ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Indiana State University
Terre Haute, Indiana

November 15-17, 2110

FOR

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

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

A. **Purpose of Visit**
   A nine-member review team conducted a standard comprehensive evaluation of Indiana State University (ISU) for continued institutional accreditation; the visit included a Special Emphasis on Community Engagement and Experiential Learning. The visit did not include any Change Requests or other special reviews.

B. **Organizational Context**
   Founded in 1865 as Indiana State Normal School and located in Terre Haute, ISU has been continually accredited by the Higher Learning Commission since 1915. In 1965, the University received its current name: Indiana State University. Today, ISU continues to be a critical player in providing comprehensive higher education to the residents of Indiana and the region. ISU is comprised of six academic colleges, as well as libraries, Extended Learning and many other academic, support and athletic programs.

   In 2006, the Carnegie Foundation for the Advancement of Teaching named Indiana State University to a new category of colleges and universities that focus on community engagement. In the Carnegie Foundation's initial classification, only 62 universities in the nation and 2 in Indiana, including ISU, were included in this category.

   During fall 2010, ISU enrolled approximately 11,500 students in undergraduate, graduate and professional programs and employed about 600 (~400 full-time and ~200 part-time) faculty members. The University's students come from 91 Indiana counties, all 50 states, and over 50 countries.

   As part of its Self Study, ISU focused (with HLC's approval) on Community Engagement and Experiential Learning. Chapter Seven of the Self Study Report provides ample evidence of the University's interest in, and commitment to, both community engagement and experiential learning, indeed, to the institution's interest in being a national leader in these areas. The HLC visiting team addresses its comments and recommendations pertaining to community engagement and experiential learning in the Advancement section of this report.

   In sum, during the past 10 years since the last HLC comprehensive continued accreditation review, ISU experienced various changes in leadership, programs, enrollment and mission focus. The institution has continued to clarify and focus its mission, restructure and improve its programs, and expand its reach and influence. All of this and more were accomplished even as the University experienced budget reductions in appropriations from the State of Indiana. Overall, the University continues to develop on a positive trajectory.

C. **Unique Aspects of Visit**
   As per agreement between The Higher Learning Commission and Indiana State University, the institution conducted a Special Emphasis Self-Study focusing on Community Engagement and Experiential Learning.

D. **Sites or Branch Campuses Visited**

Indiana State University does not operate any branch campuses.

E. Distance Education Reviewed
In an effort to reach students at a distance as well as to provide options to its residential students, Indiana State University offers ten undergraduate and nine graduate degree programs completely online as well as several certificate programs and many courses at both the undergraduate and graduate levels. No new such programs were reviewed during this visit.

The team reviewed the previously approved programs and found that the courses are being offered by qualified faculty and that both faculty and students have the support needed to successfully undertake these programs. Specifically, the visiting team found that ISU has the necessary knowledge, experience, support systems and resources necessary to continue to successfully deliver the currently approved programs and courses at a distance. Additionally, the University is in the process of developing a strategic plan for distance education.

F. Interactions with Constituencies
- Academic Affairs (6)
- Alumni Board representatives (8)
- Assessment Council (17)
- Assessment Director
- Athletics representatives (5)
- Business Affairs Vice President and representatives (11)
- Community Engagement and Experiential Learning representatives (8)
- Community Leaders (6)
- Cultural Arts representatives (7)
- Curriculum Governance representatives (9)
- Dean, Graduate School
- Deans (18)
- Department Chair, Biology
- Department and Program Chairs (29)
- Diversity representatives (19)
- Engagement Offices (representatives) (6)
- Enrollment Management, Marketing and Communications representatives (9)
- Extended Learning Dean and representatives (5)
- Facilities and Physical Plant representatives (6)
- Faculty Open Meeting (21)
- Faculty Senate Executive Committee (9)
- Library representatives (4)
- Major Initiatives representatives (7)
- New Students: Admissions, Orientation and Financial Aid representatives (5)
- President
- President's Cabinet (9)

- ➢ Research representatives (5)
- ➢ Self Study Committee and Co-Chairs (17)
- ➢ Staff Council representatives (6)
- ➢ Staff Open Meeting (35)
- ➢ Strategic Planning representatives (12)
- ➢ Student Affairs representatives (8)
- ➢ Student Success Council (10)
- ➢ Student Support Services representatives (14)
- ➢ Students Open Meeting (35)
- ➢ Technology representatives (9)

G. Principal Documents, Materials, and Web Pages Reviewed

- ➢ Assessment documentation for English and Physics
- ➢ Campus Master Plan
- ➢ College of Nursing, Health and Human Services 2009-2010 Annual Report
- ➢ Conceptual Framework for Assessment
- ➢ Council on Diversity Annual Reports 2008-2009 and 2009-2010
- ➢ Diversifying the Faculty Initiative
- ➢ Eliminated/Suspended/New Programs 2006-2007 and 2007-2008
- ➢ Faculty and Staff 2009-2010 Tech Guide
- ➢ Faculty Development Spring 2008
- ➢ Faculty Toolkit 2007-2008
- ➢ Financial Reports: FY08 and FY09
- ➢ Guidelines for Academic Retention, Tenure and Promotion: Applied Medicine and Rehabilitation Department and Department of Applied Health Sciences, College of Nursing, Health and Human Services
- ➢ Indiana State University's Peer Groups
- ➢ Information Technology Plan
- ➢ MAAP Administration Analysis Report
- ➢ Mentoring Assistance for Prospective Scholars (MAPS) Assessment Report 2009
- ➢ Minutes, Advisory Board Interior Design Program
- ➢ Minutes, Professional Development School Advisory Committee
- ➢ More. From Day One.
- ➢ Office of Sponsored Programs Annual Report 2009-2010
- ➢ Opportunity Hires Program Guidelines
- ➢ Passport to Faculty Development, 2008
- ➢ Ph.D. Dissertations (8)
- ➢ Policies and Procedures for Reappointment, Promotion and Tenure, Bayh College of Education
- ➢ Project Foundational Studies Online, August 15, 2010
- ➢ Promotion and Tenure Policy, Department of Social Work
- ➢ Research Report Arts & Sciences January 1, 2007-December 31, 2010
- ➢ Research Report University-wide January 1, 2007-December 31, 2010

- ➢ Scott College of Business Faculty Research and Intellectual Contributions 2004-2009
- ➢ Self Study Report (Engagement: A Pathway to Learning and Citizenship)
- ➢ Strategic Planning Benchmarks
- ➢ Strategic Plan: Pathway to Success
- ➢ Student Technology Guide 2009-2010
- ➢ Success of the Past—Promise of the Future; CIO Annual Profile 2010
- ➢ Sycamore.net April/May and November 2010
- ➢ University Handbook
- ➢ University Publications January 1, 2007-December 31, 2010

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process
The visiting team notes that the self study process involved representatives of all pertinent constituents and much effort was made to conduct an open, transparent, and participatory process. Additionally, there was clear communication between the institution and the HLC liaison and the team chair. The team believes that the self study process and the Self Study Report have served the institution well as it reviewed its progress during the past ten years and as it thinks about, and plans its future, including in the area of community engagement and experiential learning.

