



INDIANA UNIVERSITY  
SOUTH BEND

# 2014

## ACADEMIC MASTER PLAN REPORT

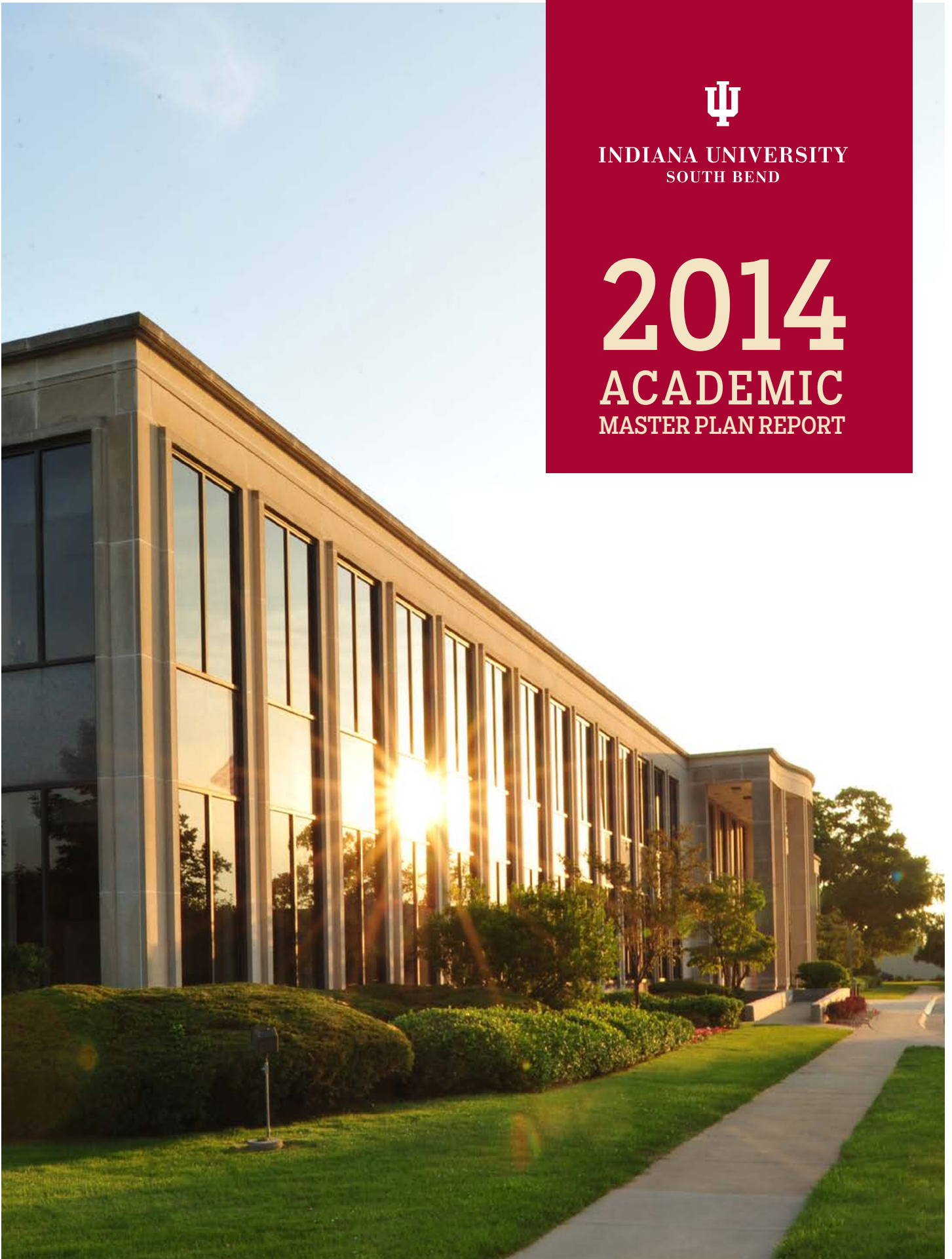




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## ACKNOWLEDGEMENTS

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The Chancellor also acknowledges the campus academic deans (Vicky Bloom, Marvin Curtis, Robert Ducoffe, Elizabeth Dunn, Marvin Lynn and Mario Ortiz) as well as Carol Massat, Director of Social Work, and Jerry Hinnefeld, Academic Senate President 2013-14, for their roles in supporting the work of the committee.

Many thanks to Biniam Tesfamariam, Office of Institutional Research, who provided the data on regional economic statistics and regional gap analysis. Thanks to Jeff Johnston, former campus Registrar, who provided student records data. Also thanks to Peggy Geik, Secretary to the Dean in Education, and Betsy Jaffee, Enrollment Services, who provided administrative support.

In addition, we appreciate the time and input provided by community business leaders and organizations that participated in the community forum. Finally, we would like to thank members of the The Chancellor's Advisory Board and various advisory boards from schools and colleges across the university for providing their input into this process.

## CHARGE OF THE COMMITTEE

The charge of the IU South Bend Academic Master Plan Committee was to:

1. Determine specific programs, departments, centers or other strategic initiatives—particularly at the graduate level—that may develop as the campus sets its future direction.
2. Identify the specific resource needs required for these programs (faculty, space, equipment, recruiting students).
3. Provide recommendations for prioritizing short-term and long-term goals based on internal and external sources of information.

The committee based its recommendations on the following sources of information:

- // Internal survey and discussions with each unit about their priorities for academic programs
- // Survey of regional businesses, non-profits, health care and educational institutions, and advisory boards for each unit regarding academic programs and employee skills needed
- // Survey of students and advisors on academic program needs, and data on majors of students who do not matriculate or who transferred out of IU South Bend between 2011-2013
- // Economic trends outlook – consulted regional and national reports, employer priorities for college learning, National Research Council Future Skill Demands Report
- // Gap analyses with regional institutions, peer institutions, and aspirational peer institutions
- // External requirements for programs: financial aid requirements, Indiana Commission for Higher Education (ICHE) requirements for new programs, possibilities for partnerships with regional campuses

## Members of Academic Master Plan Committee

**John McIntosh (AA)**  
*Executive Sponsor*

**Marvin Lynn (EDUC)**  
*Co-Chair*

**Deborah Marr (CLAS)**  
*Co-Chair*

**Cathy Buckman (ES)**

**Linda Chen (AA)**

**Susan Cress (EDUC)**

**Sharon Jones (CoHS)**

**Matt Kavanaugh (SGA)**

**Monika Lynker (CLAS)**

**Mario Ortiz (CoHS)**

**Matt Shockey (CLAS)**

**Ganesh Vaidyanathan (BUSE)**

**Jeff Wright (ARTS)**



## EXECUTIVE SUMMARY OF RECOMMENDATIONS

### IU SOUTH BEND ACADEMIC MASTER PLAN COMMITTEE

The committee was formed in the fall of 2013 by Chancellor Allison in collaboration with Jerry Hinnefeld, the President of Academic Senate 2013-14. The committee had eight committee meetings (October – April) and subcommittees were tasked with gathering information for each part of the report. The four subcommittees were:

**Planning and Prioritization Subcommittee**  
Marvin Lynn, Linda Chen and Jeffrey Wright

**Michiana Economic Outlook Subcommittee**  
Matt Shockey, Monika Lynker and Mario Ortiz

**Community Summit Planning Subcommittee**  
Deb Marr and Susan Cress

**Survey Research Subcommittee**  
Cathy Buckman, Sharon Jones & Ganesh Vaidyanathan

In October, academic deans were asked to work in collaboration with department faculty to determine existing program needs and interests. Academic programs responded to a survey developed by the committee. The information from the surveys was compiled into an excel file. Fifty-three proposed programs were included in the document.

Deans met with the Planning and Prioritization Subcommittee to begin the process of prioritizing the proposals. In some cases, proposals were

eliminated. In all cases, proposals were ranked in terms of their overall priority and feasibility for academic units.

The community summit planning subcommittee arranged a community forum with area community and business leaders, campus leaders, and academic deans to discuss proposed programs. The subcommittee conducted a survey with this group. Meanwhile, the Michiana Economic Outlook Subcommittee conducted research on the economic trends and occupational needs in the region. In addition, the committee worked with the Office of Institutional Research to conduct a regional gap analysis. The Survey Research Subcommittee conducted surveys with student leaders, the general student population and with professional advising staff. The subcommittee also compiled data from the National Student Clearinghouse that highlighted data on students who leave IU South Bend in pursuit of academic programs at other colleges and universities. This information was compiled and synthesized to develop recommendations for the creation of new programs. A draft report was presented to Chancellor Allison on April 25th and a final draft of the report was submitted May of 2014. Co-chairs, Marvin Lynn and Deb Marr worked with the Ken Baierl, the Director of Communications and Marketing to develop a version of the Academic Master Plan that could be shared with the larger community. It was completed in October of 2014.

### RANKING OF PROPOSED ACADEMIC PROGRAMS

The committee categorized programs into Tiers 1-3.

- // Tier 1 includes programs that had supporting evidence from community surveys and student surveys. These programs also meet regional economic needs. We also highlighted programs that have minimal resource requirements, but have potential to attract new students and fill regional education gaps.
- // Tier 2 programs include those that either need a longer time frame to develop or were placed at lower priority by academic units.
- // Tier 3 includes additional programs that came up in discussions with community, students, or regional gap analysis. Academic units can consider these programs and determine the feasibility of developing them.

### TIER 1 PROGRAMS // GRADUATE

ADDITIONAL RESOURCES REQUIRED	NO ADDITIONAL RESOURCES REQUIRED
<b>MA in Communications</b> – provides option for graduate students; survey of community and national survey of employers indicate need for strong communication skills.	<b>MS Mathematics</b> – track theory and statistics; community survey and BLS Labor Statistics for Job Outlook suggest local and regional demand for people with strong analytical skills and ability to analyze data.
<b>MS Manufacturing and Services Management</b> – meets regional need; survey of community leaders supports establishment of undergraduate and graduate programs that support manufacturing industry; community leaders survey suggested we consider BA option as well.	<b>MSW</b> – add full-time option and Concentration in Health and School Social Work – both programs would meet regional need; faculty and equipment needs would be covered by IUSSW.
<b>MS in Education</b> – new track in Higher Education and Student Affairs; would fill need by area higher education institutions; survey of academic advisors and student support needed for program.	
<b>MS in Marriage, Couples, and Family Counseling</b> – (new track within existing counseling program); would fill regional gap.	

