## 1.A - Core Component 1.A

The institution’s mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution’s academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

### Argument

**1.A.1: The mission was developed through a process suited to the context of the institution:**

Purdue University Fort Wayne's stated mission is expressed in two related statements:

**Who we are: We are Purdue University Fort Wayne, northeast Indiana’s comprehensive metropolitan public university.**

**Our Mission: We educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment.**

The mission was updated in 2019 as part of the strategic planning process to reflect organizational changes resulting from the agreement between the respective boards of trustees of Indiana University and Purdue University to realign the institution as described in the Change in Control, Structure, or Organization application. The HLC Board [notified](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/IPFWtoPFWAction%20Letter%203-5-18.pdf?language_id=1) Purdue Fort Wayne that the Change in Control, Structure or Organization application was approved and that accreditation was extended on the "Open Pathway" with the next Reaffirmation of Accreditation in 2020-21.

ICHE approved the “[Policy on Purdue University Fort Wayne](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/PolicyonPurdueFortWayne-2-22-2012.pdf?language_id=1)” effective July 1, 2018 defining general characteristics of the institution’s mission as part of the realignment process. The policy defined Purdue Fort Wayne’s unique role as the “Flagship Comprehensive Campus for the Fort Wayne Metropolitan Region". The policy was updated by the Indiana Commission for Higher Education as part of a review of all public regional and metropolitan campuses across the state in 2019. As a result of the review, the policy was restated with minor changes as [The Policy on Purdue University Fort Wayne Metropolitan Campus](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Policy_on_PFW_Metropolitan_Campus_2019-06-13.pdf?language_id=1) on June 13, 2019 with an effective date of July 1, 2019.

The strategic planning process assured that the development of the mission engaged both our campus community and key external constituents in renewing the mission and related statements to better reflect the unique metropolitan focus of the institution and the changes at Purdue Fort Wayne resulting from the realignment process. A conscious effort was made to restate the mission to assure that it was more student centered and focused on student success, assure that the role of the university within the community was clearly stated, to affirm our status as a comprehensive metropolitan focused university that engages in teaching, learning, and scholarship, and to emphasize the importance of a diverse and inclusive campus as prioritized in the Indiana Policy for Purdue University Fort Wayne.

To ensure the development of the mission and related statements and the strategy to meet the mission as expressed in the strategic plan was inclusive, the Vice Chancellors and Deans participated in a half-day workshop guided by an outside consulting group to map out a framework for strategic planning.  The workshop resulted in a decision to form a [steering committee](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/StrategicPlanSteeringCommittee-8-5-2020.pdf?language_id=1) representing the major constituency groups of the university.  The Faculty Senate, the Administrative and Professional Staff Advisory Committee, and the Clerical and Service Staff Advisory Committee were solicited to provide nominations for committee members.  The president of the Student Government Association agreed to serve on the committee to ensure student representation.

The Steering Committee in consultation with the consulting group developed a process and timeline to ensure broad participation in the development of a revised mission.  Twenty-three Focus Groups, multiple open forums, surveys, and questionnaires provided the data for a [Discovery Report](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/discovery-report-8-5-2020.pdf?language_id=1).  The Discovery Report was distributed to campus and provided the foundation for a planning meeting in January 2019.  Over 300 university and community members participated in the “All-Hands Planning Meeting”. A [summary](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/summary-report-2019-01-11.pdf?language_id=1) of the meeting was provided to all members of the campus community.  The proposed mission, core values, vision, and aspirations were formalized in the “[High-Level Strategy](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/High-Level%20Strategy%20Draft-8-5-2020.pdf?language_id=1)” draft. Following the “All Hands Meeting”, the steering committee considered information gathered from a survey, a series of open forums, focus groups, and the “All Hands Meeting” to construct a final version of the High-Level Strategy that articulated new identity, vision and mission statements and core values for the university.

Broad participation in the process demonstrates that the renewal of mission was inclusive and suited to the context of the university.