B. Integrity of the Self-Study Report
The Self Study Report provided the review team credible and accurate information for its discussions with members of the University community and against which to assess the HLC criteria. The team found no discrepancies between the Self Study Report and the information acquired during the visit. On the contrary, the team believes that the Self Study Report, while representative, did not fully reflect the scope, depth and quality of the many initiatives and activities undertaken by the institution during the past ten years, particularly those in which it is currently engaged. Indeed, the Self Study report greatly under-documented and understated the University's essence and accomplishments. It was critical for the team to rely on the many links to websites in the Self Study, as well as the campus interviews, to become fully informed and to provide a complete picture of the University.

C. Adequacy of Progress in Addressing Previously Identified Challenges
The team considers the response of the organization to previously identified challenges to be adequate.

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

ISU made a concerted effort to inform both the campus community and the general public, and to invite public comment by placing notices (e.g., in *The Statesman*, the campus newspaper), issuing press releases (to both the *Tribune Star* and *Indianapolis*

Star), through emails (to community engagement partners), and through a letter from the President to representatives of various groups and organizations, including donors and legislators.

The Higher Learning Commission received two (2) third-party comments prior to the team's visit. The team reviewed these third-party comments; both were very quite favorable, the first from one of ISU's community partners and the second from a highly engaged graduate of ISU.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

Chapter Nine in ISU's Self Study Report provided evidence of how the University is meeting the eight components of Federal Compliance, listed below. The team reviewed this information as well as additional evidence and documentation pertaining to Federal Compliance obtained during the visit.

1. Credits, Program Length, and Tuition
   The team has reviewed this component of federal compliance.
   > Comments: ISU's credit hour assignments and degree program lengths are within the range of good practice in higher education; for example, the minimum number of credit hours for a four-year bachelor's degree is 124.

   > ISU does not charge differentiated tuition for its programs, although there are additional fees for some courses.

2. Student Complaints
   The team has reviewed this component of federal compliance.
   > Comments: ISU has various policies, processes and procedures that students may use to lodge complaints, formally or informally, at both the unit and institutional levels, and the University systematically processes such complaints. ISU maintains the required log of student complaints that includes information on the nature, disposition and outcomes of such complaints.

3. Transfer Policies
   The team has reviewed this component of federal compliance.
   > Comments: ISU's transfer admissions policies are clear and systematically communicated to incoming students, including through the University's website.

4. Verification of Student Identity
   The team has reviewed this component of federal compliance.
   > Comments: ISU undertakes rigorous checks to ensure students' identities by requiring documentation as well as through each student's use of a University-issued username and PIN (and password) for conducting University-related

business.

5. Title IV and Related Responsibilities
    The team has reviewed this component of federal compliance and
    recommends the ongoing monitoring (by ISU) of such contracts.
    > Comments: During the past ten years, there were 14 findings
    > against the University (7 of these during 1999-2000 but none
    > during the past two years). In all cases, although no students
    > were put at a disadvantage, ISU took corrective actions,
    > including implementing new policies and procedures, training
    > personnel, and repayment to Federal agencies. The team
    > reviewed these materials and found no discrepancies or
    > additional cause for concern. The current President has put in
    > place additional measures to ensure ongoing compliance.

6. Institutional Disclosures and Advertising and Recruitment Materials
    The team has reviewed this component of federal compliance.
    > Comments: The University's accreditation status, both
    > institutional and program, is included in numerous documents
    > and the website which are readily available to students and the
    > general public.

7. Relationship with Other Accrediting Agencies and with State
    Regulatory Boards
    The team has reviewed this component of federal compliance.
    > Comments: Several ISU programs are accredited by their
    > professional organizations and such information is readily
    > available to students and the general public in both print and
    > electronic documents.

8. Public Notification of an Evaluation Visit and Third Party Comment
    The team has reviewed this component of federal compliance.
    > Comments: See ID above.

IV. FULFILLMENT OF THE CRITERIA

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

1. **Evidence that Core Components are met**
    - As a result of the collaborative initiative undertaken during 2007-08 to review and
      update the mission statement, ISU now has well defined, concise and widely
      known mission, vision, and values statements. The University's mission
      statement and list of seven values are both clear and forceful; they are
      communicated effectively and supported by the institution's actions. The mission
      statement communicates the fact that ISU's mission is to provide "strong

undergraduate and graduate education with a focus on community and public service," thus making community engagement central to the University's purpose. Following the approval of the new institutional mission and values statements, each college and department was asked to review their statements to ensure that they were in alignment. This process was ongoing during the team visit. The University's mission statement is readily found in several websites and printed materials. Various initiatives in support of advancing the University's missions have been launched since the last HLC comprehensive review of 2000, including, for example, the development of numerous community engagement programs and activities.

- ISU's new mission and values statements are widely known and supported (as evidenced by a survey that found that 75% of faculty and staff and 66% of students noted that these statements accurately reflect their experiences) and are driving much planning and decision-making, including in academic programs, student recruitment, budgeting, land use and facilities, and community engagement.

- ISU's commitment to diversity is demonstrated in various ways, beginning with the fact that one of its seven values is "Embrace Diversity," which states: "We embrace the diversity of individuals, ideas, and expressions." Another value, "Integrity," states: "We demonstrate integrity through honesty, civility, and fairness." Additionally, Goal Six of the strategic plan, *Pathway to Success*, calls for expanding "the diversity of ISU faculty and staff." Specific evidence of the University's commitment to diversity is found in the fact the that the percentage of ISU students who self-identify as African American increased, through concerted efforts (various programs and activities), during the past decade, from just under 10% to close to 15%; this percentage of African American students is the largest among all four-year institutions of higher education in Indiana except for Indiana University's branch campus in Gary. The University's commitment to diversity is evidenced, as well, through policy and actions, including extending its benefits packages to same sex domestic partners in 2005. The curriculum also includes an emphasis on diversity; for example, the Foundational Studies program has four learning objectives for Global Perspectives and Cultural Diversity.

- Further evidence of ISU's commitment to diversity is found in the various programs and initiatives that have been launched or enhanced since the arrival of the current President in 2008. Two notable examples include: separation of the diversity policy and enforcement mechanisms, giving each greater visibility and resulting in the creation of a new position, University Diversity Officer; and establishment of a University-wide Council on Diversity. Both the Diversity Officer and Diversity Council have been very active and several of their recommendations had already been implemented or were in the process of implementation during the team visit.

- The University's participatory governance structure begins with the Board of Trustees, a nine-member body, including a student, whose members are appointed by the Governor for four-year terms (the student Trustee serves two

years). The overall operation of the institution is delegated to the President who works with various senior level executive officers. Faculty governance permeates the University and faculty governance structures operate at all levels, including through a Faculty Senate. Generally, the faculty has primary authority for the curriculum and administration has primary authority for financial management and personnel. However, both policy and decision-making in many areas are informed by both groups, as evidenced, for example, in the recent review and revision of the General Education program that resulted in the new Foundational Studies program, launched fall 2010, as well as in the review of academic programs that reduced the overall number of such programs.