TIER 1 PROGRAMS // UNDERGRADUATE

ADDITIONAL RESOURCES REQUIRED	NO ADDITIONAL RESOURCES REQUIRED
<b>BS Pharmaceutical Science</b> – fills regional gap; Indiana is positioning itself to be leader in life science research (based on Jobs.net - over 400 Indiana jobs listed in pharmacy of which roughly 25% in research and development; remainder of jobs in pharmacy and sales representative); committee suggests seeing if possible to have nanoscale drug design included; discussion with nanoscale director at Univ. of Notre Dame suggests their program in electrical nanoscience prepares students for jobs located on east and west coast; we primarily serve students who will stay in this region; linking pharmacy and nanoscale could prepare students for new areas of drug design that would prepare them for jobs in Midwest.	<b>BA Philosophy, Politics, Economics</b> – community survey highlighted interest in interdisciplinary programs, in particular, combining business and humanities or business and science.
<b>BS Dental Hygiene (Online)</b> - provides option for practicing dental hygienists in region; demand for dental hygiene high based on majors pursued by students who transfer to another university; economic trends suggest strong growth in healthcare fields.	<b>Accounting minor</b> – request for major and minor in accounting came up in community survey and student survey.
<b>BS in Health Sciences</b> – provides pre-nursing, pre-dental hygiene, and pre-radiography students another career option if they are not accepted to program; currently, students not accepted opt to transfer to other majors, but quite a few leave university without degree.	<b>BS Mathematics track in theory and statistics</b> – meets regional and national need for graduates with analytical and statistical skills.
<b>BS in Clinical Lab Science</b> – this would be a small program (12 students); potential for funding from South Bend Medical Foundation would help cover cost of program; this program needs to be developed jointly between CHS and CLAS (chemistry and biology departments).	<b>LGBT minor</b> – degree option noted in community survey and student survey; committee suggests seeing if possible to partner with human resource degree or training; potential for collaboration across CLAS, education, business, and health sciences; committee noted the program would contribute to diversity mission of campus and would be the only campus in Northern Indiana/ Southern Michigan to offer program.
<b>BFA Ceramics</b> –already approved; space requirement so that do not need to rent space from Penn High School; adds track within BFA; program in demand from students.	

TIER 2 PROGRAMS // ADDITIONAL RESOURCES - ARRANGED BY ACADEMIC UNIT

ERNESTINE RACLIN SCHOOL OF THE ARTS
<b>BA Music Industry</b> – partnership between arts and business; potential to increase career options for arts students.
<b>BA Integrated New Media</b> – current program has over 300 students; BS program trains students in producing art; the BA option would provide more career options for students interested in graphic design, but not performing at the top of the class; community survey of employers noted need for people with web design skills and social media skills; this would better serve existing students.
<b>BS in Music Therapy</b> – see occupational therapy and physical therapy notes below.
<b>BFA Dance</b> – would be the only dance major in the region.
SCHOOL OF EDUCATION
<b>BA Coaching, Physical Education (secondary education track)</b> – initially staff with SAC staff and part-time faculty; four adjunct faculty (\$10,000); similar programs offered at Ball State University, Indiana Wesleyan, Bethel College, Goshen College.
COLLEGE OF LIBERAL ARTS AND SCIENCES
<b>PharmD - Doctorate in Pharmacy</b> – the committee noted that there is only one public institution option in Indiana for PharmD (Purdue University), thus potential to meet regional need; more research is needed on accreditation potential and economic viability of a small pharmacy program; potential for partnerships with Purdue University or regional campuses needs to be explored to get a better idea of facility costs; PharmD programs in this region (Purdue, Manchester, Butler, Ferris State, University of Illinois have over 25 faculty and substantial facilities); this is an expensive program.
<b>Statistics (minor)</b> – more graduates in this area would meet regional need; not clear if lab manager and tenure track faculty needed immediately, or expertise currently available to offer minor and expand as student base expands? More conversations with math department on requirements for establishing minor
<b>BS Nanoscale Science</b> – committee suggests exploring whether can include nanotechnology in BS in Pharmaceutical Sciences. See additional note in BS Pharmaceutical Sciences under Tier 1.
COLLEGE OF HEALTH SCIENCES
<b>BSN and FNP expanded programs</b> – would help meet demand for programs and regional health care needs.
<b>MSN tracks in Education and Administration</b> – potential to partner with IUK and IUE.
<b>Radiography tracks</b> - BSMIT Cardio Imaging, Management, IT – would increase options for students and potential for partnerships with CHS, computer science and business.
<b>MSDH Online program</b> – only program in northern Indiana; this program would serve practicing dental hygienists.

**BS Music Therapy, MS Occupation Therapy, and DPT Physical Therapy** – BS in Music therapy should be developed in partnership with occupational therapy and physical therapy; area health organizations are interested in partnering with IU South Bend to develop programs in these areas. Arts, CHS, and area health organizations would need to explore options; these are expensive programs (\$1 million) due to faculty, facility, and accreditation requirements.

TIER 2 PROGRAMS // MINIMAL RESOURCES REQUIRED – ARRANGED BY ACADEMIC UNIT

JUDD LEIGHTON SCHOOL OF BUSINESS AND ECONOMICS

**MBA program** – Reorganize to include concentrations.

**a. Non-profit Administration Policy** – duplicates an existing program Master of Public Policy. Business and CLAS need to discuss potential for partnership that would benefit both programs (avoid duplicating existing master’s programs).

**b. Health Systems Administration** – partner with MPA (has health systems administration and policy track), College of Health Sciences (proposed MS Health Care Leadership), and business.

**c. Policy Sustainability** – partner with CLAS, sustainability and business.

SCHOOL OF EDUCATION

**Graduate certificates in Early Childhood Education, Teacher Leadership, Urban STEM Education, Instructional Technology** – potential to partner with regional campuses; would allow teachers flexibility to tailor graduate training if state preschool initiatives are adopted, then early childhood education program will be required for teachers.

**MS in Education: Educational Leadership** – current state regulations require principals to obtain a master’s degree as a condition of employment; the US Bureau of Labor Job Outlook analysis indicates that the need for building administrators will increase significantly in the next few years – especially in hard-to-staff districts like the South Bend Community School Corporation; a community survey conducted by faculty in the current program also suggests growing interest from education professionals.

**MS Education: Global Special Education** – international students often request information about degrees in special education that will specifically prepare them as special educators in their home contexts; this degree will serve a growing need in the international community.

**EdD: Educational Leadership** – potential to partner with IU regional and core campuses to develop a joint hybrid program in the next few years; there is considerable interest from area school leaders.

COLLEGE OF LIBERAL ARTS AND SCIENCES

**MLS History (track within Master of Liberal Studies)** – provides more flexibility within existing graduate program; meets requests by students for option.

**Public History minor and certificate** – potential for interesting partnerships and internships with community organizations.

**BS in Environmental Science** – could start this program by repackaging physics, biology, chemistry, and geology courses; committee noted there was interest in this program in student survey and in list of majors chosen by students who leave IU South Bend; if substantial program growth, then add tenure track line.

COLLEGE OF HEALTH SCIENCES

**Ph.D. in Social Work** – in partnership with IUPUI; costs covered by IUSSW.

TIER 3 // ADDITIONAL PROGRAMS FOR ACADEMIC UNITS TO CONSIDER

**Risk Management/Insurance Certificate:** In the survey of area employers, one local company commented that they are recruiting graduates with degrees in Risk Management from Indiana State University to relocate to South Bend. They were interested in hiring local people, if possible. Although this was a single employer, it might be worth exploring opportunities for risk management and whether a minor or certificate option is feasible.

**Actuarial Science:** The committee noted we have a BS in Actuarial Science, but based on comments from students and community members, awareness of this degree option needs to be raised. We recommend considering whether it is possible to market the BS degree more aggressively, and perhaps develop Master’s option in Actuarial Science in partnership with Business. BLS Labor Stats rank job outlook through 2022 (in actuarial science and risk assessment) at 26% (average growth for all job occupations is 11%).

**East Asian, Language, and Global Studies** are existing programs (minor in East Asian Studies, minor in International Studies, and language majors and minors). The committee noted that quite a few businesses in our region are international companies or do business with global markets. National surveys stress need for graduates who can work in global marketplace and local employers noted need for language skills in their employees. Some repackaging of existing programs and better education of incoming students on how to better position themselves for the reality of the job market would be useful. Faculty in the School of Education, Business & Economics and CLAS have expertise in global studies, multicultural studies, and international education. Options for joint programs

should be further explored.

**Film minor:** This came up at relatively high frequency on student survey. Consider looking at partnership between CLAS and Arts for developing film studies minor option.

Ivy Tech has a large **Interior Design program**. Are there any opportunities for developing bachelor’s degree that connects to interior design (arts? business?). We could also look at whether there are other pathways to a bachelor’s degree for technical degrees (e.g., combine Associates in Culinary from Ivy Tech with BA in Entrepreneurship).

IU Northwest has recently added an **American Sign Language minor** and Ivy Tech offers American Sign Language. The School of Education faculty are currently investigating the extent to which there may be opportunities to develop a set of courses that could lead to a minor in American Sign Language. IU Bloomington’s well-established program exists within the Department Speech and Hearing, which is housed in the College of Liberal Arts & Sciences. The Communications department might explore this as well.



## ADDITIONAL RECOMMENDATIONS FROM THE COMMITTEE

The committee discussed the following issues with regards to academic programs.