* 31 focus groups with 313 participants
* 300 students, staff, and faculty in an all-day planning session to build the high level strategy
* 215 participants in a half-day planning session to consolidate and prioritize the plan
* 20 open forums with 533 attendees
* 42 staff and faculty (and 2 students) working on the Strategic Plan Steering Committee, Discovery Phase working groups, and Aspiration Planning Teams
* 77 staff, faculty, and administrators serving on Action Planning Teams
* Hundreds of additional survey respondents and points of contact throughout the planning process
* Over 2200 participants in the Campus Climate Survey

That Purdue University Fort Wayne is an Indiana Public Comprehensive University subject to oversight by the Indiana Commission for Higher Education serving a metropolitan region supports the process used to develop the Mission Documents for Purdue University Fort Wayne. The resultant mission and related statements were framed to align with state policy and were developed through a strategic planning effort that engaged the institution’s leadership, university employees across all academic affairs and administrative units, and constituents from the Fort Wayne area.  Therefore, the process for mission development was suited to the institutional context.

**1.A.2 The mission and related statements are current and reference the institution's emphasis on various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.**

The development of the mission and related statements align to the ICHE charge to the university as stated in the Policy on Purdue University Fort Wayne:

This campus is charged to carry out all of higher education’s traditional values
in teaching, research, and professional service. Purdue University Fort Wayne is Indiana’s Flagship Comprehensive Campus for the Fort Wayne Metropolitan Region serving a distinctive role to provide leadership to the region by using its resources to improve the region’s quality of life. It does so in alignment with the Commission’s Reaching Higher strategies advancing student access, affordability, and quality education while increasing college completion rates and productivity. As such, it has been designated a Metropolitan University.

The new mission describes the post-alignment identity of the institution as a metropolitan university and clearly stated role as a comprehensive regional institution to serve students and the community through stating identity and mission statements.

Who we are:  We are Purdue University Fort Wayne, northeast Indiana's comprehensive metropolitan public university.

Our Mission: We educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment.

The related statements provide additional clarity defining core values, vision, and aspirations.

Core Values:

* Students First
* Excellence
* Innovation
* Diversity and Inclusion, Engagement

Vision: We are dedicated to improving the world. We start on our campus, with the obligation we have to each other to make Purdue University Fort Wayne the best it can be—as a place to learn, live, and work. Our commitment extends to the people and communities we serve. Through the transformational power of education, the pursuit of new knowledge, the mutual benefit of collaboration, and an abiding appreciation for culture in all its forms, we make a positive impact on the life of every person we reach, and empower everyone to improve our campus, our community, and our world.

Aspirations:

* Champion Student Success
* Enhance Quality of Place
* Embrace Diversity, Equity, and Inclusion
* Promote Engagement with our Communities

The [Action Plan](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Action%20Plans%20Overview%20v5%20-%20Final-2-22-2021.pdf?language_id=1) provides evidence of the institutional emphasis on various aspects of mission. Specifically, the action planning process identified areas of emphasis defined in the strategic plan.  Those areas of emphasis are stated below:

* Champion Student Success - We will prepare students for academic, personal, and professional success.  Through an enriching and supportive environment, students will be exposed to new thoughts and ideas, promoting confidence and maximizing their potential.
* Enhance Quality of Place - We will make Purdue University Fort Wayne an employer and university of choice - a place where all students, staff, and faculty feel valued and empowered.  We will create pride in our campus, which will foster our growth and advance our reputation.
* Embrace Diversity, Equity, and Inclusion - We will have an open and accepting university, one that welcomes all people, from anywhere in the world, regardless of where they are on life's path.  We will create an atmosphere that values diversity of thought, experience, identity, and culture, thus building an educational environment that inspires fresh perspectives and global awareness, while also addressing barriers that provide equal access and opportunity to all.
* Promote Community Engagement - We will actively pursue community engagement through partnerships, structures, policies, and programs that support sharing and reciprocity with regional, state, national, and global constituents, and that emphasize the creation, integration, transfer, and application of knowledge for the benefit of everyone.