- In terms of staff-related governance, ISU has a Staff Council that meets regularly to discuss matters of interest and concern and to develop recommendations for the faculty and administration. This Council is represented with a speaking (non-voting) seat on the Faculty Senate. The visiting team heard from several staff members who commented that staff is regularly included in institutional initiatives and feel much a part of the University, particularly during the past three years since the arrival of the current President who has created a more inclusive environment.

- Students are actively engaged in shaping the University through a representative student government (Student Government Association – SGA), contributions to a variety of faculty committees, and participation in numerous student organizations. Graduate students are represented through the Graduate Student SGA; this Association has a speaking (non-voting) seat on the Faculty Senate. One example of student leadership and governance during the past ten years involved the passing of a student referendum to build a new Student Recreation Center to be paid entirely by student fees; the referendum worked itself through the governance system, including approval by the Board of Trustees, and this center was opened in July 2009. Students are regularly involved in discussion of critical institutional issues, including mission and tuition. Additionally, students have a direct voice on the Board of Trustees through the student Trustee.

- ISU's commitment to operating with integrity is found in various policies and documents, including, for example, the Code of Student Conduct, Student Judicial Program, Promotion and Tenure Policies, and Affirmative Action Policy and Procedures, among several other policies. The University provides various resources and training opportunities to support its commitment to operating with integrity. ISU monitors its integrity through several means, including both internal (e.g., Internal Auditing Office) and external (e.g., audits and reviews) structures.

- The University's commitment to operating with integrity is also demonstrated through the avenues it provides its students and employees to address conflicts and grievances. Although ISU "seeks to resolve most issues through informal procedures," formal policies and procedures are in place for students, staff and faculty and they are readily accessible on the University's website. Additionally, a University Ombudsperson is available to students to help resolve grievances or complaints.

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

   - Although ISU has demonstrated commitment to diversity through its policies, practices and results (particularly with African American students), the University continues to face challenges, as do most U.S. colleges and universities, in continuing to diversify its faculty and administration. For example, as of fall 2010, just five percent of the tenure-track faculty members were from historically underrepresented ethnic/racial populations (excluding Asian Americans who alone comprised nine percent). Additionally, of 21 faculty members hired FY2009-10, although the gender representation was almost even (10 females and 11 males), only one of the hires was from historically underrepresented populations. The University strategic plan identifies faculty diversity as one of its six strategic goals, indicating that the institution also recognizes the need for and desirability of a more diverse faculty body.

   - Diversity seems to be narrowly defined at ISU, focused primarily on African American students, and not thought of as encompassing several other groups normally included under this umbrella term, such as people with disabilities.

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

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

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

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

1. **Evidence that Core Components are met**
   - The University recognized its decline in enrollment, lack of distinctive identity and the challenge posed by the significant enrollment growth in the Ivy Tech Community College system and in the Terre Haute Ivy Tech in particular. Through a series of strategic plans that have built upon one another, ISU has worked to create a distinctive identity, revising its mission toward a focus on experiential learning and community engagement. This focus has gained broad acceptance, and has resulted in the institution's recognition by the Carnegie Foundation as one of 62 in the nation named as new Curricular Engagement and Outreach and Partnerships institutions as well as in significant enrollment growth during the current year.

- A new position, Vice President for Enrollment Management, was created to help the University achieve its enrollment objectives. Following new marketing efforts, undergraduate enrollment has recently increased. Because some instructional capacity for this enrollment growth was already available, this additional enrollment will provide enhanced revenue for ISU without greatly increasing costs. Additionally, ISU is likely to have a continued viable market for increased student enrollment. As such, the University is planning for serving its share of this population through both campus and distance education programs.

- Freshman enrollment increased dramatically in fall 2010 against a background of long-term decreases in first year retention and substantial staff cuts. Goal One of the ISU Strategic Plan includes indicators of student success such as increases in first year retention and six year graduation rates. The University implemented several new retention initiatives, including employing Mapworks software and enhanced learning communities, evidence that ISU is aware of, and is addressing challenges likely to be faced in retention.

- The University has conducted an evaluation of its entire curriculum. This evaluation was initiated as a result of the 2000 HLC report recommending that ISU reduce its programmatic offerings in order to focus on a narrower set of distinctive programs, as well as the concomitant mandate from the Indiana Commission on Higher Education that institutions review programs with fewer than ten graduates in the past five years for viability. Several - majors (e.g., sociology) were eliminated and are no longer available to students. Other programs were reorganized, with multiple majors eliminated and offered as concentrations with a single major, for example, Spanish, German and French are offered under the Language Studies major. Faculty confirmed that this reorganization had resulted in real efficiencies and in fewer but stronger programs.

- ISU has developed a strategic plan that builds on progress made over the last decade. The plan ties specific initiatives to broad goals, and sets forth metrics to track progress toward meeting each of the goals. This plan was developed after the current President joined the University in 2008. Meetings with faculty and staff indicate excellent support for the strategic plan and awareness of the metrics. The plan itself is ambitious, particularly in areas like improvement of student success. ISU monitors progress towards its objectives and has truly engaged the University community in this process.

- The University's strategic plan provides for investment of financial, human and other resources in programs of national or regional distinction. For example, these programs are scheduled to receive additional funding totaling $5M in the years 2010-1014. Further, vacated faculty lines revert centrally to Academic Affairs, providing this office with additional means to invest in institutional priorities.

- ISU engages in sound financial practices and is a good steward of resources, as

evidenced, for example, by its A1 rating from Moody's Investor Service and its AA rating from Fitch. The University has taken steps to ameliorate the shrinking state budget support, and net assets have grown, in part due to increased gift income, including through the institution's first-ever capital campaign. ISU's current CFI has decreased from 5.1 in 2007 to 3.2 in 2010, but clearly the institution remains financially strong. The University responded to decreased state appropriations by reducing staff and decreasing faculty hires, while continuing to make selective replacements and investments in faculty. Increased enrollment will also strengthen the institution, which derives approximately 20% of its total revenues from this source. ISU received a clean audit in June 2009, the most recent audit, and appears to have appropriate internal controls.

- Diversifying and enhancing revenue sources, including increased gift and contract/grant income, is one of ISU's strategic goals. The University split its advancement arm into a separate 501(c)(3) corporation, the ISU Foundation, two years ago. The Foundation initiated ISU's first-ever major capital campaign and has raised about $61 million towards its December 2011 goal of $85 million.

- ISU employs standard enterprise systems, such as Banner, to monitor its activities. These systems were brought online several years ago. Staff members seem very capable and knowledgeable, employing appropriate financial and institutional management processes and procedures.