- 1) Based on the student survey, students attend IU South Bend primarily because of location (84%) and finances (67%). The challenge is to offer programs that interest students enough to stay and complete degree. In order to meet this challenge, the University needs to provide students in all programs with academic support and career mentoring. Care should be taken that the resources required to add new programs do not come at the expense of this support. Additionally, our mission at IU South Bend is not only to further the career prospects of our students, but also to enable them to reflectively engage with their world. We must take care that we don't take resources that support the liberal arts curriculum, which furthers this part of our mission, in order to expand degree options with a narrow vocational focus.
- 2) The need to market existing programs more effectively was evident to the committee. Some of the desired academic programs noted by students and employers are already offered. For example, we already have degree options in information technology, accounting, actuarial science, secondary education programs in science education/ foreign language, and pre-health professional preparation (pre-med, pre-dentistry, pre-pharmacy, pre-physical therapy, pre-vet). We need to make sure the admission counselors have access to clear information about degree options, and it may be helpful to cross list degrees so that it is easier for students to find information. For example, actuarial science

is housed in math, but including a link to related degrees from the business webpage may help students find this option. Resources will be required to market programs.

- 3) In response to questions about skills and degrees desired by employers, comments from area employers focused more on skills rather than specific degrees. Skills mentioned most frequently were:

// **computers** (general IT skills, IT security, database management, data analysis, programming, webpage development);

// **communication** (written, interpersonal communication, presentation skills, and social media);

// **math** (data analysis and statistics);

// **critical thinking** (analytical reasoning, ability to solve complex problems through process, innovation and creative thinking skills);

// **leadership, organizational, entrepreneurship skills.**

Although the sample size was small for the community employer survey, these comments mirror national surveys of employers. For example, the AACU national survey reported that 93% of businesses and non-profit organizations ranked "the ability to think critically, communicate clearly, and solve complex problems" at a higher priority than a candidate's major (AACU 2013 report). In addition, employees who could

contribute to innovation in the workplace and employees with demonstrated capacity for continued learning, integrity, and inter-cultural skills were highly valued by employers (AACU 2013 report). This suggests that helping students develop and articulate these skills is important for success in the job market. The committee noted that students need more help in making the connections between general education requirements and skills needed in the work place. Syllabi, course assignments, and advising could incorporate this information and a more general document (e.g., "Liberal Arts at Work") could be developed for students and parents that provides explicit connections between general education and workplace skills.

*AACU (2013) Takes More than a Major: Employer Priorities for College Learning and Student Success. Association of American Colleges and Universities and Hart Research Associates, Washington, DC.*

- 4) Businesses need employees who possess specific skills that further the goals of their business and increase profits. According to our 2014-2020 Strategic Plan, our vision is to "be recognized as a premier regional, comprehensive master's institution that is committed to exceptional teaching and scholarship, strong curricula and programs, that values inquiry, creativity, and innovation at all levels." While, universities must be considered preparing students for suitable careers, our overall goal is to prepare students for life. We believe that education includes both utilitarian and humanistic (e.g., inclusive appreciation for people and the planet) goals. The Strategic Plan emphasizes that we must nurture a culture that inspires creativity, innovation, community engagement, good citizenship, and

effective leadership. While these goals would incorporate the development academic programs related to the preparation of students with specific job related skills, they also must also include academic programs that help students become creative, innovative and engaged citizens of our society.

One approach that may help balance the immediate needs of area employers with the broader training needed to prepare students for multiple career options is to encourage major and minor combinations or interdisciplinary degrees that combine development of skills in several areas. Several of the proposed programs are examples of ways to repackage degrees that would help students develop skills in several areas that are related to the development of job related skills as well as important life skills (Philosophy, Politics, and Economics; Music Industry; MSN Administration track). A second approach is to develop more partnerships with employers that provide training in specific skills needed now, but maintain degree requirements that prepare students for options in the long-term.

- 5) The committee noted that there are limitations to the information collected. For example, in order to develop a comprehensive view of regional market needs, a more extensive survey of area employers would need to be conducted by a professional research firm. The student survey had nearly 250 responses, but a population size of 5,000 needs 500 responses in order to develop more robust conclusions. Despite these limitations, the issues raised above are supported by more comprehensive studies of national trends in higher education.

PROPOSED TIMELINE FOR ACADEMIC PROGRAMS

2014/2015	2015/16	2016/17	2017/18
B.S. in Dental Hygiene	B.S. in Health Sciences	B.S. in Pharmaceutical Sciences	Doctorate in Pharmacy
B.F.A. with a concentration in Ceramics	B.S. in Clinical Lab Sciences	B.S. in Nanoscale Science	
M.A. in Communications	M.S.N with Tracks in: a. Education b. Administration		
B.A. in Philosophy, Politics & Economics	M.S. in Manufacturing & Service Management		
New Track within M.S. in Education in Educational Leadership	M.B.A. with Concentrations in: a. Non-profit Administration Policy b. Health Systems Administration c. Policy Sustainability		
	B.A. in Music with Concentration in: a. Music Industry b. Music Therapy		
	New Track in M.S. in Education in Higher Education & Student Affairs		
	M.S. in Marriage, Couples & Family Counseling Track within existing Counseling Program		





# ACADEMIC MASTER PLAN REPORT

The economy in northern Indiana, as in the rest of the state and the U.S. as a whole, has had a tumultuous decade, with unemployment rising considerably during the economic downturn beginning in 2008 and only gradually decreasing over the last two years.<sup>1</sup> Projections are for the unemployment rate to continue to decrease, albeit rather slowly.

The economic profile for Northern Indiana including demographic trends, K-12 enrollment trends, and highest paying job outlook for this region is summarized in Appendix A. Some of the key demographic patterns include projection for stable population size for Northern Indiana (increase 0.2%) through 2020. In 2012-2013, population growth in Northern Indiana was due to births and international immigration (+11,094), and population decline was largely driven by people leaving Northern Indiana (negative net domestic migration of 7,458 people). College age people (18-24) make up 9% of the population and young adult – seniors comprise 66%

<sup>1</sup> For instance, St. Joseph County had in January of 2008 an unemployment rate of 5.1% (then the State average); in January of 2010 the rate had more than doubled to 11.8% (while the State was at 10.5%); and as of January of 2014 it was down to 7.3% (with the State at 6.6%). (IN Dept. of Workforce Development, from stats.indiana.edu)

of the population. The number of students in grade 12 increased 4% from 2009-2013 (72,990 to 75, 868).

Indiana’s economic characteristics are similar to United States broad occupation trends with the exception of more employment in areas of production, transportation, and material moving (Figure 1). For example, manufacturing comprises 18% of industry compared to the national average of 10.6% (Appendix A).

**Figure 1.** Comparison of occupation categories between United States and Indiana based on 5-year average (2008-2012; Appendix A has raw data).

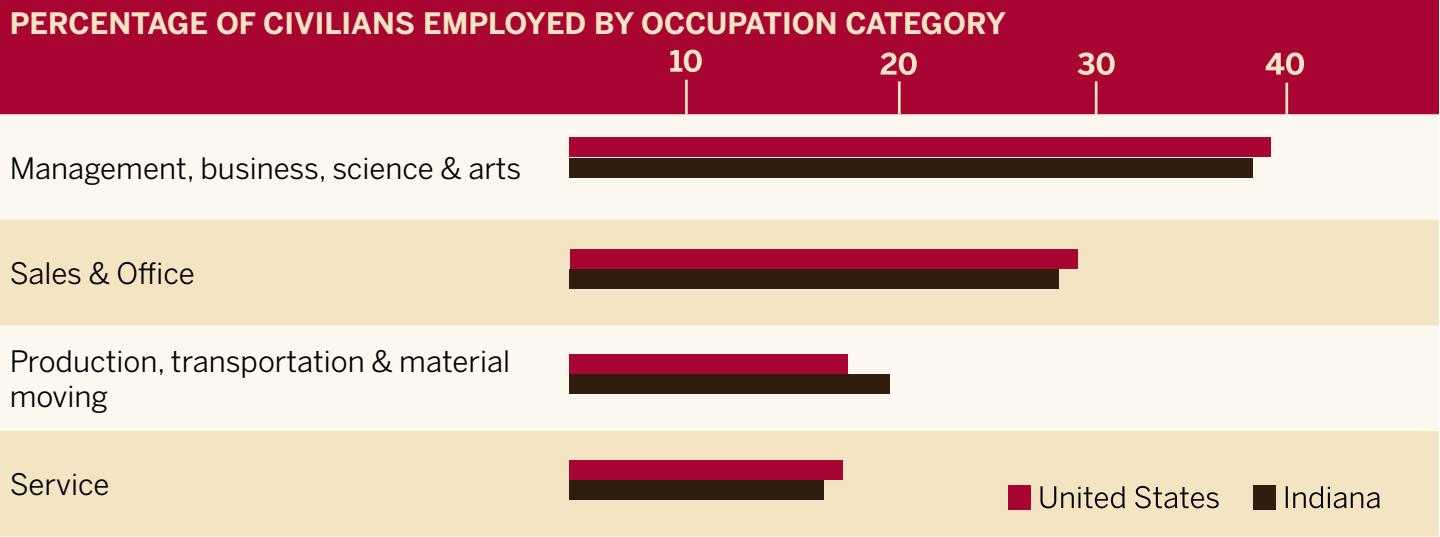
A ranking of the highest paying jobs in Indiana shows that the greatest number of people are employed in the areas of healthcare (nursing, physicians, pharmacists, dental hygienists, dentists), wholesale and manufacturing, businesses, accountants, electricians, computer systems, management, and industrial engineering (Appendix A).

Sources consulted agree that much of the ongoing and projected growth in the economy will be in fields for which a 4-year degree or higher is not

required (areas of manufacturing, sales, some health care fields, etc.) (ref 1-6). The consensus among analysts is that growth in areas for which such a degree is required will be centered in manufacturing management, health care, and STEM fields. The 2008-2018 projected growth in STEM fields is 17% and 9.8% for non-STEM employment (ref 12). The greatest growth in STEM fields is projected to be in computing (ref 10-12), but reports (see ref 13) also caution that students need to be mobile and flexible. In other words, marketplace needs can change quickly, thus training for a narrow skill set may make it more difficult to stay employed over the long term. The committee noted that most economic outlook

predictions were either very general, covering large economic sectors, or extremely specific, below the level at which our specific degree programs work. It remains the case, however, that (again, as with the nation as a whole), employment and earnings are positively correlated with level of educational attainment, which suggests that there is still room for growth in higher education generally. This is particularly true in our region, for Northern Indiana has rates of educational attainment that lag behind both the rest of the state and the nation. For instance, according to the Talent Roadmap of Northern Indiana (4), in 2011 the region saw only 30% completing some level of post-secondary

**Figure 1**





education, as compared with 33% in the State and 41% in the nation. Moreover, employers continue to emphasize the need for workers with strong general reading, writing, applied math, critical thinking, and analytical skills, all of which are developed in pursuit of post-secondary degrees, including those that are not pre-professional in orientation. The AACU report (7) finds that “When presented with a description of liberal education (...), fully 94% of employers say it is important for today’s colleges to provide this type of education, including half (51%) who say it is very important to do so.” In fact the majority of employers would encourage their own children get a liberal arts education.

