## 3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution’s mission.

### Argument

**3.B.1 The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.**

The Indiana Legislature enacted Senate Enrolled Act 182 in 2012 which established a [statewide general education core](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/STGEC%20Guidance%2011-1-2018.pdf?language_id=1).  The purpose of the legislation was to ease transfer between Indiana public institutions through the development of student learning outcomes for courses across two categories of competencies.   The "Foundational Skills" category established learning outcomes for Written Communication, Speaking and Listening, and Quantitative Reasoning.  The second category," Ways of Knowing" established outcomes across broad disciplinary areas to include Scientific Ways of Knowing, Humanistic Ways of Knowing, and Social and Behavioral Ways of Knowing.

The outcomes align with both the objectives of the mission-framing document from ICHE, the [Policy on Purdue Fort Wayne](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/Policy_on_PFW_Metropolitan_Campus_2019-06-13.pdf?language_id=1) and the newly restated mission discussed in Criterion 1. It assures that students traditionally under-served by higher education have access to a high quality education that balances liberal and career focused education assuring they are in a position to access a variety of opportunities after graduation.

The purposes, content, and intended learning outcomes of the general education program are publicly available on the Academics Website in the Explore Academics Section (https://www.pfw.edu/academics/general-education/index.html).  The site provides a statement of purpose:

General education ensures that you will be familiar with the important modes of human thought that are the foundation of scientific, humanistic, social, and behavioral knowledge,

The website and the catalog state the outcomes for the program, content of the program, and intended purposes of the program as described in 3.B.2.

**3.B.2 The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.**

The purposes, content, framework, and intended learning outcomes of undergraduate general education are publicly communicated through the Bulletin. The statewide framework was informed by AAC&U’s LEAP Initiative and associated expected outcomes.

The general education program is grounded in common intellectual skills which are developed through college level introductions in three foundational areas:

            a. Written Communication

            b. Speaking and Listening

            c. Quantitative Reasoning

The general education program builds on these foundational intellectual skills through requiring students to apply the skills as they develop disciplinary and interdisciplinary constructions of knowledge in the following areas:

            a. Scientific Ways of Knowing

            b. Social and Behavioral Ways of Knowing

            c. Humanistic and Artistic Ways of Knowing

            d. Interdisciplinary or Creative Ways of Knowing

The final requirement of general education is a capstone experience which can either be independent of all majors or included as part of the capstone in the major. The Capstone Requirement of the General Education Program is an additional graduation requirement that exists outside of the statewide general education core. The requirement ensures that all students demonstrate their abilities to collect, analyze, and communicate information. They demonstrate mastery through achievement across four broad outcomes listed below:

* Produce an original work involving the creation or application of knowledge, performance, or service
* Report the results through a discipline appropriate product
* Demonstrate a high level of personal integrity and professional ethics by understanding the ethical responsibilities related to the profession associated with the subject of the capstone project
* Demonstrate critical-thinking abilities and familiarity with quantitative and/or qualitative reasoning (http://bulletin.ipfw.edu/content.php?catoid=42&navoid=1138#Area\_C)

The institution frames the statewide general education requirements within its broader vision for undergraduate education. The [Principles behind general education at PFW](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/Principles%20Behind%20General%20Education%20-%20Purdue%20Fort%20Wayne-9-22-2020.pdf?language_id=1), as described in the Academics section of the webpage, tie the statewide plan to a specific intellectual framework defining common knowledge that the Faculty of the Institution in alignment with the statewide general education agreement have agreed all graduates should possess upon completing the general education program.  The general education program adds Interdisciplinary/Creative Ways of Knowing as well as a Capstone experience to the statewide agreement to emphasize the university's interest in helping students integrate and apply knowledge.

The Principles espouse that as a result of completing the general education program,  students should be able to:

* Read, write, and speak with comprehension, clarity, and precision in appropriate media.
* Identify substantive knowledge and disciplinary methods and critically evaluate ideas.
* Demonstrate an ability to use information literacy skills.
* Demonstrate an ability to think critically and solve problems.
* Understand the traditions that form one’s own and other cultures.
* Be familiar with the mental states of human thought that are the foundations of science, philosophy, art, and social behavior.
* Understand aspects of the natural world.
* Use acquired knowledge and skills to create new scholarship.

