studies](#) provides services for families and educators of students with disabilities.

The African-American Cultural Center is responsible for developing and providing opportunities for African-American students to involve themselves in creating, innovating, designating, and deciding cultural programs relevant to them. The African-American Cultural Center creates a learning environment conducive for students, administrators, faculty members, and citizens of the Terre Haute community to understand, recognize, and appreciate the contributions made by African-American people. Major programs of the African-American Cultural Center include African-American History Month, the Ebony Majestic Choir, and a variety of workshops, field trips, and cultural events.

Programming for Dr. Martin Luther King, Jr. Day is organized by the Office of Diversity and the Center for Public Service and Community Engagement. This event has featured speakers from all over the region, state, nation and world with community citizens and leaders in regular attendance.

Because ISU is the educational home to so many international students, The Office of Student Activities and Organizations works with several

international student organizations to present Global Nights. This program offers opportunities for the ISU community, and indeed the whole Wabash Valley community, to experience the food, music, art and culture of India, Latin America, China, and Africa. These programs bring together international and domestic students with several hundred members of the community.

Terre Haute Human Rights Day is an annual event coordinated through the Center for Public Service and Community Engagement to promote understanding and recognition of the inherent dignity and inalienable rights of all members of the human family. Commitment to preservation and achievement of these ideals serves as the foundation of freedom, justice, and peace. Each year, the Human Rights Day events focus on a designated article from the Universal Declaration of Human Rights. This event is especially noteworthy for the wide variety of collaborating partners.

During the past eight years, more than 15 community partners from across the educational, spiritual, business and labor spectrum have worked with nearly 20 ISU departments and centers to co-sponsor portions of the event.

The [Osher Lifelong Learning Institute](#) is a non-profit, membership organization open to all adults in the Greater Wabash Valley, regardless of age or educational background. At its center are academic programs that are designed by its members and tailored to suit their interests. All of these programs (lectures, courses, and special events) are offered without concern for prerequisites, credit, or grades. Indeed, the only prerequisite for membership is a love of learning. The Osher Lifelong Learning Institute emphasizes collaborative leadership and active member participation. Although members volunteer their time to carry out its primary organizational responsibilities, it is the support of Indiana State University that makes these programs possible.

The Blumberg Center for Interdisciplinary Studies provides services for families and educators of students with disabilities. These



programs provide in-service training for teachers of students with hearing impairment; person-centered educational training to individuals who are deaf or blind from birth to 21 years; families and service providers with child-focused consultations; a parent/professional resource library; and pre-service and in-service training for Indiana teachers.

Core Component 5D: Internal and External Constituencies Value the Services the Organization Provides

Indiana State University is beginning to earn significant recognition from external constituencies, the media, academic organizations, rating entities, and national civic organizations for its leadership in public service and community engagement. More locally, the University's resources are being utilized by the community organizations in the Wabash Valley—a clear sign that the community values what ISU has to offer. The Indiana State University Foundation is having increasing success in garnering external support and the University is making a demonstrable economic impact on the Wabash Valley.

Awards and Recognition

The list of programs, people, offices, and departments that have been recognized recently for their successes is impressive. These include recognition by the *Princeton Review* as one of the “Best in the Midwest” colleges. ISU's Human Rights Day Steering Committee was recognized in 2007 as an Affiliate Intellectual Freedom Award winner by the National Council of Teachers of English. Its [Center for Economic Education](#) earned the Peter V. Harrington Award for Excellence in 2007-2008 for K-12 teacher training. The [Department of Educational Leadership, Administration and Foundations](#) was named by the Chronicle of Higher Education as one of the top ten programs for faculty scholarly productivity in 2008. The [Insurance and Risk Management](#)

[program](#) was one of eight recognized as among the nation's best by Risk Management magazine. ISU student organizations and students have been recognized for their engagement activities as well. In 2008, the ISU student chapter of The National Association for the Advancement of Colored People (NAACP) was named runner-up for the College Chapter of the Year by the national organization. [Ebony Roberts](#), a sophomore political science major, was named the recipient of the Gloster B. Current Award and the Medgar Evers Youth Leadership Award.

There have been recognitions on the individual level as well. Assistant Professor of Management Aruna Chandra received a Fulbright to study business incubators at the University of Sao Paulo and Nan McIntire also received a Fulbright to research traditional Irish music at the University of Limerick. Two other professors of management, Arthur Sherwood and David F. Robinson, received second prize in the Innovation in Business Education Award competition for their entry, “Sycamore Business Advisors Capstone Program.”

Utilization of University Resources by Constituents

The University is often the site of community meetings and special events. During the 2007-08 academic year, for example, 26 external groups utilized 83 spaces in the Hulman Memorial Student Union.

The ISU Field Campus, a sixty acre natural area near Brazil, Indiana, serves the academic needs of several departments and the needs of the greater Terre Haute community by providing students with opportunities for experiential learning in outdoor recreation and leadership. The programs and services offered to the community include team building and outdoor skill development and adventure / challenge opportunities. In the last year the facility served over 4000 students and community residents.

Though ISU does not own the facility, the University is the regular host of the NCAA Division I Cross Country Championships. In every year but one since 2002, the championships were hosted at the Bird-Gibson National Cross Country Course. This course was developed through a public-private partnership that includes ISU.



several notable statistics in support of their findings, including that ISU is one of the region's largest employers with 2,785 full and part-time employees. In addition to this, another 2,600 jobs are supported through related operations and activities. With a payroll of \$166.2 million (in 2005) and an additional \$57.9 million in indirect by

University-attributable economic activity, ISU's economic footprint is substantial. Aside from these operationally obvious economic impacts, ISU is the educational and cultural center for the region. Approximately 184,000 visitors attend campus activities including Division I athletic events, touring Broadway productions, internationally recognized speakers, art exhibits, Terre Haute Symphony performances, student activities, theatrical performances, alumni events, and related activities. These visitors spend \$27.6 million in the community annually.

Gifts and Donations to Indiana State University

Annual gifts to the ISU Foundation totaled \$1.72 million in FY 2008 and \$1.53 in FY 2007. Major gifts totaled \$5.7 million in FY 2008 and \$3.4 million in FY 2007. A few examples of major gifts illustrate donors' support of ISU's mission. Alumnus and foundation board member, Michael Simmons, made a substantial gift to [Team Sycamore Racing](#) that allowed students to operate, manage, and drive a dragster. The Jane Schnabel Bakerman estate provided a library endowment to support the [Bakerman Student Research Awards](#), a scholarship program for undergraduate and graduate students. Lilly Endowment, Inc. provided a \$3 million grant to continue support of [Networks Financial Institute](#). These funds will provide support for the financial-services marketplace by developing future industry leaders, improving financial literacy of consumers, and improving the decision-making process in financial services.

Economic Impact

Indiana State University is a positive economic force for the Wabash Valley and State of Indiana. An independent study conducted by the Jacob France Institute at the University of Baltimore indicated that ISU contributed nearly \$392 million to the local and state economy in 2004-05. The economic impact study included

Moving Forward

Because the special emphasis portion of this self-study focuses on a matter closely related to this criterion, and because that portion of this document is intended to be more forward looking in perspective, the details of the following recommendations will be left to that chapter. Additionally, while challenges were identified for the other 4 criteria, in Criterion 5, we offer recommendations that are designed to continue our forward motion.

- Encourage each department and college to explicitly recognize the mission of community engagement, as it deems appropriate to the discipline, in its own mission statement.
- Encourage each department and college to explicitly recognize the mission of

- community engagement, as it deems appropriate to the discipline, in its policies related to faculty hiring, retention, assignment, promotion, tenure, and performance adjustments.
- Encourage each department and college to study its curriculum, and where appropriate, insert community engagement expectations within courses and where possible, at multiple levels within the curriculum.
 - Examine all policies and practices related to the use of University facilities by community members to ensure that they are consistent with the mission of the University.
 - Encourage every faculty member to become an active member of the Wabash Valley community without regard to their place of residence by volunteering their discipline-specific expertise to a local, regional, or statewide government, media, or civic organization. Incorporate a summary report of this activity in departmental, college, and University annual reports.
 - Encourage every staff member to become an active member of the Wabash Valley community by volunteering their time to a local, regional, or statewide government, media, or civic organization. Incorporate a summary report of this activity in University annual reports.
 - Examine human resources policies to allow University staff to, when approved by their supervisor and Vice President, devote a small portion of their summer work time to a community agency.
 - Create a means of regularly documenting and publicizing the University's economic, civic, cultural, and human impact on the community.
 - Create program-specific assessment mechanisms for each engagement program as well as a means of assessing and documenting the University's cumulative role in the community.

Chapter Seven

Special Emphasis

Community Engagement and Experiential Learning

As a result of an April 2008 agreement between the Higher Learning Commission of the North Central Association and Indiana State University, this accreditation review is a Special Emphasis Self-study with a focus on community engagement and experiential learning.

Indiana State University has made a long-term commitment to uniquely position itself as an institution that integrates community engagement and experiential learning into all aspects of student life and the ISU experience. The University recognizes the growing movement within higher education for institutions to become more engaged with both their students and their communities. The vision of ISU extends much farther than increasing the quantity of campus/community partnerships and engaged learning experiences. We envision a different kind of institution whose graduates describe their academic experiences as highly engaged and exceptionally relevant, preparing them for life as professionals and citizens in the 21st century. Faculty who routinely involve students as meaningful collaborators in their research will characterize our institution. Faculty, staff, and students will forge long-term relationships with external partners to address the most complex and pressing issues in our communities.

Our human, financial, and physical resources will be a powerful driver of economic development, particularly in the region.

The progress ISU has made toward reaching this vision over the past decade is substantial. Success is evidenced by our receipt of the Carnegie Community Engagement elective classification in 2006 that recognizes this area of strength. While our past efforts, including seeking the Carnegie designation, have effectively informed many of our commitment to community engagement and experiential learning, the institution intends to utilize the special emphasis self-study process to further shape the ISU educational experience such that ISU will occupy a national leadership role in these areas.

This chapter is the special emphasis portion of our self-study. It is organized into four substantive sections. In Section 1, an overview of the purpose of the special emphasis is provided. In Section 2, a brief history of the evolution of Indiana State University toward this mission, the solidification of that mission with the search for and selection of a new University President, and the cementing of that mission with the adoption of the “The Pathway to Success” are offered.



Section 3 provides an assessment of the status of community engagement and experiential learning at the start of the development of the special emphasis report. Section 4 details the specific action steps to which the University has committed itself.

Overview of the Special Emphasis

In the fall of 2007, as the University was in the midst of on-going implementation of the community engagement and experiential learning initiatives, the opportunity arose to invigorate the decennial Higher Learning Commission NCA self-study by making it a special emphasis self-study on our new strategic direction. During an NCA kick-off meeting with campus leadership in October 2007, President Benjamin charged the planning team with dovetailing the self-study with a process that would lead to a more focused implementation of the strategic direction outlined in 2003-04. A follow-up meeting with the NCA leadership team the next month produced a strong consensus by this group that it was appropriate and desirable for the University to participate in a special emphasis study that focused on the University continuing to be among the nation's most recognized institutions for its work in community engagement and experiential

learning. Though the application and approval process for the special emphasis took another year, the motivational and intellectual foundation for the special emphasis had been laid.

The Special Emphasis Steering Committee and Role of NCA Steering Committee

The NCA leadership team believed it was critical to have University-wide participation in the special emphasis self-study. Although community engagement and experiential learning are often associated with academic programs, co-curricular activities, and traditional outreach activities such as continuing education, every academic and administrative unit shares responsibility for making these priorities an integral part of ISU's culture. Specifically, the leadership team was concerned that the special emphasis team included representation from the administrative divisions responsible for communicating and marketing our community engagement and experiential learning activities to internal and external audiences and those responsible for completing day to day business operations that, although not directly related, may inhibit or facilitate participation in community engagement and experiential learning. The underlying premise is that all employees should be able to articulate ISU's commitment to community engagement and experiential learning and their role in keeping this commitment. University-wide participation was achieved by engaging broad campus leadership during the 2009 strategic planning retreat and President's Advisory Council meetings, engaging all of the committees and teams associated with the NCA Self-Study in work related to the special emphasis, and creating a [Special Emphasis Team](#) that includes diverse campus participation.

The Special Emphasis Team provided oversight of the development and writing of the special emphasis section of the study. In addition, each core criterion committee had responsibilities related to the special emphasis. Specifically, the core criterion committees completed the assessment of the current status of community engagement and experiential learning and recommended action items. The



assessment process and results are described in detail in Section 3. The Associate Vice President for Community Engagement and Experiential Learning, a position that was created as a result of early work on the self-study, chaired the “Engagement and Service” core criterion committee, the Special Emphasis Team, and co-chaired the Steering Committee. Members of the Special Emphasis Committee included representatives from the Divisions of Student Affairs, Academic Affairs, Business Affairs, Faculty Senate and Enrollment, Communications, and Marketing.

The Mission Team provided the University with a revised mission and vision statement; the Data and Analysis Team provided data and support to the criterion and Special Emphasis committees; and the Steering Committee met regularly to work with and review the construction of the entire report.

Areas of Focus of Special Emphasis

Engaging in the special emphasis self-study provided a unique opportunity for ISU to thoroughly assess the progress the institution has made regarding the establishment of community engagement and experiential learning as defining qualities of the ISU experience and develop a comprehensive plan for continuous improvement and achievement of excellence in these areas. The special emphasis self-study was designed to answer the broad question, “How does Indiana State University expand and deepen our commitment to community engagement and experiential learning?” The definitions of community engagement and experiential that were used as the basis of our work are presented in Table 26.

This special emphasis self-study is a forward-looking exploration of nine critical areas within the context of community engagement and experiential learning. These nine areas are based on Holland’s (2006) “Levels of Commitment to Community Engagement.” This rubric was selected because it is comprehensive in nature, encompassing all aspects of the institution. The rubric has been slightly modified for use in this self-study in order to incorporate experiential learning. Specifically, the special emphasis explores the following organizational factors and questions:

- **Mission** – How does ISU ensure that our mission, as related to community engagement and experiential learning, is reflected in the mission statements and strategic plans of academic and administrative units across the institution?
- **Leadership** – In what ways can institutional leadership demonstrate consistent support for our community engagement and experiential learning goals? How can the University improve opportunities for

<p>In 2003, committees engaged in the Pathways to Pre-Eminence planning process developed the definitions of community engagement and experiential learning for ISU. Community engagement was defined as the development of collaborative partnerships between education, business, social services, and government that contribute to the academic mission of the University and directly benefit the community. Examples of community engagement activities include:</p>
<ul style="list-style-type: none"> • Technical assistance and applied research to help increase understanding of a local or regional problem or test solutions for that problem
<ul style="list-style-type: none"> • Lectures, seminars, and other public forums that provide a neutral place to explore community issues
<ul style="list-style-type: none"> • Extension of learning beyond the University walls and into the community.
<ul style="list-style-type: none"> • Enriching the cultural life of the community
<ul style="list-style-type: none"> • Service, including internships and service-learning, which directly benefits the public
<ul style="list-style-type: none"> • Economic development initiatives, including technology transfer and support for small businesses
<ul style="list-style-type: none"> • Involvement of community members in planning and decision making activities of the University
<p>Community engagement encompasses activities in the teaching, research, and service endeavors of faculty, students, and staff.</p> <p>Early conversations regarding the meaning of experiential learning brought ISU faculty to the conclusion that the process employed in experiential learning was much more important than defining it as a particular set of activities. The result of these conversations is the following definition:</p> <p style="padding-left: 40px;">Experiential learning, at its core, is operationalized by engaging students in learning through sequential exposure to challenging, compelling, and enriching activities conducted in appropriate settings. It integrates development of knowledge, skills, and dispositions, and fosters application of methods of critical inquiry. It engages students in personal reflection in order to organize, interpret, and bring meaning and coherence to their learning experience.</p> <p>Experiential learning was envisioned as occurring in both the curricular and co-curricular activities of students.</p>
<p><i>Table 26: Community Engagement and Experiential Learning Defined</i></p>

community input? How can financial resources be better utilized to support community engagement and experiential learning?

- **Community Involvement** – How can the University better involve the community in defining, conducting, and evaluating community-based research and teaching? How can we ensure numerous and diverse sustained partnerships with community partners? What new partnerships should be pursued?
- **External and Internal Communications** – How can community engagement and experiential learning priorities be communicated regularly to internal and external audiences, including prospective students?
- **Organization and Structure** – What infrastructure is needed to support departments, faculty, students, and staff?
- **Funding** – What financial resources are needed to support community engagement and experiential learning activities at the university-wide and department/program levels? What are the fundraising priorities for community engagement and experiential learning?
- **Faculty Involvement** – How can community engagement and experiential learning be integrated across disciplines? How can ISU ensure that faculty and staff are adequately prepared to incorporate community engagement and experiential learning into their work? What professional development opportunities should be made available?
- **Promotion, Tenure, Hiring** – How can ISU recognize faculty for their work in community engagement and experiential learning? In addressing this question, the self-study will include the extent to which the scholarships of teaching and engagement are and should be recognized in tenure and promotion policies. How can community engagement and experiential learning be factored into faculty and administrative hires?
- **Student Involvement and Curriculum** – How can community engagement and experiential learning be integrated across the curriculum and linked to learning goals and assessment?

The full Holland rubric is provided in Table 27.

The Evolution of Community Engagement and Experiential Learning at Indiana State University

Indiana State University has a long history of meeting specific educational priorities for the state of Indiana. As the state's educational needs have evolved, the University has evolved to meet those needs. First chartered in 1865 to prepare teachers, the University has experienced several incarnations to meet the needs of Indiana's students. The educator-preparation mission manifested itself in many forms in the institution's first one hundred years, from the creation of satellite campuses in Muncie (which became Ball State University) and Evansville (which became the University of Southern Indiana) to the development of graduate degrees for educator and administrative development. As the need for post-secondary education expanded in the middle of the 20th century, the University responded with a rapid expansion of scope as the then Indiana State Teacher's College became Indiana State University, complete with graduate and terminal degrees both inside and outside its traditional educator-preparation mission as well as with programs in the liberal arts and sciences, business, nursing, and technology.

As the need for higher education opportunities expanded greatly, and without a robust community college system, Indiana needed the University to expand opportunities, especially for students whose high school preparation was incomplete. For much of the latter quarter of the 20th century, Indiana State University had an opportunity and access mission.

At the start of the 21st century, state-supported higher education in Indiana began a major transformation when the decision was reached by the State that Indiana Vocational Technical Institutes would become IVY Tech Community College. The Indiana Higher Education Commission solidified its vision for the state in the 2003 report, Indiana's Framework for Policy and Planning Development in Higher Education. Included in the report were recommendations that ISU, and similar institutions, move to

	Level One: Low Relevance	Level Two: Medium Relevance	Level Three: High Relevance	Level Four: Full Integration
Mission	No mention or undefined rhetorical reference	Engagement is part of what we do as educated citizens	Engagement is an aspect of our academic agenda	Engagement is a central and defining characteristic
Leadership (Presidents, Vice Presidents, Deans, Chairs)	Engagement not mentioned as a priority; general rhetorical references to community or society	Expressions that describe institution as asset to community through economic impact	Interest in and support for specific, short-term community projects; engagement discussed as a part of learning and research	Broad leadership commitment to a sustained engagement agenda with ongoing funding support and community input
Community Involvement	Random, occasional, symbolic or limited individual or group involvement	Community representation on advisory boards for departments or schools	Community influences campus through active partnerships, participation in service-learning programs or specific grants	Community involved in defining, conducting and evaluating community-based research and teaching; sustained partnerships
External and Internal Communications	Community engagement not an emphasis	Stories of students or alumni as good citizens	Emphasis on economic impact of institution; public role of centers, institutes, extension	Message that CE/EL is central to University mission is uniformly communicated to internal and external audiences
Organization and Structure	No units focus on engagement or volunteerism	Units may exist to foster volunteerism/ community service	Various separate centers and institutes are organized to support engagement; soft funding	Infrastructure exists to support partnerships and widespread faculty/ student participation.
Funding	Little or no funding available to support community engagement or experiential learning.	Community engagement and experiential learning activities are grant dependent	The majority of CE/ EL activities are grant dependent; limited base funding	Engagement is integral to fundraising goals; joint grants/gifts with community; CE/EL sustainable through base funding
Faculty Involvement	Traditional service defined as campus duties; committees; little support for interdisciplinary work	Pro bono consulting; community volunteerism acknowledged	Tenured/senior faculty may pursue community-based research; some teach service-learning courses	Community-based research and learning intentionally integrated across disciplines; interdisciplinary work is supported
Promotion, Tenure, Hiring, and Employee Evaluation	Idea of engagement is confused with traditional view of service	Community engagement mentioned; volunteerism or consulting may be included in portfolio	Formal guidelines for defining, documenting and rewarding engaged teaching/ research	Community-based research and teaching are valid criteria for hiring and rewards
Student Involvement and Curriculum	Part of extracurricular student life activities	Organized institutional support for volunteer activity and community leadership development	Opportunity for internships, practica, some service-learning courses	Community-based learning integrated across curriculum; linked to learning goals

Table 27: Levels of Commitment to Community Engagement, Characterized by Key Organizational Factors Evidencing Relevance to Institutional Mission

“highly selective admission policies with completion of the Core 40 curriculum as a minimum admission requirement for Indiana high school students, while strongly encouraging and giving preference to the completion of an Academic Honors Diploma.” Ivy Tech and Vincennes University become the predominant source of associate degree programs and the preferred destination for academically under-prepared and at-risk students.

It was clear during these years that the University was not going to be able to sustain the opportunity and access mission. In 2001, President Lloyd Benjamin charged the campus to begin a planning process that would meet the following goals:

- Enhance the intellectual capital of Indiana
- Improve and enhance the education of students
- Contribute to the development of new knowledge on engagement
- Develop a regional/national reputation for learning experiences
- Reach enrollment goals, particularly of students with higher academic abilities

Through extensive conversation, research and study, the community engagement and experiential learning mission became the agreed-upon vehicle by which the University would, once again, transform itself for the State’s students. Thus, while maintaining a respect for its previous educator-preparation, extensive program, and opportunity missions, the University began a process to define itself in terms of community engagement and experiential learning.

History of Community Engagement/ Experiential Learning at Indiana State

This transformation and evolution into a fully engaged institution did not arise without a significant grounding. The faculty and students of ISU have a long and accomplished history of applying their research and service to resolve issues and foster community development in the Wabash Valley and beyond.

During the early years, our sole mission was to prepare teachers for the common schools of Indiana, primarily found in rural areas. Tuition for the Normal School was free with the majority of students from working-class families in west-central Indiana. From this early time, ISU excelled in serving the state. In 1880, the State Superintendent of Public Education noted the Normal School was exceeding expectations for achieving our mission to the state:

“I find that Normal graduates are doing the very best kind of work and I think that to their efforts is due in a large measure the rapid advancement which our schools have made during the past few years”.

As ISU’s mission has changed over the decades, the advancement of K-12 education in the state has remained a top and constant institutional priority.

Practical experiences (i.e. experiential learning) have been an important part of an ISU education throughout the institution’s history. In 1905, the “Training School” was built in order to provide opportunities for observation and practice teaching at both the elementary and high school levels. A University laboratory school operated until 1992. The facility was renovated and reopened as the home for the College of Education in 2009.

Indiana State University was a pioneer in Industrial Arts Education in the early 20th century, including hands-on learning from the start. In 1915, a building was constructed to house the Industrial Arts and Home Economics education programs. A “practice” home-management house for Home Economics students was purchased in 1920. Technology and Engineering Education and Family and Consumer Sciences continue to provide outreach to teachers throughout the state.





Students gained the opportunity to develop their broadcasting skills in 1934 when the first radio station was established. In 1965, [WISU-FM](#), the current ISU station, was established on its own frequency. The student-run station began Webcasting in 1999.