- The University has a very well-developed Facilities Master Plan for the period 2009-2029). The University recently completed it its 1989 Master Plan and appears to have done so very effectively. The Facilities Management Group is clearly an experienced group that has dealt with the challenges of shrinking budgets and staff reductions very effectively. They maintain prioritized lists of projects for renewal and replacement, and they use industry-standard methods of allocating resources. Facilities management has embraced sustainability initiatives and even contributes to community engagement by having facilities staff members participate in classes and by hosting student interns.

- The facilities at ISU seem quite appropriate for the mission and activities of the institution. Even under constrained financial resources, the University has continued to improve its facilities and overall has excellent space, particularly in recently remodeled buildings, such as the College of Education, and in new facilities, including the Recreation Center and plans for remodeling a building for the Business School. Additionally, plans are underway to renovate student housing. One can be confident that ISU will continue to devote attention and resources to maintaining and improving the physical plant and to provide appropriate facilities for its programs and activities.

- ISU is paying greater attention to Continuing and Distance Education. For example, it recently reorganized this function into a centralized unit headed by a new Dean. Approximately 10% of the University's credit hours are generated by this unit and the University expects this percentage to increase in the coming years. The Dean of Extended Learning is in the process of developing a

comprehensive strategic plan for this area, including software and server capacity.

- The University collects a comprehensive array of data to support decision-making, improvement and planning. This information gathering includes, for example, faculty and student survey data, reviews of academic, administrative and support units and dashboard indicators related to the goals in the University's Strategic Plan.

2. **Evidence that one or more specified Core Components need organizational attention**
    - None required.

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

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

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

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

1. **Evidence that Core Components are met**
    - Indiana State University has developed a comprehensive and articulate assessment strategy for the institution. Learning outcomes are in place for most academic programs at both the undergraduate and graduate level. Student Affairs also has an assessment process in place and programming is now specifically tied to strategic initiatives. Non-academic units also participate in the assessment process. ISU has a strong commitment to assessment; for example, an Assessment Director has been in place since 2004 and the Board of Trustees created the Assessment Council as a standing committee of the University. The Council has established its own goals and outcomes for assisting the University with assessment efforts and has a variety of activities and initiatives underway. Routine communication about assessment topics occurs in *Sycamore.net*, a print publication of the Center for Instruction, Research and Technology, Cunningham Memorial Library, and the Office of Information Technology. In addition, the University has recently invested in an assessment software package to assist with the

tracking of assessment processes, outcomes and programmatic changes related to those outcomes.

- The new general education program (Foundational Studies) has learning outcomes and a strong system of review to ensure that courses clearly reflect the learning outcomes of Foundational Studies. Syllabi for courses in this program include the Foundational Studies learning outcomes, the learning goals of the course, and an explanation of how the two are related to each other. The syllabus is one means by which the University communicates with students about the purpose of Foundational Studies. The University has begun to gather data on student performance in Foundation Studies classes for benchmarking purposes.

- ISU recognizes the centrality of teaching through its mission statement and has in place the necessary and appropriate professional development opportunities for its faculty. New faculty voiced strong enthusiasm for the year-long, new-faculty orientation provided by the Center for Instruction, Research and Technology. In addition, the Center provides instruction and support in the use of various technologies as well as more traditional pedagogical workshops. The University also provides between two and four awards each year for outstanding teaching. The Community based Learning and Scholarship Award is reflective of ISU's institutional mission and focus on experiential learning and community engagement.

- The University proactively maintains and improves its learning environments. There have been several related initiatives such as creating a common gathering space for students in the library, and recent renovations to the athletics facilities. Athletic facilities are shared with intramurals and other recreational programs on campus. There is a well-funded program to improve residence halls, develop smart classrooms, and a $10M classroom renovation project. Undergraduate students are required to have laptops and instructors are also provided with laptops. There are wireless nodes throughout the campus and improved smart classrooms. ISU recently expanded the Writing Center by opening a second location in the library.

- ISU has committed resources to support student learning through the creation of its Unified Undergraduate Student Success Program. Aimed at raising retention and graduation rates, the collaborative program includes a variety of support services for students, including areas within the Division of Student Affairs, Residence Life, and Academic Advising. In addition, the institution has begun using MAP-Works to identify those students who might need early intervention in order to be successful. There is wide institutional support for the Student Success initiative. People characterized it as being a collaborative program with a specific focus. Student Affairs staff reported increased collaboration with faculty and more referrals from faculty to their services since the Initiative was developed.

- The Academic Support Program within the Student Academic Services

Center (SASC) engages in a variety of initiatives to support student athletes, including study hall, a mentor program, and an early warning system. The retention and graduation rates of student athletes is over 90% and 70% respectively, placing ISU in the top tier of public institutions in the Missouri Valley Conference.

2. **Evidence that one or more specified Core Components need organizational attention**
   - None required.

3. **Evidence that one or more specified Core Components require Commission follow-up.**
   - Although ISU has undergone a great deal of transition and change since the last accreditation review and while it is understandable that transitions would impact assessment initiatives, the team found very little in the way of sustained assessment from the time of the last accreditation review. While the institution has done much work in this area and has many structures in place to ensure quality, most initiatives are relatively recent. Non-accredited degree programs are still very uneven in their assessment of student learning, ranging from those that have used assessment data for program improvement to those that have only just defined learning outcomes. A discussion of the Foundational Studies program in the Self Study Report indicates that assessments for that program were developed prior to the implementation of the courses; however, on-campus discussion with curriculum representatives indicated that these assessment methodologies are not yet developed.

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

   Recommendation of the Team
   Progress Report on the Assessment of Student Learning.

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

1. **Evidence that Core Components are met**
   - Internal programmatic evaluation is a commonly accepted part of the academic culture at ISU. The Overall learning objectives for Foundational Studies (the new general education program) will be evaluated every three years, as will each course in the "ways of knowing" category. All non-accredited graduate programs are evaluated on a mandatory, five-year cycle; accredited programs are evaluated on the cycle commensurate with their accrediting body. As a result, there is a reflective, self-evaluative philosophy that guides and supports the links among learning objectives, curricula, content, and course conduct.

- ISU Deans, Department Chairs and faculty began use a common platform for reporting and analyzing faculty scholarship, and for compensation and other personnel decisions. The web-based, data collection and reporting system Digital Measures, a software tool designed to allow faculty to report scholarly work and tag activities with descriptors that show a relationship to programmatic goals, was adopted for tracking and reporting faculty activity. The intent was that a common software platform would encourage transparency and equity in decision making. Although this intent remains, ISU's implementation of the platform, Digital Measures, was not successful and the system was abandoned. A new digital reporting platform is being designed and is expected to be implemented during 2011-12.

- Faculty scholarship at Indiana State University is reported in many ways. Faculty members are regarded as, and are expected to perform as, active scholars in their field. Specifically, ISU requires an active research agenda for faculty members. Over the 2006-09 four-year period, for example, the average ISU faculty member published a paper or book review every third year and presented a paper at a disciplinary conference every other year. During this same period, the University graduated 65 doctoral students per year, about one per 10 faculty members.