Over the last several years, the General Education Subcommittee has worked to refresh the general education program.  As discussed in Criterion 4, assessment of the program demonstrated that the general education curriculum as presently designed and operated is fragmented.  Although the course assessment demonstrates that students are meeting the specified learning outcomes across courses within general education, it is clear that students experience general education as a disconnected set of individual courses rather than a coherent and meaningful program.  The General Education Subcommittee began to propose changes to general education in the Fall 2017 semester and presented a proposal through a series of Town Halls in February 2018. The [GE Proposal Reading Package for Town Hall Meetings](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/GE%20Proposal%20Reading%20Package%20for%20Town%20Hall%20Meetings-3-1-2021.pdf?language_id=1) provides a description of the initial proposal including its structure and assessment plan.  Based on feedback from the town halls, the GE Subcommittee began work on a revised version of the 2018 Proposal.  The feedback focused concern over the program structure that included sequenced courses over four years and predetermined levels (100, 200,300,400) of courses offered and the requirement of a course required of all students to address two ways of knowing in one of two tracks (interdisciplinary or creative), and the capstone requirement. In Spring 18 to Fall 2019, the GE Subcommittee worked on a modification of the proposal to address the feedback.  As the structure was designed to increase coherence through the sequencing of courses, the interdisciplinary or creative tracks after completing the ways of knowing category, and the use of signature assignments throughout the program, the committee sought alternative designs to increase meaning for students.  By the end of Fall 2019, the committee had settled on a thematic design focused on community that aligned to the strategic plan, the inclusion of signature assignments as embedded assessments serving dual roles to help students experience a more connected and meaningful general education program and to provide a programmatic assessment of the program as described in Criterion 4.  In Spring 2020, the pandemic and move to remote learning stalled the progress through Educational Policy Committee to Senate for approval.  The proposal was approved by EPC in Fall 2020 but Senate tabled the proposal in December 2020.  The proposal is going before senate again on March 15, 2021. [2020 Gen Ed Proposal and Attachments](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/2020%20Gen%20Ed%20Proposal%20and%20Attachments-3-1-2021.pdf?language_id=1) and the formal Senate submission of the proposed revision, [SDS 20-18 Proposal for General Education Revision](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/SDS%2020-18%20Proposal%20for%20General%20Education%20Revision-3-1-2021.pdf?language_id=1) detail the proposed program.

**3.B.3 The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.**

The Fort Wayne campus ensures all students recognize human and cultural diversity in the work in which they live and work through common outcomes stated in the [Baccalaureate Framework](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/Baccalaureate%20Framework.pdf?language_id=1) (Sense of Community Outcomes) and in the Social and Behavioral Ways of Knowing, and the Humanistic and Artistic Ways of Knowing categories of the general education program. Demonstration of achievement is provided through the assessment process in general education and the mapping of the Baccalaureate Framework to degree programs and associated assessment in the Programmatic Assessment requirements.

The Office of Student Affairs provides multiple pathways for students to grow and develop lifelong skills for working in a multicultural world as evidenced in the [SA Annual Report 2019.2020](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/SA%20Annual%20Report%202019.2020.pdf?language_id=1) . The LGBTQ Resource Center (see page 33 of the SA Report) seeks to increase the visibility and knowledge of LGBTQ issues and inclusive practices among students, faculty and staff.  It also seeks to create an atmosphere of understanding and acceptance for all members of the community, inclusive of sexual orientation, gender, and gender identity.  In 2019-20, 300 attendees (152 unique) engaged in LGBTQ Events. The Office of Diversity and Multicultural Affairs seeks to help students develop a knowledge and appreciation of the diversity of racial, ethnic, sexual orientation, gender identity, religious, age, political, and ability differences within PFW and globally. This understanding includes helping students discuss diversity issues in a respectful and open-minded environment.  In 2019-20 over 1100 students participated in educational programs aimed at increasing understanding of human and cultural diversity and developing lifelong skills for living and working in a diverse multicultural world.