The performing and fine arts traditionally have served as an important vehicle for connecting the campus to the community and providing experiential learning for students. The first student theater production occurred in 1925 when a group of volunteer drama students produced “She Stoops to Conquer.” The “Sycamore Players” were established in 1926 and performed six plays during that year. Summer stock theater was introduced in 1937. The New Theater, current home to [ISU theater productions](#), is a renovated garage facility that was opened in 1979.

Beginning in the mid-20th century, ISU sponsored a number of prominent artists and lecturers through the Artist-Lecture and Convocation Series, now known as the [University Speaker](#) and [Performing Arts Series](#). In 1967, two faculty in the Department of Music organized the inaugural [Symposium of Contemporary Music](#) which featured several

open rehearsals and one orchestral concert. Since then, the mission of the festival has grown to provide opportunities for students to engage with professional composers, performers, critics, and scholars; to promote the work of young American composers; and to generate public interest in modern music. It stands alone among other contemporary music festivals by emphasizing symphonic music and featuring a major professional orchestra.

ISU faculty and students have collaborated with non-profit and health care agencies for decades to improve the health of the people of Indiana. [Special Olympics Indiana](#) was organized in 1969 through the efforts of two Indiana State University faculty members. Their leadership resulted in the first Special Olympics Indiana Summer Games, which took place in Indianapolis in 1969. Since that time the University has hosted the Summer Games 38 out of 40 years. In 1981, faculty in the College of Nursing established the [Sycamore Nursing Center](#). The center offers comprehensive health assessments including histories and physical examinations to all ages, free age-appropriate immunizations for children 1 month to 18 years of age, and lead screenings for children.

Co-curricular and extracurricular engagement of students in campus life can be traced to the late 19th and early 20th centuries when the student newspaper was established, intercollegiate and intramural athletic programs were established, and a Women's League, that later evolved into the Greek system, was established. The Ralph N. Tirey Memorial Union Building was dedicated in 1940. The facility housed space for the [student newspaper](#) and yearbook, the [Tirey Memorial Student Union Board](#), [Student Government Association](#) and the Director and staff of Student Activities.

Development of Engagement Offices

The [Center for Public Service and Community Engagement](#) (CPSCE) was founded in 2001 with a mission “to provide leadership for the coordination, enhancement, expansion, and assessment of ISU outreach, economic development, and community engagement activities.” Throughout the decade the center has expanded its role to support the University’s mission of community engagement and experiential learning. Initially staffed with one full time professional and one support staff position, the center has grown both in stature and personnel.

Currently, two full-time and one part-time professional staff, two support staff, and five graduate students work directly with external

partners and ISU faculty, staff, and students. CPSCE staff coordinate the University’s service-learning program, manage a faculty grant program, support student and employee volunteerism, coordinate participation in national days of service, provide administrative support for the ISU [American Democracy Project](#), promote and provide co-curricular programming for the [Civic Leadership minor](#), manage a 65-member [AmeriCorps program](#), edit and publish [The Journal of Community Engagement and Higher Education](#), and promote undergraduate research.

The staff members of CPSCE provide leadership for University-wide efforts to enhance community engagement, including strategic planning. Dr. Nancy Rogers, former Director of CPSCE, chaired the 2003-04 community engagement strategic planning committee and coordinated the University’s application for elective Carnegie Community Engagement Classification in 2006. In her current role as Associate Vice President for Community Engagement and Experiential Learning, she chairs the strategic planning committees for community engagement and experiential learning. The Associate Director serves as the University’s primary liaison to Indiana Campus Compact, the state chapter of Campus Compact, the national higher education service-learning organization.

The [Center for Business Support and](#)



[Economic Innovation](#) (CBSEI) was established in 2005 with the mission of “engaging with business to provide university commercialization services and experiential learning opportunities.” As ISU’s liaison for business support services and economic development, CBSEI works with university faculty and staff to coordinate University solutions for business needs. The Center provides relevant opportunities for students to get involved in paid internships and projects with companies to get hands-on experience. The CBSEI offices in the Myers Technology Building house a business incubator program.

The Director of CBSEI represents ISU in the Terre Haute Innovation Alliance. Other members of the Alliance include the Terre Haute Redevelopment Corporation, the mayor of Terre Haute, and Rose-Hulman Institute of Technology. Since its establishment in 2007, the Alliance has received Federal funding from the Small Business Administration and Housing and Urban Development to provide business incubation and acceleration services to businesses in early stages of development.

The 2004 Pathway Document: Renewing Our Commitment to Community Engagement and Experiential Learning

As mentioned previously, during the late 20th century, Indiana State University evolved into an access institution for the state, providing access to higher education for students with academic challenges. By 2000, escalating challenges in the state and region created the need for the University to examine its role and mission in the state. During the 2003-04 academic year, faculty, staff, students, alumni and external stakeholders were engaged in two daylong working sessions to determine a new strategic direction for the university that would draw upon the University’s historical strengths and competitive advantages. Three strategic initiatives emerged from these conversations: making experiential learning a defining characteristic of the academic experience, becoming fully engaged with the community and identifying and developing distinctive programs. Implementation plans for these initiatives were articulated in a grant proposal, [Fulfilling the Promise – The Path to Pre-Eminence](#), that was successfully submitted to

the Lilly Endowment, Inc. for \$3 million as part of their initiative, [Initiative to Recruit and Retain Intellectual Capital for Indiana Higher Education Institutions](#).

The primary objective of the experiential learning initiative was to offer opportunities across the institution that were truly distinctive from the University’s peers and of such high quality that the University would see a positive impact on its national reputation. The potential benefits identified in the plan included improved student learning through hands-on application of theory to practice and increased student engagement fostered through persistent faculty interaction.

Specific goals of the initiative included:

- To positively affect the teaching, scholarly activity and service mission of Indiana State University
- To expand the external reputation of Indiana State University
- To enhance student learning and outcomes
- To engage and develop opportunities with members of the local community and region
- To recognize and promote student collaboration with faculty in research and creative activity as a key component of learning
- To enrich the educational opportunities afforded to graduate and undergraduate students by integrating the experiences of both groups

The initiative focused heavily on institutionalizing experiential learning through curriculum review and faculty development.

The primary objectives of the community engagement initiative were to create exemplary learning environments for our students and contribute in meaningful and measurable ways to the development of the region of west-central Indiana and the state. Specific goals of the initiative included:

- To recommend policies and practices for sustaining, enhancing and supporting community engagement and public service activities among the units of Indiana State University
- To identify service areas for expansion, enhancement, and extension of community engagement and public service activities at Indiana State University in the most vital areas of concern for the region and the state

- To provide support for activities that address these particular areas of service
- To identify existing community engagement and public service activities among the units of Indiana State University
- To recommend faculty development opportunities to promote a scholarly approach to community engagement

As with the experiential learning initiative, faculty support and curriculum development were priorities of this initiative.



A [single implementation plan](#) was developed for both the community engagement and experiential learning initiatives. The implementation plan included the development of an umbrella organization, the Alliance for Excellence, Experience, and Engagement, to provide coordination. The Alliance met for 3 years. At that time, it was determined that coordination activities would be assumed by the Center for Public Service and Community Engagement. Other implementation activities included the establishment of experiential learning/community engagement fellowships for undergraduate students, graduate students, and faculty. Fellowship projects included a variety of faculty/student research projects and development of community-based learning experiences. A [Civic Leadership Minor](#) was established with the support of the *Fulfilling the Promise* grant. This minor is an interdisciplinary program coordinated through the [Department of Political Science](#). Another activity supported by the grant was the development of a national journal focused on community engagement and experiential learning. The first issue of the *Journal for Community Engagement in Higher Education* was published in December 2009. Finally, the grant established the [Promising](#)

[Scholars Program](#). This program provided up to \$15,000 of support to early-career scholars to support their research agendas. Examples of projects funded through the *Fulfilling the Promise* grant are included in Table 28.

The overall impact of this grant is sizeable. The work started through this grant to develop community engagement and experiential learning clearly established the framework for the 2009 strategic plan, *Pathway to Success*. Grant-funded activities and programs were an important part of the content of our application for the Carnegie Community Engagement Classification that is further described in the next section.

Carnegie Community Engagement Classification

In 2006, Indiana State University was one of 62 institutions in the nation to receive the [elective Community Engagement classification](#) in both Curricular Engagement and Outreach and Partnerships from the Carnegie Foundation for the Advancement of Teaching. These designations provided external verification to the University community and propelled the institution's efforts to achieve excellence. The process of external review to receive and maintain the classification has compelled the University to engage in meaningful actions to support the continuation of the classification, including an on-going substantive overhaul of Promotion and Tenure policies and procedures.

The University Embraces Community Engagement and Experiential Learning During a Presidential Transition

As Chapter 1 describes, the process of selecting the special emphasis occurred at the same time that the University's leadership was in transition. The Board of Trustees demonstrated their commitment to seeing community engagement and experiential learning not only survive from one presidential administration to another, but thrive by instructing the [search committee for the new President](#) to not only inform candidates that the underlying strategic direction for the University had been chosen but to require that candidates agree to commit to its successful execution. The search committee carried out this charge and produced an excellent pool of candidates that were committed. The result was

The *Fulfilling the Promise* grant funded more than 100 faculty and student projects over a five-year period. The following examples illustrate the variety and quality of projects supported by the grant:

- Dr. Carl Klarner, Department of Political Science, worked with students to complete a large amount of data collection that allowed him to build statistical models to forecast elections. His work was cited numerous times by the local, state, and national media.
- Mike Rowe, a doctoral student in the Department of Life Sciences began collection of thermoregulatory data in captive African and Asian elephants. Mike collected data at the New Orleans, Indianapolis, Pittsburgh, and Toronto zoos. His research was featured in an Associated Press article that highlighted the importance of his research, not only to the management of captive elephants but to wild populations confronted with global climate change.
- Sherry McFadden has moved her theater program from Sarah Scott Middle School to the Booker T. Washington Community Center. ISU students have developed a curriculum for the program and are filming and editing a commercial that will run every morning at Sarah Scott Middle School on their Scotty News program. Additional funding is being sought through foundations such as The Annenberg Foundation, SIU (Subaru) Foundation, and an NEA Fast track grant.
- Susan Eley and Lea Hall utilized their faculty fellowship to expand learning opportunities for nursing students. Family Nurse Practitioner (FNP) students, assisted by undergraduate nursing students, provided physicals to 35 children and immunizations to 44 children. FNP students also provided physical examinations for 12 group home residents, 39 Foster Grandparents, and 2 residents of Connors Center, a residential facility for homeless single women and their children.
- Marilyn Leinenbach, Department of Elementary, Early, and Special Education, was able to further develop the SMART (Student Mathematical AfterSchool Thinking Program). This program places preservice education students in a local elementary school to provide an after-school mathematics education program.

Table 28: *Fulfilling the Promise Faculty Projects*

a President who has championed community engagement and experiential learning as a major focus on strategic planning.

In November 2008, the University marked the [installation of Daniel Bradley](#) as its president with a week-long celebration of the University's commitment to community engagement.

Installation activities included:

- A student coordinated fundraiser for Saint Jude's Hospital and canned food drive for the local Catholic Charities Food Bank
- A lecture by John Bul Dau — a Sudanese refugee who fled the civil war in 1987 and eventually settled in the U.S. after overcoming great hardships
- A presentation by the ISU History Department of oral histories of local veterans
- An awards luncheon recognizing high schools in the state for outstanding community service programs
- The annual "Take Back the Night" march and rally coordinated by students in Women's Studies 450 Community Activism in Theory and Practice
- An installation banquet and reception that raised funds for the United Way of the Wabash Valley.



Special Emphasis Timeline

2001 – The Center for Public Service and Community Engagement is established with the purpose of improving coordination and visibility of the University’s community engagement activities.

2001 – President Lloyd Benjamin charges the campus to initiate a planning process that is heavily focused on community engagement and experiential learning.

2003-04 – The University planning document, *Pathways to Pre-Eminence*, is completed following two years of campus-wide discussion. The document includes separate, but related, plans for enhancing community engagement and experiential learning.

2004 – The Lilly Endowment, Inc. grants the ISU Foundation \$3 million as part of their *Initiative to Recruit and Retain Intellectual Capital for Indiana Higher Education Institutions* to support implementation of the *Pathways to Pre-Eminence* plan.

2005 – The Center for Business Support and Economic Innovation is established to provide campus-wide coordination of business engagement.

2006 – ISU receives the elective community engagement classification from the Carnegie Foundation for the Advancement of Teaching.

2007 – The Terre Haute Innovation Alliance is established by Indiana State University, Rose-Hulman Institute of Technology, the Terre Haute Development Corporation, and the City of Terre Haute. The Alliance receives funding from the Department of Housing and Urban Development to support a business incubation program at Indiana State University and Rose-Hulman.

2007-08 – The ISU Board of Trustees appoints a Presidential Search Committee and charges the committee to ensure that the successful candidate demonstrates a commitment to executive the current strategic direction of the institution. Daniel Bradley assumes the Presidency.

2008 – ISU enters an agreement with the Higher Learning Commission of the North Central Association to complete a special emphasis self-study focused on community engagement and experiential learning.

2008 – The Board of Trustees approves a new mission statement that explicitly recognizes our commitments to community engagement and experiential learning.

2008 – President Dan Bradley’s installation activities include a weeklong celebration of the University’s commitment to community engagement.

2008 – ISU begins development of a new strategic plan. Community engagement and experiential learning are included as two of the six strategic priorities highlighted in the plan.

2008-09 – The NCA Steering Committee completes an assessment of the current status of community engagement and experiential learning at ISU. The Special Emphasis committee makes several recommendations based on the assessment.

2009 – The Provost sends a letter to all ISU faculty instructing academic departments to revise promotion, tenure, and retention documents in order to ensure faculty work in community engagement and experiential learning is valued.

2009 – The strategic plan, *The Pathway to Success*, is presented to the campus and community. A total of six implementation teams are formed to facilitate implementation of the initiatives included in Goal 2, Expand Experiential Learning, and Goal 3, Enhance Community Engagement.

2009 – ISU completes a new campus master plan. The plan directly links to community initiatives to enhance the downtown business district and develop the riverfront.

2009 – A new executive position is created to improve coordination of community engagement and experiential learning. Areas reporting to the Associate Vice President for Community Engagement and Experiential Learning include Center for Public Service and Community Engagement, Center for Business Support and Economic Innovation, Career Center, Distance Education, Corrections Education, Continuing Education, and the Hulman Center. The Associate Vice President reports to the Provost and serves as a member of the President’s cabinet.

2009-10 – The Dean of Extended Learning position is created to improve coordination of distance education and other types of extended learning. Dr. Kenneth Brauchle assumes this role on July 1, 2010.

2009 – 2014 – Implementation of strategic planning initiatives and special emphasis recommendations.

Revision of Mission and Vision Statements

Similarly, during the Presidential transition the University set about the process of revising its core identity statements, its [mission](#) and [vision](#) statements, to reflect the strategic direction of the University. The process, initiated by President Benjamin, was completed under President Bradley.

The statements' transformations clearly identified the University's evolving strategic direction in terms of engagement and student success through experiential learning. As this process was motivated by the special emphasis nature of this self-study, and reinforced two years later by an implementation-oriented strategic plan, the University's commitment is undeniable.

Identifying Challenges and Opportunities for Community Engagement and Experiential Learning

Community Engagement and Experiential Learning in the 2009 Strategic Plan

The development of the Focused Self-Study has occurred simultaneously and in concert with the development of the [2009 strategic plan](#). During the fall 2008 term, ISU initiated a strategic planning process focused on achieving six strategic priorities between:

- Increase Enrollment and Student Success
- Advance Experiential Learning
- Enhance Community Engagement
- Strengthen and Leverage Programs of Strength and Promise
- Diversify Revenue: Philanthropy, Contracts, and Grants
- Recruit and Retain Great Faculty and Staff

The planning process was initiated in December 2008 at a campus-wide retreat and completed October 2009. The process was facilitated by [STRATUS](#), a division of Heery International.

Information gathering for the strategic plan focused on identifying ISU's greatest strengths, needs, and opportunities for achieving its top

priorities. This was accomplished through two campus town hall meetings, review of existing plans and studies, and interviews with 185 stakeholders on and off campus.

Upon completion of information gathering, STRATUS identified 30 initiatives that potentially would help the University reach its priorities. On March 26 and 27, 2009, a campus-wide workshop was scheduled for the purpose of reviewing the initiatives and determining which would best contribute to our strategic priorities.

The following initiatives were identified for Goal 2 – Advance Experiential Learning and Goal 3 – Enhance Community Engagement, the two goals that related directly to the self-study:

- Realize the full potential of the Rural Health Innovation Collaborative
- Develop a professional development/conference center
- Use the NSF “SENCER model” to enhance science education and community engagement
- Centralize ISU operations in Indianapolis
- Adopt a Locavore approach for food service
- Develop the neighborhoods around ISU
- Create a gateway to ISU and a bridge to the Riverscape
- Energize Terre Haute's city center to create a great college town

The teams assigned to review these initiatives were tasked with reviewing and refining recommended initiatives and identifying any components that were missing. During this time period, goal statements were identified for each of the strategic priorities, and timelines were recommended for each initiative.

A draft report was presented to the campus that included objectives, goals, and initiatives. A [final report](#) was developed and presented to the campus in October 2009.



Status of Community Engagement and Experiential Learning: 2008 Assessment

During the 2008-09 academic year, the NCA Steering and Special Emphasis Committees, with the assistance of the Criterion Committees, completed a broad and extensive assessment of the current status of community engagement and experiential learning at ISU. This assessment was based on Holland's "Levels of Commitment to Community Engagement." As mentioned previously, the rubric was slightly modified in order to incorporate experiential learning. Referring back to Table 27, Holland's rubric provides four Levels of Commitment (Level One: Low Relevance; Level Two: Medium Relevance; Level Three: High Relevance ; Level Four: Full Integration) across nine Key Organizational Factors (Mission; Leadership; Community Involvement; External and Internal Communications; Organization and Structure; Funding; Faculty Involvement; Promotion, Tenure, Hiring and Employee Evaluation; Student Involvement and Curriculum). The following section describes the findings of the assessment.

Mission

The 2004 strategic planning document *Fulfilling the Promise* identified community engagement and experiential learning as two of the three initiatives to serve as the pillars of Indiana State University strategic planning and the focus of our institutional identity. Since that time, community engagement and experiential learning have gained broad support across campus. The inclusion of community engagement and engaged learning as elements of the [2008 mission statement](#) demonstrated a long-term commitment that these are core elements of ISU's culture and identity. In addition, the University has received external recognition for community engagement by the Carnegie Foundation for the Advancement of Teaching, the President's Higher Education Community Service Honor Roll, the Princeton Review, and the National Commission on Teaching and America's Future. Progress toward integration of community engagement and experiential learning as central and defining characteristics of the University was clear.

Progress had been made toward integrating community engagement and experiential learning into mission statements at the unit level, although considerable work remained to be done. This finding was expected given the recent approval of the new University statement and the time required for departments and colleges to develop and approve their own statements. Mission statements were collected from 27 departments and five colleges in summer 2008. The statements for twelve of the departments reflected alignment, to varying degrees, with community engagement and experiential learning. The College of Technology mission statement also aligned with the focus of the community engagement and experiential learning mission of the university. The Graduate School, Library, College of Nursing, Health and Human Services, College of Business, College of Arts and Sciences, and the College of Education were in the process of determining the level of alignment between their college mission statement and the revised University statement.

Community engagement and experiential learning were included in the 2009 strategic plan, *Pathway to Success*, and were the focus of this special emphasis self-study study. At the time of the assessment there were very few academic or administrative unit level strategic plans in existence. Planning at the unit level would occur following approval of the University plan.

Summary: Units across campus were committed to offering and supporting student experiences in community engagement and experiential learning. The importance of community engagement and experiential learning, however, was not clearly articulated in the majority of the unit mission statements. In addition, academic and administrative units needed to develop strategic plans based on the 2009 university plan. *2008 Level of Commitment: 3*

Leadership

The University's senior leadership has consistently communicated a commitment to community engagement and experiential learning at a high level of relevance. This conclusion was based on multiple sources of evidence, including:

- Report of the President (issued annually)
- [Addresses to the community and newsletters](#)

by the President and by other members of the senior leadership team

- Criteria for selection of [Programs of Distinction](#) and [Promising Scholars](#)
- Minutes of Board of Trustee meetings

At the Board of Trustees meeting on September 28, 2007, the Chair of the BOT, Mr. Alley, made the following statement: “The Board of Trustees reaffirms its support for the strategic initiatives of experiential learning, community engagement and distinctive programs.” In his 2008 opening address to the campus, President Bradley stressed the importance of programs of distinction, community engagement, and experiential learning.

An important leadership concern was commitment to funding. Community engagement and experiential learning activities that were identified in the 2004 strategic planning document have been funded mostly through external grants. On-going commitment of the leadership to funding community engagement and experiential learning must be a focus of the NCA special emphasis self-study and 2009 strategic plan.

Summary: The senior leadership consistently has communicated community engagement and experiential learning as defining characteristics of the University to external and internal audiences. An issue that remained to be resolved includes commitment of leadership to sustained funding. *2008 Level of Commitment: 3*

Community Involvement in Decision Making

A variety of alumni and community advisory boards were in place to provide input to academic, student affairs, and other programs. The Career Center, Center for Public Service and Community Engagement, and several academic units collected data from employers and community partners through intern evaluations or similar instruments. The extent to which programs utilized advisory boards, external evaluations, or other types of community input varied greatly across the campus. There was not systematic reporting of the extent to which programs solicit and utilize community input.

There were multiple and diverse partnerships between the University and community. These partnerships included organizations in the public,



private, and nonprofit sectors. Partnerships ranged from long-term with significant funding, as with the [Professional Development Schools partnerships](#), to short-term, semester-long partnerships that involve a class completing a project for a local non-profit organization. As expected, community partnerships were heavily concentrated in the Wabash Valley, although there were examples of statewide and even international partnerships.

Summary: Community involvement with programs ranged from low relevance to full integration. Departments and programs without community involvement should address increasing and expanding community involvement during the special emphasis planning process. *2008 Level of Commitment: 2-3*

External and Internal Communications

Community engagement and experiential learning have been a focal point of ISU marketing materials since the launch of a new branding campaign in 2004. The University's Web site has undergone two major revisions in the past 5 years. The current Web page frequently featured stories related to community engagement and experiential learning. A link to the University's new mission statement was provided on the front page. The University's commitment to community engagement and experiential learning was implied on the Web page; however it was not as explicit as it might be.

The University's printed promotional materials frequently included information on the institutional commitment to community engagement and experiential learning and the benefits to our students. Community engagement and experiential learning activities have also been a special focus of university media relations and the subject of many feature articles and news stories in regional and state publications, as well as news broadcasts.

Summary: Although there have been abundant communication pieces concerning community engagement and experiential learning, work was needed to ensure communication of a uniform message. *2008 Level of Commitment: 2-3*

Organization and Structure

Indiana State University has created significant infrastructure to support community engagement. The [Center for Public Service and Community](#)

[Engagement](#) was established in 2001 to serve as the community's "front door" to access the resources of the University. This Center has coordinated the University's outreach mission and community engagement activities, including service learning, volunteerism, and community-based research. A campus-wide survey conducted in 2008 to collect data for a variety of aspects for the self-study found that the majority of staff and faculty were aware of the Center for Public Service and Community Engagement, although many employees could not remember the full name of the center. Students were less likely to be aware of CPSCE and more likely to turn to advisors, faculty, or student affairs staff for information about community engagement and experiential learning.

[The Center for Business Support and Economic Innovation \(CBSEI\)](#) has coordinated the University's contribution to the Wabash Valley's economic development efforts. CBSEI was actively partnering with students and faculty in the Colleges of Business, Technology, and Arts and Sciences. [The Office of International Programs and Services](#) has coordinated outreach activities to international communities. [The Career Center](#) has coordinated internship opportunities with students, academic departments, and employers. The [Office of Continuing Education](#) has coordinated credit and non-credit outreach. This office has been underutilized for the past several years by students, faculty, and external constituents, including non-traditional students. In addition to these support offices, a variety of structures existed within various individual departments and programs to assist with community engagement activities.