Two general criteria thus emerge from considering the economic situation and outlook as it is relevant to program building here at IU South Bend:

1. Build and support pre-professional programs that prepare students for work in specific areas of projected economic growth;
2. Build and support non-pre-professional programs that develop the skills and aptitudes desired by employers hiring from non-pre-professional programs.

Apart from these general criteria, a few specific areas of program development were identified based on the 2010 Strategic Plan “Campus Implications” report (5), which mentions

// Nanotechnology: “The region will experience considerable economic and job growth from the development of nanotechnology research and industry centered at the University of Notre Dame.”

// Healthcare: “The healthcare sector is a key component of the local and regional economy and

is expected to see considerable growth.”

// Life Sciences: “Indiana is positioning itself to become a leader in the Life Sciences by seeking opportunities and targeting efforts to grow the state’s bio and life-sciences industries in the next 3 – 5 years, which will impact the economy, health and quality of life for Hoosiers.”

// Globalization (calling for supporting international studies and business, foreign language and cultural studies, recruitment of international students): “Indiana’s economy is becoming increasingly linked to the world economy, particularly in markets such as pharmaceuticals and auto/ vehicular parts.”

Taking a longer view and keeping in mind that we are not just educating students for the local economy, but for an increasingly global one, studies like the one from the National Research Council (9) and Economics and Statistics Association (12) point to an increasing need for ‘information workers’. This would call for strengthening programs like Informatics and the MS in Applied Mathematics and Computer Science.

A concern emerges from all of this, however, about using economic forecasting to drive program growth, which might be put like this: trends are temporary, programs are forever. That is, caution seems due in creating programs that are too narrowly tailored to current employment needs. If we are going to try to grow by pitching our programs to specific fields of employment, we ought also to make sure that investments in facilities and faculty are such that we end up with programs that are general enough in orientation to be adaptable to changing trends in the workforce.

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## A. Academic Programs Proposed by Academic Units

### Data Summary On Academic Program Needs

All academic units were asked to submit proposals for academic programs. The initial survey and follow up questions are available in Appendix B. The committee received 53 proposals for revised, expanded, and new academic programs in November 2013 (initial list of proposed programs shown in Table 1A). The academic master plan reviewed all proposals and asked for additional information on resource needs. In January, a subset of the committee met with each dean and representatives from their areas to discuss each unit's priorities for academic programs. These priorities are shown in Table 2A.

*Note: Our committee's task was to prioritize programs that require campus resources. Programs that involved revision of existing programs or adding tracks within existing programs that do not require additional campus resources were not included in our committee's prioritization of programs.*

Table 1A. Initial list of degree programs proposed by each Academic Unit.

COLLEGE	PROPOSED PROGRAM
RACLIN SCHOOL OF THE ARTS	
Fine Arts	BFA in Ceramics
	Masters (M.Ed.) In Arts Education
	BFA in Dance
	BA in Integrated New Media Studies
Communication	Masters in Communication (MA)
Music	BA in Music Industry
	BA in Arts Management
	BS in Music and/or Art Therapy (in partnership with Health Sciences)
JUDD LEIGHTON SCHOOL OF BUSINESS AND ECONOMICS	
	Manufacturing and Services Management (Master's degree)
	MBA: concentration in Non-profit Administration and Policy
	MBA: concentration in Health Systems Administration
	MBA: concentration in Sustainability
	MBA: concentration in International Business
	Accounting Minor
SCHOOL OF EDUCATION	
Leadership	MS in Higher Education and Student Affairs
	MS in Educational Leadership
	EdD in Educational Leadership
	MS in Special Education Leadership
Elementary Education	Graduate Certificate: Early Childhood Education
	Graduate Certificate: Urban STEM Education
Secondary Education	BA in Physical Education (Coaching Minor)

	Graduate Certificate: Instructional Technology
	MS in Comparative Multicultural and Global Education
	Graduate Certificate in Higher Education
<b>Counseling &amp; Human Services</b>	MS in Marriage, Couples and Family Counseling Track within current M.S. program
<b>COLLEGE OF LIBERAL ARTS AND SCIENCES</b>	
<b>Humanities and Social Sciences</b>	Master of Liberal Studies – History track
	Public History minor and certificate
	BA in Philosophy, Politics, Economics
	LGBT Studies (minor and certificate)
<b>Sciences</b>	BS in Pharmaceutical Sciences
	Doctorate of Pharmacy (Pharm.D.)
	BS in Math with tracks in theoretical math and applied math
	MS in Math with tracks in theoretical math and statistics
	Minor in Statistics
	BS in Environmental Science
	BS in Nanoscale Science
<b>COLLEGE OF HEALTH SCIENCES</b>	
<b>Nursing</b>	MSN Administration Track (Master of Nursing)
	MSN Education Track (Master of Nursing)
<b>Radiography</b>	BS Medical Imaging Technology: Cardio Imaging Track
	BS Medical Imaging Technology: Management Track
	BS Medical Imaging Technology: Track
<b>Dental Hygiene</b>	Expanded Function Dental Assisting Credentials
	BS Dental Hygiene online program
	MS Dental Hygiene online program
<b>Applied Health Sciences</b>	BS in Clinical Lab Sciences
	BS in Health Sciences

	MS Health Care Leadership
	MS Health and Wellness
	MS in Occupational Therapy
	DPT in Physical Therapy
<b>College of Social Work</b>	Master of Social Work – full time program option
	MSW concentrations in Health and School Social Work
	PhD in Social Work

**Table 2A. Priority ranking of academic programs ranked by each academic unit.**  
n/a = no additional resources required to establish program. If program grows substantially, then additional resources may be required to support growth of program. Estimated resources do not include costs of marketing program required to attract students.

### RACLIN SCHOOL OF THE ARTS

Priority ranking	Degree program	Interdisciplinary: departments, units, or universities partnering to offer program	Estimated resources (faculty and facility needs)	Area institutions offering program	- Geographic region expected to attract students  - Estimated number of students enrolling in program
<b>Top priority</b>	BFA Ceramics				regional
	MA Communication		1 tenure track 1 lecturer \$95,000	none	regional
	BA Music Industry	Arts & Business	1 tenure track \$60,000		regional
<b>Second priority</b>	BA Integrated New Media Studies		At least 1 tenure track \$75,000		regional
	BA Arts Management		1 tenure track \$70,000		regional
	BS Music and/or Art Therapy		1 tenure track \$70,000	none	regional

BFA Dance	1 tenure track dance studio performance space \$60,000	regional
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### JUDD LEIGHTON SCHOOL OF BUSINESS AND ECONOMICS

Priority ranking	Degree program	Interdisciplinary: departments, units, or universities partnering to offer program	Estimated resources (faculty and facility needs)	Area institutions offering program	- Geographic region expected to attract students  - Estimated number of students enrolling in program
<b>Top priority</b>	MS Manufacturing and Services Management	Business and CLAS	1 tenure track office space \$180,000		regional, state
<b>Second priority</b>	Reworking MBA program to include 4 concentrations				
	MBA with concentration in Non-profit Administration and Policy	Business and Master of Public Affairs	n/a		regional, state
	MBA with concentration in Non-profit Administration and Policy		n/a		regional, state
	MBA with concentration in Health Systems Administration and Policy		n/a		regional, state, national
	MBA with concentration in Sustainability	Business and Sustainability Center	n/a		national, international
	MBA with concentration in International Business Accounting minor		n/a		regional, state
			n/a		regional, state

### SCHOOL OF EDUCATION

Priority ranking	Degree program	Interdisciplinary: departments, units, or universities partnering to offer program	Estimated resources (faculty and facility needs)	Area institutions offering program	- Geographic region expected to attract students  - Estimated number of students enrolling in program
<b>Top priority</b>	MS Higher Education and Student Affairs		1 tenure track \$60,000 AY15: \$60,000 AY16: \$62,000	Ball State University	area colleges and universities
	MS in Marriage, Couples, and Family Counseling Track within current program		1 tenure track \$50,000 AY15: \$50,000 AY16: \$55,000		
<b>Second priority</b>	<b>Leadership</b>				
	Graduate certificate in Teacher Leadership		n/a		local school districts
	M.Ed. Educational Leadership		n/a	Ball State University	local school districts
	MS Education: Global Special Education		n/a	Ball State University	local and international students
	EdD: Educational Leadership	IUSB partner with IUB, IUN, IPFW,	n/a	Ball State University	local, possible international
	<b>Elementary Education</b>				
	Graduate certificate: Early Childhood Education	IUSB partner with regional campuses	n/a	Full degree programs not successful on other campuses; Would meet State preschool initiative	elementary and pre-school teachers

	Graduate certificate: Urban STEM Education	IUSB and IUN	n/a	IUPUI offers program at secondary level; help meet state STEM needs	elementary teachers
<b>Secondary Education</b>	BA Coaching, Physical Education track		Initially staff with SAC staff and part-time faculty 4 Adjunct faculty \$10,000; classroom space; Access to SAC; AY17: \$10,000	Ball State University, Indiana Wesleyan, Bethel College, Goshen	regional population (students and coaches)
	Graduate certificate: Instructional Technology			none	local school districts