In support of the strategic plan prioritization of Diversity, Equity, and Inclusion, the Office of Assessment chose to administer the [2019 NSSE Inclusiveness and Engagement with Diversity Module](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/2019%20NSSE%20Inclusiveness%20and%20Engagement%20Module-3-1-2021.pdf?language_id=1) and [2019 FSSE Inclusiveness and Engagement with Diversity Module](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/2019%20FSSE%20Inclusiveness%20and%20Engagement%20with%20Diversity%20Module-3-1-2021.pdf?language_id=1) as part of the 2019 NSSE and FSSE Institutional Survey.  As the timing of our regular administration for NSSE coincided with the early stages of moving the strategic plan to implementation stage, the assessment office believed that adding the modules to the administration of the surveys would assist in establishing some baseline data as it related to Diversity, Equity, and Inclusion and provide the ability to track progress through the strategic plan period.  The administration of the survey was prior to the completion of Action Planning Stage.  While it provided context for the implementation stage focused on teaching and learning it also served as a supplement to the broader Climate Study that was completed later in the year. NSSE and FSSE modules have been shared with the CDO in support of the DEI Strategic Planning Process.

The 2019 FSSE Inclusiveness and Engagement With Diversity Topical Module asked faculty select one of their courses to consider how much the course emphasized specific characteristics related to inclusiveness. Parallel questions in the NSSE asked students to report the extent to which they had experienced the items in their coursework. Viewed together, the NSSE and FSSE modules provide a sense of how much learning emphasis was paid to areas that support growth opportunities for students.

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| --- | --- | --- | --- | --- | --- |
| FSSE Item | % Reporting Very Much to Quite a Lot | | NSSE Item | % Reporting Very Much to Quite a Lot | |
|  | Lower division | Upper division |  | First Year | Senior |
| Developing the skills necessary to work effectively with people from various backgrounds | 48% | 54% | Developing the skills necessary to work effectively with people from various backgrounds | 45% | 48% |
| Recognizing students' cultural norms and biases | 56% | 45% | Recognizing your own cultural norms and biases | 48% | 47% |
| Students sharing their perspectives and experiences | 56% | 63% | Sharing your own perspectives and experiences | 57% | 58% |
| Exploring students' backgrounds through projects, assignments, or programs | 31% | 34% | Exploring your own background through projects, assignments, or programs | 39% | 42% |
| Learning about other cultures | 41% | 44% | Learning about other cultures | 46% | 40% |
| Discussing issues of equity or privilege | 35% | 38% | Discussing issues of equity or privilege | 34% | 38% |
| Respecting the expression of diverse ideas | 69% | 68% | Respecting the expression of diverse ideas | 55% | 53% |

Student and faculty responses closely align; however, across multiple responses it appears that more curricular intent could better support our students. We have proposed addressing this to some extent in the proposed general education plan through the community theme and signature assignments.  In addition, the CDO is emphasizing and supporting the development of DEI outcomes within curricula in the academic programs through unit level DEI Strategic Plans.

The [strategic plan](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/purdue-fort-wayne-strategic-plan-9-22-2020.pdf?language_id=1) prioritizes increasing the institutional emphasis on ensuring that both curricular and co-curricular experiences recognize human and cultural diversity and provide students with growth opportunities and lifelong skills for living and working in a multicultural world.  The "Embrace Diversity, Equity, and Inclusion" Aspiration states that:

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, ability, and culture, thus building an educational environment that inspires fresh perspectives and global awareness, while also addressing barriers to equal access and opportunity for all.