Overall, leadership and coordination of community engagement efforts was largely provided by administrative staff at the Director level. Evidence suggested that there had been coordination between these various centers and offices. This coordination, however, was too frequently personnel dependent and less regular than was considered optimal.

There was not an office with the primary mission of supporting experiential learning. The Center for Public Service and Community Engagement supported experiential learning activities through its mini-grant, undergraduate, graduate, and faculty fellow programs. The



Public Service and Community Engagement received an annual operating budget of approximately \$23,000. In addition, approximately \$48,000 was allocated for distribution to faculty through mini-grants and \$30,000 for internship scholarships. On-going funding also supported three full-time professional staff positions and two support staff. From 2004-09, an additional

Alliance for Excellence through Engagement and Experiential Learning was established in 2004 to provide coordination for experiential learning across the campus. Membership of the Alliance included faculty and representatives from Student Life, Career Center, Center for Instruction Research and Technology, First-Year Programs, and the Center for Public Service and Community Engagement. The Alliance proved to be redundant with the Center for Public Service and Community Engagement and was discontinued in 2006. Many of the responsibilities of the Alliance were assumed by CPSCE staff.

Summary: An effective infrastructure has been established to support community engagement. Some consideration should be given to whether the infrastructure that supports experiential learning is adequate. Finally, although coordination of community engagement and experiential learning has improved over the past five years, coordination could be improved. *2008 Level of Commitment: 3-4*

Funding

Community engagement and experiential learning activities were funded through a combination of internal and external dollars, with the majority of non-personnel funding for University-wide initiatives coming from external grants. For example, the Center for

\$350,000-\$550,000 was provided annually through two grants from the Lilly Endowment, Inc. and an AmeriCorps grant. The Center for Business Support and Economic Innovations was funded primarily through federal grants with modest support from the University.

On-going funding for community engagement and experiential learning varied among the various colleges. The College of Business' major outreach activities, [Networks](#) and the [Small Business Development Center](#), were primarily funded through external dollars. The College of Education was involved in a variety of outreach activities, including the [Professional Development Schools partnership](#). Although a significant portion of funding for the partnership has come from external grants, the University provides \$100,000 in support annually. The College of Arts and Sciences and its departments and centers have supported community engagement and experiential learning activities primarily through discretionary funding. Such activities included pedagogical initiatives, community outreach, performing arts and other arts related activities. Many of these activities have engaged several hundred community members over the course of a year. Community engagement and experiential learning activities in Arts and Sciences were funded through a combination of external and internal funds.

FY 05	Grad Support	UG support	Comm Eng	Exp Learn	Total
# of Proposals	91	63	143	182	267
Percent of proposals	34%	24%	54%	68%	
Amount Requested	\$23,347,668	\$15,283,011	\$17,741,377	\$24,169,708	\$38,531,539
# of Awards	57	35	86	92	137
Percent of awards	42%	26%	63%	67%	
Amount Received	\$4,077,818	\$2,550,685	\$6,480,402	\$6,719,115	\$15,654,905
FY 06					
# of Proposals	78	73	180	198	281
Percent of proposals	28%	26%	64%	70%	
Amount Requested	\$16,211,479	\$10,820,527	\$19,873,227	\$22,748,602	\$33,175,938
# of Awards	46	48	122	115	174
Percent of awards	26%	28%	70%	66%	
Amount Received	\$5,243,076	\$3,650,537	\$8,109,162	\$7,941,379	\$17,240,499
FY 07					
# of Proposals	69	60	144	170	225
Percent of proposals	31%	27%	64%	76%	
Amount Requested	\$16,995,389	\$10,615,731	\$18,048,216	\$21,422,581	\$26,189,325
# of Awards	48	36	109	113	156
Percent of awards	31%	23%	70%	72%	
Amount Received	\$3,706,145	\$4,521,219	\$8,146,883	\$7,570,644	\$14,944,784
FY 08					
# of Proposals	67	56	118	134	175
Percent of proposals	38%	32%	67%	77%	
Amount Requested	\$19,348,860	\$11,294,537	\$19,348,860	\$19,348,860	\$22,737,757
# of Awards	39	34	99	95	135
Percent of awards	29%	25%	73%	70%	
Amount Received	\$2,017,916	\$1,970,522	\$5,460,379	\$4,404,553	\$9,868,158
FY 09 to date (as of 9/30/08)					
# of Proposals	15	10	24	24	38
Percent of proposals	39%	26%	63%	63%	
Amount Requested	\$2,480,745	\$1,026,979	\$2,002,729	\$2,201,352	\$3,160,095
# of Awards	8	7	22	19	26
Percent of awards	31%	27%	85%	73%	
Amount Received	\$1,221,647	\$626,810	\$2,469,974	\$2,367,466	\$4,456,918

Table 29: Community Engagement and Experiential Learning Grant Activity

The Library has provided modest on-going funding to community engagement and experiential learning activities through the [Wabash Valley Visions and Voices Project](#), the Town and Gown series, and a variety of other programs.

The Division of Student Affairs has funded many programs that include community members. The [African-American Cultural Center](#) has dedicated over half of their annual budget to community activities. The [Counseling Center](#) has funded a variety of outreach activities to the local community, including education programs to local schools and participation in Task Force 7, a group focused on mental health emergency planning. The [Career Center](#), which was part of student affairs until January 2010, has provided significant outreach to external employers.

Facilities management community engagement activities, including the [Recycling Program](#) and Community Garden have been funded through institutional funds. Facilities management personnel also regularly have dedicated time to community-wide planning initiatives.

Although community engagement and experiential learning was not an explicit fundraising priority of the Indiana State University Foundation and the [March On](#) campaign, it was represented in the priorities of the colleges and academic programs. An example

of one of these priorities was the [trading room](#) for the Donald W. Scott College of Business.

The [Office of Sponsored Programs](#) has tracked the percentage of submitted grants that support community engagement and experiential learning since 2005-06. During FY 2008, 73% of awarded grants supported community engagement and 70% supported experiential learning. During the first months of FY 2009, 85% of awarded grants supported community engagement and 73% supported experiential learning. Additional detail about grant activity is included in Table 29.

The University scholarship program was not strongly linked to community engagement and/or experiential learning.

Summary: Although university funding to support community engagement and experiential learning has increased over the past five years, external funding remained critical for continuation of the initiatives. It would be fruitful to include in this planning process development of a funding plan that identifies the appropriate balance of internal and external funding and establishes expectations for colleges, centers, and departments related to diversifying funding for community engagement and experiential learning. Review of available data indicated fundraising priorities for community



engagement and experiential learning are of medium relevance (Level Two). Other than external grant funding it did not appear this is fully integrated into the fundraising culture at ISU. *2008 Level of Commitment: 2*

Faculty Involvement

The Center for Public Service and Community Engagement has supported faculty engagement in experiential learning and community-based teaching, research, and service. CPSCE mini-grant programs supported 110 projects from 2004-09. In addition, CPSCE has provided a service-learning handbook and regular E-mail updates regarding community engagement and experiential learning opportunities to interested faculty. CPSCE staff members also have provided direct technical assistance to faculty who are interested in developing community engagement and experiential learning projects.

Effort was made over the past five years to recognize faculty for their community engagement and experiential learning work. Indiana State University [Media Relations](#) and [University Publications](#) have featured engaged faculty and their students in numerous publications and reports. Each month several related press releases were provided to local and state media. The [Faculty Award for Community-Based Learning and Scholarship](#) was established in 2007 and has been awarded annually by the Office of the Provost and Academic Affairs.

Professional development programming for faculty has not been offered consistently over the past five years. The Center for Public Service and Community Engagement (CPSCE) and the Career Center have provided some summer training through the Center for Instruction, Research, and Technology (CIRT), but did not offer regular professional development programs. CIRT has offered minimal related programming on their own. In 2008, community engagement and experiential learning were included as substantial components of new faculty orientation. Better collaboration between CPSCE, CIRT, and Academic Affairs would improve this aspect of faculty involvement.

Summary: Very few structured professional development opportunities related to community engagement and experiential learning have been



provided for faculty, including new faculty. In contrast, significant financial support has been available to faculty for community engagement and experiential learning work. *2008 Level of Commitment: 3*

Promotion, Tenure, Hiring

Tenure and promotion policies at Indiana State University reflected varying levels of commitment to community engagement and experiential learning, ranging from level one to level three. Departments linked to a well-defined profession were more likely to have explicit expectations related to teaching and research that connect to community engagement. In other departments, tenure and promotion documents primarily described community engagement synonymous with community service, in spite of the University's definition of community engagement that clearly has included activities in teaching, research, and service endeavors. At the college level, expectations reflected more traditionally defined ideas for scholarly performance. In general, consideration of activities related to community engagement and experiential learning in tenure and promotion decisions must be inferred through open-ended, implicit language in College Promotion and Tenure documents.

Support of faculty and staff involvement in community engagement and experiential learning activities is not clearly supported by human resource documents, including the University Handbook. On a University-wide basis, staff members are allowed to participate in a few annual community engagement activities during work time, although participation in these events is controlled at the departmental level.

Effort has been made to make the university's commitment to community engagement and experiential learning explicit in position

announcements and related advertisements in the *Chronicle of Higher Education* and other publications.

Summary: The scholarships of engagement and teaching have not been widely identified as valid criteria for tenure and promotion. Although community engagement includes activities in the teaching, research, and service endeavors of faculty, many tenure and promotion documents primarily described community engagement synonymous with community service. These are significant obstacles to fully incorporating community engagement into the tenure and promotion process. In addition, the university should consider the appropriateness of developing policies or guidelines for non-faculty employees and their involvement in community engagement and experiential learning. *2008 Level of Commitment: 2*

Student Involvement and Curriculum

Numerous opportunities existed for extra-curricular engagement on and off campus. These opportunities included [AmeriCorps](#), [Alternative Spring Break](#), [American Democracy Project](#), [Union Board](#), [student employment](#), and a diverse group of [student organizations](#). The Center for Public Service and Community Engagement (CPSCE) was available to assist individual students and student organizations with finding community service opportunities, although it was unclear how familiar CPSCE is to the general student body.

The [Career Center](#) has provided education and assistance to students who are interested in completing an internship. Student Employment, a program of the Career Center, has offered assistance to students seeking on and off-campus employment.

Thirty undergraduate programs required an internship/practicum and 18 programs provided an option for such an experience. In addition, fourteen graduate programs required an internship/practicum and two programs provided an option for an internship/practicum. In the 2007 [NSSE](#) survey of seniors, 82% had completed or planned to complete a practicum, internship, field experience, co-op experience, or clinical assignment. The NSSE

survey also indicated that 74% of seniors had done or intended to complete community service work, 27% planned to or had worked on a research project with a faculty member outside of class, 12% had or planned to study abroad, and 84% had or planned to completed a culminating senior experience such as a thesis or senior project.

The number of students participating in service-learning courses is unknown. A [service-learning course designation](#) was developed by the Center for Public Service and Community



Engagement and approved in 2005-06. The designation has not been utilized by most academic units, including several that routinely embed community-based learning experiences in the curriculum. As a result, the University was not effective at identifying and recognizing courses with a service-learning component.

The University has provided significant

financial resources to faculty to develop community-based and experiential learning opportunities for students. Over the past five years, 110 faculty led projects have been funded through the Center for Public Service and Community Engagement. All of these projects have involved students.

If service-learning and community-based learning was across the curriculum entirely and was part of the learning goals, it would be present within outcomes assessment plans, where learning goals were expressed. An examination by a subgroup of the Criterion 3 Committee found that service-learning and community-based learning was most often found only in experiential-based, nationally accredited programs such as teacher education, counseling/psychology, nursing, and athletic training.

Summary: Multiple and diverse experiential

opportunities existed for students to engage the community and develop skills through involvement with extra-curricular activities. The majority of students completed a hands-on culminating experience prior to graduating, although this type of experience was not available or required of all students. The service-learning program especially implementation of the service-learning designation, needs further attention. As with other aspects of the curriculum, student outcomes that address community engagement and experiential learning should be more widely developed.

2008 Level of Commitment: 3

Based on this assessment, several recommendations were made by the Special Emphasis Committee to the campus. These recommendations are discussed in detail later in this chapter.

Question	Currently Involved	Plan to Implement This Year	Planned In Next 2-4 Years	We Have No Plans For This Area	Responses	Mean
Community Based Service Learning	65	1	3	18	87	1.70
Internship/Practicum/Clinical Experience	77	1	1	8	87	1.31
Student Teaching	23	0	0	64	87	3.21
Students Serving in Consultation Roles	33	1	5	48	87	2.78
Community Based Research	47	1	10	29	87	2.24
Undergraduate Research	36	5	7	39	87	2.56
Performance/Exhibition	27	3	3	54	87	2.97
Co-Curricular Engagement	33	0	10	44	87	2.75
Professional Development/Training	60	3	2	22	87	1.84
Extension/Outreach	46	2	5	34	87	2.31
Cultural Programs	29	2	4	52	87	2.91
Youth Development	30	0	5	52	87	2.91
Culminating / Capstone Experience involving engagement or experiential learning	58	3	5	21	87	1.87

Table 30: Results of the Community Engagement/Experiential Learning Program Survey

Departmental Survey of Community Engagement and Experiential Learning Involvement

During the Fall 2009 semester the Special Emphasis committee administered a survey to each academic program at the undergraduate level. The purpose of the survey was to establish a baseline for current program involvement in Community Engagement/Experiential Learning activities and determine interest in developing those activities in the future.

There were 98 responses to the survey from 41 academic departments. Of those completing the survey 93% noted an active involvement in one or both of these areas. Summarized in Table 30, these results suggest a high level of commitment to one or both and that, understandably, units reveal that commitment in different ways. In many cases, internships, practica, clinicals, or student teaching opportunities are the means by which students meld knowledge and experience. In others, it is community-based research or service that is the outlet for this activity. Nearly every program at the University can demonstrate some type of experiential learning and or community engagement activity within its curriculum or shared experience. While some may be more infused at all levels of the curriculum, like that which exists in Nursing and Social Work, others may only bring it to fruition through an end-of-career capstone course, clearly the programs of Indiana State University already engage in this type of activity.

What's more, of those departments and programs engaging in community engagement activities, 69% do so with programs outside of the Wabash Valley, and of those, 83% extend their engagement to the Indianapolis metropolitan area. In terms of what might hold departments and programs back from meeting their engagement and experiential learning goals, 71% cited financial resources, while half cited travel concerns, 37% cited personnel issues, and 28% cited the need for professional development.

Overall, the 2008 assessment and 2009 survey indicated that the University had made noteworthy progress toward reaching our goal of fully integrating community engagement and experiential learning into our culture and

Special Emphasis Recommendations

1. Academic and administrative units should ensure alignment of their mission statements and strategic plans with the ISU mission statement and strategic plan.
2. The merit scholarship program should include components that are strongly linked to community engagement and experiential learning.
3. An assessment of how external constituencies are involved in decision making is recommended.
4. Community engagement and experiential learning should be fully integrated into the University's communications and marketing activities, including a visible presence on the Web page.
5. Institutional infrastructure to support community engagement and experiential learning should be improved.
6. The Center for Public Service and Community Engagement, Center for Instruction, Research, and Technology, and Academic Affairs should develop a multi-year plan for faculty development.
7. The University's commitment to community engagement and experiential learning should be reflected in Human Resource policies and practices, including faculty promotion, tenure, and reappointment.
8. Infuse experiential learning as a core component in all academic programs.
9. Enhance opportunities for student involvement in co-curricular community engagement and experiential learning.

identity. The greatest commitment had been made in the following areas: mission, leadership, organization and structure, faculty involvement, and student involvement. The institutional factors with the lowest commitment included: funding and promotion/tenure/hiring. In the areas of community involvement in decision-making and external/internal communications, community engagement and experiential learning were highly relevant in some areas of the institution, but much less relevant in other areas.

Moving Forward: Recommendations for Continuing Progress

The Community Engagement and Experiential Learning assessment resulted in the development during the fall 2009 semester of several charges to the campus. During the remainder of the 2009-10 academic year several of the charges were addressed. Other charges were incorporated into the 2009 strategic plan and are being addressed by strategic planning implementation teams. The final set of charges fall within the purview of the President's cabinet and will be addressed by 2014. This section includes a description and status report for each of the charges.

Academic and Administrative Units Should Ensure Alignment of Their Mission Statements and Strategic Plans with the ISU Mission Statement and Strategic Plan.

Following the approval of the new University mission statement in 2008, those academic and administrative units that have individual mission statements were tasked by the University administration with review of these mission statements to ensure alignment. This action was initiated during the fall 2008 semester and completed by the majority of departments and programs by the end of the spring 2009 semester. Revised mission statements from each of the Colleges are listed in Table 31. An [updated list of mission statements](#) is available through the link and in the Resource Room.

Several units also revised or created new vision and values statements. The Library's newly crafted vision statement speaks to their role in helping students become engaged citizens:

“Utilizing innovative and collaborative approaches, Cunningham Memorial Library strives to be the academic and research heart of the University by providing exceptional individualized instruction and access to its many unique collections as well as by helping to create civil citizens who contrib-

ute both to the local community and to the world at large.”

The Office of Student Activities and Organizations identified in their values statements their on-going commitment to support student engagement:

- We promote student success via collaboration with student organizations and other University departments.
- We provide opportunities that increase student persistence and retention through integration into the academic and social communities.
- We facilitate the development of student's emotional maturity, autonomy, critical thinking, citizenship, and stewardship through co-curricular involvement and leadership opportunities.
- We offer opportunities for diverse interactions.

Several academic and administrative units have developed their own strategic plans. These plans provide an opportunity for units to identify their unique community engagement and experiential learning priorities and develop strategies for achieving success.

The College of Nursing, Health, and Human Services developed a new vision and mission statement and a strategic plan that aligns with the six goals of the University plan. The college's strategic plan includes multiple initiatives to advance experiential learning and enhance community engagement. The following initiatives support experiential learning:

1. Develop meaningful evaluations of experiential learning that reflect program outcomes/core competencies.
2. Develop an experiential inter-professional leadership, ethics, and culture course required for all majors. Upper division foundational studies approved.
3. Provide faculty training in the areas of designing experiential learning, reflection, and evaluation of this type of learning.
4. Establish training for site supervisors/preceptors.
5. Establish recognition for supervisors/preceptors.
6. Provide faculty training related to experiential problem-based learning in the classroom.
7. Experiential learning methods will be

integrated into faculty evaluations. Initiatives were also created to support community engagement:

1. Create a system to catalog current efforts.
2. Publicize our community engagement through our Web site and pictures.
3. Develop college wide signature events.
4. Recognize individual efforts.

Each of these initiatives includes related benchmarks.

The Bayh College of Education completed a strategic plan during the 2009-10 academic year that aligns with the University's six strategic goals. The following prioritized goals and measurable objectives were selected for community engagement and experiential learning:

- College Goal 2.1: Expand experiential learning opportunities through increased partnerships and projects across college and departments.
 - Measureable Objective 2.1:
By July 1, 2011, increase the amount of partnerships and projects by 10%.
 - Measureable Objective 2.2:
By July 1, 2012, double the number of faculty projects that incorporate partnerships.
- College Goal 3.1: Prioritize community engagement activities.
 - Measurable Objective 3.1.1:
Beginning Fall 2010, faculty and administrators should work together during the Fall 2010 semester to determine the top 1-3 priorities for their community engagement activities. These community engagement priorities should encompass activities of programs across the college and include activities that have a verifiable and deep impact on the communities that are served. The leadership of the college may benefit from inventorying current activities and identifying how current activities are interrelated and could be communicated in a more cohesive/connected manner. Activities/programs that are selected as having

a high priority should regularly be featured in internal and external communications.

Each of the academic departments in the Bayh College of Education will complete a strategic plan by December 2010.

The Library established the following community engagement goal: *Increase community partnerships to raise visibility of library services, sharing expertise to meet mutual goals.* The goal will be achieved through four initiatives. The first focuses on partnering with community

Mission Statements

College of Arts and Sciences

The central mission of the College of Arts and Sciences is to provide students with a nationally recognized, contemporary education in the liberal arts and sciences. The College fosters an environment that advances innovative and integrative inquiry and engagement, builds on faculty expertise and institutional heritage, and involves students as collaborators

College of Business

The Indiana State University College of Business is dedicated to providing a nationally accredited professional education to qualified students at both the undergraduate and graduate levels. Our primary focus and commitment is to excellence in teaching. In tandem with this commitment, faculty engage in applied and educational research, develop relationships with the business community, and provide service to the region and to their professions. Students are participants in a collaborative learning environment that prepares them to take leadership roles in both public and private organizations.

College of Education

To prepare, promote, and advance educational and human service professionals for a diverse and ever-changing world.

College of Nursing, Health and Human Services

The College is dedicated to fostering student excellence and developing productive citizens who function as skilled professionals. Further, we champion teaching, research, creative activities, community involvement through health initiatives and life-long learning.

College of Technology

The College of Technology will provide exemplary undergraduate and graduate programs, generate solutions and knowledge through research, and serve the technology needs of the State, the nation, and the international community.

College of Graduate and Professional Studies

The College of Graduate and Professional Studies facilitates student and faculty teaching, research, scholarship, creativity, and community engagement. The School provides leadership in quality graduate program development and the recruitment, education, and professional preparation of students throughout Indiana and the world.

Table 31: College Mission Statements



organizations. Planned activities include providing collection development assistance to the 14th and Chestnut Community Center and library cataloguing assistance to the C.A.N.D.L.E.S. Holocaust Museum. Library staff will also increase cooperative activities with the Library Consortium of Vigo County. Consortium members include the libraries of Rose-Hulman Institute of Technology, Saint Mary of the Woods College, Ivy Tech Community College, and the Vigo County Public Library.

The second initiative is to provide support to other campus organizations for their community engagement initiatives. Activities range from providing meeting and programming space for community engagement programs to promoting information literacy connections in service-learning courses. The third initiative is offering campus/community collaborative programming each semester. The final initiative is to partner with local school corporations to create digitization programs for institutional history.

The Merit Scholarship Program Should Include Components That Are Strongly Linked to Community Engagement and Experiential Learning.

The [University Honors Program](#), [Enrollment Services](#), and [Center for Public Service and Community Engagement](#) have addressed this charge. Effective August 2011, recipients of competitive merit scholarships, including the [President's](#) and [University Honors scholarships](#),

will be required to complete a service requirement. The requirement can be met by completing a designated service-learning course or participating in a designated program of the Center for Public Service and Community Engagement, including [Alternative Spring Break](#) and [Sycamore Service Corps](#), a local part-time AmeriCorps program. In addition, a service-learning component will be added to the annual Presidential Scholars' trip. Finally, the scholars collectively will assume a direct planning role in an annual community engagement event (e.g. Human Rights Day, Earth Day).

An Assessment of How External Constituencies Are Involved in Decision Making Is Recommended.

This charge includes two recommendations, both of which will be coordinated by the Office of Assessment and Accreditation. Academic and non-academic programs that utilize advisory boards, internship evaluations, or other means of engaging external constituencies in decision making should report on these activities as part of their annual program assessment efforts. Academic units that do not include external constituencies in decision making should develop and implement plans for doing so.

Community Engagement and Experiential Learning Should Be Fully Integrated into the University's Communications and Marketing Activities, Including a Visible Presence on the Web Page.

Response to this charge is coordinated by the Office of Communications and Marketing and the Associate Vice President for Community Engagement and Experiential Learning. A major revision of the Web pages related to community engagement and experiential learning was started during June 2010. This revision will include the creation of a central community engagement and experiential learning page that links to each of the individual program pages. The goals of the revision are to improve navigability and better communicate the interconnectedness between the various programs and their relationship to our academic

programs. Following this revision, a community link will be added to the University's home page.

Institutional Infrastructure to Support Community Engagement and Experiential Learning Should Be Improved.