That Purdue University Fort Wayne is an Indiana Public Comprehensive University subject to oversight by the Indiana Commission for Higher Education and managed by Purdue University as part of the Purdue system charged to serve a metropolitan region supports the process used to develop the Mission Documents for Purdue University Fort Wayne. The resultant mission was framed by the state commission to align with state needs and was developed through a strategic planning effort that engaged the institution’s leadership, university employees across all academic affairs and administrative units, and constituents from the Fort Wayne area. Therefore, the process for mission development was suited to the institutional context.

 **1.A.3 The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.**

The mission and related documents along with the Indiana Commission Policy on Purdue Fort Wayne define the nature, scope, and intended constituents of the higher education offerings and services the institution provides. The preamble of the Policy charges the institution to carry out all of higher education's traditional values in teaching, research, and professional service. Furthermore, the metropolitan nature of the institution calls for the institution to provide regional leadership by using resources to improve the region's quality of life.  The scope of Purdue Fort Wayne is framed by the primary education responsibility as defined by Indiana Commission on Higher Education to offer baccalaureate degree programs as well as an array of master's degrees.  Additionally, as defined by circumstances aligned to workforce demand, Purdue Fort Wayne is approved to deliver professional doctoral programs in collaboration with doctoral-intensive public universities in Indiana.

The Institutional Profile stated in [Policy\_on\_PFW\_Metropolitan\_Campus\_2019-06-13](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Policy_on_PFW_Metropolitan_Campus_2019-06-13.pdf?language_id=1). The Policy on Purdue University Fort Wayne highlights the role of the inclusive metropolitan serving institution to serve a diverse student body that includes recent high school graduates and adults of which a substantial portion are first generation, low income, and students balancing education with work and family obligations.  It encourages the institution to enable as many students as possible to complete a full-time course load and graduate on time.  The Mission Statement and Affiliated Statements reinforce the institution's commitments in alignment with the Policy on Purdue University Fort Wayne.  The stated core values describe an institution that prioritizes student success, inclusive excellence, and engagement with the community.

**1.A.4 The institution’s academic offerings, student support services and enrollment profile are consistent with its stated mission.**

The Mission and Associated Statements, ICHE Policy of Purdue Fort Wayne, and the Strategic Plan directly align to Purdue Fort Wayne's academic offerings, student support services and enrollment profile are consistent with the stated mission.

 Academic Offerings

The academic offerings are consistent with the mission of a regional comprehensive university. The institution offers liberal arts focused degrees in traditional disciplinary areas, fine and performing arts programs, and professionally oriented degrees. These programs primarily serve students residing in the region, many of whom are first generation and Pell eligible.

 ICHE's [Policy on Purdue University Fort Wayne](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/PolicyonPurdueFortWayne-8-5-2020.pdf?language_id=1) directs the mission of Purdue Fort Wayne to reflect defining characteristics.  These characteristics include specifications for academic offerings as stated in the ”Profile and Educational Responsibility Section" and enrollment profile as stated in the Admissions Policy statement.

The state guidance on academic profiles is articulated in the definition of Educational Responsibility:

The primary educational responsibility of Purdue University Fort Wayne is to offer baccalaureate degree programs as well as an array of master’s degrees. Under appropriate circumstances aligned to workforce demand, Purdue University Fort Wayne may be approved to serve as the delivery site of a professional practice doctoral program that is offered collaboratively with a doctoral-intensive research campus already authorized to offer such a program or, under exceptional circumstances, independently by Purdue University Fort Wayne. Purdue University Fort Wayne facilitates seamless transfer to and from other institutions through the Core Transfer Library, the Statewide Transfer General Education Core and the Transfer Single Articulation Pathways (Policy on Purdue University Fort Wayne, p.1, 2019).

The [current academic offerings](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/PolicyonPurdueFortWayne-8-5-2020.pdf?language_id=1) comply with the Policy on Purdue Fort Wayne and include certificate programs, some associate degree programs, baccalaureate programs, and professional master's programs.  As evidenced by the offerings, the majority of our degrees are baccalaureate.  Presently Purdue Fort Wayne does not offer a doctoral program. Consistent with our mission, the majority of active degree programs are at the baccalaureate level (52 Baccalaureate Degrees), and our Masters programs total 16 offerings.  The list of suspended degrees represents discontinued programs that continue to have active students.  The institution also offers 30 undergraduate certificate programs and 6 post baccalaureate certificates aligned to student and community need.