## COLLEGE OF LIBERAL ARTS AND SCIENCES

Priority ranking	Degree program	Interdisciplinary: departments, units, or universities partnering to offer program	Estimated resources (faculty and facility needs)	Area institutions offering program	- Geographic region expected to attract students  - Estimated number of students enrolling in program
<b>Top Priority</b>	BS Pharmaceutical Sciences	CLAS	1 tenure track faculty \$80,000; \$50,000 start funds for lab equipment office space; share faculty with PharmD AY18: \$130,000	Purdue (BS) Butler (MS)	regional, state, national
	PharmD: Doctorate in Pharmacy <i>*see footnote</i>		2 full time faculty 1 part time faculty 1 administrative assistance office space for 3 faculty facility costs depend on where housed AY 15: \$10,000 AY16: \$10,000 AY17: \$300,000	Purdue University (public) Manchester University (private) Butler University (private)	regional, state, national, international  potential pool of students (more than 500 turned away annually from Purdue, Manchester, Butler)
	BS Nanoscale Science	CLAS (physics, chemistry, biology) and Purdue Technology	1 tenure track faculty \$50,000 salary \$200,000 start funds for lab, equipment AY15: \$250,000 (plus benefits) AY16: \$50,000 (plus benefits)	Purdue Univ. Notre Dame has graduate level nanoscience degree	regional, state national, international

*\* Doctorate of Pharmacy programs staff and number students admitted per year at regional schools*

Second priority	MLS History track within Master of Liberal Studies	Partner with IUK	1 adjunct faculty \$2500 per AF AY15: \$2,500 AY16: \$2,500		regional
	Public History minor and certificate	Partner with community organizations for internships	1 adjunct faculty \$2500 per AF office space AY15: \$2,500 AY16: \$2,500	none	regional
	BS Mathematics track in theory and applied math		N/A	University of Notre Dame	regional, state national, international
	MS Mathematics track in theory and statistics		\$5,000 library holdings AY14: \$1,000 AY15: \$2,000 AY16: \$2,000	Univ. Notre Dame, IU-Bloomington, Purdue University	primarily regional, hopefully expanding to broader geographic region
	Minor in Statistics		Lab manager in AY15 (\$20,000) 1 tenure track faculty in AY16 (\$70,000) AY16: \$90,000	Purdue University	current students
	BA Philosophy, Politics, Economics (PPE)		1 Adjunct faculty \$2,500 \$2,000 marketing AY15: \$4,500	none	regional, state
	BS Environmental Science	Physics, Biology, Chemistry	1 Tenure Track \$50,000 salary + 75,000 startup funds (lab equipment) Lab and office space AY15: \$125,000 (plus benefits) AY16: \$50,000 (plus benefits)	IU North-west University of Notre Dame	regional

LGBT Studies minor and certificate	CLAS, Education, Business, and Health Sciences	Library resources; Funding and release support for WGS Director and administration; space for LGBT resource room AY16: \$2,500 AY17: \$2,500	none	regional	community members if establish certificate
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Manchester University - School of Pharmacy: administrative, faculty, and staff positions:  
 // 1 Dean, 3 Associate Deans, 1 Department Chair, Director of Experimental Education  
 // 23 faculty, 6 staff  
 // 73 admits in 2012; working up to 100-130 number of students admitted to PharmD program each year  
 // Program started in 2009 with a \$35 million gift from Lilly Endowment, Inc.

Purdue University:  
 // 2 Associate Deans, 2 Department Chairs  
 // 46 faculty (there are four tracks within pharmacy program, only reporting numbers for Pharmacy Practice Unit)  
 // 275 students admitted to PharmD program each year

Butler University – College of Pharmacy and Health Sciences:  
 // 2 Associate Deans, 1 Department Chair  
 // 37 faculty, at least 5 staff/advisor positions  
 // 132 students admitted to PharmD program each year

Ferris State University, College of Pharmacy:  
 // 1 Dean, 2 Assistant Deans  
 // 42 faculty, 8 staff  
 // ~150 students admitted to PharmD program each year

University of Illinois – Chicago: College of Pharmacy:  
 // 5 administrative positions, 3 pharmacy service positions, 5 section chairs,  
 // 115 faculty listed as teaching in Pharm D program, 15 research faculty, 5 administrative staff positions  
 // ~300 students admitted to PharmD program each year

COLLEGE OF HEALTH SCIENCES

Priority ranking	Degree program	Interdisciplinary: departments, units, or universities partnering to offer program	Estimated resources (faculty and facility needs)	Area institutions offering program	- Geographic region expected to attract students  - Estimated number of students enrolling in program
Top priority	BS Dental Hygiene: Expanded Function Dental Assisting Credential		1 tenure track \$80,000 AY16: \$80,000	locally	
	BS Dental Hygiene: online program		1 faculty line could be same as above AY16: \$80,000	none	
	BS Applied Health Sciences <i>Tracks in</i> Sports Health and Wellness Nutrition Com. Health Educ. Holistic health	Collaborate with regional IU campuses	2 FTE (\$60-70,000 per faculty) director (\$90,000) advisor (\$31,000) secretary (\$24,000) classroom, office and lab space AY16: \$285,000	PNC North Center IU Kokomo	state, national, international
Second priority	Nursing				
	Expand BSN enrollment 16 to 24		3 FTE \$72,000 per faculty classroom, office and lab space; patient simulator; increased lab supplies AY15: \$236,000	locally	state, national. international, 8 new students

	Expand FNP enrollment 18 to 24	Collaborate with IU East and IU Kokomo	2 FTE (\$72,000 per faculty) = \$144,000 part-time secretary \$12,000 classroom, office, lab space AY16: \$156,000	IUPUI	state, national, international 6 new students
	MSN Administration Track	IUSB partner with IUK and IUE	1 FTE (\$72,000 per faculty) stipend for part-time coordinator, part-time secretary classroom, office space AY16: \$84,000	locally	
	MSN Education Track	IUSB partner with IUK and IUE	1 FTE (\$72,000 per faculty) stipend for part-time coordinator, part-time secretary classroom, office space AY16: \$144,000	none	state, national, international
Radiography					
	BSMIT Cardio Imaging Track		imaging lab ultrasound scanner X-ray equipment AY16: \$100,000	none	
	BSMIT Management track		imaging lab ultrasound scanner x-ray equipment	none	
	BSMIT IT track	CHS, Computer Science, Business	imaging lab ultrasound scanner x-ray equipment	none	

Applied Health					
MSDH online program			faculty line could be same as BSDH program \$80,000 AY16: \$80,000	none	
BS in Clinical Lab Science	South Bend Medical Foundation	2 FTE (\$65-75,000 per faculty) director (\$90,000) advisor (\$31,000) secretary (\$24,000) classroom, office space; accreditation costs AY16: \$285,000	Parkview Hospital Fort Wayne St. Marg Hosp (Hmd) Andrews University IUPUI IUSE	state, national, international	
MS Health Care Leadership	CHS, Business	2 FTE (\$72,000 per faculty) = \$144,000 classroom, office space AY16: \$144,000	Valparaiso University	local, national, international	
MS Health and Wellness		2 FTE (\$50-60,000 per faculty) = \$120,000 AY16: \$144,000	none	local, national, international	
MS Occupational Therapy		4 FTE (\$65,000-80,000 per faculty) = \$320,000 director = \$90,000 classroom, office, lab space accreditation costs AY15: \$750,000 AY16: \$1,000,000	IUPUI, Andrews University, University of Indianapolis, University of Evansville, Grand Valley State University, Governors State University, UIC	local, national, international	

DPT Physical Therapy		4 FTE \$80-90,000 per faculty = \$360,000 director = \$100,000 classroom, office, lab space AY15 = \$750,000 AY16 = \$1,000,000	IUPUI, Andrews University, University of Indianapolis, University of Evansville, Grand Valley State University, Governors State University, UIC	local, national, international	
Social Work					
MSW – add full-time option	IUSB partner with IUPUI and IUN	1 lecturer paid by IUSSW classroom space computers (paid by IUSSW) AY15: \$0 AY16: \$0	IUN	local, national, international	
MSW Concentration in Health and School Social Work	IUSB partner with IUPUI and IUN	2 tenure track faculty paid by IUSSW classroom space office space computers (paid by IUSSW) AY15: \$0 AY16: \$0	none	local, national, international	
Ph.D. in Social Work	IUPUI	costs covered by IUSSW AY15: \$0 AY16: \$0	none		



## B. Survey of Community Businesses and Organizations on Academic Program Needs

### OVERVIEW:

Input was gathered on the types of higher education programs that area businesses and organizations feel would best support the regional economy and innovation in Michiana. A survey (Appendix C) was sent to members of advisory boards from each school and businesses and organizations in the areas of education, healthcare, city government officials, Chamber of Commerce members, non-profits, arts organizations, and science and technology industry. Surveys were sent to 120 businesses and organizations, and we received 24 responses (20% response rate). In addition an open forum was held on February 27, 2014 where the Chancellor, deans, and members of the Academic Master Plan Committee met with community members to discuss proposed programs. The forum was attended by 20 community members.

### KEY FINDINGS:

Community members who attended the forum expressed appreciation at being included in the Academic Master Plan process, appreciated the focus on meeting regional needs, and encouraged continued dialogue and community partnerships as programs move forward. Response rate to the

survey and forum was low, and the highest response rates were from education and business sectors (Table 1B). However, comments from community members reinforced results from national surveys on educational needs of employers. Comments also provided external support for proposed programs (graduate degree in manufacturing) and highlighted some additional programs (e.g. shortage of IT talent and risk management) that should be considered.

Throughout the 2013-2014 academic year, the administration of the College of Health Sciences, along with the Chancellor Allison and Interim Vice Chancellor McIntosh, met with Michiana healthcare leaders to discuss the market needs for healthcare professionals. There was a consistent need for more advanced practice nurses nurse practitioners (family, adult, and mental health), but little interest in physician assistants in the market place. Graduate education for nurses needs to be expanded to include nursing administration and nursing education to meet the needs of non-direct patient care roles and responsibilities in many of the health care agencies, along with doctoral education in nursing practice. There was a clear need for healthcare professionals who would have the ability to function in a “generalist” role: health/

wellness, education, nutrition, care coordination, and reimbursement/insurance. Also, there was a need for rehabilitation professional education (physical, occupational, and creative therapies), since this geographical area does not have educational programs that may “feed” the workforce. Finally, there was a need for medical/clinical laboratory science professionals, since there is an area shortage of baccalaureate prepared laboratory scientists.