- Indiana State University supports scholarly growth of its faculty in many ways. Faculty members are encouraged to take sabbatical leave to refine and/or further develop their teaching and scholarship. In an average year, 31 of the approximately 400 full-time faculty members are on sabbatical leave. ISU supports those on leave by providing full salary and benefits for semester leaves and 60% salary and benefits for full-year sabbaticals. The Office of International Affairs provides travel support for faculty involved in international work, supporting an average of 23 trips per year. The administration also offers seed grants (an average of 18 grants per year across the institution) to assist faculty in generating proposals for external funding. Collectively, this evidence suggests that ISU uses a range of means to support faculty scholarship, and that support is spread quite widely among the faculty of the institution.

- There is clear evidence that Indiana State University values its faculty members and their contributions. The University-wide Theodore Dreiser Award and the College of Education's Reitzel Award recognize distinguished performance in research. The College of Arts and Sciences Distinguished Professor Award recognizes lifetime achievement. A series of other awards recognize achievement and/or support for the University as well. Such recognition of accomplishment and contribution builds a stronger community and strengthens individual members of the community.

- The University uses a wide range of programming efforts to ensure that its students are prepared to succeed in a highly challenging, rapidly changing, and technologically, culturally, linguistically and ethnically/racially diverse society. All students are required to take three integrative electives, complete at least one foreign language class, and complete a class in diversity within the Foundational Studies program. ISU students gain an understanding of

information technology through a range of teaching and learning pedagogies, and have many opportunities to participate in co-curricular and experiential learning activities to broaden the depth of their knowledge and experience.

- Accredited programs at ISU actively engage various external stakeholders, including both their accrediting bodies and their disciplinary constituents to ensure that programmatic and curricular offerings meet societal needs. Non-accredited programs at the University conduct surveys of employers and alumni. The institution also has a series of planning and guidance committees, each of which includes designated representatives from alumni groups and from specific subsets of society such as higher education or other outside employers.

- Faculty members at ISU conduct a wide range of scholarly activities. Federal and state guidelines encourage that faculty members comply with a range of guidelines under the broad term Responsible Conduct of Research (RCR); such compliance is required by NIH. ISU's Self Study Report and on-campus discussions make it clear that research involving animals is properly overseen by an IACUC; similarly, research involving human subjects is properly overseen by an internal IRB. Graduate students are involved in discussions about professional behavior (e.g., ethics, plagiarism, authorship) but there is no active forum that engages faculty in such discussions.

- It is clear that ISU values scholarship of both students and faculty. There is evidence that the University supports faculty research both internal and external to the classroom. For example, faculty sabbatical leaves continue generally at the same rate during times when programs and faculty lines are being reduced; faculty have support for grants from the University Research Committee, the University Arts Endowment Committee, the Lilly Endowment Funds, and the Office of International Affairs. In addition, faculty members have access to travel funds and support from the Office of Sponsored Programs and the Center for Instruction, Research and Technology. ISU provides support for student research through several colleges (e.g., Bayh College of Education) as well as sponsoring the Research Showcase of the College of Graduate and Professional Studies with a funding pool, and annually providing support from the College of Arts and Sciences for undergraduate research. Financial support for student scholarship also is provided by the Office of Sponsored Programs, the summer undergraduate research experiences, and Academic Affairs.

- There is clear evidence of support for, and progress being made in, the area of diversity at all levels of ISU. Several organizations within the University are working at the faculty, staff and student levels to integrate diversity into the workplace, campus life, and curriculum. This is evident from events programming; study abroad courses; the types of students, faculty and staff on campus; and the multiple conversations occurring and actions being taken as a result of those conversations. Efforts such as bringing in outside consultants to advance actions in support of diversity, strengthening search committee focus on diversity, specific diversity plans, and specific recent hires all clearly demonstrate the enthusiasm and commitment to diversity the University shares.

- ISU has integrated lifelong learning into curricular and co-curricular areas involving social responsibility and preparation to function in a diverse world. For example, the University has developed a general education curriculum (Foundational Studies) that addresses the lifelong learning required for students entering a diverse society. The articulated learning outcomes for

the program's 13 ways of knowing demonstrate the diversity, skills and professional competency that serve as the basis for this curriculum. External constituencies are involved with program reviews and accreditation of professional programs. ISU has created the Leadership Learning Community, a co-curricular effort sponsored by Residential Life, as well as theme-based housing for students based on their major. Also, there are extensive opportunities for students to participate in community service and experiential learning throughout the year, including during the week of spring break.

2. **Evidence that one or more specified Core Components need organizational attention**
   - None required.

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

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

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

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

1. **Evidence that Core Components are met**
   - The University actively involves external community constituencies in its planning and decision-making. In addition to the President's Advisory Board, the colleges of Business; Education; and Nursing, Health and Human Services maintain advisory boards that meet regularly. The most recent strategic planning process that took place following the inauguration of President Bradley in 2008-2009 involved meetings with local Kiwanis, Rotary, Terre Haute Economic Development Corporation, CEOs of other institutions of higher education in the region, county school principals, Downtown Terre Haute, Leadership Wabash Valley, Indiana Economic Development Conference, and the board of the local Chamber of Commerce. Review of minutes of advisory committee meetings and interviews with representatives of many of these organizations confirmed the legitimacy of their input into the ISU planning process and their appreciation of the University's contribution to the larger community.

   - The University has made community engagement and experiential learning the overarching theme of its mission. The Board of Trustees expressed commitment to the mission by instructing the 2007-2008 presidential search committee to interview only those candidates who expressed commitment to the engagement mission. The University makes its resources (e.g., libraries, recreation facilities, performance halls, clinics) available to the general public. It also takes initiative in continuously scanning the needs of its constituents

through the use of advisory boards, surveys, and community-based research and service projects. The evidence drawn from the Self Study report, analyses of numerous documents and interviews with community leaders and University personnel demonstrate the institution's active participation in mutually beneficial community engagement projects and activities.

- The University has placed significant resources behind its commitment to community engagement and experiential learning. For example, it created the position of Associate Vice President for Academic Affairs for Experiential Learning/Community Engagement and expanded the Center for Public Service and Community Engagement. This Center was created to serve as a "front door" to Indiana State University. Its purpose is to enhance the quality of life in the Wabash Valley and State of Indiana by providing access to the services and programs of the University to nonprofit and for-profit organizations, governmental agencies, and citizens. It provides consultation and referral services for individual students, staff, and faculty who are interested in community engagement projects. Review of budgets and annual reports and interviews confirm institutional commitment and capacity to engage identified constituencies.