ICHE encouraged universities to forgo offering associate programs in favor of offering the majority of associate degrees through the community college system in the state following the recommendations of a Lumina Foundation statewide evaluation.  [Lumina Evaluation Report 2015](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Lumina%20Evaluation%20Report%202015.pdf?language_id=1) reported, "...the major university systems in Indiana agreed to move their associate degree programs to the state's community college system, Ivy Tech Community College of Indiana. Ivy Tech also committed to delivering all remedial courses in the state" (p. iii). Purdue Fort Wayne, in alignment with these state goals partners with community colleges to create pathways from associate to baccalaureate degree attainment through I[ndiana Transfer Single Articulation Pathway (TSAP)](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Indiana%20Transfer%20Single%20Articulation%20Pathway%20-%20TSAP%20-%20Purdue%20University%20Fort%20Wayne%20-%20Acalog%20ACMS-2-22-2021.pdf?language_id=1) programs. TSAP agreements assure that "...that students in selected majors may complete an associate degree at an Indiana community college and transfer into a related field at a four-year public university in Indiana where credits earned for the associate degree will apply toward the bachelor’s degree". Current [TSAP agreements](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Indiana%20Transfer%20Single%20Articulation%20Pathway%20-%20TSAP%20-%20Purdue%20University%20Fort%20Wayne%20-%20Acalog%20ACMS-2-22-2021.pdf?language_id=1)  are updated annually in the Catalog.

 Purdue Fort Wayne as directed by ICHE does not offer remedial or developmental course work.  The institution does provide services to address student-preparedness issues.  Tutoring services are offered through the Tutoring Center with specialized faculty managed tutoring centers. The Writing Center, Foreign Languages Lab and the Math Tutoring and Testing Center are housed in the College of Arts and Sciences.  Music tutoring is offered through the College of Visual and Performing Arts. The College of Engineering, Technology, and Computer Sciences provides both tutoring support and peer mentor programs for their students.

Purdue Fort Wayne offers advising in a blended model through both primary role advisors and faculty advisors discussed in Core Component 3.D.  The institution is moving to centralizing all advising offices in the university to the newly created Academic Accountability and Student Success office to improve the quality and consistency of advising in an effort to increase student success, retention, and persistence to graduation in alignment with the Student Success goals for the strategic plan.  Evaluation of the current structure documented in the [Student Success 3.1 Action Planning Team Narrative Report](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Student%20Success%203.1%20Action%20Planning%20Team%20Narrative%20Report-2-22-2021.pdf?language_id=1) was produced to provide guidance to university leaders to determine how advising might be improved.  The advising offices were moved to OAASS on July 1st, 2020 initiating one year of implementation planning culminating in the execution of the new advising model beginning Fall 2021.

Both tutoring centers and advising centers are grounded in a holistic approach that integrates mentoring within tutoring and advising.  Additionally, formal mentoring is provided through living learning arrangements in student housing, college wide peer mentoring programs, and, informally through a rich tradition of close student faculty relationships in the colleges. For example, The College of Engineering, Technology, and Computer Science encourages mentor mentee relationships through its [LEAD Peer Mentor Program](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/ETCS%20LEAD%20Peer%20Mentor%20Program-2-22-2021.pdf?language_id=1)  within its Student Success Center.  Mentors go through a formal training prior to engaging in the program guided by the [LEAD Mentor Program Manual](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/LEAD%20Mentor%20Program%20Manual-2-22-2021.pdf?language_id=1).

 Student Support Services

Purdue University is charged to serve "...diverse including both recent high school graduates and adults, many of whom are first generation students, low income students, or other students balancing their education with work and family obligations".(ICHE, 2019, p. 1). Support services offered at the university align to the charge.