It was also clear that IU South Bend needs to do a better job of marketing existing programs and helping students connect skills learned in general education courses with skills desired by employers. All responses from surveys and summary of community forum discussions are available in Appendix C.

1. Comments from the electronic survey and community forum mirror results from national economic reports (see Economic Outlook) in the need for students to master skills in communication (writing, interpersonal communication, and presentation skills), critical thinking (analytical reasoning and ability to solve complex problems), international awareness (quite a few local companies serve international community), computer skills (IT security, database skills, programming, and webpage development), and data analysis skills (Figure 1B).

2. There was interest in interdisciplinary degrees and allowing student to major/minor in diverse disciplines. Specific suggestions included degrees that provide training in humanities and business, science and business, manufacturing and sustainability, arts and sciences, early childhood education/ health and wellness/ and music (Table 2B).

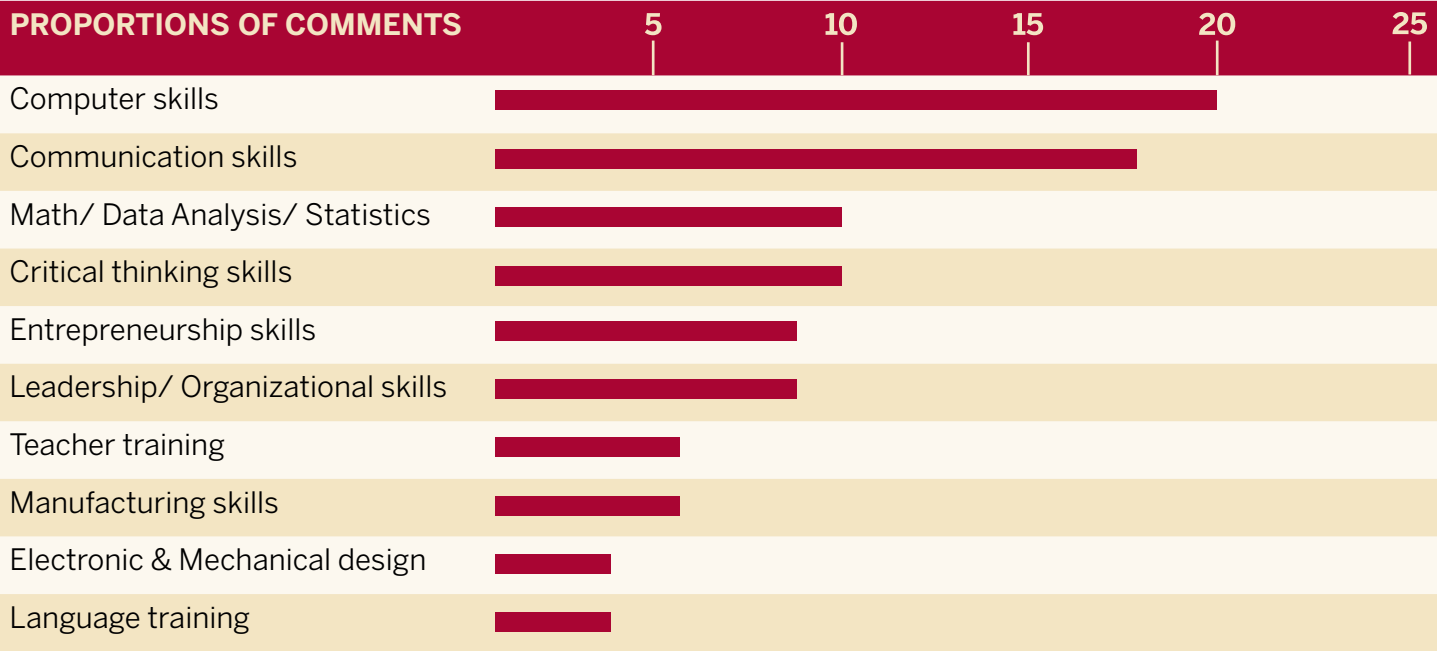
3. Fields that came up as needs in this region included need for graduates with training in IT skills, risk management, and degrees (undergraduate or graduate) that would serve manufacturing sector. For example, one business commented that they actively recruit and relocate people who have completed degrees in risk management from Indiana State University, Ball State University, and Olivet University (Table 2B).

4. Nearly 40% of the respondents (6/16) stated that the proposed programs seemed well connected to gaps and employers (in response to survey question 2 on providing feedback on proposed academic programs).

**Table 1B: Responses from survey by organization.**  
 Percentage of responses from electronic community survey categorized by organization type (number of responses is included in parentheses).

CATEGORY	PERCENTAGE OF RESPONSES <i>(number of responses)</i>
Business	29.0% (7)
Education	25.0% (6)
Science/Research/Tech Industry	12.5% (3)
Non-profit	12.5% (3)
City Government	12.5% (3)
Healthcare	8.0% (2)

**Figure 1B: Skills required for employees.** Proportion of businesses and community organizations that are looking for employees with the following skills (summarized from community survey questions 1, 3, 5).  
 // **Computer skills** included general IT skills, IT security, database management, programming/software development skills, and webpage development skills.  
 // **Communication skills** included written, interpersonal, presentation skills, and social media skills.  
 // Critical thinking skills included analytical reasoning, ability to solve complex problems through process, and innovation/creative thinking skills.  
 // **Manufacturing skills** included specific comments and interest in graduates with training in Six Sigma and Lean philosophy.  
 // **Language training** included specific comments that local businesses have international clientele so knowledge of other languages and cultures necessary. \



**Table 2B – Summary of programs suggested by community members that differ from programs proposed by academic units.**

The list was summarized from questions 2 and 3 in community survey (note that 40% of respondents stated that proposed programs were well connected to regional needs of employers). Many of these programs listed below had only a single individual suggesting the program, thus strength of need for the specific program is not clear from this result. The suggestion for a risk management/insurance degree or certificate included the comment that the company is currently recruiting students from risk management programs at Indiana State University, Ball State University, and Olivet University and relocated them to South Bend.

CATEGORY	PROGRAMS
Arts	Arts Management
Business	Accounting
	Manufacturing and Services
	Non-Profit Management
	Risk Management/Insurance Certificate
	Supply Chain Management Program
Education	Family and Counseling Services
	Science Education teachers (chemistry)
	Foreign Language teachers
STEM fields	Information Technology (computer)
	Industrial Technology
	Engineering (industrial controls and automation)
	STEM fields in general
Health Care	Physician Assistant
	Speech Therapy
Interdisciplinary programs	Early Childhood, Health, Music
	Humanities and Business
	Manufacturing and Sustainability
	Science and Business
	Urban Agriculture
	Urban Design and Planning



### C. Survey of IU South Bend Undergraduate & Graduate Students on Academic Programs

An electronic survey was completed by 262 students in March 2014. Results for all questions are available in Appendix D. Response to questions regarding preference for type of program and suggestions for new programs are provided here.

Are you happy with the degree programs offered in IU South Bend?

#	ANSWER	RESPONSE	PERCENTAGE
1	Yes	214	82%
2	No	48	18%
Total		262	100%

Which of the following statements BEST describes your goals in attending this college?

#	ANSWER	RESPONSE	PERCENTAGE
1	Work toward a four year degree	211	80%
2	Work toward a Master’s degree	80	30%
3	Personal enrichment - lifelong learning	43	16%
4	No definite purpose at this time	5	2%

What kind of programs would you prefer?

#	ANSWER	RESPONSE	PERCENTAGE
1	Regular, Full-Time	198	75%
2	Regular, Part-Time	99	38%
3	Weekends Only	25	10%
4	Accelerated Programs ( <i>complete 120 credits in 3 yrs instead of 4 yrs</i> )	113	43%

What format(s) of instruction do you prefer?

#	ANSWER	RESPONSE	PERCENTAGE
1	Face-Face	204	77%
2	Hybrid (online and Face-Face combo)	122	46%
3	Online	51	19%

What college/school are you currently enrolled in? (Circle one or all that apply if dual degree)

#	ANSWER	RESPONSE	PERCENTAGE
1	College of Liberal Arts and Sciences	65	25%
2	College of Health Sciences	49	19%
3	School of Arts	4	2%
4	School of Business & Economics	93	36%
5	School of Education	55	21%

Reason(s) for attending IU South Bend

#	ANSWER	RESPONSE	PERCENTAGE
1	Programs	124	48%
2	Financial	174	67%
3	Location/Family	218	84%

What new undergraduate degree programs should be offered by IU South Bend?