In August 2009, the Provost announced a reorganization of Academic Affairs in order to better support the strategic priorities and elevate the stature of community engagement and experiential learning. An Associate Vice President for Community Engagement and Experiential Learning position was created and advertised internally. The position reports directly to the Provost and also serves as a member of the President's cabinet. The primary charge for this position was to provide campus leadership for further implementation of community engagement and experiential learning in support of the mission, vision, and strategic goals of the University. The offices assigned to report to the new Associate Vice

President include the [Center for Public Service and Community Engagement](#), [Center for Business Support and Economic Innovation](#), [Corrections Education Program](#), [Continuing Education](#), [Distance Education](#), and the [Career Center](#). Starting July 1, 2010, the [Hulman Center](#), Conferencing, and Special Event Services also reports to this position. In September 2009, Dr. Nancy Rogers, the Director of the Center for Public Service and Community Engagement, was appointed to the position.

In September 2009, the Provost and newly appointed Associate Vice President for Community Engagement and Experiential Learning announced the proposed creation of the Dean of Extended Learning position. The intention of the creation of this position was to ensure that the university engages in a more strategic, efficient, and entrepreneurial approach to distance and extended education. Distance education and credit outreach had been decentralized in 2001 when the Division of Lifelong Learning was disbanded. Although distance education and credit outreach had



thrived in isolated areas, there had not been a University-wide strategy for developing these areas for most of the past decade. The proposal indicated the Dean would report to the Associate Vice President for Community Engagement and Experiential Learning



with a secondary reporting line to the Provost. The administrative areas that would report to the Dean included Continuing Education, Corrections Education, and Distance Education. After receiving feedback from faculty governance and the President's cabinet, a search was successfully completed during the Spring 2010 term. Dr. Kenneth Brauchle, Associate Dean of Extended Learning at Boise State University, was selected for the position. He joined the ISU staff on July 1, 2010.

Stabilizing funding for community engagement and experiential learning is an ongoing effort directed by Office of the Provost and Academic Affairs and the Vice President for Business Affairs. Prior to the 2009-10 academic year, the operating budget of the Center for Public Service and Community Engagement was increased from \$23,000 to \$101,000. This increase allowed CPSCE to continue to provide financial support through the internal grant program that was previously supported by the Fulfilling the Promise grant.

As mentioned in the previous section, the [Center for Business Support and Economic Innovation](#) (CBSEI) is supported by a combination of University funds and federal grants. The Director of CBSEI has been charged with diversifying revenue in order to ensure the long-term sustainability of the office. During the 2009-10 academic year, additional revenue was secured through grant writing. In the 2010-11 academic year, CBSEI will begin to receive rent from tenants in the incubation space located in the Myers College of Technology Building.

Funding for [Continuing Education](#) activities remains unchanged; however, numerous opportunities for increasing revenue have

been identified. Responsibilities of the newly appointed Dean of Extended Learning include increasing revenue generating activities in distance education, non-credit certificate programs, professional development/continuing education programming, workshops, and other credit/non-credit outreach activities. Conference activity was recently shifted to the administrative unit that includes the University's arena, the [Hulman Center](#), and central scheduling of campus facilities. This newly formed unit is charged with increasing conference activity, and related revenue, over the next four years. Finally, the [Osher Lifelong Learning Institute](#) is the recent recipient of a \$1 million endowment from the Bernard Osher Foundation. This endowment annually will support over half of the programs annual operating expenses.

The Center for Public Service and Community Engagement, Center for Instruction, Research, and Technology, and Academic Affairs Should develop a Multi-year Plan for Faculty Development Focused on Increasing Participation in Community Engagement and Experiential Learning.

Over the next four years, the Center for Public Service and Community Engagement in partnership with the Center for Instructional Research and Technology will offer multiple faculty workshops focused on community engagement and experiential learning. Proposed workshop topics include service-learning course development, documenting the scholarship of engagement, assessment of community-based

internships, developing effective internships, and creating and maintaining high-quality community partnerships. Faculty will also be encouraged to review ideas from numerous resources related to Service-Learning such as National Campus Compact and the Service Learning Clearinghouse Web sites.

The Center for Public Service and Community Engagement will continue to play a role in the SENCER team that is funded by the National Science Foundation. SENCER is providing faculty educational and development training to improve undergraduate STEM education by linking learning to critical civic questions; and the Center will support SENCER by collaborating with our community partners with SENCER faculty.

The Center also maintains membership with Indiana Campus Compact (ICC) and encourages faculty to apply and participate in the events ICC provides for Service-Learning course development and fellowships. Financially, the Center plans to maintain the mini grant opportunities through the office and encouraging faculty to apply for other grant funding sources through ICC and National Science Foundation.



The University's Commitment to Community Engagement and Experiential Learning Should Be Reflected in Human Resource Policies and Practices, Including Faculty Promotion, Tenure, and Reappointment.

The lack of recognition of the scholarships of teaching and engagement in promotion and tenure guidelines across the campus is widely viewed as one of the foremost barriers

to realizing our vision. The Provost clearly is a champion for removing this barrier. On September 1, 2009, the Provost sent a [memo](#) to University Faculty directing the revision of promotion, tenure, and reappointment policies to reflect our commitment to community engagement and experiential learning. Each of the five academic colleges was charged to formally review their policies and procedures and provide a revised document to the Office of the Provost no later than January 1, 2010. Each of the academic departments was tasked with completing the same process by May 1, 2010. The cumulative work of the academic units will be presented to the campus community at a summit during the fall 2010 semester.

Effective July 1, 2010, the University has implemented a community service program that provides full-time employees the equivalent of two days of paid leave per fiscal year to provide "hands-on" voluntary service as part of an organized community service project sponsored by the Center for Public Service and Community Engagement or a community service organization. Implementation of this policy was viewed as an important step to demonstrate and value of, and commitment to, community engagement for the entire University community. It explicitly allows all employees, no matter their rank or position in the University, to embrace the community engagement mission of the University in a fashion consistent with their talents and preferences.

Infuse Experiential Learning as a Core Component in All Academic Programs

The task of developing experiential learning opportunities is relatively complex, as it involves every academic program and many support offices. Responsibilities for responding to this initiative have been assigned to the Special Emphasis committee, Center for Public Service and Community Engagement, Honors Program, General Education Program, and two strategic planning implementation teams.

The Special Emphasis committee, as well as the Goal Two strategic planning committee, has identified as a challenge the lack of University-wide data regarding the presence of community engagement and experiential learning activities

in the curriculum. In an effort to establish baseline data, the Associate Vice President for Community Engagement and Experiential Learning asked each Dean to facilitate an inventory of courses offered in their college. She asked that, to the extent possible, those completing the inventory categorize the activities into one (or more) or seven classifications:



- **Community-Based/Service Learning** – Students provide community service during the semester to meet the requirements of a course. This service is directly related to the learning objectives of a course.
- **Internship/Practicum/Clinical Experience** – Intensive, discipline-based experiences. Students typically work for an employer between 10 and 40 hours per week.
- **Student Teaching** – Supervised instructional experience. Culminating experience for education majors.
- **Consultation** – Project-based experiences that require students to serve as consultants, providing a final product to a client.
- **Student Research** – A mentored, self-directed inquiry or investigation conducted by a student that makes an original intellectual or creative contribution to the discipline. Student research includes community-based research projects completed in conjunction with a community partner.
- **Arts Performance/Exhibition** – A mentored, self-initiated creative project that culminates in an exhibition or performance open to the campus or community.
- **Other**

Several programs, especially those housed in the College of Technology, identified experiences that do not readily fit into the current classifications. Additional classifications may be added during the 2010 – 11 academic year. Summary results of the inventory are available in Table 32.

Courses that fall into one of the seven categories will be identified in Banner, the University's administrative software system starting with the fall 2010 semester. Utilizing Banner to identify these courses will allow the University to more effectively assess the impact of experiential learning activities embedded in the curriculum.

In addition to the course inventory, an assessment was completed during summer 2010 to determine the number of programs that require completion of a significant experiential learning requirement prior to graduation. The assessment, which was based on program requirements published in the undergraduate catalog, indicated that 48 of 93 programs

currently have such a requirement.

Over the next few years, the strategic planning team for the initiative *Infuse Experiential Learning as a Core Component in All Academic Programs* will develop a plan for ensuring that every student has a significant community engagement and experiential learning experience (i.e. internship, student teaching, senior thesis) as a required component of their course of study. During the 2009-10 year, best practices were identified and baseline data for current participation in community engagement and experiential learning was established. Currently, plans for the 2010-11 year include establishing targets for student involvement and establishing plans, at the program level, for developing experiential learning components in academic programs. Implementation of program-level plans will begin during the 2011-12 year.

Several additional initiatives aimed at enhancing community engagement and experiential learning within the curriculum are on-going. As outlined in previous chapters of this self-study, the [Foundational Studies Program](#) is the name given to the revised General Education Program. One of the many reasons given by the Provost for asking the faculty to revise the General Education Program was to bring to it elements of the new community engagement and experiential learning mission. The taskforce explored several avenues for its inclusion and settled on two: a new Ethics and Social Responsibility category that required the presence of one or both of these elements and a preference given during the approval process to courses submitted for any category that included them.

The Honors Program has incorporated experiential learning and community engagement into its curriculum and activities in several ways. First, the initial three Honors core classes (General Honors 101, 201 and 301) are seminar style experiences that feature hands-on learning opportunities, simulated professional experiences (research, debate, group presentations), and frequent class excursions to the field, lab, museum and community. Second, the culminating Honors core class (GH 401), is a directed experience (and typically a thesis) where students conduct research under the guidance of a professor in their major and Honors Program faculty. Third, Honors electives may be earned

Category	Number of Courses
Community-Based/Service Learning	98
Internship/Practicum/ Clinical Experience	156
Student Teaching	18
Consultation	52
Student Research	233
Arts Performance/Exhibition	326
Experiential Learning/Fieldwork/ Laboratory/Studio	168

Table 32: Results of Course Community Engagement/Experiential Learning Inventories

via study abroad, internship and/or by adding a research or professional experience to a regular class via the “conversion” mechanism. Students may opt to satisfy their Honors electives by completing American Humanics certification, a curriculum dedicated to non-profit organization for the benefit of communities, or by completing the civic leadership minor, which encourages service learning.

In addition to curriculum, the Honors students organize multiple community service activities each semester, and invite community officials to campus for dialogue. The President’s Scholars, who participate in the Honors Program, also conduct community service as an organization and will have a community service requirement beginning in the fall 2011 semester.

There are four strategic planning initiatives in various stages of development that will contribute to the creation of experiential learning opportunities for students. The first of these is to create a Service Learning Scholars program for high-achieving students with a strong inclination toward community service. This initiative was assigned to the strategic planning implementation team charged with *Creating a Coordinated Community Engagement Program* under the auspices of Goal 3, *Enhance Community Engagement*. The proposed program is a two-year experience that includes completion of service-learning designated coursework, an on-going process of self-reflection on the meaning of service, and the direct application of one’s content major to specific community needs through a Sustainable Service Project.

Successful completion of the program will be noted on the student's transcript. Participants will be recognized at the annual community engagement banquet and at their commencement. The program will be piloted during the 2011-12 academic year. Our intention is to enroll 50 students by the fall 2012 semester and 150 students by the fall 2014 semester.

The *Create a Coordinated Community Engagement Program* Implementation Team also is developing a plan to enhance community engagement opportunities early in the student's academic career through activities including early career internships. The team will explore best practices and make site visits to other campuses during the fall 2010 semester. They will complete an implementation plan by March 2011.

The third relevant strategic planning initiative is to enhance undergraduate research. This initiative was assigned to the strategic planning implementation team charged with *Infuse Experiential Learning as a Core Component of Every Academic Program* under the auspices of Goal 2, *Advance Experiential Learning*. The teams' recommendations include creating an Undergraduate Research Center housed in the Cunningham Library. The center would be staffed by graduate assistants who could help students conduct original research in their own disciplines. The second recommendation was to create an ISU-based on-line, peer-reviewed journal for undergraduate students. Finally, the team recommended providing funding for undergraduate research fellowships to support and encourage original research projects.

In conjunction with these strategic planning activities, a faculty fellow has been appointed in the Center for Public Service and Community Engagement to serve as the point person for undergraduate research. This individual will serve as the University representative to the Council on Undergraduate Research, provide faculty development to prospective faculty mentors, coordinate the Student Research Showcase, and coordinate related University mini-grant programs. This faculty fellow will work closely with the strategic planning implementation team.

An implementation plan has been created by the *Infuse Experiential Learning as a Core Component of Every Academic Program* implementation team

for the 4th initiative, increasing by 100% student participation in study abroad. The plan has two components. The first is providing stipends to assist students with study-abroad travel expenses. The second component is providing faculty support to develop courses involving domestic or overseas travel.

Enhance Opportunities for Student Involvement in Co-Curricular Community Engagement and Experiential Learning.

The Divisions of Academic and Student Affairs and Office of First-Year Programs have made progress addressing this charge and will continue to develop co-curricular opportunities during the next three years. Starting with new student orientation, ISU students are encouraged and provided a range of engagement opportunities. [Donaghy Day](#) is a day of service for new students held annually the day prior to the start of classes in the fall semester. Named after Fred Donaghy, graduate of the Normal School (1912) and Professor of Life Sciences, Donaghy Day was started in 1976 as a day set aside for the community to celebrate the spring and work to beautify the campus. The tradition was ended in the late 1990s and revived as a fall, orientation program in 2008. Donaghy Day is a noteworthy means of introducing students to our community service orientation. It celebrates both ISU's history of service and commitment to expanding our role as an engaged institution.

In 2010, another program, the [Freshman Legacy project](#), will be added to the first-year experience. This project is a student-led endeavor within the auspices of the Center for Public Service and Community Engagement. It is designed to encourage each new class of ISU students to leave their mark on the Terre Haute community.

The University continues to explore ways in which the entire co-curriculum can be captured in Banner for the purpose of creating a co-curricular transcript that students can use to demonstrate to employers and graduate schools the work they do in the community just as they now do with their academic transcript to show what they learn in the classroom. The Director of Student Activities and Organizations is chairing a working group tasked with this charge.



Several other co-curricular initiatives, including enhancing internship opportunities and leadership development programming, are included in the strategic plan. These initiatives are described in the following section.

Strategic Planning Initiatives for Advancing Experiential Learning and Enhancing Community Engagement

As mentioned previously, the 2009 Strategic Plan included several initiatives beyond those recommended by the Special Emphasis team that will help the University address the challenges identified in the community engagement and experiential learning assessment. These initiatives are integrally connected to the recommendations in the previous section. This section includes a description of and progress report for each of these initiatives.

The first four initiatives support the special emphasis recommendations to infuse experiential learning into every academic program and enhance co-curricular opportunities for community engagement and experiential learning.

Create a Formal Independent Study Internship Experience

At least 40 internship courses currently are offered at ISU. The requirements for these courses vary greatly, ranging from a requirement of 100 hours of service to 600 hours. Some internship courses require a local placement. Others allow for placements throughout the state, nation or world. All current internship courses are linked to a particular academic program of study and, generally, are only available to students in that major. An independent internship course will provide a mechanism for students who would like to complete multiple internships for academic credit, but can only complete a single internship in the major.

A proposal has been drafted by the Associate Vice Presidents for Student Success and Community Engagement and Experiential Learning for two courses, [University 200 Professional Internship](#) and [University 300 Public Service Practicum](#). The purpose of the Professional Internship course is to provide students with a structured and supervised work experience in an approved agency that integrates academic inquiry into a professional work experience. Students are required to complete a minimum of 100 service hours

under the supervision of a faculty or Career Center staff member. The focus of the Public Service Practicum is the integration of academic study with public service. The Public Service Practicum provides an opportunity for students participating in Sycamore Service Corps or other intensive service experiences to earn academic credit. The practicum is supervised by a member of the faculty or professional staff of the Center for Public Service and Community Engagement. The courses will be approved in 2010.



Link Internships with Study at Other Colleges and Universities

The development of a “Study in America” program will provide opportunities for students to complete internships or related intensive learning experiences in major cities (or rural areas) outside of the region. The “Study in America” program will facilitate student participation in the programs of independent organizations, like the Washington Center for Internships and Academic Seminars, and programs based at other higher education institutions, such as the Indianapolis Peace Institute. The effort was piloted during the summer of 2009 with a Political Science major completing an internship at the Woodrow Wilson Center. Planning for implementation of this initiative will be completed by the implementation team for the *Infuse Experiential Learning as a Core Component of Every Academic Program* initiative.

Implement the SENCER Initiative at ISU

This initiative is associated with the [national SENCER project](#). SENCER, Science Education for New Civic Engagements and Responsibilities, is a National Science Foundation funded project that aims to improve undergraduate STEM education by linking learning to critical civic questions. The [ISU SENCER](#) project is coordinated by an implementation team for Goal 2 and provided administrative support by the Department of Environmental and Earth Sciences and the Center for Public Service and Community Engagement.

The ISU SENCER team started their work during the summer 2009 term when they attended the SENCER Summer Institute to learn more about the project. Since that time, the SENCER team has held several faculty workshops and sponsored a public talk on the SENCER teaching model that was presented by Marian Fass from Beloit College. The campus has readily embraced the SENCER initiative with over 40 faculty attending workshops during the program’s first year.

The SENCER team has secured an implementation award from SENCER that has provided some funding for implementing the SENCER model in several pilot courses. The SENCER model also will be included in at least two new foundational studies courses. Another group of faculty will attend the 2010 SENCER Summer Institute in Asheville, NC this year.

Coordinate and Elevate Leadership Studies

This initiative will bring together a full range of curricular, co-curricular, internship, student life/activities, and personal experiences – both new and currently part of the Indiana State experience – in a coherent, integrated and purposeful learning experience that would enrich and give focus to the student’s total educational life at Indiana State. The program will provide the University a means of not just preparing engaged citizens but also developing engaged community leaders. It builds upon the momentum and programs that already exist at the University, including the following:

1. [The ISU Servant Leadership Program](#)
2. [Center for Public Service and](#)

- [Community Engagement \(CPSCE\)](#)
3. [Civic Leadership Concentration in Honors Program](#)
 4. [Civic Leadership Minor](#)
 5. [Lincoln Leadership Program for First Year Students](#)
 6. [New Ethics and Social Responsibility Requirements in Foundational Studies Program](#)

The initiative is coordinated by an implementation team of Goal 2 of the strategic plan and provided administrative support by the Center for Public Service and Community Engagement.

An inventory of current leadership activities has been completed by this initiative team. Information gleaned from the inventory will be included in a unified Web site that provides a place for students to acquire information about all of the current and future leadership studies opportunities at ISU. The team also is drafting a leadership statement for ISU during this semester. The statement will be presented to the campus for review and comment.

Over the next year, a Leadership Consortium will be developed to coordinate and guide leadership studies related activities on the campus. In preparation for development of the consortium, the team is planning site visits to exemplar programs at other universities. The day to day work of developing the leadership consortium will be directed by a proposed faculty fellow. The team will develop a position description to provide long-term, part-time staffing for the Leadership Consortium. Oversight of the Leadership Consortium will be provided in the long-term by an Advisory Group to be established by the end of the Spring 2011 semester.

Other activities of this team include conducting a survey of prospective students, current students, and alumni to determine the important elements of leadership development and investigating the place of leadership development on the potential co-curricular transcript.

Economic Development

Improving the economic well-being of Indiana, in particular west-central Indiana, is an important priority of ISU's community engagement efforts. The following initiatives support economic development through incubation and support



of new and existing businesses and providing opportunities for degree completion, continuing education, and professional development. The action items included in this initiative support three of the special emphasis recommendations. Business incubation activities will provide curricular and co-curricular learning experiences for students. In addition, infrastructure to support community engagement and experiential learning will be enhanced through the potential development of a Rural Health focused business incubator and further development of continuing education services, including the adult degree completion program.

Business Incubation

The [Center for Business Support and Economic Innovation \(CBSEI\)](#) currently supports business incubation through the [Terre Haute Innovation Collaborative](#), a partnership with Rose Hulman Institute of Technology, the Office of the Mayor of Terre Haute, and the Terre Haute Department of Redevelopment. To date, eleven businesses have been incubated with the support of grant from the U.S. Department of Housing and Urban Development and the Small Business Administration.

As part of the strategic plan, and in collaboration with the partners of the [Rural Health Innovation Collaborative](#) (RHIC), CBSEI is undertaking a study to determine the

feasibility of developing an expanded business incubator and accelerator at, or near, ISU and Union Hospital. Thomas P. Miller and Associates completed the feasibility study during the spring and early summer of 2010. Final data and recommendations regarding the incubator will be presented in late summer.

Adult Degree Completion

Increasing the percentage of adults with a college degree is a statewide and institutional priority. Statewide, close to 20% of adults 25 years of age and older have completed some college, but did not earn a college degree. In Vigo County, nearly 12,500 adults over the age of 25 (18.8% of that population) have earned college credit without completing a degree. One solution to this challenge is the creation of an adult degree completion program targeted at students 25 years of age and older. During the 2009-10 year, the College of Technology created a generalist degree in [Adult Career Education](#). The program is for students who have completed a minimum of 60 credit hours and is offered through a distance format. The program will enroll its first cohort in the fall 2010 semester.



Continuing Education

Non-credit and credit continuing education will become a greater priority of ISU and a particular focus of the newly appointed Dean of Extended learning. During the 2010-11 academic year, the [Office of Continuing Education](#) will engage in a needs analysis of adult learners in the region, followed by an updating of courses/programs

in order to better meet current needs during the 2010-11 and 2011-12 years.

Connect ISU to the Riverfront

The Riverfront Science and Technology Center is a proposed immersive learning and research center developed in conjunction with the community's Riverscape initiative. The proposed center will be located adjacent to the Wabash River and Wabashiki Wetland Reservation, a 43,000 acre wetlands area currently being restored by the Vigo County Park and Recreation Department and Indiana Department of Natural Resources. Possible components of the Riverfront Science and Technology Center include:

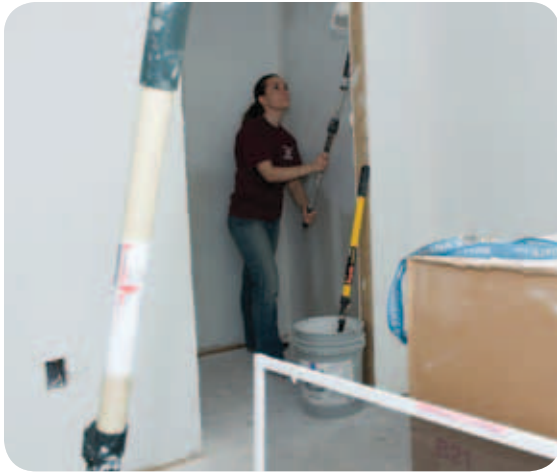
- a. Trails
- b. Overlook
- c. Classrooms/Auditorium
- d. Laboratory
- e. Exhibits
- f. Programming for the community/K-12 schools
- g. Nature-based art exhibits and lessons
- h. Library and research room
- i. River excursions
- j. Visitor center

A proposal for the center was drafted during the Spring 2010 semester by the Associate Vice President for Community Engagement and Experiential Learning and a team of faculty. Potential funding sources will be identified during the 2010-11 year.

The Riverfront Science and Technology Center supports multiple special emphasis recommendations. The center would improve infrastructure to support community engagement and experiential learning by providing a facility with field laboratories that could be utilized by several academic programs, especially in the sciences. Curricular and co-curricular opportunities for student engagement also would be prevalent in the center.

Incorporate Alumni into Community Engagement Activities

An increasing focus of the role of ISU alumni in community engagement activities will improve engagement opportunities for students and alumni engagement with the institution. A sub-committee comprised of representatives from the [Center for Public Service and Community](#)



Link Campus to Downtown Terre Haute

The strategic plan includes a recommendation that Indiana State University should continue to strengthen their relationship with downtown partners. The campus forms the northern border of the downtown district. Although much of the collaboration will be in the form of cooperative planning for physical space, a number of programmatic activities also are recommended. These include: supporting downtown businesses through incentives for students and employees (i.e. off-campus dining program); continuing to provide support for downtown festivals and special events; working with partner organizations to update the strategy for Arts Corridor; working with downtown hotels to increase conferences and special events; providing mini-grants to faculty and students to organize downtown-focused service-learning projects; and providing a series of opportunities for members of the campus community to volunteer downtown.