The Office for Diversity and Multicultural Affairs (ODMA) serves Purdue Fort Wayne Students consistent with their mission "...to provide academic, social, and personal support for minority, first generation, and non-traditional college students at Purdue University Fort Wayne, and to assist in the development, execution, and evaluation of recruitment and retention efforts for students. In addition, ODMA staff members articulate the concerns of our students to the appropriate officials, and maintain a positive connection and working relationship with other university departments and diverse community groups" (.https://www.pfw.edu/offices/odma/index.html).

The Center for Women and Returning Adults (CWRA) "...supports and advocates for all Purdue Fort Wayne students who face personal or academic challenges..." through developing and organizing programs focused on specific needs of non-traditional and First Generation students (https://www.pfw.edu/offices/cwra/). Within the Center for Women and Returning Adults, the "Being First" program for first generation students (https://www.pfw.edu/offices/cwra/programs/being-first.html) and the "Flying First" (https://www.pfw.edu/offices/cwra/flying-start/) program supporting non-traditional students provide academic and social programming aimed at increasing student success for first generation and non-traditional students.

The Resource Center at Purdue University Fort Wayne provides an educational, supportive, accepting, and inclusive environment for LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Questioning/Queer) students through support services and educational efforts that reduce heterosexism, genderism, homophobia, and transphobia. The Resource Center aims to create a campus climate where all community members are encouraged to promote and defend diversity.

Purdue Fort Wayne has continuously received federal grant programming to support its TRIO program. The TRIO program at Purdue Fort Wayne serves 140 students annually motivating and supporting these students in their pursuit of a college degree.  Purdue Fort Wayne's TRIO Program provides support services for self-development and services to enhance academic progress. TRIO is the home of our "Upward Bound Program" which provides secondary students opportunities to experience college life, receive academic counseling and instruction, access weekly tutoring, participate in college visits, participate in cultural and social experiences, and receive post-secondary assistance.  Secondary students can participate in the Summer Academy including a three-week residential stay in Purdue Fort Wayne's student housing.

In January 2021, PFW selected its first Chief Diversity Officer and ODMA, CWRA, The Resource Center, Trio, and Upward Bound were moved from student affairs to the new Office of Equity and Inclusion under his leadership (OEI).  The realignment of offices under the leadership of a Chief Diversity Officer was consistent with the strategic plan's goals in the areas of student success, quality of place, and more specifically diversity and inclusion.

The realignment of offices across divisions was focused on organizing student support areas consistent with our mission and strategic plan.  Coinciding with the movement of the offices to OEI, the executive team moved enrollment management to the Student Affairs Office under the direction of the Vice Chancellor for Enrollment Management and the Student Experience. As part of the movement of SST to Academic Affairs, the Orientation Office remained in Student Affairs.  The alignment of financial aid, admissions, orientation as part of the office supports students from their application to the university through enrollment assuring services that provide a foundation for success.

In addition to creating conditions that support student success through admissions, financial aid, and orientation, Student Affairs engages students through multiple offices including:

* Student Life and Leadership
* Student Housing
* Services for Students with Disabilities
* The Student Assistance Program
* Student Government
* The Dean of Students Office, and
* Career Services

Together, these offices support students from the point of admission to graduation and ultimately their transition from college after graduation to careers or further education.

Enrollment Profile

Purdue Fort Wayne's enrollment profile demonstrates consistent progress to meeting the institutional aims expressed through the mission and associated statements.  The institution regularly monitors enrollment across categories. During a period of declining enrollments between 2015 and 2019, the number and percentage of racial/ethnic minorities increased.  [The Enrollment by Race/Ethnicity Dashboard](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Student%20Enrollment%20by%20Race%20Ethnicity-9-16-2020.pdf?language_id=1) provides evidence of enrollment gains among underrepresented populations as illustrated in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Population** | **Fall 2015** | **Fall 2019** | **Fall 2020** |
|  African American |  455 (4.8%) | 483 (6.6%)  | 486 (7.1%)  |
| Hispanic | 485 (5.2%) | 600 (7.6%) | 623 (9.1%)  |
| Asian | 247 (2.6%) | 263 (3.6%) | 276 (4.0%) |
| Two or More Races | 251 (2.7%) | 319 (4.3%) | 340 (4.9%)  |