NEW UNDERGRADUATE PROGRAMS/ FREQUENCY

BS in Pharmaceutical Science	6	Athletic Training	1
BS Medical Imaging Technology: Cardio Imaging Track	6	Audio Engineering	1
Film Studies	5	Automotive / Fashion / Tech programs	1
Animal Science	4	BA in Arts Management	1
Engineering	4	BA in Integrated New Media Studies	1
STEM	4	BA in Music Industry	1
Accounting Major and Minor	4	BA in Politics	1
BA in Physical Education (Coaching Minor)	3	Bachelor's in Cellular Biology, Plant Biology, Human Biology, Bioethics, Epidemiology, etc.	1
BS in Nanoscale	3	Bioinorganic Chemistry	1
Dietetics or Nutrition Degree	3	Biophysics	1
LGBT Studies	3	BS Herbal Science (plant based medicine)	1
Physical Therapy	3	BS in Management	1
Vet Technician/Technology	3	BS in Medical imaging	1
Art Therapy	2	BS in Music	1
BS Dental Hygiene Online program	2	BS in Nursing online track	1
BS in Clinical Lab Sciences	2	BS Medical Imaging Technology: Track	1
BS in Environmental Science	2	BS or BA in Engineering	1
BS in Exercise Science	2	BS or BA in Tax and Business Strategies	1
BS in Health Sciences	2	BS program in Sports Medicine	1
BS in Math with tracks in theoretical math and applied math	2	Business Management	1
Culinary Arts/ Culinary degree	2	Chinese Language	1
East Asian History, Cultures, Studies (major and minor)	2	Computer Security	1
Environmental Science	2	Construction Management	1
Fashion Merchandising	2	Counseling degrees/certifications.	1
Forensics	2	Cyber Security	1
Interior Design	2	Czech Language	1
International Studies (also listed as country studies - India, Middle East, etc)	2	Dance	1
Long Term Care Administration	2	Degree or certificate in Journalism	1
Manufacturing	2	Dental Assistant	1
Physical Education teacher	2	Dental Hygiene Online Program	1
Social Work	2	Education program that let us graduate with the ability to teach K-12 in our subject area	1
Telecommunications	2	Environmental Chemistry	1
Agriculture	1	Fashion Marketing	1
Architectural History	1	Film and Television	1
Architecture	1	Forensic/ Fraud Accounting	1
Associates Degrees in Physician's Assistant	1	Game Programming	1
		Geosciences	1
		Historic Preservation	1

Informatics	1
Interdepartmental Major in Political Science and Economics	1
International Relations	1
Languages (Hindi, Arabic, etc)	1
Latin Studies/History.	1
Leadership	1
Medical Assistant	1
Medical fields such as Neurology or Cardiology	1
Medical Imaging	1
Medieval Studies	1
Minority Studies	1
More business majors	1
More degrees like General Studies that adult learners could choose from	1
More religious studies	1
MS Dental Hygiene Online program	1
Music Industry	1
Neuroscience	1

Nursing / Psychology	1
Occupational Therapy	1
Pharmacology	1
Photojournalism	1
Physical Education	1
Pre Law	1
Public Health	1
Public History	1
Radio therapy	1
SBM- sales and business marketing	1
SPEA	1
Speech Pathology	1
Sports Management	1
Sports Marketing	1
Supply Chain Management	1
Training & Development	1
Urban Planning	1
Video Game designer	1

NEW GRADUATE PROGRAMS/ FREQUENCY

Masters in Healthcare Administration	5
MS in Occupational Therapy	4
MSN Administration Track	4
Physical Therapist degree or Veterinary Degree	4
DPT in Physical Therapy	3
Law	3
Master of Social Work	3
MBA: concentration in Health Systems Administration	3
MS Health and Wellness	3
MSN Education Track	3
Masters in Manufacturing and Services Management	2
Masters of Public Health	2
MS Health Care Leadership	2
MS in Higher Education and Student Affairs	2
MS or MA in Tax and Business Strategies	2
PHD in Social Work	2
Veterinarian Sciences	2

Academic Mathematics, not applied or Computer Science	1
Actuary	1
Anthropology	1
Chinese culture	1
Corporate Management/Leadership	1
DDS	1
Doctorate in Nursing	1
Doctorate of Pharmacy	1
Eastern Culture/Languages-specifically Mandarin Chinese.	1
Educational Psychology	1
Elementary Education	1
Executive MBA	1
Film Studies, Media Studies, Master in Fine Arts in Creative Writing	1
Forensics and Anthropology	1
Geology	1
Gerontology	1
Midwifery & Nurse Practitioner.	1

Graphic Design	1
Guidance Counseling or Social Work	1
Health Care Administration	1
Human Services	1
Interior Design	1
Journalism	1
MA in Interactive Journalism	1
Master's degree for Medical Imaging Administration	1
Master's degree in Educational Leadership	1
Master's in Public Policy	1
Masters in Anthropology	1
Masters in Economics.	1
Masters in Psychology	1
Masters in Speech Communications	1
Masters of Computer Science	1
MBA specializations	1
Medicine	1
MFA and PhD programs in Creative Writing and Speech Pathology	1
MFA Writing / (Medieval Studies PhD)	1
MS Dental Hygiene	1
MS Embedded Systems	1
MS in Biological Science	1
MS in Communications	1
MS in East Asian History	1
MS in Educational Leadership	1
MS in Family Counseling	1
MS in Higher Education	1
MS in Justice, Law and Criminology	1
MS in Math with tracks in theoretical math and statistics	1
MS or MA in Engineering	1
MS Robotics	1
MS Taxation	1
MSW	1
Pharmacy	1
PhD for Creative Writing.	1
PhD in Biochemistry	1
PhD in Clinical Psychology	1
PhD in Educational Leadership	1
PhD in Sociology and Women and Gender Studies	1

PhD program in Business, Accounting, Finance	1
Political Science master's program instead of just the MPA	1
Psychology, both research and clinical	1
Public Health	1
Social Media Marketing	1
Sports Management	1
Student Affairs Admin	1
Training & Development	1
Vet Tech	1
Video Game Developer	1



### D. Survey Of Academic Advisors

The committee surveyed academic advisors to gain their input on programs commonly requested by students and to ascertain why students leave the university. The electronic survey was completed by 14 academic advisors in March of 2014. Results for all questions are available in Appendix D.

1. What new undergraduate degree programs should be offered by IU South Bend?
- // BS in Nanoscale Science

// BA in Physical Education

// In Education: MS in Higher Education and Student Affairs, MS in Educational Leadership and MS in Academic Advising or Student Personnel

// In Arts: BFA in Ceramics, M. Ed. In Arts Education, BFA in Dance, BA in Integrated New Media Studies BA in Music Industry, BA in Arts Management, BS in Music and/or Art Therapy

- // In CLAS: BA in Philosophy, Politics, Economics, LGBT Studies (minor and certificate), BS in Pharmaceutical Sciences, BS in Math with tracks in theoretical math and applied math, MS in Math with tracks in theoretical math and statistics, Minor in Statistics, BS in Environmental Science, BS in Nanoscale Science
- // In BUS: Accounting Minor; Manufacturing and Services Management (Master's degree)
- // In Health: MSN Administration Track, MSN Education Track, BS Dental Hygiene Online program, MS Dental Hygiene Online program, BS in Clinical Lab Sciences, BS in Health Sciences, and BS Health Sciences Degree
- // Sustainability-Physical Therapy-Conservation
- // BA in Integrated New Media, BA in Physical Education, BA in Philosophy, Politics and Economics, two Math



- // BS degree tracks, and BS in Environmental Sciences, NOT the proposed BS degrees in Clinical Lab Science, “Health Science” (whatever that is)
- // Pharmaceutical Sciences or Nanoscale Science
- // Medical Imaging (tracks) Health Sciences, Integrated New Media Studies, Environmental Science, Nanoscale Science, Pharmaceutical Sciences, Physical Education
- // Pharmacy Tech, Vet Tech, Data Security

**What new graduate degree programs should be offered by IU South Bend?**

- // PhD in Psychology
- // MS in Higher Education and Student Affairs
- // MSN Administration Track, MS in Occupational Therapy, Doctorate in Physical Therapy (if we could get authorization for a Doctorate program on a regional campus), the full-time version of the Masters in Social Work, new concentration areas in the existing MBA program, M.Ed. in Art Education, the two Math MS degrees and the Education graduate certificates
- // Decision Sciences
- // MFA in English, Ph.D. in English, MFA in Art, Music Ph.D. program

- // Masters in Creative Writing, Applied Sports Science, Applied Health Science, Exercise Physiology, Genetic Science/Medicine, Geriatric Care Management/Community Planning
- // Health Care Leadership, Higher Education & Student Affairs, Physical Education, Occupational Therapy, Manufacturing and Services Management, MBA Concentrations, Art Therapy @ graduate level instead of BS, Physical Therapy, Educational Leadership
- // Grad Certificate or Masters in Higher Education Administration, Grad Certificate or Masters in Academic Advising; dual degree MSN/MBA
- // Manufacturing and Service Management
- // MS Health Care Leadership, MS Health and Wellness
- // MS in Occupational Therapy, DPT in Physical Therapy, Master of Social Work – full time program option from the above list

**Additional Comments**

Those who hold full time jobs WOULD attend online or Saturday classes. Traditional students prefer most during the day-but many of these students must work. So, online, and evenings courses perfered. Students leave this school because of the inability to receive help, directions, or feel that they are not important to IU South Bend. The talk of rude behaviors, lack of concern, the inability to get clear-straight answers; the advisor that says “here are your classes” “take these” or “pick from these” when students have jobs, families or other issues. They do not feel apart of IU South Bend.

// If we could offer more unique degrees/majors/minors that other local and comparable colleges don’t offer, and make them our university/campus specialty, we have a chance to

1. hold on to more students who won’t want to transfer to a different university because they are getting what they want locally and
2. possibly see more students out-of-state applying and fighting to get into our programs. Another example of why we should offer something more unique in the area: there are several companies here and around the US who cannot find the right type of “skilled” worker especially in manufacturing engineering, communication, informatics, etc. fields. These are high paying jobs that are going unfilled. If we offer majors for these types of jobs, we have a better chance of having companies knocking on our doors wanting to hire our students right out of college.

- // Offer more one evening/week classes. Implement more change in times/days of offerings instead of based on same semester from previous year. Offer more non-standard courses that start later in semester to accommodate students who drop in remaining full time.
- // While considering offering new programs, we need to look at existing programs to see if they are viable. If existing programs are not, consolidation/elimination may be in order.
- // There are a variety of reasons students come to IU South Bend. Some prefer to come here, but find it difficult to navigate the processes. Helping our students understand higher education and giving clear guidance is crucial to the success of all of our programs.
- // You need to survey 10th and 11th graders at all the local high schools to really find out what our target market is looking for
- // I believe we need to add some sort of innovative experiential learning to entice students to come local, save money, AND enjoy an exceptional learning environment with hands-on active learning that can easily be applied to their career.



E. Data on Majors of Students Who Leave

BACKGROUND:

The data shown in Figure 1 and 2 include three years of student data received from the National Student Clearinghouse. Complete data set is provided in Appendix E.

Figure 1 shows data for students who applied to IU South Bend, but enrolled at another institution. The majors listed are from the institutions in which the students enrolled.

Figure 2 includes data for students who were enrolled at IU South Bend, but transferred to another institution. The majors listed are from the institutions to which the student transferred. Please note that a significant number of these majors represent two-year programs (Ivy Tech). Approximately half of the students whose data is included in Figure 2 had IUSB grade point averages less than 2.0.