This initiative is coordinated through the Center for Business Support and Economic Innovation (CBSEI). During the spring 2010 semester, CBSEI interns have started an asset inventory of downtown and are conducting market research by surveying students, faculty/staff, and downtown merchants. Strengthening ISU's relationship with downtown partners will support special recommendations to increase curricular and co-curricular community engagement and experiential learning opportunities for students.

[Engagement, Career Center, ISU Alumni Association](#), and Faculty was formed during the fall 2010 semester and subsequently developed a plan with several recommendations.

Indiana State regional [alumni clubs](#) currently focus on three main areas when planning events: member recruitment/engagement, student recruitment, and community service. In 2010, the Alumni Association would like to initiate a National Donaghy Day in conjunction with the current Donaghy Day service project during new student orientation. In addition, regional clubs will plan at least one community service event during the calendar year.

The Career Center will strengthen engagement with alumni by working with the Alumni Association to invite alumni to participate in [Career Fairs](#) and other recruiting events. Efforts to recruit alumni to serve as internship hosts also will be increased.

Collaboration between the Alumni Association and the Osher Lifelong Learning Institute (OLLI) will be improved during the 2010-11 year. The Alumni Association will promote OLLI membership in its communications with alumni, including the [ISU magazine](#). The Office of Continuing Education will work with the Alumni Association to identify potential alumni presenters and speakers for OLLI programs.



Expand Distance Education Offerings to Meet the Needs of Students and to Support Economic Development

For the past decade, ISU has used a decentralized approach to distance education. A consequence of this approach is that, without a strong central advocate, distance education has not played a prominent role in the strategic direction of the institution. Despite documented successes, distance education, as presently constituted, has lacked sufficient focus to support major growth or to allow clarity of vision needed to define a long-term direction. The second initiative of Goal Three, *Enhance Community Engagement*, is to expand distance education to meet both the needs of students and employers in the state.

The initiative includes several components, including the appointment of the Dean of Extended Learning effective July 1, 2010. The Dean will work with the implementation team to successfully complete the other priorities of the initiative, including: development of a comprehensive, on-line foundational studies program, the development of on-line credit opportunities for high school students, enrollment growth in the Corrections Education Program, and establishment of a robust Continuing Education program. In addition, the Dean will work with the Deans of the academic colleges to establish targets for enrollment growth in various programs and determine priorities for new distance academic programming.

Enhance Visibility in Indianapolis

Indiana State University's presence in Indianapolis is well established through the variety of programs, centers and services it offers there. This initiative is focused on how synergy between those activities can create greater benefit for the University. A potential outcome of the initiative is consolidation of several Indianapolis-based programs into a single facility. Likely tenants of the facility include [ISU External Relations](#), the [ISU Foundation, Networks](#), and [Admissions](#). A recommendation regarding the consolidation will be made to the Cabinet in 2010.

The [Scott College of Business](#) received approval in June 2010 to offer a professional [Master's in Business Administration](#) on the

west side of Indianapolis beginning in the fall 2011 term. The program is geared toward underemployed individuals, junior professionals who aspire to rise within their companies to executive ranks, and those looking to return to the workforce after an absence or layoff. Students will complete their studies in six consecutive ten-week semesters. Courses will require students to meet in face-to-face sessions five to six times throughout the semester with the remainder of the instruction conducted via distance.

Other components of this initiative include increasing the number and impact of ISU-sponsored events in Indianapolis, increasing media presence in Indianapolis, and partnering with a philanthropic organization in Indianapolis on a substantial community service project. Several events, including a Department of Music spring concert and the annual ISU Philanthropic Awards event, were held in Indianapolis in 2010. An all-day community service project for alumni and students is scheduled for September 2010.

Summary

Completion of the special emphasis self-study has confirmed Indiana State University has made significant progress toward fully integrating community engagement and experiential learning into virtually every aspect of the campus. Community engagement and experiential learning are key themes embedded in the mission and strategic plan of the University. An effective administrative structure has been established. Academic programs and individual faculty have increasingly incorporated community engagement and experiential learning into their teaching and learning, research, and service activities. On-going revision of promotion, tenure, and reappointment policies and procedures will ensure sustained involvement. Opportunities for curricular and co-curricular student involvement have increased over the past two years and will continue to increase as the 2009 strategic plan is implemented.

Significant work also remains to be completed in order to achieve the University's

goals. Ensuring that every student has a significant experiential learning component as part of his or her major program of study is a top priority for the next two years.

Effectively communicating the good work we are doing is another key priority. Strategic planning initiatives, currently in the early stage of implementation, will require further development and refining. The University community welcomes these and other challenges as we move forward.



Chapter Eight

Institutional Snapshot

Spring 2010 List of Academic Programs

This table reflects the following additions: the DFPN program effective Fall 2010, three Certificate Programs effective Fall 2010 (Post Sec. Facil., Medical Sales, Inst. Design), and the removal of three programs no longer offered but still remained on list (Industrial Arts Ed, Science Ed, Social Studies)

Deg	CIP	CIP Description	College	Department
ASSOCIATE	240101	General Studies	CAS	Liberal Studies
	040501	Interior Design	CAS	Family and Consumer Sciences
BACCALAUREATE	050201	Afro-American Studies	CAS	African and African-Amer Studies
	090101	Communications	CAS	Communication
	110101	Computer Science	CAS	Math Computer Science
	110103	Information Technology	CAS	Math Computer Science
	131001	Special Education	BCOE	Elementary, Early and Special Ed
	131202	Elementary Education	BCOE	Elementary, Early and Special Ed
	131302	Visual Arts Education	CAS	Art
	131303	Business Education	SCOB	Business Organizational
	131314	Physical Education	CNHHS	Physical Education
	131316	Science Education	CAS	Science Education
	131318	Social Studies	CAS	Social Science Education
	131320	Trade and Industrial Tchr Educ	COT	Appl Engineer and Tech Mgt
	150101	Architectur Engin Techn/Techic	COT	Elctrncs and Comp Engineer Tech
	150303	Electronics Technology	COT	Elctrncs and Comp Engineer Tech
	150405	Comput Integrated Manufac Tech	COT	Elctrncs and Comp Engineer Tech
	150612	Industrial Technology/Technic	COT	Appl Engineer and Tech Mgt
	150613	Manufacturing Technol/Technic	COT	Appl Engineer and Tech Mgt
	150701	Safety Management	CNHHS	Health,Safety and Envrn Hlth Sci
	151201	Computer Engineer Tech/Technic	COT	Elctrncs and Comp Engineer Tech

Table 33: **Current Program Offerings by Degree Level and CIP**



Deg	CIP	CIP Description	College	Department
BACCALAUREATE, cont.	169999	Cross-Linguistics	CAS	Languages, Literatures and Linguis
	190101	General Home Economics	CAS	Family and Consumer Sciences
	190501	Food and Nutrition	CAS	Family and Consumer Sciences
	190701	Child Development and Family Life	CAS	Family and Consumer Sciences
	190901	Clothing and Textiles	CAS	Family and Consumer Sciences
	230101	English	CAS	English
	240101	General Studies	CAS	Liberal Studies
	260101	Life Sciences	CAS	Biology
	270101	Mathematics	CAS	Math Computer Science
	310301	Recreation Management	CNHHS	Recreation and Sport Mgt
	400801	Physics	CAS	Chemistry and Physics
	420101	General Psychology	CAS	Psychology
	440701	Social Work	CNHHS	Social Work
	450401	Criminology	CAS	Criminology and Criminal Justice
	450601	Economics	CAS	Economics
	450701	Geography	CAS	Earth and Environmental Sys
	451001	Political Science	CAS	Political Science
	490102	Professional Pilot	COT	Aviation Technology
	490104	Aviation Administration	COT	Aviation Technology
	500501	Theatre	CAS	Theatre
	500701	Art	CAS	Art
	500702	Fine/Studio Arts, General	CAS	Art
	500901	Music	CAS	Music
	500903	Music Performance, General	CAS	Music
	510204	Communication Disorders	BCOE	CD and Coun, School, and Ed Psych
	510913	Athletic Training/Trainer	CNHHS	Applied Medicine and Rehab
	511005	Clinical Laboratory Science	CAS	Biology
	511504	Commun Hlth Serv/Liais/Counsel	CNHHS	Health,Safety and Envrn Hlth Sci
	511601	Nursing	CNHHS	Nursing
	520201	Management	SCOB	Business
	520204	Administrative Systems	SCOB	Business Organizational
	520301	Accounting	SCOB	Business Analytical

Table 33: Current Program Offerings by Degree Level and CIP



Deg	CIP	CIP Description	College	Department
BACCALAUREATE, cont.	520801	Finance	SCOB	Business Analytical
	521001	Human Resource Development	COT	HRD and Performance Tech
	521201	Management Informat Systems	SCOB	Business Organizational
	521399	Operations Mgt and Analysis	SCOB	Business Analytical
	521401	Marketing	SCOB	Business Organizational
	521701	Insurance	SCOB	Business Analytical
	540101	History, General	CAS	History
DOCTORATE	130301	Curriculum and Instruction	BCOE	Curr, Instruct and Media Tech
	130401	Educational Ldrshp and Adm, Gen	BCOE	Educ Ldrsh, Adm, and Found
	131101	Counseling and Guidance	BCOE	CD and Coun, School, and Ed Psych
	150612	Industrial Technology/Technic	COT	COT
	260101	Life Sciences	CAS	Biology
	420201	Clinical Psychology	CAS	Psychology
	450701	Geography	CAS	Earth and Environmental Sys
	511699	Nursing, Other	CNHHS	Advanced Practice Nursing
GRAD CERT	130301	Curriculum and Instruction	BCOE	Curr, Instruct and Media Tech
	131314	Physical Education	CNHHS	Physical Education
	131401	Languages, Literature and Linguistic	CAS	Languages, Literatures and Linguis
	230101	English	CAS	English
	440401	Public Administration	CAS	Political Science
	451001	Political Science	CAS	Political Science
	451101	Sociology	CAS	Sociology
	500901	Music	CAS	Music
	511601	Nursing	CNHHS	Advanced Practice Nursing
	521001	Human Resource Development	COT	HRD and Performance Tech
	XX8671	Mental Health Counselor Endors	BCOE	CD and Coun, School, and Ed Psych
	130501	School Media Services	BCOE	Curr, Instruct and Media Tech
MASTER'S	090101	Communications	CAS	Communication
	110101	Computer Science	CAS	Math Computer Science
	130301	Curriculum and Instruction	BCOE	Curr, Instruct and Media Tech
	130401	Educational Ldrshp and Adm, Gen	BCOE	Educ Ldrsh, Adm, and Found

Table 33: Current Program Offerings by Degree Level and CIP



Deg	CIP	CIP Description	College	Department
MASTER'S, cont.	130501	School Media Services	BCOE	Curr, Instruct and Media Tech
	131001	Special Education	BCOE	Elementary, Early and Special Ed
	131101	Counseling and Guidance	BCOE	CD and Coun, School, and Ed Psych
	131102	College Student Personnel Adm	BCOE	Educ Ldrsh, Adm, and Found
	131202	Elementary Education	BCOE	Elementary, Early and Special Ed
	131307	Health and Safety Education	CNHHS	Health, Safety and Envrn Hlth Sci
	131314	Physical Education	CNHHS	Physical Education
	131320	Trade and Industrial Tchr Educ	COT	Appl Engineer and Tech Mgt
	131401	Languages, Literature and Linguistic	CAS	Languages, Literatures and Linguis
	150303	Electronics Technology	COT	Elctrncs and Comp Engineer Tech
	150612	Industrial Technology/Technic	COT	Appl Engineer and Tech Mgt
	190101	General Home Economics	CAS	Family and Consumer Sciences
	230101	English	CAS	English
	260101	Life Sciences	CAS	Biology
	270101	Mathematics	CAS	Math Computer Science
	310504	MS in Recreation	CNHHS	Recreation and Sport Mgt
	400601	Geology/Earth Science, General	CAS	Earth and Environmental Sys
	420101	General Psychology	CAS	Psychology
	420601	Agency Counseling	BCOE	CD and Coun, School, and Ed Psych
	421701	School Psychology	BCOE	CD and Coun, School, and Ed Psych
	440401	Public Administration	CAS	Political Science
	450401	Criminology	CAS	Criminology and Criminal Justice
	450701	Geography	CAS	Earth and Environmental Sys
	451001	Political Science	CAS	Political Science
	500701	Art	CAS	Art
	500702	Fine/Studio Arts, General	CAS	Art
	500903	Music Performance, General	CAS	Music
	510204	Communication Disorders	BCOE	CD and Coun, School, and Ed Psych
	510913	Athletic Training/Trainer	CNHHS	Applied Medicine and Rehab
	511601	Nursing	CNHHS	Advanced Practice Nursing
	520201	Management	SCOB	Business
	521001	Human Resource Development	COT	HRD and Performance Tech
540101	History, General	CAS	History	

Table 33: *Current Program Offerings by Degree Level and CIP*



Deg	CIP	CIP Description	College	Department
SPECIALIST	130401	Educational Ldrshp and Adm, Gen	BCOE	Educ Ldrsh, Adm, and Found
	421801	Educational Psychology	BCOE	CD and Coun, School, and Ed Psych
UG CERT	131320	Trade and Industrial Tchr Educ	COT	Technology Management
	131401	Languages, Literature and Linguistic	CAS	Languages, Literatures and Linguis
	169999	Cross-Linguistics	CAS	Languages, Literatures and Linguis
	450701	Geography	CAS	Earth and Environmental Sys
	500910	Jazz/Jazz Studies	CAS	Music
	521401	Marketing	SCOB	Business Organizational

Table 33: *Current Program Offerings by Degree Level and CIP*

Student Demography Headcounts

Term	Fall				
Year	2005	2006	2007	2008	2009
Class	Hdcnt	Hdcnt	Hdcnt	Hdcnt	Hdcnt
FR1	2455	2211	2274	2295	2321
FR2	838	859	857	884	955
JR1	850	884	781	774	770
JR2	881	853	810	756	780
SO1	798	746	783	780	750
SO2	900	894	815	810	856
SR1	910	939	933	778	861
SR2	1038	1151	1240	1309	1167
TOTAL	8670	8537	8493	8386	8460

Table 34: *Undergraduate Enrollments*

**Student Demography Headcounts,
cont.**

Term			Fall				
Year			2005	2006	2007	2008	2009
DegLevel	Gender	Ethnicity	Hdcnt	Hdcnt	Hdcnt	Hdcnt	Hdcnt
ASSOCIATE	F	Unknown	1	0	0	0	0
		Multiracial	1	0	0	0	0
		Hispanic/Spanish	0	1	0	0	0
		Caucasian	15	12	8	6	3
		Asian/Pacific Islander	1	0	0	0	0
		African American	6	7	2	3	0
	M	Unknown	10	16	12	7	18
		Native American	2	3	4	2	1
		Multiracial	3	6	5	4	6
		Hispanic/Spanish	8	8	6	2	9
		Caucasian	145	154	170	136	222
		Asian/Pacific Islander	1	0	0	1	1
		African American	86	81	87	63	135
BACCALAUREATE	F	Unknown	59	54	56	42	39
		Native American	10	9	6	6	7
		Multiracial	32	42	49	46	48
		Hispanic/Spanish	41	34	30	37	39
		Foreign Student	27	24	23	35	39
		Caucasian	2354	2244	2236	2217	2202
		Asian/Pacific Islander	18	23	25	32	38
		African American	283	289	297	302	305
	M	Unknown	48	55	50	39	44
		Native American	12	10	15	15	15
		Multiracial	25	28	30	37	25
		Hispanic/Spanish	36	35	37	37	45
		Foreign Student	69	65	54	78	107
		Caucasian	2358	2303	2229	2122	2146
		Asian/Pacific Islander	26	25	24	23	23
African American	275	278	273	265	273		

Table 35: *Disaggregated Undergraduate Enrollments*



Term			Fall				
Year			2005	2006	2007	2008	2009
DegLevl	Gender	Ethnicity	Hdcnt	Hdcnt	Hdcnt	Hdcnt	Hdcnt
Non Degree	F	Unknown	8	1	11	6	2
		Native American	0	0	1	1	1
		Hispanic/Spanish	1	1	1	2	0
		Foreign Student	11	5	0	1	5
		Caucasian	59	54	58	62	14
		Asian/Pacific Islander	2	0	1	2	2
		African American	6	19	12	17	1
	M	Unknown	3	3	15	5	1
		Native American	0	0	0	1	0
		Multiracial	0	1	1	0	1
		Hispanic/Spanish	0	0	0	1	0
		Foreign Student	3	7	0	0	7
		Caucasian	41	86	81	75	17
		Asian/Pacific Islander	1	0	0	0	2
African American	4	15	9	13	2		
Pre-Bachelor's	F	Unknown	22	26	18	10	20
		Native American	2	3	2	2	5
		Multiracial	16	20	21	33	25
		Hispanic/Spanish	15	14	25	24	26
		Foreign Student	14	9	6	13	18
		Caucasian	1179	1146	1109	1097	1037
		Asian/Pacific Islander	11	16	17	15	16
		African American	187	201	203	229	273
	M	Unknown	13	13	26	15	9
		Native American	4	8	4	1	3
		Multiracial	15	16	23	21	27
		Hispanic/Spanish	19	14	15	10	16
		Foreign Student	12	12	24	65	59
		Caucasian	780	744	745	718	673
Asian/Pacific Islander		10	17	11	11	11	
African American		118	142	167	195	207	

Table 35: *Disaggregated Undergraduate Enrollments*



Term			Fall				
Year			2005	2006	2007	2008	2009
DegLevel	Gender	Ethnicity	Hdcnt	Hdcnt	Hdcnt	Hdcnt	Hdcnt
Pre-Professional	F	Unknown	5	1	1	1	0
		Native American	0	0	0	0	2
		Multiracial	1	3	2	3	4
		Hispanic/Spanish	1	2	1	1	1
		Foreign Student	1	1	2	5	2
		Caucasian	72	55	67	72	76
		Asian/Pacific Islander	1	1	5	4	1
		African American	15	16	27	29	32
	M	Unknown	2	2	0	0	1
		Native American	1	2	0	0	0
		Multiracial	0	1	1	1	1
		Hispanic/Spanish	1	0	1	3	1
		Foreign Student	0	0	1	2	2
		Caucasian	48	45	43	55	55
Asian/Pacific Islander		1	2	1	1	1	
African American		7	5	4	7	10	
UG CERT	F	Caucasian	3	1	1	0	1
		African American	0	0	1	0	0
	M	Caucasian	3	1	1	0	0
TOTAL			8670	8537	8493	8386	8460

Table 35: *Disaggregated Undergraduate Enrollments*

**Student Demography Headcounts,
cont.**

Term			Fall					Total
Year			2005	2006	2007	2008	2009	
DegLevel	Gender	Ethnicity	Hdcnt	Hdcnt	Hdcnt	Hdcnt	Hdcnt	
DOCTORATE	F	African American	14	19	21	18	18	90
		Asian/Pacific Islander	10	10	9	6	6	41
		Caucasian	154	135	124	114	125	652
		Foreign Student	23	27	29	24	25	128
		Hispanic/Spanish	5	4	3	5	7	24
		Multiracial	1	0	0	2	4	7
		Native American	1	2	1	0	0	4
	Unknown	2	3	0	1	0	6	
	M	African American	10	14	13	14	13	64
		Asian/Pacific Islander	6	5	6	8	8	33
		Caucasian	150	135	135	114	116	650
		Foreign Student	25	31	29	28	31	144
		Hispanic/Spanish	7	9	11	12	12	51
		Multiracial	0	1	1	1	1	4
Native American		0	1	0	1	0	2	
Unknown	6	7	5	4	8	30		
GRAD CERT	F	African American	5	1	2	2	4	14
		Asian/Pacific Islander	1	1	0	1	1	4
		Caucasian	11	16	20	28	27	102
		Foreign Student	0	0	1	2	0	3
		Hispanic/Spanish	0	0	1	2	2	5
		Native American	0	0	0	1	2	3
	Unknown	3	2	1	0	1	7	
	M	African American	4	0	0	0	0	4
		Caucasian	7	8	12	10	6	43
		Multiracial	1	0	1	0	0	2
Unknown		1	0	0	0	0	1	

Table 36: *Disaggregated Graduate Enrollments*



Term			Fall					Total
Year			2005	2006	2007	2008	2009	
DegLevel	Gender	Ethnicity	Hdcnt	Hdcnt	Hdcnt	Hdcnt	Hdcnt	
MASTERS	F	African American	71	76	89	87	83	406
		Asian/Pacific Islander	22	19	16	17	38	112
		Caucasian	564	586	604	652	636	3042
		Foreign Student	72	91	84	57	44	348
		Hispanic/Spanish	9	8	13	14	13	57
		Multiracial	4	5	8	5	5	27
		Native American	2	2	2	2	3	11
		Unknown	16	19	26	20	24	105
	M	African American	46	39	35	34	35	189
		Asian/Pacific Islander	22	13	7	15	51	108
		Caucasian	345	346	330	319	317	1657
		Foreign Student	128	146	120	76	54	524
		Hispanic/Spanish	13	14	16	20	23	86
		Multiracial	3	4	5	5	5	22
		Native American	2	3	0	0	1	6
		Unknown	14	10	7	18	16	65
ND	F	African American	5	6	9	7	6	33
		Asian/Pacific Islander	0	0	2	0	1	3
		Caucasian	100	100	108	175	144	627
		Foreign Student	0	1	4	4	2	11
		Hispanic/Spanish	0	1	0	5	0	6
		Multiracial	1	0	0	1	2	4
		Native American	0	0	0	0	1	1
		Unknown	3	9	8	6	23	49
	M	African American	2	3	1	0	0	6
		Asian/Pacific Islander	1	0	2	0	0	3
		Caucasian	60	41	51	56	45	253
		Foreign Student	3	0	0	1	1	5
		Hispanic/Spanish	1	0	0	2	0	3
		Native American	0	1	1	0	0	2
Unknown	6	7	9	0	9	31		

Table 36: *Disaggregated Graduate Enrollments*



Term			Fall					Total
Year			2005	2006	2007	2008	2009	
DegLevel	Gender	Ethnicity	Hdcnt	Hdcnt	Hdcnt	Hdcnt	Hdcnt	
SPECIALIST	F	African American	1	0	0	2	1	4
		Asian/Pacific Islander	0	0	0	1	1	2
		Caucasian	23	30	38	32	32	155
		Foreign Student	0	0	0	0	2	2
		Hispanic/Spanish	0	1	0	0	0	1
		Unknown	0	0	0	3	0	3
	M	African American	1	1	2	0	0	4
		Caucasian	19	17	28	35	38	137
		Foreign Student	0	0	0	1	1	2
		Multiracial	0	0	0	1	0	1
		Native American	2	1	0	0	0	3
		Unknown	1	0	0	0	0	1
TOTAL			2009	2031	2050	2071	2074	10235

Table 36: *Disaggregated Graduate Enrollments*



Term		Fall				
Year		2005	2006	2007	2008	2009
Gender	Age Range	Hdcnt	Hdcnt	Hdcnt	Hdcnt	Hdcnt
F	0-17	25	25	27	36	27
	18-19	1367	1306	1428	1492	1434
	20-21	1498	1395	1259	1232	1308
	22-24	786	783	776	760	665
	25-29	272	293	262	269	276
	30-34	151	158	172	181	183
	35-39	127	140	151	137	144
	40-49	177	167	169	168	160
	50-64	76	65	72	78	84
	65+	1	2	1	2	3
	NA	0	0	7	0	0
F Total		4480	4334	4324	4355	4284
M	0-17	10	14	10	16	13
	18-19	1109	1087	1116	1173	1234
	20-21	1351	1243	1153	1107	1059
	22-24	915	959	916	849	801
	25-29	331	397	399	354	411
	30-34	171	184	209	198	231
	35-39	104	108	144	119	173
	40-49	143	146	155	152	182
	50-64	52	62	56	61	68
	65+	3	2	0	2	1
	NA	1	1	11	0	3
M Total		4190	4203	4169	4031	4176
TOTAL		8670	8537	8493	8386	8460