- Student recruiting and other marketing materials emphasize the importance of creating an educational environment that is responsive to the needs of the community and state and centered on application of student learning to real-world issues and resolution of community problems. TV ads emphasize hands-on learning and other marketing materials discuss the opportunity for students to apply their learning to real world situations. The curricula of many of the professional programs include clinical work in the community. These include, for example, social work, teacher education and nursing. In addition, internships, cooperative education, clinical courses, and service-learning are widely available to students throughout the University. Also, ISU is in the process of creating a service-learning scholars program that will incorporate service-learning coursework and co-curricular community service. Interviews revealed strong institutional support of this two-year program that will include coursework, reflection on the meaning of service, and the direct application of the student's content major to specific community needs through a Sustainable Service Project. Interviews with students and faculty confirmed widespread knowledge of opportunities that provide learning while meeting community needs.

- ISU systematically responds to the many community constituencies that depend upon it for service and has significant engagement with other educational providers and community leaders within the region to assure an integrated system of education. In recent years, the University has been simplifying its transfer policies (e.g. the new Foundational Studies program was designed to accommodate transfer students). The University Library is partnering with the county public library and the libraries of Rose-Hulman Institute of Technology and Saint Mary-of-the-Woods College to expand access for patrons to the materials belonging to all four libraries. There are several institutional efforts to engage the business community and local government to support economic development. ISU is a member of Terre Haute Innovation Alliance, a partnership among ISU, the city of Terre Haute, the Terre Haute Economic Development Corporation, and Rose-Hulman Institute of Technology. ISU's Center for Business Support and Economic Innovation serves as a business incubator, providing services to companies

that are in the process of developing or expanding their products. The primary goals of this Center, as well as of several other campus programs and initiatives, are to engage students in hands-on projects and to create jobs for the local economy.

- The larger community clearly values the contributions of Indiana State University. Numerous examples were provided and verified about the positive impact of ISU faculty, staff and students on the greater Terre Haute region. Representatives of the arts, health, business, human services, education and recreation communities testified to the vibrancy of the two-way interaction between the University and their organizations.

- The fact that ISU undertook a special emphasis self study that focused on community engagement and experiential learning further demonstrates the University's commitment to outreach, engagement and service.

2. Evidence that one or more specified Core Components need organizational attention
   - Not required.

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

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

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

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status
No change.
   Rationale for recommendation: The institution did not request any changes nor did the team find any reason for recommending changes.

B. Nature of Organization

1. Legal status
No change.

2. Degrees awarded
No change.

C. Conditions of Affiliation

1. Stipulation on affiliation status
No change.
> Rationale: The institution did not request nor did the team find any evidence to recommend any changes.

2. Approval of degree sites
No change.
> Rationale: The institution did not request nor did the team find any evidence to recommend any changes.

3. Approval of distance education degree
No change.
> Rationale: The institution did not request nor did the team find any evidence to recommend any changes.

4. Reports required

Progress Report on the Assessment of Student Learning
> Report is due by December 31, 2013.

Rationale
> Although ISU is engaged in several important assessment initiatives, most of these are quite recent and there is little or no available outcome data. In some cases, such as the general education program (Foundational Studies), even the outcome measures are yet to be developed. Overall, outcomes assessment is very uneven at ISU.

Expectations
> This report should provide an update on the implementation of the assessment program for the Foundational Studies Program (general education) with at least one year of data, as well as an update on assessment activities which reflect at least one year of data collection, analysis and anticipated use of results for all academic programs at both the undergraduate and graduate level.

5. Other visits scheduled
None required.

6. Organization change request
No change.
> Rationale: The institution did not request any changes.

D. Commission Sanction or Adverse Action
   None

E. Summary of Commission Review
   Timing for next comprehensive visit: academic year - 2020-2021.

   Rationale for recommendation: Indiana State University continues to meet the criteria for accreditation as established by the Higher Learning Commission of the North Central Association. Furthermore, the evidence reviewed by the team lead us to believe that the institution will continue to do so.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS
   None

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Indiana State University
Terre Haute, Indiana

November 15-17, 2010

FOR

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

EVALUATION TEAM

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Contents

I.   OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

Indiana State University underwent several changes during the past ten years, including several years of decreases in enrollment, two changes in presidential leadership, an important revision of the mission statement, and reductions in state appropriations. All of these changes had consequences on the institution and its students and employees. Still, the University persisted and now appears to be on an upswing. For example, at the time of the team visit, ISU was experiencing stability in presidential leadership as well as relatively new and able leadership in various colleges and programs. Enrollment had increased significantly from the previous year, a pertinent strategic plan was being implemented, and the University's renewed emphasis on community engagement and experiential learning had energized the University's internal and external communities. Thus, ISU is well poised to continue to strengthen its programs and activities.

II.   CONSULTATIONS OF THE TEAM

In this section, the team comments and provides advice on various topics. We begin with the themes of the self study's Special Emphasis and follow with various other topics (listed in alphabetical order). We hope that ISU finds these comments and recommendations helpful as it continues to make changes to better prepare its students for life and work.

Special Emphasis: Community Engagement and Experiential Learning

Indiana State University chose to conduct a special emphasis self-study. With approval from the Higher Learning Commission, ISU's self-study explores the integration of community engagement and experiential learning into virtually all aspects of the University's operations.

The University is to be commended on the exemplary way in which it has responded to the 2000 self study and forged a unique, distinctive identity for itself. The mission and vision statements and the 2008 strategic plan build on a 2004 strategic plan that began the institutional emphasis on community engagement and experiential learning. ISU seems well on its way to institutionalizing the changes that have taken place over the past few years.

ISU leadership should remain vigilant, however, that the efforts in place are sustained. The Board of Trustees clearly supports the institutional mission. The overlapping terms of the members will provide institutional memory for the foreseeable future. Senior leadership, particularly the President and Provost, demonstrate clear commitment to the mission. ISU is well on its way to changing its internal culture to embrace community engagement and experiential learning. That culture change will continue to be threatened by the traditional hierarchy in higher education that holds community engagement secondary to traditional scholarship, particularly published research.

The self-study special emphasis was designed to give Indiana State University an opportunity to reflect on ways to expand and deepen its commitment to community engagement and experiential learning in the realms of mission, leadership, community involvement, external and internal communications, organization and structure, funding, faculty involvement, promotion, tenure, hiring, employee evaluation, student

involvement and curriculum. The University rated itself on each of these factors and identified challenges to, and opportunities for furthering its mission.

The following suggestions are made with recognition of the success that ISU has already accomplished in emphasizing its special emphasis and in identifying challenges.

- Create one or more "distinguished professor of community engagement" positions. Perhaps resources from the current capital campaign could support these positions to bring attention and recognition to institutional support for community engagement. Distinguished professorships both call attention to, and highlight an institution's identity; thus, a distinguished professorship of community engagement would clearly communicate ISU's exceptional commitment to this aspect of its mission.

- The team strongly recommends that ISU closely monitor implementation of tenure and promotion guidelines to ensure that they recognize community engagement and experiential learning as legitimate criteria for awarding tenure and promotion.   Faculty behavior will not change without explicit inclusion of desired activities in the recognition and reward structure. ISU is aware of this and colleges are revising their promotion and tenure guidelines to include community engagement and experiential learning. Still, wording is necessarily vague to accommodate disciplinary differences and it will take vigilance on the part of faculty and academic leaders to instill the appropriate recognition of nontraditional scholarship.