KEY FINDINGS:

- 1. Figure 1 shows that the majority of students who do not matriculate to IU South Bend were interested in nursing, dental hygiene, or engineering. We offer degrees in nursing and dental hygiene so this seems to indicate high demand for existing programs. Although we offer a 3-2 physics engineering option, students may be opting to attend Purdue University or other universities for more options in the area of engineering. Some programs that students are enrolling in at other universities match proposed programs (e.g., nutrition, physical education, exercise science, early childhood education, pharmacy, environmental science).
- 2. Figure 2 shows that the majority of students who leave IU South Bend are in the health sciences majors or interested in the same programs listed above (e.g., nutrition, physical education, exercise science, early childhood education, pharmacy, environmental science).

Figure 1. Top majors chosen by students who applied to IU South Bend, but enrolled at another institution over 3 year period from Fall 2011 – Fall 2013 (out of 499 students total). The majors listed are from the institutions in which the students enrolled.

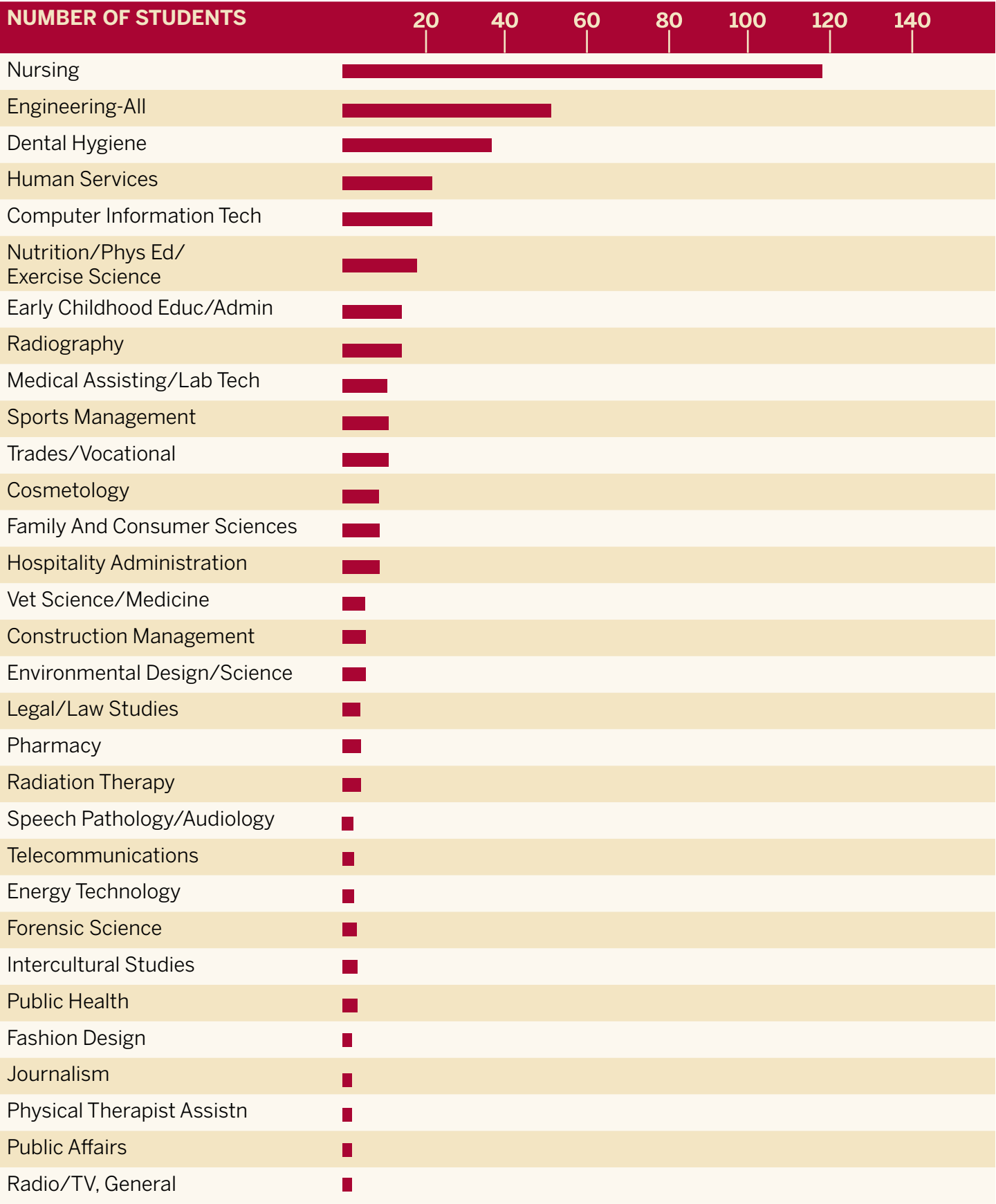
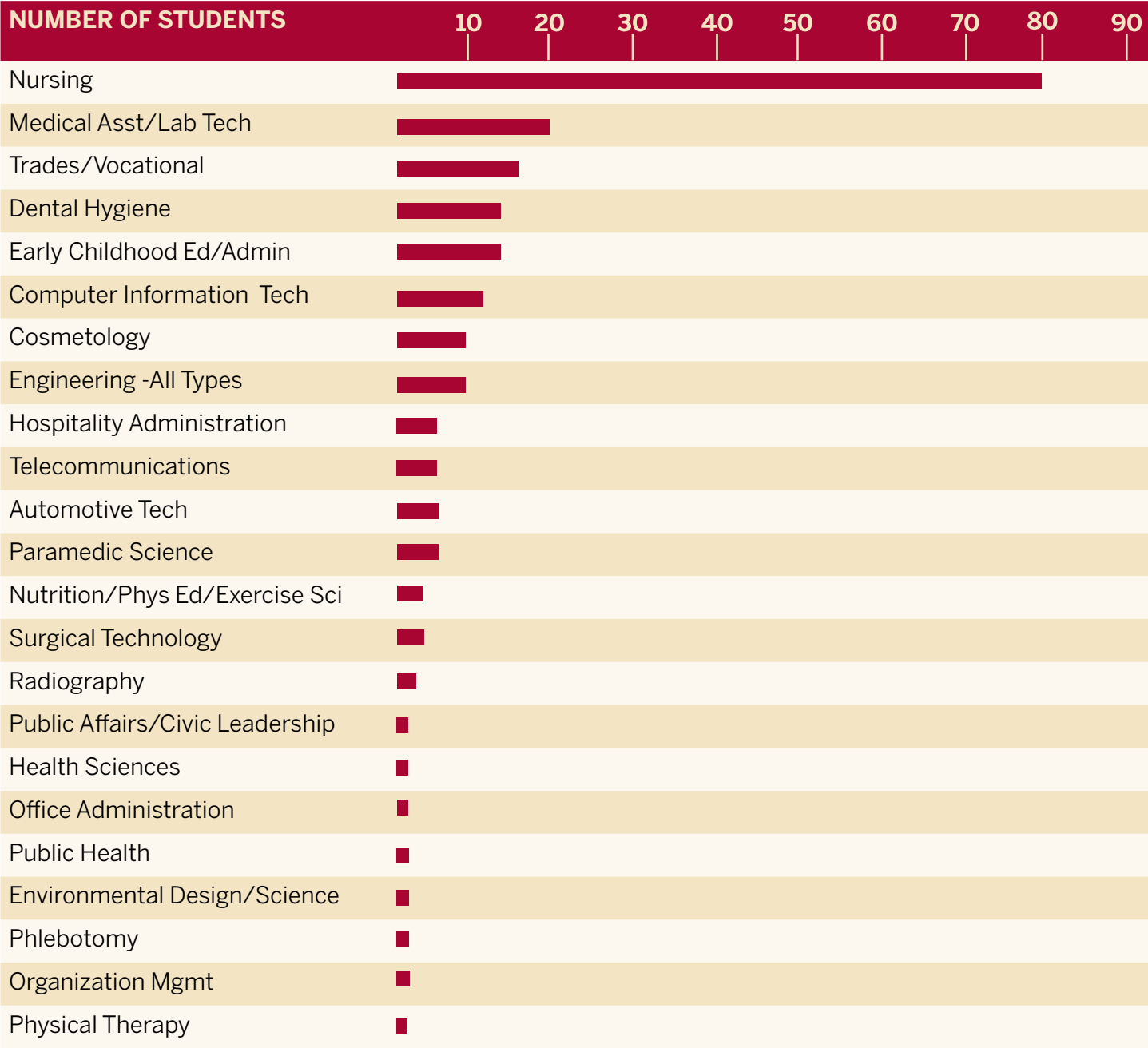


Figure 2. Top majors chosen by all students enrolled in Fall 2011 and Fall 2012 (plus a small number from Fall 2013), but who transferred from IU South Bend to another institution (213 students total). The majors listed are from the institutions to which the students transferred.



F. Regional Gap Analysis

An updated peer and aspirational peer institution list is in the process of being developed by Vice President Applegate's office. Therefore, we focused on completing a regional gap analysis. We generated a list of 18 higher education institutions located in Northern to Central Indiana, Eastern Illinois, and Southern Michigan (Table 1). Biniam Tesfamariam, Institutional Research and Effectiveness Officer, compiled majors that have had degrees conferred within the past three years. A list of degrees offered by IUPUI, Ball State University, Indiana Wesleyan University, Western Michigan University, and University of Illinois at Chicago that are not offered at IU South Bend is available in Appendix G. The committee reviewed all of these lists for the proposed programs and noted in our executive summary the programs not offered by many regional institutions.

Table 1. Higher education institutions included in the regional gap analysis.

INDIANA	ILLINOIS
Manchester University	Northern Illinois University
Ball State University	University of Illinois – Chicago
Valparaiso University	MICHIGAN
Indiana University Northwest	Andrews University
Trine University	Western Michigan University
University of Notre Dame	Grand Rapids University
Purdue University – West Lafayette	
Purdue North Central	
Indiana University-Purdue University Fort Wayne (IPFW)	
Bethel College	
Indiana Wesleyan University	
IUPUI	





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