An integral part of the Fort Wayne mission is providing opportunities for low income and first generation students.  Historical enrollment in these two student categories, as evidenced by the tables below, consistently accounts for a significant portion of total enrollment.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pell Recipient** | **Pell %** | **Total Undergraduate** |
| Fall 2017  |  3057  | 39.0% | 7847  |
| Fall 2018 | 2814 | 38.2% | 764 |
| Fall 2019 | 2542 | 37.2% | 6838 |
| Fall 2020 | 1959 | 30.8%  |  6370 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **First Generation** | **First Gen %** | **Total Undergraduate** |
| Fall 2017    |  3826 |  41.9% | 7847 |
| Fall 2018 |  3366 | 45.7% | 7364 |
| Fall 2019 | 3275 | 47.9% | 6538 |
| Fall 2020 |  3077 |  48.3%  |  6370 |

In 2019 we eliminated conditional admits based on analysis that these students were much more likely to not persist.  In its place, we initiated an agreement with Ivy Tech ([Ivy Tech Titan to Mastodon Final Signed](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Ivy%20Tech%20Titan_Mastodon%20Final%20Signed-8-5-2020.pdf?language_id=1)) for students to enroll at Ivy Tech and have the option to take some courses at PFW.  This change in admissions policy was made in consideration to our responsibility to admit students who are likely to succeed.  The program allows students to enroll as non-degree seeking at PFW while they are enrolled at Ivy Tech as a degree-seeking student.  While the program demonstrated low numbers of participants and the success rate of participants at PFW were low in the programs first full year (2019 - 20 Academic Year), the institution is examining how to increase student success and participation.

Purdue Fort Wayne's metropolitan mission charges the institution to serve the region. As evidenced by the [Enrollment by Residency Dashboard](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Student%20Enrollment%20by%20Residency-9-16-2020.pdf?language_id=1), state residents, Ohio Reciprocity, and Midwest Student Exchange Students typically account for over 94% of Purdue Fort Wayne's student population.

The state charges PFW to enable "...as many students as possible, including those with work and family obligations to complete a full time course load and graduate on-time".  The institution has steadily increased the proportion of full time students over the last several years.  [Combined undergraduate and graduate full-time enrollment](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Student%20Enrollment%20UG%20and%20G%20by%20FTPT-9-16-2020.pdf?language_id=1) has grown from 71.3% of the student population in Fall 2014 to 75.3% in Fall 2019. [Full-time undergraduate enrollment](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Student%20Enrollment%20FTPT%20UG-9-16-2020.pdf?language_id=1)rose from 74% in Fall 2014 to 81.0% in Fall 2020.  The professional orientation of Purdue Fort Wayne's graduate programs is directly related to ICHE limitations on graduate programs to primarily professionally or career oriented Master's Programs. As a result, the majority of [students in graduate programs](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Student%20Enrollment%20FTPT%20Graduate-9-16-2020.pdf?language_id=1) tend to be part-time.  However, the percentage of full-time graduate students is increasing slightly.  In 2014, 25% of Purdue Fort Wayne's graduate population was full time and by 2019, 33.5% of the graduate population was full time. Full time enrollment dropped slightly in Fall 2020 to 32%.

Purdue Fort Wayne has not been as successful in encouraging students with work and family obligations to enroll full-time. Because the reporting of work and family obligations at the institutional level is self-reported and likely inconsistent, the most reliable proxy measure for students with work and family obligations is age.  [Full-time enrollment of students 24 years of age or over](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Student_Enrollment_24_up-9-16-2020.pdf?language_id=1)peaked at 44.8% in 2011 falling to 39.8% in 2015. Since that time, full time enrollment of adults has remained relatively stable.

In Indiana, as in other states, attention to ensuring students are prepared for post-secondary education is an aim of state legislators. The [Policy for Purdue Fort Wayne](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/PolicyonPurdueFortWayne-2-22-2012.pdf?language_id=1) specially charges the institution to partner with high schools to support students completing college credit prior to graduating from high school.  Collegiate Connection is the unit on campus charged with administering Dual Credit partnerships throughout the state. The screen capture, [Collegiate Connection Webpage](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Collegiate%20Connection%20Webpage-2-22-2021.pdf?language_id=1) in the evidence file provides and overview of the office and can also be viewed online at https://www.pfw.edu/collegiate-connection/.