  Based on the four Promotion and Tenure (P&T) documents the team reviewed, the significance of community engagement and experiential learning is not clearly portrayed today. For example, the P&T criteria for the Bayh College of Education contain a sentence stating that experiential learning and community engagement are central to the University and that faculty members are encouraged to become involved in those areas. However, none of the examples of the documentary evidence that might be included in the dossier for Assistant, Associate or Full Professor include community engagement or experiential learning. P&T criteria in the Department of Applied Health Sciences, the Department of Applied Medicine and Rehabilitation, and the Department of Social Work all include community engagement and experiential learning among the list of types of activities a faculty member might wish to include in the P&T report. There is no stipulation, however, that a faculty member must engage in either activity to receive promotion, and often those two areas are included under the service component of the instructions.

  The team was repeatedly told during meetings that most faculty appointments are 80:10:10; teaching: research: service. The team was also informed that faculty members are not under any obligation to report their work in community engagement or experiential learning as part of their annual review, although they might be encouraged to do so and might be rewarded for doing so. If the University is committed to these areas as part of its mission and identity, as it has communicated through its mission, values and goals statements, the team strongly encourages the leadership to more forcefully encourage (require) Chairs and individual faculty members to engage in, and annually and systematically report their activities in community engagement and experiential learning. Such reporting will empower analysis and decisions.

Questions of quality control will inevitably be raised. To address this concern, the University might consider development of methods of external review of engagement scholarship. This might be an issue for the Carnegie community engagement classification institutions to discuss.

- ISU should be aware of the danger of placing undue burdens on local nonprofit agencies and businesses as more and more students seek experiential learning opportunities. This may require conversations among the Center for Community Engagement, the academic departments and the Foundational Studies office about appropriate coordination and control of internships and other experiences. The team saw no evidence that this is an issue at this time, but it could become problematic if undergraduate enrollments continue to grow.

- The University should also carefully monitor its relationships with community organizations. The institutional commitment to community engagement has been exemplary and expectations are increasing. ISU should be careful not to promise more than it can deliver. Nor should it allow the quality of student learning experiences or the quality of services provided to community constituents to fall below acceptable standards because demand exceeds supply. Again, we saw no evidence that this is a problem at the present time. Community constituents are clearly satisfied with, indeed, they spoke very highly of ISU's community engagement and experiential learning contributions. Clearly, the University has a strong interest in making sure that this continues to be the case.

- As a form of engagement, the University might consider engaging students in the area of sustainable systems within the built environment and operations of the campus, a commitment that is evident in the Master Campus Plan in regards to LEED certification. A movement among higher education institutions called the American College and University Presidents' Climate Commitment calls institutions to become more intentional in reducing their campus' carbon footprint by monitoring and modifying daily operations of both classrooms and residential facilities (see: http://www.presidentsclimatecommitment.org/). This engagement is taking place with students, faculty and operations management in many institutions of higher education across the United States and is being led by presidents of these institutions. It has bonded students and administration in an effort to reduce the carbon impacts on campus. Additionally, it serves as a means for active student involvement on campus and serves as a learning tool when there is active faculty involvement in the process.

  A parallel effort conducted on campuses around the nation is called Greening the Campus; in this case, the focus is on the use of the campus landscape in teaching and scholarship. Numerous teaching and student research examples of this effort have been published in the literature and the biennial Ball State Greening the Campus Conference offers students and faculty a venue for sharing their work in this field.

- In the long run, ISU can increase its national prominence as an institution committed to community engagement and experiential learning by exploring methods to measure the University's contributions to community indicators (e.g. birth weights, high school graduation rates, low crime rates, environmental quality, quality of life). This is a difficult problem complicated by numerous

confounding factors, but it is an interesting challenge for an institution willing to make the effort.

Assessment

- ISU has undergone a great deal of transition (e.g., in leadership) and change (e.g., mission emphasis) since the last accreditation review. In this context, it is understandable that these transitions and changes would impact assessment initiatives. While the team lauds the institution for conducting some assessment activities during this period as well as for developing learning outcomes and its thorough course vetting system for Foundational Studies (the new general education program), it appears that much of the assessment effort, at both the institutional and departmental levels, was abandoned. During the past couple of years, the assessment effort has been picked up again and much recent activity can be noted. The team is concerned that the cycle might continue (i.e., much activity followed by little or no activity) before assessment can be fully institutionalized as part of the University's culture. Thus, the team strongly recommends that ISU continue to devote attention and resources to this area so that it is able to develop and implement a complete and robust assessment program.

Distance Education

- The team was impressed with the new leadership in the Continuing and Distance Education program and with all of the activity currently underway in this unit. As the University continues to develop this area, we recommend that attention be paid to two areas: 1) the quality of the courses and programs offered via distance education should be systematically and regularly assessed, including comparisons with on-campus courses and programs; 2) the qualifications of the instructors.   Instructor qualifications in the dual enrollment programs, should be especially closely monitored. Although the team believes that the Dean of Extended Learning is committed to paying attention to these issues, the team wants to underscore the importance of doing so for purposes of quality assurance.

Enrollment Management

- ISU will be well served to develop an integrated and comprehensive strategic enrollment management plan. Such a plan will provide guidance to the University's future growth. It is essential and critical that the University be sensitive to its mission, the demands of enrollment growth, retention initiatives and crucial support systems, infra-structure enhancements and essential academic needs. Additionally, enrollment increases need to be monitored to assure that the level of student services does not decline. There is general consensus that ISU cannot sustain its commitment to excellence without careful planning for increased student growth. Staff is thin in critical areas and classrooms are becoming crowded. The University's commitment to student success and a quality educational experience should not be compromised by growth that is beyond the institution's capabilities.

Faculty Annual Performance Evaluation and Reporting

- The team strongly encourages ISU to implement an annual faculty evaluation process that requires all tenure track faculty to annually document and report their accomplishments in all three areas: teaching, research and service, including community engagement and experiential learning. The evaluation process would operate annually, even in years when the University many not be able to make salary adjustments (in years when raises are not available, the data could be carried forward and averaged with the year when such funds are available). An annual performance evaluation of all employees, including faculty members, is a critical component of "best practices" in higher education.

- The University has had mixed success in using Digital Measures as a platform to track and report faculty productivity, partially because some faculty have been hesitant to adopt the platform. To better understand faculty productivity, the team suggests that ISU consider a tracking system that is user-friendly and that every faculty member be required to participate in the electronic update annually. Such a system should readily accept information on the University's areas of special emphasis and strategic plan goals for faculty productivity, including experiential learning, engagement and community-based learning. ISU apparently has made progress on selecting a new scholarly-tracking system and predicts that the new system will be operational by January 2012. The team encourages the faculty and administration to ensure that the new system meets the criteria and goals described above; not doing so will significantly decrease the probability the new system will be accepted and used.