Table 37: Age Range of Undergraduate Students

Term		Fall				
Year		2005	2006	2007	2008	2009
		Hdcnt	Hdcnt	Hdcnt	Hdcnt	Hdcnt
Grad	IND	1081	1012	1020	1101	1091
	INTL	295	320	283	241	253
	OUTST	633	699	747	729	730
		2009	2031	2050	2071	2074
UG	IND	7637	7427	7343	7137	7155
	INTL	152	146	143	203	234
	OUTST	881	964	1007	1046	1071
		8670	8537	8493	8386	8460
Total		10679	10568	10543	10457	10534

Table 38: Residency Status of Credit-Seeking Students

Student Recruitment and Admissions

Year		2005	2006	2007	2008	2009
Freshman	Applications	5341	5351	6274	7575	8141
	Acceptances	4274	4279	4507	5024	5599
	Matriculation	2171	2211	2140	2016	1851
Transfer	Applications	1948	1834	1891	2366	2980
	Acceptances	1356	1320	1143	1244	1754
	Matriculation	675	666	629	588	763
Graduate	Applications	1302	1420	1263	1269	1246
	Acceptances	985	1023	815	821	685
	Matriculation	521	526	487	482	459

Table 39: Applications, Acceptances and Matriculations

Year		2005	2006	2007	2008	2009
SAT	Verbal	477	472	467	466	464
	Math	473	477	473	471	469

Table 40: Standardized Test Scores

Financial Assistance for Students

Year	2005	2006	2007	2008	2009
Undergraduate	76	75	76	77	82
Graduate	38	38	38	39	40

Table 41: Percentage Applying for Financial Assistance

Year		2005	2006	2007	2008	2009
Number Receiving Any Aid	Undergrad	6559	6536	6589	6524	6865
	Grad	1086	1004	1096	1027	1042
Percent Receiving Any Aid	Undergrad	76%	77%	78%	78%	81%
	Grad	54%	49%	53%	50%	50%
Percent Receiving Loans	Undergrad	27%	36%	39%	41%	55%
	Grad	14%	18%	22%	24%	31%
Percent Receiving Federal Grants	Undergrad	28%	28%	29%	30%	36%
	Grad	0	0	0	0	0
Percent Receiving State Scholarships/Grants	Undergrad	27%	28%	28%	29%	30%
	Grad	1%	1%	1%	1%	1%
Percent Receiving Academic Merit Scholarships	Undergrad	18%	22%	22%	23%	22%
	Grad	23%	21%	20%	21%	20%

Table 42: Receiving Financial Assistance

Year	2005	2006	2007	2008	2009
Institutional Financial Aid	\$20,663,937	\$21,013,071	\$22,995,046	\$25,238,974	\$27,137,090
Tuition and External Aid	\$35,672,360	\$38,283,384	\$41,366,519	\$42,847,865	\$44,196,579
TDR	37%	33%	36%	37%	38%

Table 43: Tuition Discount Rate

Student Retention and Program Productivity

Year	Gender	Ethnicity	Cohort	1-yr Retention Rate
			Value	Value
2000	2000 TOTAL		2124	72.0
	F	Total	1121	75.6
		African American	135	71.9
		American Indian	2	0.0
		Asian American	4	75.0
		Foreign	7	85.7
		Hispanic	16	56.3
		Multiracial	5	40.0
		Not Reported	4	25.0
		White	948	76.9
	M	Total	1003	68.1
		African American	127	63.8
		American Indian	3	33.3
		Asian American	8	75.0
		Foreign	18	55.6
		Hispanic	10	80.0
		Multiracial	11	81.8
		Not Reported	9	33.3
		White	817	69.2
2001	2001 TOTAL		2164	69.1
	F	Total	1168	68.9
		African American	147	63.3
		American Indian	4	25.0
		Asian American	5	80.0
		Foreign	10	60.0
		Hispanic	11	54.5
		Multiracial	9	55.6
		Not Reported	15	60.0
		White	967	70.4

Table 44: *First-Time, Full-Time Freshman Retention Matrix*



Year	Gender	Ethnicity	Cohort	1-yr Retention Rate
			Value	Value
2001, cont.	M	Total	996	69.4
		African American	144	66.7
		American Indian	5	60.0
		Asian American	10	30.0
		Foreign	16	75.0
		Hispanic	13	61.5
		Multiracial	15	66.7
		Not Reported	9	33.3
		White	784	70.9
2002	2002 TOTAL		2088	69.0
	F	Total	1065	70.3
		African American	123	61.8
		American Indian	3	66.7
		Asian American	3	66.7
		Foreign	6	100.0
		Hispanic	7	71.4
		Multiracial	20	55.0
		Not Reported	14	50.0
		White	889	72.0
	M	Total	1023	67.5
		African American	134	61.9
		American Indian	2	50.0
		Asian American	7	85.7
		Foreign	14	92.9
		Hispanic	10	70.0
		Multiracial	8	62.5
		Not Reported	14	64.3
		White	834	68.0

Table 44: *First-Time, Full-Time Freshman Retention Matrix*



Year	Gender	Ethnicity	Cohort	1-yr Retention Rate
			Value	Value
2003	2003 TOTAL		1978	67.2
	F	Total	975	69.2
		African American	124	62.9
		American Indian	3	66.7
		Asian American	5	20.0
		Foreign	4	75.0
		Hispanic	11	63.6
		Multiracial	13	76.9
		Not Reported	7	71.4
		White	808	70.4
	M	Total	1003	65.3
		African American	128	61.7
		American Indian	9	66.7
		Asian American	5	60.0
		Foreign	17	88.2
		Hispanic	23	52.2
		Multiracial	10	80.0
		Not Reported	13	61.5
		White	798	65.7
2004	2004 TOTAL		1815	65.9
	F	Total	902	68.2
		African American	127	59.1
		American Indian	3	100.0
		Asian American	11	63.6
		Foreign	8	87.5
		Hispanic	10	50.0
		Multiracial	12	58.3
		Not Reported	13	69.2
		White	718	69.9

Table 44: **First-Time, Full-Time Freshman Retention Matrix**



Year	Gender	Ethnicity	Cohort	1-yr Retention Rate
			Value	Value
2004, cont.	M	Total	913	63.6
		African American	116	56.0
		American Indian	5	60.0
		Asian American	7	71.4
		Foreign	10	80.0
		Hispanic	10	60.0
		Multiracial	18	44.4
		Not Reported	18	61.1
		White	729	65.2
2005	2005 TOTAL		1624	66.8
	F	Total	812	66.0
		African American	96	63.5
		American Indian	3	33.3
		Asian American	7	71.4
		Foreign	5	80.0
		Hispanic	16	50.0
		Multiracial	15	86.7
		Not Reported	20	55.0
		White	650	66.6
	M	Total	812	67.6
		African American	112	54.5
		American Indian	4	100.0
		Asian American	5	60.0
		Foreign	7	71.4
		Hispanic	13	38.5
		Multiracial	15	73.3
		Not Reported	17	64.7
		White	639	70.3

Table 44: *First-Time, Full-Time Freshman Retention Matrix*



Year	Gender	Ethnicity	Cohort	1-yr Retention Rate
			Value	Value
2006	2006 TOTAL		1660	68.6
	F	Total	829	69.5
		African American	135	60.0
		American Indian	1	0.0
		Asian American	6	66.7
		Foreign	5	80.0
		Hispanic	10	40.0
		Multiracial	22	77.3
		Not Reported	12	58.3
		White	638	71.9
	M	Total	831	67.6
		African American	146	59.6
		American Indian	3	100.0
		Asian American	12	58.3
		Foreign	11	90.9
		Hispanic	12	75.0
		Multiracial	14	57.1
		Not Reported	18	55.6
		White	615	69.6
2007	2007 TOTAL		1824	64.7
	F	Total	925	68.6
		African American	150	55.3
		American Indian	2	50.0
		Asian American	9	77.8
		Foreign	4	75.0
		Hispanic	18	61.1
		Multiracial	17	52.9
		Not Reported	12	83.3
		White	713	71.7

Table 44: **First-Time, Full-Time Freshman Retention Matrix**



Year	Gender	Ethnicity	Cohort	1-yr Retention Rate
			Value	Value
2007, cont.	M	Total	899	60.6
		African American	163	52.8
		American Indian	4	50.0
		Asian American	6	66.7
		Foreign	20	85.0
		Hispanic	15	40.0
		Multiracial	21	47.6
		Not Reported	15	60.0
		White	655	62.7
2008	2008 TOTAL		1912	63.3
	F	Total	956	64.4
		African American	178	57.9
		American Indian	2	50.0
		Asian American	5	100.0
		Foreign	13	69.2
		Hispanic	18	66.7
		Multiracial	26	76.9
		Not Reported	4	50.0
		White	710	65.4
	M	Total	956	62.2
		African American	164	61.6
		American Indian	4	25.0
		Asian American	9	77.8
		Foreign	38	73.7
		Hispanic	12	66.7
		Multiracial	20	55.0
		Not Reported	11	63.6
		White	698	61.9

Table 44: *First-Time, Full-Time Freshman Retention Matrix*



Year	Gender	Ethnicity	Cohort	1-yr Retention Rate
			Value	Value
2009	2009 TOTAL		1973	0.0
	F	Total	955	0.0
		African American	216	0.0
		American Indian	6	0.0
		Asian American	7	0.0
		Foreign	11	0.0
		Hispanic	14	0.0
		Multiracial	13	0.0
		Not Reported	8	0.0
		White	680	0.0
	M	Total	1018	0.0
		African American	207	0.0
		American Indian	4	0.0
		Asian American	6	0.0
		Foreign	20	0.0
		Hispanic	20	0.0
		Multiracial	15	0.0
		Not Reported	11	0.0
		White	735	0.0
TOTAL			19162	60.6

Table 44: *First-Time, Full-Time Freshman Retention Matrix*

FY			FY2006	FY2007	FY2008	FY2009	Total
College	Degree	Ethnicity					
Arts and Sciences	DOCTORATE	AFRI AMER	1	0	2	0	3
		ASIAN AM	0	0	2	2	4
		FOREIGN	0	2	2	2	6
		NOT AVAIL	0	2	0	0	2
		SPAN AMER	0	2	0	0	2
		WHITE	1	14	7	10	32
	GRAD CERT		0	0	0	1	1
	MASTER'S	AFRI AMER	5	8	12	8	33
		AMER IND	0	1	0	0	1
		ASIAN AM	1	5	8	4	18
		FOREIGN	16	47	34	47	144
		MULTI	0	0	4	0	4
		NOT AVAIL	1	5	5	3	14
		SPAN AMER	1	2	5	2	10
WHITE		48	90	94	80	312	
Business	MASTER'S	AFRI AMER	0	2	0	1	3
		ASIAN AM	1	1	0	1	3
		FOREIGN	8	12	6	10	36
		NOT AVAIL	0	1	0	0	1
		WHITE	8	15	10	14	47

Table 45: Graduate and Professional Degrees



FY			FY2006	FY2007	FY2008	FY2009	Total
College	Degree	Ethnicity					
Education	DOCTORATE	AFRI AMER	1	3	6	2	12
		AMER IND	0	0	0	2	2
		ASIAN AM	1	0	3	0	4
		FOREIGN	1	5	4	9	19
		NOT AVAIL	0	1	1	0	2
		SPAN AMER	0	0	0	2	2
		WHITE	15	31	32	26	104
	MASTER'S	AFRI AMER	5	13	7	7	32
		ASIAN AM	0	1	1	0	2
		FOREIGN	0	2	7	5	14
		MULTI	0	0	2	1	3
		NOT AVAIL	0	0	1	8	9
		SPAN AMER	1	1	1	0	3
WHITE		26	150	139	118	433	
SPECIALIST		3	22	24	46	95	
Nursing	MASTER'S	AFRI AMER	0	2	0	0	2
		AMER IND	0	1	0	0	1
		WHITE	1	9	2	0	12
Technology	DOCTORATE	AFRI AMER	0	0	0	2	2
		FOREIGN	2	2	3	0	7
		MULTI	0	1	0	0	1
		NOT AVAIL	0	0	0	1	1
		WHITE	3	2	10	4	19
	MASTER'S	AFRI AMER	4	13	13	11	41
		AMER IND	0	1	0	0	1
		ASIAN AM	1	4	5	3	13
		FOREIGN	7	42	37	33	119
		MULTI	1	1	0	0	2
		NOT AVAIL	3	1	0	3	7
		SPAN AMER	1	1	2	1	5
		WHITE	15	42	26	36	119

Table 45: Graduate and Professional Degrees



FY			FY2006	FY2007	FY2008	FY2009	Total
College	Degree	Ethnicity					
Health and Human Performance	MASTER'S	AFRI AMER	1	5	1	0	7
		AMER IND	0	0	1	0	1
		ASIAN AM	0	1	0	0	1
		FOREIGN	2	24	5	0	31
		SPAN AMER	0	3	0	0	3
		WHITE	11	35	11	0	57
Nursing, Health and Human Services	GRAD CERT		0	0	2	10	12
	MASTER'S	AFRI AMER	0	0	7	9	16
		AMER IND	0	0	0	1	1
		ASIAN AM	0	0	2	0	2
		FOREIGN	0	0	6	7	13
		NOT AVAIL	0	0	1	0	1
		SPAN AMER	0	0	1	4	5
WHITE	0	0	47	76	123		
TOTAL			196	628	601	612	2037

Table 45: Graduate and Professional Degrees

FY			FY2006	FY2007	FY2008	FY2009	Total
Degree	College	CIP	Value	Value	Value	Value	Value
ASSOCIATE	Arts and Sciences	Humanities/ Interdisciplinary	76	102	101	77	356
	Technology	Education	0	1	3	2	6
		Architecture/Engineering	7	8	11	4	30
		Trades	2	7	17	17	43
BACCALAUREATE	Arts and Sciences	Architecture/Engineering	0	12	7	18	37
		Humanities/ Interdisciplinary	44	98	112	91	345
		Communications/Fine Arts	86	152	137	134	509
		Math/Computer Science	31	58	57	46	192
		Education	11	27	34	38	110
		Personal and Consumer Services	23	67	53	50	193
		Biological and Physical Science	19	41	30	34	124
		Psychology and Social Science	93	212	206	231	742
		Health	0	3	3	4	10
	Business	Education	4	5	1	4	14
		Business	140	216	225	225	806
	Education	Education	74	100	94	128	396
		Health	19	17	17	12	65
	Nursing	Health	30	69	16	0	115
	Technology	Education	5	12	26	15	58
		Architecture/Engineering	53	91	84	85	313
		Trades	26	57	57	47	187
		Business	15	37	28	33	113
	Health and Human Performance	Education	19	45	24	7	95
		Architecture/Engineering	6	17	7	0	30
		Personal and Consumer Services	17	54	20	0	91
		Health	13	22	10	7	52

Table 46: **Graduates by CIP**



FY			FY2006	FY2007	FY2008	FY2009	Total
Degree	College	CIP	Value	Value	Value	Value	Value
BACCALAUREATE, cont.	Nursing, Health and Human Services	Education	0	0	22	47	69
		Architecture/Engineering	0	0	16	23	39
		Personal and Consumer Services	0	0	29	38	67
		Health	0	0	99	132	231
DOCTORATE	Arts and Sciences	Biological and Physical Science	0	4	4	2	10
		Psychology and Social Science	2	16	9	12	39
	Education	Education	18	40	46	41	145
	Technology	Architecture/Engineering	5	5	13	7	30
MASTER'S	Arts and Sciences	Education	10	19	17	12	58
		Humanities/ Interdisciplinary	7	22	20	15	64
		Family and Consumer Sciences	3	9	13	8	33
		Biology	6	16	11	9	42
		Math/Computer Science	1	17	19	23	60
		Psychology and Social Science	24	48	62	58	192
		Communications/ Fine Arts	21	27	20	19	87
	Business	Business	17	31	16	26	90
	Education	Education	27	120	116	103	366
		Psychology and Social Science	2	28	25	22	77
		Health	3	19	17	14	53
	Nursing	Health	1	12	2	0	15
	Technology	Education	1	1	2	2	6
		Architecture/Engineering	9	40	43	41	133
		Business	22	64	38	44	168
	Health and Human Performance	Education	11	18	1	0	30
		Personal and Consumer Services	3	38	6	0	47
		Health	0	12	11	0	23

Table 46: Graduates by CIP



FY			FY2006	FY2007	FY2008	FY2009	Total
Degree	College	CIP	Value	Value	Value	Value	Value
MASTER'S, cont.	Nursing, Health and Human Services	Education	0	0	11	13	24
		Personal and Consumer Services	0	0	10	16	26
		Health	0	0	43	68	111
SPECIALIST	Education	Education	2	17	16	37	72
		Psychology and Social Science	1	5	8	9	23
TOTAL			1010	2152	2146	2160	7468

Table 46: **Graduates by CIP**

Year		2004	2005	2006	2007	2008	2009
Nursing	NCLEX	78.26%	89.36%	92.59%	83.08%	83.3%	
Athletic Training	Board of Certification Exam				75%	75%	50%
Education	Summary Pass Rate	96%	97%	99%	93%	97%	98%

Table 47: **Licensure Pass Rates**



Faculty Demography

			Full-time	Part-time
DOCTORATE	Female	African-American	4	2
		Spanish American	1	0
		Asian American	12	0
		Foreign	0	1
		Caucasian	108	23
		Multiracial	4	0
	Male	African-American	4	1
		Spanish American	5	0
		Asian American	20	0
		Foreign	1	0
		Caucasian	188	21
		Native American	1	0
		Multiracial	3	0
TOTAL		351	48	
TERMINAL MASTER'S	Female	Asian American	2	0
		Caucasian	16	0
	Male	African-American	1	0
		Spanish American	2	0
		Asian American	1	0
	Caucasian	9		
	TOTAL		31	0
MASTER'S	Female	Spanish American	1	0
		Caucasian	34	72
		Multiracial	0	2
	Male	African-American	0	1
		Asian American	1	1
		Foreign	0	1
		Caucasian	23	62
	Multiracial	0	1	
TOTAL		59	140	

Table 49: Faculty Headcount and Degree Level



			Full-time	Part-time
BACHELOR'S	Female	Caucasian	2	17
	Male	African-American	1	0
		Foreign	0	1
		Caucasian	3	7
	TOTAL		6	25

Table 49: **Faculty Headcount and Degree Level**

CIP	2008	2009
Agriculture/Natural Resources	0	0
Architecture/Engineering/ Eng Technology	33	38
Biological and Physical Science	42	36
Business	56	55
Communications/Communication Technology/Fine Arts	77	76
Education/Library Science	104	91
Health	62	72
Humanities/Interdisciplinary	91	86
Law	0	0
Math/Computer Science	23	25
Military Technology/Protective Services	0	0
Personal Services/Consumer Services/Fitness	28	30
Psychology/Social Sciences and Services	95	98
Trades/Production/Transportation Health	7	9

Table 49: **Faculty by CIP**

Instructional Resources and Information Technology

Each year, the Office of Information Technology publishes an annual report. The annual report provides great detail about how the instructional resources and information technology for students are managed. These reports are available at: <http://www.indstate.edu/oit1/pubs/techpubs/profile.html> from 2003 through 2009.

Financial Data

Year		2004	2005	2006	2007	2008	2009
Revenues	Tuition and Fees	\$31,335,091	\$35,081,354	\$35,672,360	\$38,283,384	\$41,366,519	\$42,847,865
	State Appropriations	\$85,013,881	\$84,938,941	\$84,842,661	\$84,172,812	\$82,415,741	\$85,891,788
	Investment Income (Net of Investment Expense and Interest on Debt)	\$476,694	(\$3,117,980)	\$1,015,567	(725,254)	\$2,197,707	\$2,521,388
	Contributions	\$28,042,313	\$29,053,164	\$30,492,353	\$28,537,075	\$28,757,700	\$30,840,993
	Auxiliary (Net of Scholarship and Allowances)	\$24,806,405	\$25,022,831	\$25,251,763	\$25,634,125	\$25,940,728	\$27,225,000
	Other (Op+Non Op -NonOpE)	\$3,980,370	\$6,343,042	\$6,800,698	\$7,955,273	\$6,295,222	\$10,069,957
	TOTAL	\$177,573,852	\$177,946,654	\$184,075,402	\$184,542,644	\$187,483,463	\$199,055,144
Expenses	Instructional	\$60,420,852	\$63,890,348	\$64,510,401	\$60,772,670	\$60,211,780	\$60,614,066
	Student Services	\$7,627,210	\$8,949,112	\$9,045,814	\$8,864,002	\$8,714,259	\$10,280,628
	Research	\$10,660,140	\$11,092,130	\$11,082,654	\$11,501,255	\$10,575,665	\$10,740,170
	Operation and Maintenance of Plant (incl Depr)	\$36,834,044	\$33,159,484	\$31,369,877	\$32,882,517	\$33,250,897	\$32,918,296
	Administration	\$31,285,447	\$31,002,267	\$30,427,373	\$27,653,049	\$29,339,845	\$35,314,344
	Fundraising						
	Auxiliary	\$24,247,857	\$23,887,395	\$24,672,760	\$23,368,505	\$23,674,927	\$23,595,796
	Scholarships	\$4,275,099	\$4,369,608	\$5,258,253	\$5,269,337	\$6,156,705	\$6,432,090
	Other			\$1,249,962	\$1,448,878	\$1,393,891	\$1,603,855
	TOTAL	\$176,292,516	\$177,687,934	\$177,617,094	\$171,760,213	\$173,317,963	\$181,499,242

Table 50: Actual Unrestricted Revenues and Expenses



Chapter Nine

Federal Compliance

Introduction

The Higher Learning Commission of the North Central Association of Colleges and Schools' *The Handbook of Accreditation* mandates that universities include a special section entitled "Federal Compliance." The following is included in this Chapter for Indiana State University: a) assurances that ISU's policies with regard to courses and credit hours, program length, and tuition are uniformly applied and justified; that the University complies with the Higher Education Reauthorization Act; that the University is in compliance with respect to off-campus educational sites; that the Higher Learning Commission's URL, local address, local telephone number, can be found in the undergraduate and graduate catalogs, and University Web pages; that the University maintains accreditations for various academic programs; that the University is not dually accredited; and that the University maintains records of student complaints.

Credits, Program Length, and Tuition

The HLCNCA Handbook for Accreditation states that an affiliated institution must be able to: 1) Equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education; 2) Justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education; 3) Justify any program-specific tuition in terms of program costs, program length, and program objectives. As to each point:

- At Indiana State University, grades are assigned on a semester credit hour basis,

the details of which can be found in the University's separate Undergraduate and Graduate catalogs (<http://catalog.indstate.edu>).

- The programmatic length for majors, minors, and graduate degrees is well within the norm of similarly accredited universities. The [Curriculum Approval Procedures Manual for the Undergraduate and Graduate Courses](#) provides guidelines for size of majors, minors and concentrations.
- The University does not charge differential tuition for programs though there are nominal fees added to particular courses that fund the purchase of materials for those courses.

Student Complaints

The process used for student complaints is contained in [Appendix D](#). Students are notified by Deans or Unit Heads of this process if they have exhausted the appeal process at the local level and wish to continue the appeal/complaint. This process does not include the new institutional grade appeal policy which is also included in [Appendix D](#).