Dual credit enrollments dashboards provide census level data that assist in planning. Because they use Census Data, two views within the dashboards, [Dual Credit Enrollment Fall](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Dual%20Credit%20Enrollment%20Fall-2-22-2021.pdf?language_id=1) and [Dual Credit Enrollment Spring](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Dual%20Credit%20Enrollment%20Spring-2-22-2021.pdf?language_id=1) are provided as evidence of PFW fulfilling its charge to provide dual credit instruction in support of the state's goals for high school completion. While PFW makes efforts to recruit students we serve through dual credit courses, the primary charge from the state is to assure students in all public high schools have access to a wide array of dual credit courses. The majority of institutions in the state provide dual credit options and compete for delivering dual credit courses in the high schools.

As illustrated in the [Dual Credit Enrollment Fall](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Dual%20Credit%20Enrollment%20Fall-2-22-2021.pdf?language_id=1) dashboard, enrollment in dual credit peaked in Fall 2015 at 3323 students.  In 2017, enrollments were down to 2110 before rebounding to 2859 in Fall 2019. However, dual credit enrollment declined to 1214 in Fall 2020.  The decline in Fall is likely attributable to COVID as evidenced by the Spring Enrollment Trends presented in the [Dual Credit Enrollment Spring](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/Dual%20Credit%20Enrollment%20Spring-2-22-2021.pdf?language_id=1) dashboard. Spring enrollment of dual credit students peaked in Spring 2015 at 3,386 students.  By Spring 2018, enrollments dropped slightly to 2,762 but increased the next two years with 2,853 students enrolled in Spring 2020.  Comparing the Spring 2020 enrollment in which students were recruited and enrolled prior to the majority of districts moving to remote instruction, to Fall 2020 during which districts delayed start dates as well as made decisions on how to deliver instruction (face-to-face, remote, combination, student choice, etc.). The Fall 2019 to Fall 2020 drop from 2,859 to 1,214 enrolled students followed three years of steady increases in enrollment while Spring 2018 to 2020 enrollments maintained a pattern of increased enrollment consistent with Fall 2017 to Fall 2019.

**1.A.5  The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.**

Purdue University Fort Wayne clearly articulates its mission.  The strategy for developing a new statement of mission was designed to explicitly communicate mission, purpose, and values to audiences inside and outside of the organization.  As discussed in 1.A.2. the mission and assorted statements were organized to facilitate a clear understanding of the university. In chronological order, the mission and associated statements, as developed through the strategic planning office in 2019 describe:

1. Who we are:
2. Our Mission
3. Our Core Values
4. Our Vision
5. Our Aspiration

The mission and associated statements are tightly aligned and expressed—initially through the university’s rebranding initiative as part of the 2018 realignment and then further articulated and more closely aligned with Purdue University during a more comprehensive rebranding initiative in 2020.

The university’s branding and messaging platform convey and boldly illustrate the university’s mission and associated statements across multiple media, including the university’s website, media relations, social media, student recruitment materials, and advertising (television, billboards, print, and radio).  Through thoughtful and deliberate inclusion of a broad diversity of students, faculty, and staff, the university highlights—and creates a living testament to—our core values, vision, and aspirations.

The mission and associated statements are described in a public-facing web-page within the Purdue Fort Wayne strategic plan website. T[he Chancellor's 2019 Fall Convocation](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-1A/fall-convocation-address-2019-08-26.pdf?language_id=1) highlighted how the university is working toward fulfilling its mission.  The Chancellor emphasized two core values from the strategic plan—committing the university to put students first and to create an engaging sense of place. Additionally, an overarching priority of the strategic plan is to value diversity, equity, and inclusion. In support of that goal, the university hired its first Chief Diversity Officer, a cabinet-level position, in 2020.

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