Faculty Size

- Data from the National Center for Education Statistics Integrated Postsecondary Educational Data Systems show that the number of tenured faculty members at ISU has stayed fairly constant over the past five years (307 in 2005 and 308 in 2009 with some fluctuation between), but the number of non-tenured, tenure track faculty has dropped significantly (162 in 2005 to 121 in 2009). We understand that the University has had to make very difficult financial decisions; however, the team is concerned about the trend in tenure and tenure-track faculty, and we believe the institution should be concerned about the long-term impact of such a reduction of the tenure track junior faculty.

Institutional Research

- The office of Institutional Research operates primarily as an office of reporting, completing federal and state reports, submitting data to publishers and other external bodies, and compiling statistics for the campus at large. Given the number of new initiatives at the University, additional emphasis on institutional research that informs the campus regarding the success of these initiatives is critical. Thus, in addition to continuing to do the work currently performed by this office, the team encourages the institution to think carefully about the possibility of adding staff of this office as well as refining the emphasis of institutional research.

Research

- ISU's Self Study report and on-campus discussions make it clear that research involving animals is properly overseen by an Institutional Animal Care and Use Committee (IACUC) and that research involving human subjects is properly overseen by an Institutional Review Board (IRB). However, the Self Study report

does not address Responsible Conduct of Research (RCR); it does not address (nor was it clear from the interviews) the ways the University engages its faculty members in conversations about research ethics or professional behavior, or how graduate students are brought into conversations about the many gray areas they will face in their professional lives. Those conversations are central to the success of scholarly programs and clarifying ways those conversations are held at ISU would make more clear the degree to which its graduates are prepared to enter a complex workforce.

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

Committed Faculty and Staff
Students spoke very highly of the caring nature of the faculty and staff. They applaud the faculty for challenging them in the classroom. A dedicated staff is valued for being student-centered and having a one-stop model for problem-solving. Students also commended the library for significant improvements.

School Spirit and Pride
"Sycamore Fever" appears to be contagious. Faculty, staff and students expressed a sense of pride and there is visible school spirit, including the fact that students wear ISU apparel and are involved in campus life.

Valued Leadership
The leadership of the current President has given the campus a new sense of optimism for the future and is valued by many in the faculty, staff and student body. The student leadership expressed appreciation for the visibility of the President on campus. Staff feels engaged in the process of planning for the future and the faculty values the harmony between the administration and faculty governance. Likewise, the community representatives spoke highly of the President's leadership and involvement in the greater community.

INSTITUTION and STATE: Indiana State University, IN

TYPE OF REVIEW *(from ESS)*: Continued Accreditation

DESCRIPTION OF REVIEW *(from ESS)*: Comprehensive Evaluation and Special Emphasis on Community Engagement and Experiential Learning.

DATES OF REVIEW: 11/15/10 - 11/17/10

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: A, B, M, S, D

TEAM RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: None.

TEAM RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS: The Commission's Streamlined Review Process is only available for offering existing degree programs at new sites within the state.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: By December 31, 2013; A Progress Report on the Assessment of Student Learning

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: No Change

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 1999 - 2000

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2010 - 2011

TEAM RECOMMENDATION: 2020-2021

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Indiana State University, IN

TYPE OF REVIEW *(from ESS)*: Continued Accreditation

_X__ No change to Organization Profile

Educational Programs

		Program Distribution	**Recommended Change (+ or -)**
Programs leading to Undergraduate			
	Associate	1	
	Bachelors	64	
Programs leading to Graduate			
	Masters	37	
	Specialist	2	
	First Professional		
	Doctoral	7	

Off-Campus Activities

In-State:		Present Activity:	**Recommended Change: (+ or -)**
	Campuses:	None	
	Additional Locations:	Carlisle (Wabash Valley Correctional Facility) ; Greencastle (Putnamville Correctional Facility) ; Plainfield (Plainfield Correctional Facility) ; Rockville (Rockville Correctional Facility)	
	Course Locations:	15	

Out-of-State:		Present Wording:	**Recommended Change: (+ or -)**
	Campuses:	None	
	Additional Locations:	None	
	Course Locations:	None	

Out-of-USA:		Present Wording:	**Recommended Change: (+ or -)**
	Campuses:	None	
	Additional Locations:	None	
	Course Locations:	None	

Distance Education Programs:

Present Offerings:

Bachelor - 13.1320 Trade and Industrial Teacher Education (Bachelor's (degree comp) in Trade & Industrial Teacher Education) offered via Internet; Bachelor - 15.0303 Electrical, Electronic and Communications Engineering Technology/Technician (Bachelor's (degree comp) in Electrical, Electronic & Communication Engineering T) offered via Internet; Bachelor - 15.0612 Industrial Technology/Technician (Bachelor's (degree comp) in Industrial Technology) offered via Internet; Bachelor - 15.0899 Mechanical Engineering Related Technologies/Technicians, Other (Bachelor's (degree comp) in Mechanical Engineering-Related Technologies) offered via Internet; Bachelor - 45.0401 Criminology (Bachelor's (degree comp) in Criminology) offered via Internet; Bachelor - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN) (Bachelor's (degree comp) in Nursing) offered via Internet; Bachelor - 52.0201 Business Administration and Management, General (Bachelor's (degree comp) in Business Administration) offered via Internet; Bachelor - 52.1001 Human Resources Management/Personnel Administration, General (Bachelor's (degree comp) in Human Resource Management) offered via Internet; Bachelor - 52.1701 Insurance (Bachelor's (degree comp) in Insurance) offered via Internet; Certificate - 13.0301 Curriculum and Instruction (Certificate (graduate) in Library Science) offered via Internet; Certificate - 13.1401 Teaching English as a Second or Foreign Language/ESL Language Instructor (Certificate (graduate) in Teaching English as a Second Language) offered via Internet; Certificate - 44.0401 Public Administration (Certificate (graduate) in Public Administration) offered via Internet; Certificate - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN) (Certificate (graduate) in Nursing) offered via Internet; Certificate - 52.1001 Human Resources Management/Personnel Administration, General (Certificate (graduate) in Human Resource Management) offered via Internet; Doctor - 15.0612 Industrial Technology/Technician (PhD in Industrial Technology) offered via Internet; Master - 13.1102 College Student Counseling and Personnel Services (Master's in College Student, Counseling and Personnel Services) offered via Internet; Master - 13.1307 Health Teacher Education (Master's in Health Teacher Education) offered via Internet; Master - 15.0303 Electrical, Electronic and Communications Engineering Technology/Technician (Master's in Electrical, Electronic and Communications Engineering Technology) offered via Internet;Videocassettes, DVDs, and CD-ROMs; Master - 44.0401 Public Administration (Master's in Public Administration) offered via Internet; Master - 45.0401 Criminology (Master's in Criminology) offered via Internet; Master - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN) (Master's in Nursing) offered via Internet; Master - 52.1001 Human Resources Management/Personnel Administration, General (Master's in Human Resource Management) offered via Internet

Recommended Change:
    (+ or -)
Correspondence Education Programs:

Present Offerings:

None