The full three-year log will be made available to the visiting team in the resource room during



the visit and available on CD. An analysis of the three-year log reveals the following:

- There were a total of 63 student complaints in the three-year period starting with the fall semester of 2007. These were registered in the Colleges of Nursing, Health, and Human Services, Technology, Business, Education, Arts and Sciences, and Graduate and Professional Studies. The student complaints were classified by type as: Policy issues/practice issues, Faculty issues, Administrative services, and “other.”
- Of the 63 complaints registered there were 9 or 14.3% due to policy or practice issues. Five of these complaints resulted in review and/or proposed improvements in policy/practice. The other 4 resulted in reviews but not change of policy or practice.
- Thirty-eight or 60.3% were due to faculty issues. Thirty-two or 84.2% resulted in actions or official communications with faculty members. Five or 13.2% resulted in decisions that supported faculty in their actions.
- Sixteen or 27.1% were due to administrative services. Thirteen of the 16 resulted in actions or official communication from administrative services. Three or 18.8% resulted in denial of requests.

Transfer Policies

Indiana State University provides clear and consistent information for transfer students. For those students who wish to transfer to ISU, there is a link directly from the homepage to [Transfer Central](#). From the Transfer Central Web site, students are able to see all current articulation agreements, partner institutions and the transfer plans, an online, interactive transfer planning tool called u.select tool, admissions information, and financial aid information. Admitted transfer students can also find information at the Web site regarding transfer orientation/registration days, a link to the student portal, and how to transfer credits.

[A link to the catalog](#) is also available from Transfer Central. The catalog provides a clear link to admission requirements for transfer students.

The [Curriculum Approval Procedures](#)

[Manual for the Undergraduate and Graduate Courses](#) and Programs explicitly require program modification to address the impact of any revision on transfer and articulation. Additionally, all program modifications are reviewed and approved by the transfer articulation coordinator before they proceed through the review process.

Verification of Student Identity

Indiana State University’s process for admission and registration is the same for both on-campus and distance students and ensures a rigorous check to confirm identity. ISU requires official transcripts on everyone (including distance education) and a signed application. Once admitted, students are issued a username, password, and PIN for registration and other functions. All interactions with students involving technology require authentication and employ the username and password (including the Portal, e-mail, Blackboard, etc.). Any interactions with students on non-technology issues (if they involve FERPA) require signed correspondence (for example transcript request). All official, university interaction with students occurs only through the official ISU e-mail address.

Title IV Program and Related Responsibilities

Financial Responsibility Requirements

In the past 10 years, there have been several findings against the institution. Table 51 provides a description of these findings. The institutional response to all findings is contained in the electronic resource room. Corrective actions to these findings include the development of a student academic progress policy and procedures, training for staff and directors, elimination of retroactive appeals for SAP, and repayment to the Federal programs by ISU. In all of the corrective actions and findings, no students were put a disadvantage.

Fiscal Year	Finding	Details
1999-2000	Finding No. 1	Student Financial Aid - Overpayments
	Finding No. 2	Student Financial Aid - Supplemental Education Opportunity Grant (SEOG)
	Finding No. 3	Student Financial Aid - Student Status Confirmation Report
	Finding No. 4	Student Financial Aid - Notification and Authorization
	Finding No. 5	Student Financial Aid - Standards of Administrative Capability
	Finding No. 6	Student Financial Aid - Counseling Borrowers
	Finding No. 7	Property Management
2000-01	No findings	
2001-02	Finding No. 1	Student Financial Aid – Overpayments
2002-03	No findings	
2003-04	No findings	
2004-05	Finding No. 1	Student Financial Aid
2005-06	Finding No. 1	Record Retention and Unmet Program Objective Requirements
	Finding No. 2	Recordkeeping
	Finding No. 3	Number of Participants
2006-07	Finding No. 1	Services Provided to Ineligible Student
	Finding No. 2	Unmet Program Objective Requirements
2007-08	No findings	
2008-09	No findings	

Table 51: **Audit Findings**

The 2008-09 A-133 is also found in [Appendix E](#).

as well as placing any alerts on the Web site. Samples of notifications will be provided in the electronic Resource Room.

Student Loan Default Rates

The student loan default rate is found in Table 52. These rates are similar to and within reason of other institutions.

Campus Crime Information and Related Disclosure of Consumer Information

The current campus crime statistics are available through a prominent link on the [Public Safety Web site](#). ISU utilizes a RAVE system which provides text and e-mail notifications,

Satisfactory Academic Progress and Attendance Policies

The institution posts the [SAP policy](#) within the Financial Aid Web site. The policy is also stated within the [Undergraduate Catalog](#). The College of Graduate and Professional Studies provides a link from the student financial aid section to the SAP policy statement on the Financial Aid Web site.

The Undergraduate Catalog contains an [attendance policy for students](#). Additionally, the

FY2007	FY2006	FY2005
4.4%	3.8%	3.5%

Table 52: Loan Default Rates



Type of Notification	Target Audience
Advertisement in the Statesman (campus newspaper)	Current students and alumni
Press release to Tribune Star and Indianapolis Star	Alumni, legislators (Tincher, Skinner, Kersey), community leaders
Email	Community engagement partners
Letter from President	Key donors, key legislators, Ivy Tech Chancellors, Presidents of Rose-Hulman and St. Mary of the Woods.

Table 53: Third Party Notification

newly created Foundational Studies program has a [requirement that faculty clearly state an attendance policy](#) in the syllabi for Foundation Studies courses.

Contractual Relationships

Indiana State University does not hold any contractual relationships with 3rd party entities that provide any academic content for our degree programs.

Institutional Disclosures and Advertising and Recruitment Materials

As per requirements in the HLCNCA Handbook for Accreditation, the University includes the [contact information for the Higher Learning Commission](#) in its undergraduate and graduate [catalogs](#), on our [Accreditation Web page](#), and as a link from the Admissions' Web site to the Accreditation Web page. The Accreditation Web page also provides information about other accrediting bodies of academic programs.

Relationship with Other Accrediting Agencies and with State Regulatory Bodies

The University maintains many accredited programs. [Table 24](#) provides information on these accrediting bodies as well as the current status of accreditation. ISU does not maintain dual institutional accreditation.

Public Notification of Comprehensive Evaluation Visit and Third Party Comment

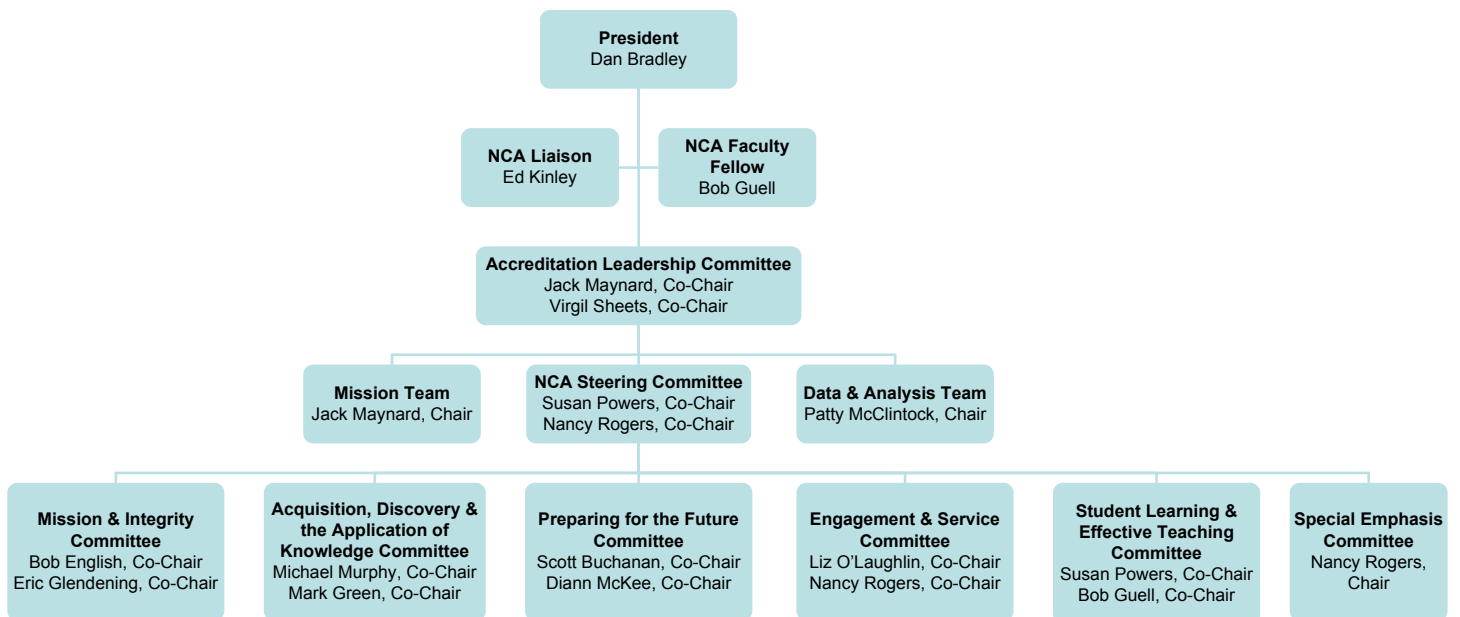
Indiana State University made deliberative effort to notify key stakeholders of the evaluation visit and to invite third party comment. [Table 53](#) provides details of those contacted. Samples of the letters and advertisements are available in the electronic resource room.

Appendices

Appendix A

NCA Committees

NCA SELF-STUDY Organizational Chart



Committee	Name	Representing	Role
Steering	Susan Powers	Education	Co-Chair
	Nancy Rogers	CPSCE	Co-Chair
	Alma May (SAMy) Anderson	Faculty	Member
	Mark Frederick	Student Affairs	Member
	Jay Gatrell	CGPS	Member
	Tracy McDaniel	Support Staff	Member
	Patty McClintock	OSPIRE	Member
	Stacey Richardson	Student	Member
	Lucas Butler	Student	Member
	Michael Murphy	Faculty	Comm Co-Chair
	Liz O'Laughlin	Faculty	Comm Co-Chair
	Diann McKee	Business Affairs	Comm Co-Chair
	Bob Guell	Faculty	Comm Co-Chair
	Mark Green	Academic Affairs	Comm Co-Chair
	Eric Glendening	Faculty	Comm Co-Chair
Bob English	Academic Affairs	Comm Co-Chair	
Scott Buchanan	Faculty	Comm Co-Chair	
Acquisition, Discovery and the Application of Knowledge	Mark Green	Academic Affairs	Co-Chair
	Mike Murphy	Graduate Faculty	Co-Chair
	Charles Amlaner	Faculty	Member
	Greg Bierly	Honors Program	Member
	Karen Evans	Library	Member
	Mary Ellen Linn	Student Affairs	Member
	Linda Maule	General Education	Member
	Martha Reed	Support Staff	Member
	Michael Scott	Student	Member
	Linda Sperry	Faculty	Member
	Guoping Zhang	Promising Scholar	Member
Jennifer Boothby	Associate Dean	Member	
Engagement and Service	Liz O'Laughlin	Faculty	Co-Chair
	Nancy Rogers	CPSCE	Co-Chair
	Susan Bonte-Ely	Faculty	Member
	Denise Collins	Faculty	Member
	Veda Gregory	Faculty	Member
	Darlene Hantzis	Faculty	Member
	William Mercier	Faculty	Member
	Valentine Muyumba	Library	Member
	Analyssa Noe	Student	Member
	John Ozmun	CNHHS	Member
	Carmen Tillery	Dean of Students	Member
	Roxanne Torrence	Support Staff Council	Member
William Wilhelm	Faculty	Member	



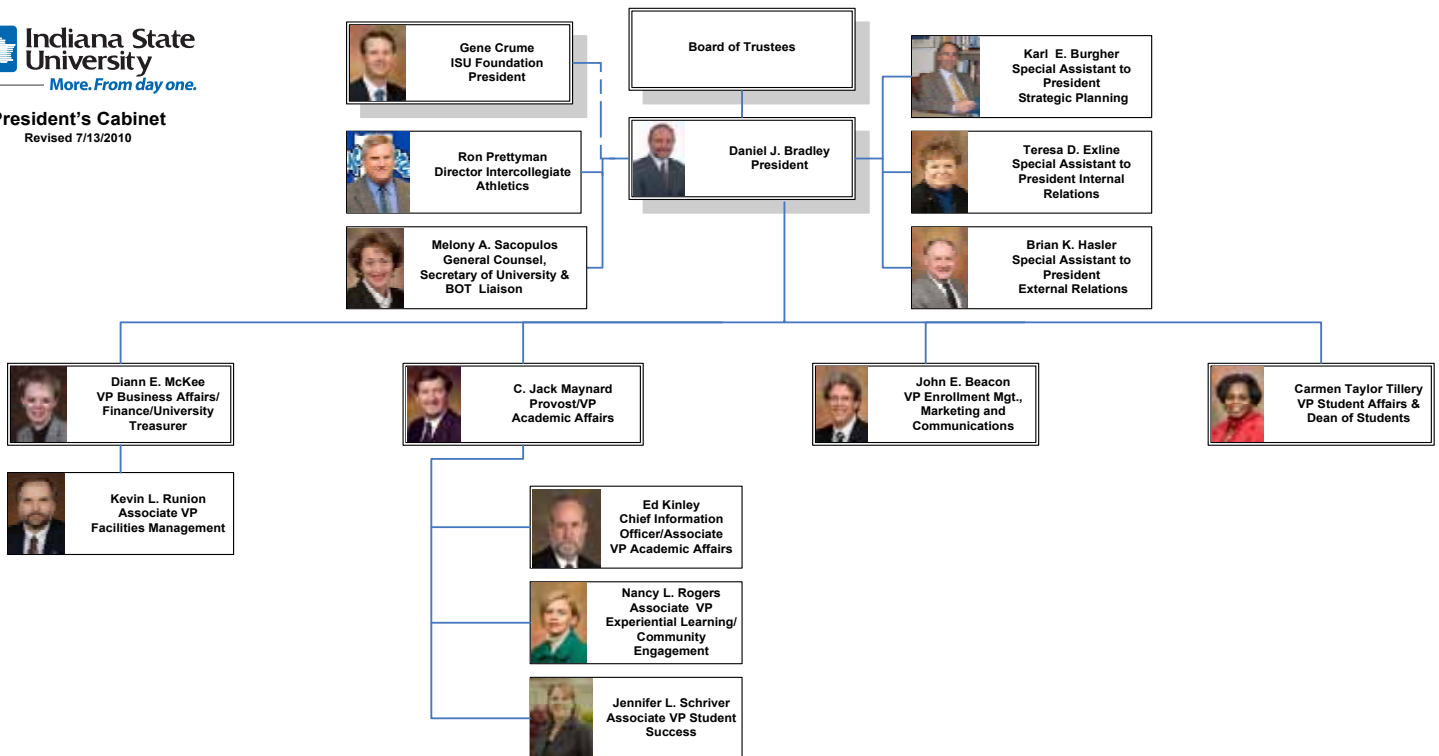
Committee	Name	Representing	Role
Mission and Integrity	Bob English	Academic Affairs	Co-Chair
	Eric Glendening	Faculty	Co-Chair
	Jeff McNabb	Technology	Member
	Anita Adams	Support Staff Council	Member
	Gene Crume	Foundation	Member
	Steve Hardin	Library	Member
	Mary Howard-Hamilton	Faculty	Member
	Harriet Hudson	CAS	Member
	Joe Sanders	Faculty	Member
	David Skelton	Faculty	Member
David Wright	Student Affairs	Member	
Preparing for the Future	Scott Buchanan	Faculty	Co-Chair
	Diann McKee	Business Affairs	Co-Chair
	Liz Brown	Faculty	Member
	Blanche Evans	Faculty	Member
	Patty McClintock	Steering Committee	Member
	Connie McLaren	Faculty	Member
	Theresa Ortega	Support Staff	Member
	Charlie Potts	Student Affairs	Member
	Alma Mary Anderson	Faculty	Member
	Regina Atkins	Student	Member
Student Learning and Effective Teaching	Susan Powers	Education	Co-Chair
	Bob Guell	Faculty	Co-Chair
	Veanne Anderson	Faculty	Member
	Jay Clarkson	Faculty	Member
	Mebbe Griffy	Support Staff	Member
	Bob Jajcay	Faculty	Member
	Rex Kendall	Student Affairs	Member
	Debra Knaebel	Grad Student	Member
	Taylor McDaniel	Support Staff	Member
	Dale Ann O'Neal	Faculty Affairs	Member
	Ryan Royer	Undergrad Student	Member
	Cat Stemmans	Faculty	Member
	Kent Waggoner	Student Affairs	Member
Elliot Robins	Academic Affairs	Member	
Special Emphasis	Nancy Rogers	CPSCE	Chair
	Alma Mary (SAMy) Anderson	Faculty	Member
	John Beacon	Enrollment Mgmt	Member
	Elonda Ervin	Career Center	Member
	Ed Kinley	OIT	Member
	Mark Frederick	Student Affairs	Member
	Linda Maule	General Education	Member
	Analyssa Noe	CPSCE	Member
Steve Pontius	Faculty	Member	

Appendix B

Organizational Chart²⁶



President's Cabinet
Revised 7/13/2010



²⁶The up-to-date breakdown of this organizational chart is available at: <http://www.indstate.edu/adminaff/docs/Visio-OrgFunction.pdf>


Appendix C

Special Emphasis Documents



Office of the Provost and Vice
President for Academic Affairs

Terre Haute, Indiana 47809
812-237-2304
Fax 812-237-3607

TO: University Faculty
FROM: C. Jack Maynard 
Provost and Vice President for Academic Affairs
DATE: September 1, 2009
RE: Scholarship

Over four years ago, I asked that the faculty at both the department and college levels engage in a discussion of promotion, tenure, reappointment, and faculty rewards to identify and develop strategies to address contemporary disciplinary issues and institutional priorities. (A copy of this memo is attached.) This request was driven by our Institutional Vision of sustained excellence in experiential learning and community engagement to achieve regional and national distinction. Our goal for ISU *“to earn a reputation for excellence in programs that demonstrably enhance student learning, produce exceptional scholarship, and fulfill our outreach mission to the state, nation, and the world”* has been endorsed by the campus community.

During these four years, our vision of sustained excellence in experiential learning and community engagement has been strengthened. Our Board of Trustees has reaffirmed this vision on multiple occasions including the selection of our new president, Dr. Bradley. The importance of this vision is evident in our current strategic planning process and the institutional vision is clearly the focus of our planning for our reaccreditation visit by the Higher Learning Commission in 2010. It is evident to all that our policies and practices must incorporate these institutional priorities.

We are at the point where our discussions must formally translate into action through the revision of our policies and our practices. Specifically, our policies and practices must reflect experiential learning and community engagement. Articulation of our values is critical in our continuing efforts to recruit talented faculty to this campus and to our efforts to provide a supportive, nurturing environment in which faculty can develop in ways that meet personal, programmatic and institutional goals.

With this background, I am asking that each of our five academic colleges formally review their policies and procedures related to faculty rewards including promotion, tenure, and reappointment by no later than January 1, 2010, and to provide a copy of the revised document to the Office of the Provost. As a second step, I am asking that each of our academic departments complete the same process by no later than May 1, 2010, and again to provide a copy to the Provost’s Office. It is my goal to sponsor an academic summit during the Fall 2010 semester to share the cumulative work of our academic units with the campus community.

This work is most important to our future. I look forward to working with you as we continue our journey to excellence.

Attachment – Scholarship Memo

cc: President Bradley
Academic Deans

University 200 Professional Internship Indiana State University

Course and Faculty Contact Information:

Instructor: Professional Internship is completed under the supervision of an ISU faculty member or professional staff member of the ISU Career Center.

Course Description:

The purpose of this course is to provide students with a structured and supervised work experience in an approved agency that integrates academic inquiry into a professional work experience.

Course Credit: 3 credit hours

Course Goals:

- Apply concepts and skills from the academic experience to a setting outside of the traditional academic environment.
- Clarify career goals and learn about a particular industry or field.
- Develop new knowledge and transferable skills through active service to an organization.

Course Requirements:

Service Hour Requirement

Students are required to complete a minimum of 100 internship hours.

Locating an Internship

Students are encouraged to work with their faculty advisors and the ISU Career Center to locate internship opportunities. Formal internship agreements are arranged by the faculty supervisor and the responsible agency representative. The formal internship agreement template is available at <http://career.indstate.edu>.

Agency/Faculty/Student Obligations

The **agency supervisor** is responsible for the training, instruction, and duty assignments of the intern; issuance of equipment required for performance of duties; maintenance of attendance and performance records; and a mid-term and final evaluation report.

The **faculty supervisor** will contact the intern and agency supervisor periodically to monitor the intern's experience. When time, geography, and resources allow, the faculty supervisor will conduct an on-site meeting with the intern and supervisor. The faculty supervisor makes appropriate academic assignments in conjunction with the internship.

Students must meet all qualifications required by the agency (background checks, employment examinations, etc) and agree to comply with the normal standards (dress, conduct codes, etc.) for employees of the agency. The intern is expected to conduct himself/herself as an employee of the agency and will be evaluated for such conduct (attendance, quality and quantity of work performed, ability to work with staff and clients, etc.) Although academic assignments will vary between faculty and departments, the student should complete the following minimum requirements:

- **Application/Learning Contract** – Students should sign and complete a learning contract that identifies a description of duties that will be performed, list of educational goals, work schedule, compensation, agency supervision, and internship duration.
- **Weekly Journal** – Students should complete and submit weekly journal assignments that detail work completed each week and progress toward academic goals.
- **Evaluative Paper** – Students should submit a final paper that summarizes the students' reflection on the internship experience and its impact on academic, professional, and personal development.
- **Site Evaluation** – Interns should complete an evaluation of the site that includes a recommendation for other ISU students.

Course and Faculty Contact Information:

Instructor: Public Service Practicum is completed under the supervision of an ISU faculty member or the Assistant Director or Director of the Center for Public Service and Community Engagement.

Course Description:

The focus of this course is the integration of academic study with public service. Through participation in this course students will improve their understanding of social, cultural, environmental, and other challenges that impact local communities and the effectiveness of strategies employed by public and non-profit agencies to meet these challenges.

The Public Service Practicum provides an opportunity for students participating in Sycamore Service Corps or other intensive service experiences to earn academic credit.

Course Credit: 3 credit hours

Course Goals:

- Apply theoretical knowledge acquired through academic studies in a community setting through direct service to a nonprofit organization.
- Develop an understanding of the role of nonprofit organizations in addressing local environmental, social, or economic issues.
- Develop a personal philosophy of community service and involvement.
- Consider problems and issues based on internship experiences and integrate problem solving approaches from different perspectives
- Assess abilities, personal qualities, and leadership qualities throughout experience. Identify transferable skills.

Course Requirements:

Service Hour Requirement

Students are required to complete a minimum of 100 practicum hours.

Pre-Practicum Process

Prior to starting the practicum, students must submit a proposal for approval to their faculty sponsor and host organization. The proposal should include the following:

- Provide a general description of the public service that you will be providing.
- List your specific roles and responsibilities. Be sure to give enough detail to provide a clear understanding of the work you will be performing.
- Provide a description of the host organization. Include the following:
 - Contact information for the host organization supervisor.
 - Mission of the organization.
 - Brief description of the clients served by the organization.
 - Brief description of the programs offered by the organization.
- Provide a statement describing how your service will contribute to the mission of the organization.
- Provide at least three measurable objectives related to your contributions to your placement site.
- Describe the personal outcomes you hope to achieve from this project. (Learning goals, skills you hope to develop, etc.)

Course Assignments

1. Students will complete the assignments included in the Service-Learning Guide and Journal. The journal includes weekly reflection activities that will be submitted to the faculty instructor on a weekly basis.
2. Students will complete a research paper focused on the need addressed by their service. The purpose of the paper is for students to identify theoretical approaches that explain and offer

solutions to the problem. Students then assess the weaknesses and strengths of the theoretical approaches and determine which are most compelling. Finally, the students are required to discuss the extent to which the service they are providing is supported by the theoretical approaches that have researched.

3. Students will complete a final reflective paper at the conclusion of their service. Critical reflection is the fourth stage. This paper should include analysis of the unintended consequences of the service-learning project (i.e., what are the ways in which the project is merely a quick fix and may perpetuate, instead of resolve, the social issue) and proposed long-term strategies for solving the problem. In addition, students will reflect on changes in their attitudes, behaviors, and skills as a consequence of their service.
4. The host site supervisor will complete evaluations of the student at mid-term and the end of the practicum.