As evidenced in the document, two specific activities focus on the educational experience:

1. Strategic Activity 1.3 requiring all units to develop a DEI plan,
2. Strategic Activity 2.1 assessing current curriculum to ensure diverse offerings and to incentivize teaching and programing that includes diversity, equity and inclusion

Champion Student Success Objective 1, strategic activity 1.1 emphasized increasing the use of active learning strategies and High-Impact Practices in gateway courses.  These practices typically engage students in activities that prepare students growth opportunities through the achievement of outcomes supporting life-long skills to promote success in a multicultural world. Objective 3 states the institution's intent to offer programming that centers Purdue University Fort Wayne as a cultural destination for northeast Indiana.  Within Objective 3, Strategic Activity 3.2 "Enhance Quality of Place" Strategic Aspiration seeks to increase participation by, and expand the diversity of, student, staff, faculty, alumni, and community audiences in Purdue University Fort Wayne's arts, athletics, intellectual, cultural, and outreach programming. Objective 2 of the Embrace Diversity, Equity and Inclusion aspiration seeks to focus on recruitment, retention, and graduation initiatives to improve diversity and inclusion on campus and reduce achievement gaps for diverse populations.

**3.B.4 The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution’s mission.**

Faculty across Colleges are active in scholarly and creative work.

 The Departmental Program Reviews provide evidence of contributions in the Departmental Annual Reports. These reports are reviewed by the Dean to produce the College Annual Reports which provide feedback to the academic programs and departments based on their Departmental Report. [2019 CPS Annual Report Combined 5-5-2020 (003)](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/2019%20CPS%20Annual%20Report%20Combined%205-5-2020%20%28003%29.pdf?language_id=1), [COAS 2019 Annual Report with Appendices](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/COAS%202019%20Annual%20Report%20with%20Appendices.pdf?language_id=1), [CVPA Annual Report 2018](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/CVPA%20Annual%20Report%202018%20.pdf?language_id=1), and [2019 ETCS Annual Report V 1.0](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3B/2019%20ETCS%20Annual%20Report%20V%201.0.pdf?language_id=1) all summarize faculty and creative activity for programs and departments in their respective colleges. As an example, the COAS Summary from their College Level Report is provided below:

Faculty in COAS produced 11 books, 9 book chapters, 112 articles, 245 presentations and over 70 poems. In addition, COAS received 16 new grants for a total of $632,606.29.

The College of Engineering Technology and Computer Sciences provides another example of research activity in their individual departmental reports. For example, in the 2019-20 Departmental Annual Report, Computer Science reported faculty members were awarded 14 grants for total funding of 178,689.  This included 7 external grants totaling $117,689 and 7 internal grants totaling $61,000.  In addition, 11 grant proposals totaling $1,163,405 are currently under review.  Of the 11 grants, ten are external grant proposals.

While these totals might be assumed low in some institutional contexts, in the context of a comprehensive regional university that is focused on teaching and learning the totals align with mission.

Engaging students in research is a priority for the campus.  The Annual Student Research and Creative Endeavor Symposium is entering its 24th consecutive year.  Due to COVID the 2020 Symposium was postponed and rescheduled as a virtual symposium as a non-competitive event. In 2021, the symposium will resume as a juried event judged by teams of faculty who will provide feedback.  Student research is archived by the Library and available for view during the visit.

### Sources

* 2019 CPS Annual Report Combined 5-5-2020 (003)
* 2019 ETCS Annual Report V 1.0
* 2019 FSSE Inclusiveness and Engagement with Diversity Module
* 2019 NSSE Inclusiveness and Engagement Module
* 2020 Gen Ed Proposal and Attachments
* Baccalaureate Framework
* COAS 2019 Annual Report with Appendices
* CVPA Annual Report 2018
* GE Proposal Reading Package for Town Hall Meetings
* OAA 16-3 Academic Program Review Framework
* Policy\_on\_PFW\_Metropolitan\_Campus\_2019-06-13
* Principles Behind General Education - Purdue Fort Wayne
* purdue-fort-wayne-strategic-plan
* SA Annual Report 2019.2020
* SDS 20-18 Proposal for General Education Revision
* STGEC Guidance 11.1.2018
* strategic-plan-timeline

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