Grading

1. Service-Learning Journal – 50%
2. Research paper – 15%
3. Final reflective paper – 20%
4. Host supervisor evaluation – 15%

Appendix D

Federal Compliance Documents

Procedures for Formal Student Complaints

This set of procedures addresses formal complaints only. Information on how informal complaints are addressed is provided at the end of this document.

What Is a Formal Complaint?

A formal complaint, academic or nonacademic, is nontrivial and must be based upon one or more of the following:

- personal injury from the decision
- procedural unfairness
- a decision-making process that is a sham.

Formal complaints must have the following elements:

- Made in writing (not orally)
- Submitted in hard copy (not electronically)
- Includes a statement on the complaint based upon personal injury from the decision, procedural unfairness, or a decision-making process that is a sham (not unhappiness or disagreement with a decision or situation)
- Signed by the student complainant (not by a parent or others)
- Dated and submitted within two weeks of the cause of the complaint
- Includes written documentation of the response from the office responsible.

What is Not a Formal Complaint?

A request for decision-making is not a

complaint. For example, a student requests a waiver of a course requirement. This request, by itself, is not a complaint. The institution denies the waiver, and the student appeals. Once again, if this appeal is merely a request to reexamine the decision, it is probably not a complaint. If a student is unhappy with a decision, this is not a complaint. If, however, the student alleges some type of personal injury from the decision or the student points out procedural unfairness or accuses the decision-making process of being a scam, then the appeal is probably now a formal complaint.

To Whom Are Formal Complaints Submitted?

Formal student complaints should be submitted to one of the four University officials or their designees listed below. They are:

- The Office of the Provost and Vice President for Academic Affairs for undergraduate student academic complaints, such as undue delay in return of coursework or a faculty member being excessively tardy or absent from a class without providing students a mechanism for making up course material.
- The School of Graduate Studies for graduate student complaints
- The Affirmative Action Office for complaints related to discrimination or sexual harassment
- The Associate Dean of Students for formal complaints related to the Code of Student Conduct and formal complaints that do not go to the Office of the Provost and Vice President

for Academic Affairs, the School of Graduate Studies, or the Affirmative Action Office.

How Are Formal Complaints Reviewed?

When an appropriately signed written complaint is received, the university official to whom it was submitted will forward the complaint to the Associate Dean of Students, who will log the complaint. The complaint will be reviewed by a committee, chaired by the Associate Dean of Students, with representation from each of the divisions of the University and the ISU Foundation as named by the respective vice presidents or president for the ISU Foundation. The committee will review the written complaint for purposes of determining if it meets the criteria to deem it a formal student complaint as defined in this set of procedures.

Regardless of whether or not this complaint is deemed a formal student complaint, the issue will be simultaneously examined by individuals at the local level, as those closest to the situation will have the most knowledge, background, and expertise to achieve a successful resolution. The Associate Dean of Students will communicate with the student.

The Associate Dean of Students will communicate with the appropriate university official(s) and notify them of any patterns of formal complaints, as this may indicate systemic problems that should be addressed as part of institutional continuous improvement. The Associate Dean of Students will keep records of formal student complaints.

Who is a Student for the Purposes of NCA Reporting?

Following NCA guidance, for purposes of these procedures, a student is someone who is currently enrolled full-or part-time or who has recently been enrolled in the institution. If the complainant is someone who would have to reapply for admission, then the complainant is not a student for the purposes of this policy. In addition, alumni who received a degree two or more years ago are also outside of this policy.

What Happens to Formal Complaints?

The University must provide an organizational account of student complaints it has received and their disposition to our institutional accreditor, the Higher Learning Commission of the North Central Association (NCA). This account should cover the two years of operation preceding the comprehensive evaluation. The evaluation team will look for a candid assessment by the institution of its complaint situation as well as what it may have learned, if anything, from those complaints. Maintaining this information is the responsibility of the Associate Dean of Students.

While the University must share information about complaints with our accreditor, individual identities will be shielded. The information provided to NCA will not mention complainants by name or any other individuals involved in the facts of the complaint.

The NCA evaluation team will look for any pattern to the complaints that suggests problems with institutional quality or with factors related to the Criteria for Accreditation. The team will not be reviewing or second-guessing institutional decisions in specific cases.

How Are Informal Complaints Handled?

Informal student complaints should be resolved at the local level, because those closest to the situation will have the most knowledge, background, and expertise to achieve a successful resolution. Informal complaints are addressed as expeditiously as possible. Informal or “second-hand” complaints that come directly to the Office of the President or the Office of the Provost and Vice President for Academic Affairs are generally referred to the appropriate office or department with responsibility for the area of the complaint. The Associate Dean of Students may facilitate resolution of informal student complaints.

Questions

Questions and suggestions should be directed to the Associate Dean of Students, HMSU 816, 812-237-8111.

University-level Grade Appeals

I. Basis for Appeal

A student may appeal a grade granted by any instructor of any course. The student may appeal the grade based on one or more of the following:

- 1) An error in the calculation of the grade.
- 2) The assignment of a grade to a particular student by application of more exacting or demanding standards than were applied to other students in the same section of the same course, in the same semester, with the same instructor.
- 3) The assignment of a grade to a particular student on some basis other than performance in the course.
- 4) The assignment of a grade by a substantial departure from the instructor's previously announced standards for that section of that course.²⁷
- 5) The assignment of a grade by a substantial departure from the written departmentally approved standards for a course.

Any other grounds for appeal shall be considered irrelevant.²⁸

II. Informal Appeal

All students must follow the informal appeals process for questioning grades prior to engaging the formal appeal. In so doing, they are to, where possible, seek out the instructor for a face-to-face conversation. The instructor is encouraged to

²⁷An instructor may alter original grading standards for an assignment as long as that change has been announced with reasonable notice in advance of the due date for the assignment. An instructor may reasonably add or subtract assignments or assessments from those that have been previously announced. Instructors are highly discouraged from altering the grading scale for the course if that grading scale has been included in the syllabus or previously announced.

²⁸Unless the appeal is on the basis of 5) above, cross-instructor or cross-section comparison appeals are not to be considered as relevant. Instructors are free to have different assignments, assessments, and standards for different sections and different instructors of the same course are free to have different assignments, assessments, and standards from one another.

listen to the entirety of the student's case and then to consider whether the current grade is appropriate. Should no resolution occur, the student is required to contact the department chairperson. The chairperson is required to meet with the student one-on-one, to seek a conversation with the instructor one-on-one, and then highly encouraged to meet with the two of them together. Students must initiate their informal appeal within 30 working days of the posting of the grade. Should no resolution occur, the student may choose to engage the formal appeal process.

III. Filing a Formal Appeal

A formal appeal is made in writing to the dean of the college of the instructor, hereafter referred to as "the dean." When filing an appeal, a student must specify the basis (bases) of the appeal and do so within 30 working days of the conclusion of the informal appeal. The student must indicate one of the following:

- 1) the instructor is unable or unwilling to communicate with the student on the appeal and the informal appeal could not proceed
- 2) no resolution resulted from the informal appeal process

The contents of the appeal should include as much of the relevant physical or electronic record as is possible for the student to collect. If the second basis (differential standards) is asserted, the student should provide a list of the names of other students and specific assignments so that a review of the relevant materials and appropriate comparisons can be made.

IV. Verification of the Appropriateness of the Appeal

An instructor "cannot respond" if (s)he has died or has suffered a debilitating physical or mental condition. For appeals to grades submitted by instructors who have been terminated, resigned, or retired, it is the dean's responsibility to manage the notification process. In doing so, the dean shall make three separate attempts at contact within 30 days with the last one in writing by registered letter to the last

known address. If after ten working days²⁹ of the dean's receiving of the registered letter receipt, the instructor still refuses to discuss the grade appeal, the dean shall convene the Grade Appeal Committee.

If an instructor has denied the grade appeal after having met with the department chairperson, the dean must review the materials and discuss the matter with the student. The dean may choose to discuss the matter with the instructor, the chairperson, or both. If the dean cannot create a resolution satisfactory to the instructor and student, the dean shall convene the Grade Appeal Committee.

²⁹A "working day" includes all weekdays that the University is open. In cases where a Grade Appeal Committee or a department's committee must meet during the summer, synchronous telephonic meetings shall be permissible.

Appendix E

2008-09 Audit Findings

**STATE BOARD OF ACCOUNTS
302 West Washington Street
Room E418
INDIANAPOLIS, INDIANA 46204-2769**

AUDIT REPORT
OF
INDIANA STATE UNIVERSITY
TERRE HAUTE, INDIANA
July 1, 2008 to June 30, 2009





STATE OF INDIANA
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS
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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

TO: THE OFFICIALS OF INDIANA STATE UNIVERSITY, TERRE HAUTE, INDIANA

We have audited the financial statements of Indiana State University (University), as of and for the year ended June 30, 2009, and have issued our report thereon dated October 21, 2009. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the University's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the entity's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be significant deficiencies or material weaknesses, as defined above.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS
(Continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of the University's Board of Trustees, management, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

October 21, 2009

STATE BOARD OF ACCOUNTS
State Board of Accounts



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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

TO: THE OFFICIALS OF INDIANA STATE UNIVERSITY, TERRE HAUTE, INDIANA

Compliance

We have audited the compliance of Indiana State University (University) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs for the year ended June 30, 2009. The University's major federal programs are identified in the Summary of Auditor's Results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of the University's management. Our responsibility is to express an opinion on the University's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the University's compliance with those requirements.

In our opinion, the University complied in all material respects with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2009.

Internal Control Over Compliance

The management of the University is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered the University's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over compliance.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133
(Continued)

A control deficiency in a university's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be significant deficiencies or material weaknesses, as defined above.

Schedule of Expenditures of Federal Awards

We have audited the basic financial statements of Indiana State University, a component unit of the State of Indiana, as of and for the year ended June 30, 2009, and have issued our report thereon dated October 21, 2009. Our audit was performed for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by OMB Circular A-133 and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the financial statements taken as a whole.

This report is intended solely for the information and use of the University's management, Board of Trustees, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

March 1, 2010

STATE BOARD OF ACCOUNTS



INDIANA STATE UNIVERSITY
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2009

Federal Grantor Agency/Pass-Through Entity Cluster Title/Program Title/Project Title	Federal CFDA Number	Pass-Through Entity (or Other) Identifying Number	Total Federal Awards Expended
U.S. DEPARTMENT OF EDUCATION			
Direct Grant			
Student Financial Assistance Cluster			
Federal Supplemental Educational Opportunity Grants	84.007		\$ 360,960
Federal Work-Study Program	84.033		448,671
Federal Pell Grant Program	84.063		8,700,501
Academic Competitiveness Grants	84.375		473,138
National Science and Mathematics Access to Retain Talent Grants	84.376		<u>59,893</u>
Total for Student Financial Assistance Cluster			<u>10,043,163</u>
Direct Grant			
TRIO Cluster			
Student Support Services	84.042		329,460
Talent Search Program	84.044		(1,379)
Upward Bound	84.047		285,225
McNair Post-Baccalaureate Achievement	84.217		<u>240,269</u>
Total for TRIO Cluster			<u>853,575</u>
Total for Federal Grantor Agency			<u>10,896,738</u>
Research and Development Cluster			
U.S. DEPARTMENT OF AGRICULTURE			
Pass-Through Ohio State University Foundation Grants for Agricultural Research, Special Research Grants	10.200	various	<u>24,637</u>
Total for Federal Grantor Agency			<u>24,637</u>
U.S. DEPARTMENT OF DEFENSE			
Pass-Through University of Missouri - St. Louis Basic Scientific Research	12.431	W911NF-04-0383	<u>23,496</u>
Total for Federal Grantor Agency			<u>23,496</u>
U.S. DEPARTMENT OF THE INTERIOR			
Direct Grants			
Cultural Resource Management	15.224	L08AC13787	4,713
Fish and Wildlife Management Assistance	15.608	301817J087	19,376
U.S. Geological Survey - Research and Data Collection	15.808	05CRAG0038	35,505
Pass-Through Indiana University State Wildlife Grants	15.634	E2-08-WDS13	106,802
Pass-Through Purdue University Unknown	15.xxx	AV06-IN02	<u>4,988</u>
Total for Federal Grantor Agency			<u>171,384</u>
NATIONAL AERONAUTICS AND SPACE ADMINISTRATION			
Pass-Through Boston Science Museum Technology Transfer	43.002	NNG04GH14A	60,587
Pass-Through Purdue University Unknown	43.xxx	NNG05GG54H	<u>10,965</u>
Total for Federal Grantor Agency			<u>71,552</u>
NATIONAL SCIENCE FOUNDATION			
Direct Grants			
Geosciences	47.050	OCE-0550401 EAR-0651431 OCE-0825436	11,533 3,143 <u>24,526</u>
Total for Program			<u>39,202</u>
Biological Sciences	47.074	Various	32,665
Social, Behavioral, and Economic Sciences	47.075	Various	35,345
Education and Human Resources	47.076	DUE-0703112	130,997
Polar Programs	47.078	ANT-0636474	<u>28,806</u>
Total for Federal Grantor Agency			<u>267,015</u>
U.S. ENVIRONMENTAL PROTECTION AGENCY			
Direct Grant			
Great Lakes Program	66.469	GL-00E29601-0	<u>27,063</u>
Total for Federal Grantor Agency			<u>27,063</u>

The accompanying notes are an integral part of the Schedule of Expenditures of Federal Awards.

INDIANA STATE UNIVERSITY
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2009
(Continued)

Federal Grantor Agency/Pass-Through Entity Cluster Title/Program Title/Project Title	Federal CFDA Number	Pass-Through Entity (or Other) Identifying Number	Total Federal Awards Expended
U.S. DEPARTMENT OF ENERGY			
Direct Grant			
Office of Science Financial Assistance Program	81.049	DE-FG02-06ER46304	3,513
Total for Federal Grantor Agency			3,513
U.S. DEPARTMENT OF EDUCATION			
Pass-Through University of Kansas Center for Research, Inc. Research in Special Education	84.324	H324D030003	7,558
Total for Federal Grantor Agency			7,558
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Direct Grants			
Human Genome Research	93.172	1R03 HG003987-01	22,738
Research and Training in Complementary and Alternative Medicine	93.213	5U01AT002550-04	184,076
Cancer Biology Research	93.396	1R15CA133829-01A1	13,015
Biomedical Research and Research Training	93.859	1R21 GM072780-01A1	11,025
Total for Federal Grantor Agency			230,854
U.S. DEPARTMENT OF HOMELAND SECURITY			
Pass-Through Indiana University Unknown	97.xxx	HSFEHQ-07-D-0800	18,299
Total for Federal Grantor Agency			18,299
Total for Research and Development Cluster			845,371
Other Federal Awards			
U.S. DEPARTMENT OF AGRICULTURE			
Pass-Through Indiana Department of Education Child and Adult Care Food Program	10.558		106,392
Summer Food Service Program for Children	10.559		2,983
Total for Federal Grantor Agency			109,375
U.S. DEPARTMENT OF LABOR			
Pass-Through Indiana Department of Workforce Development Trade Adjustment Assistance	17.245	C1-9-TAA-62626-20430 C1-8-TAA-61608-20182	1,178 8,831
Total for Federal Grantor Agency			10,009
U.S. DEPARTMENT OF STATE			
Pass-Through Academy for Educational Development Unknown	19.xxx	S-ECAAE-06-CA-121(MA)	4,731
Total for Federal Grantor Agency			4,731
NATIONAL AERONAUTICS AND SPACE ADMINISTRATION			
Pass-Through Purdue University Unknown	43.xxx	NNG05GG54H	3,357
Total for Federal Grantor Agency			3,357
NATIONAL SCIENCE FOUNDATION			
Direct Grant			
Education and Human Resources	47.076	DUE-0532027	117,197
Pass-Through Purdue University Education and Human Resources		HRD-0703443	34,037
Total for Federal Grantor Agency			151,234
SMALL BUSINESS ADMINISTRATION			
Pass-Through Indiana Small Business Administration Small Business Development Centers	59.037	8-603001-z-0015-23 9-603001-z-0015-24-01	43,365 46,493
Total for Federal Grantor Agency			89,858

The accompanying notes are an integral part of the Schedule of Expenditures of Federal Awards.

INDIANA STATE UNIVERSITY
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2009
(Continued)

Federal Grantor Agency/Pass-Through Entity Cluster Title/Program Title/Project Title	Federal CFDA Number	Pass-Through Entity (or Other) Identifying Number	Total Federal Awards Expended
<u>U.S. DEPARTMENT OF EDUCATION</u>			
Direct Grants			
Special Education - Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities	84.326	H326C030041-07 H326C080017	66,113 <u>139,315</u>
Total for Program			<u>205,428</u>
Teacher Quality Enhancement Grants	84.336	P336B030010-05 P336C070007	1,210,460 <u>152,105</u>
Total for Program			<u>1,362,565</u>
Pass-Through Indiana Department of Education Special Education - Grants to States	84.027		1,563,004
Pass-Through Indiana Department of Workforce Development Tech-Prep Education	84.243	C1-8-PLTW-7-264	44,887
Pass-Through Indiana Department of Education Special Education - State Personnel Development	84.323	H323A030003-04	72,674
Pass-Through Indiana Department of Education Gaining Early Awareness and Readiness for Undergraduate Programs	84.334		214,609
Pass-Through Indiana Commission for Higher Education Improving Teacher Quality State Grants	84.367	06-03 08-02	63,484 <u>9,230</u>
Total for Program			<u>72,714</u>
Total for Federal Grantor Agency			<u>3,535,881</u>
<u>U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES</u>			
Direct Grant			
Advanced Education Nursing Traineeships	93.358	A10HP00183-09-00	32,018
Pass-Through Purdue University Injury Prevention and Control Research and State and Community Based Programs	93.136	8000023430	32,346
Pass-Through Mental Health America of Vigo County Substance Abuse and Mental Health Services - Projects of Regional and National Significance	93.243		57,583
Pass-Through Ball State University Centers for Disease Control and Prevention - Investigations and Technical Assistance	93.283		328
Pass-Through Indiana University Foster Care Title IV-E	93.658	01-04-CW-0203	47,707 <u>47,707</u>
Total for Federal Grantor Agency			<u>169,982</u>
<u>CORPORATION FOR NATIONAL AND COMMUNITY SERVICES</u>			
Pass-Through State of Indiana AmeriCorps AmeriCorps	94.006	F20-7-AF-0005 F20-8-AF-0005	16,289 138,772
ARRA - AmeriCorps	94.006	F20-8-AF-0005	497 <u>497</u>
Total for Federal Grantor Agency			<u>155,558</u>
<u>U.S. DEPARTMENT OF HOMELAND SECURITY</u>			
Pass-Through Indiana Department of Homeland Security Law Enforcement Terrorism Prevention Program	97.074	C44P-9-191A	4,930 <u>4,930</u>
Total for Federal Grantor Agency			<u>4,930</u>
<u>U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT</u>			
Pass-Through American Council on Education/Higher Education for Development Cooperative Development Program	98.002	HNE-A-00-97-00059-00	10,655 <u>10,655</u>
Total for Federal Grantor Agency			<u>10,655</u>
Total federal awards expended			<u>\$ 15,987,679</u>

The accompanying notes are an integral part of the Schedule of Expenditures of Federal Awards.

INDIANA STATE UNIVERSITY
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Note 1. Basis of Presentation

Circular A-133 requires an annual audit of an entity expending a total amount of federal awards equal to or in excess of \$500,000 in any fiscal year unless by constitution or statute a less frequent audit is required. In accordance with the Indiana Code (IC 5-11-1 et seq.), audits of universities shall be conducted annually.

The accompanying Schedule of Expenditures of Federal Awards (the Schedule) includes the federal grant activity of Indiana State University (University) and is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Accordingly, the amount of federal awards expended is based on when the activity related to the award occurs.

The purpose of the Schedule is to present a summary of those activities of the University for the year ended June 30, 2009, which have been financed by the U. S. Government (federal awards). For purposes of the Schedule, federal awards include all federal assistance and procurement relationships entered into directly between the University and the federal government and sub-awards from nonfederal organizations made under federally sponsored agreements. The Schedule presents only a selective portion of the activities of the University, therefore, it is not intended to and does not present the financial position, change in financial position, or cash flows of the University.

Note 2. Federal Family Educational Loans

The number of guaranteed student loans and total amount for each program were as follows for Indiana State University students for the year ended June 30, 2009:

Program	Federal CFDA Number	Number of Students	Amount
Federal Stafford Loans	84.032	8,545	\$ 37,898,681
Federal Parent Loans for Undergraduate Students	84.032	678	5,595,135
Totals		9,223	\$ 43,493,816

The above is presented as additional information and is not included in the Schedule of Expenditures of Federal Awards.

INDIANA STATE UNIVERSITY
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
(Continued)

Note 3. Federal Perkins Student Loan Program

The University participates in the Federal Perkins Loan Program. Amounts loaned to students are recorded as notes receivable. Gross student notes receivable outstanding at June 30, 2009, was:

Program	Federal CFDA Number	Amount
Federal Perkins Loan Program	84.038	\$ <u>8,375,180</u>

The above is presented as additional information and is not included in the Schedule of Expenditures of Federal Awards.

Note 4. Subrecipients

Of the federal expenditures presented in the schedule, the University provided federal awards to subrecipients as follows for the year ended June 30, 2009:

Program Title	Federal CFDA Number	Amount
Great Lakes Program	66.469	\$ 17,000
Special Education - Grants to States	84.027	54,000
Tech-Prep Education	84.243	42,750
Teacher Quality Enhancement Grants	84.336	136,599
Research and Training in Complementary and Alternative Medicine	93.213	54,054

INDIANA STATE UNIVERSITY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I – Summary of Auditor's Results

Financial Statements:

Type of auditor's report issued: Unqualified

Internal control over financial reporting:

Material weaknesses identified?	no
Significant deficiencies identified that are not considered to be material weaknesses?	none reported

Noncompliance material to financial statements noted?	no
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Federal Awards:

Internal control over major programs:

Material weaknesses identified?	no
Significant deficiencies identified that are not considered to be material weaknesses?	no

Type of auditor's report issued on compliance for major programs: Unqualified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?	no
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Identification of Major Programs:

<u>Number</u>	<u>Name of Federal Program or Cluster</u>
SFA Cluster	Student Financial Aid Cluster
R & D Cluster	Research and Development Cluster
84.027	Special Education - Grants to States

Dollar threshold used to distinguish between Type A and Type B programs: \$479,630

Auditee qualified as low-risk auditee?	yes
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Section II – Financial Statement Findings

No matters are reportable.

Section III – Federal Award Findings and Questioned Costs

No matters are reportable.

INDIANA STATE UNIVERSITY
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

No matters are reportable.

INDIANA STATE UNIVERSITY
EXIT CONFERENCE


The contents of this report were discussed on March 1, 2010. Those attending were:

University Representatives:

Dr. Daniel J. Bradley, President of the University
Robert W. Baesler, member of the Board of Trustees
Dr. C. Jack Maynard, Provost and Vice President for Academic Affairs
Diann E. Mckee, Vice President for Business Affairs, Finance, and University Treasurer
Melony Sacopulos, General Counsel and Secretary of the University
Domenic Nepote, Associate Vice President for Finance and Assistant Treasurer
Jeffrey J. Jacso, Associate Vice President and University Controller
Sarah Ber, Director Grants and Contracts
Kim Donat, Director, Office of Student Financial Aid
Charlene Shivers, Assistant Director, Office of Student Financial Aid
Brenda Hall, Senior Associate Director, Office of Student Financial Aid

State Board of Accounts Representatives:

Jeffrey Arthur, College and University Audit Supervisor
Jane Kuhn, Field Examiner
Laura Ping, Field Examiner

The background of the page features a large, faint watermark of the Indiana State University seal. The seal is circular and contains a central figure, likely a Native American, surrounded by the text "INDIANA STATE UNIVERSITY" and "1820".

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