## 3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution’s offerings).

### Argument

**3.D.1 The institution provides student support services suited to the needs of its student populations.**

Purdue Fort Wayne serves a diverse population of students, many of whom are low income, first generation, and are working while enrolled in the university. As illustrated in the discussion of Criterion 1, the percent of first generation students over the last four years has ranged from a little under 42% to 48.3%.  Pell Recipients typically hovers around 38% of our student population.  An encouraging sign for the university has been an upward trend in underrepresented students, especially among African American and Hispanic populations.  The characteristics of our students, as illustrated by the [Undergraduate Student Profile at Fall Census 2011 to 2020](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Undergraduate%20Student%20Profile%20at%20Fall%20Census%202011%20to%202020.pdf?language_id=1) and [Fall Graduate Enrollment Profile 2011 to 2020](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Fall%20Graduate%20Enrollment%20Profile%202011%20to%202020.pdf?language_id=1) are reflected in the support services offered

Recognizing the diversity of students served by the university and to address needs of the entire population of students, the Office of Student Affairs has historically provided a range of student services aimed at supporting our students including:

* Career Development Center
* Center for Women and Returning Adults (CSRA)
* Dean of Students
* Office of Diversity and Multicultural Affairs (ODMA)
* Student Housing
* Military Student Services
* Services for Students with Disabilities (SSD)
* Student Assistance Program
* Student Government (IPSGA)
* The Resource Center
* TRIO and Upward Bound

The initial implementation of our strategic plan has realigned several offices to better support students success and to drive organizational improvement.  As discussed throughout the document, part of that change was an increased focus on diversity, equity, and inclusion. .The DEI Action Planning Team recommended and the Chancellor approved the inaugural CDO and an Office of DEI as documented [Diversity Equity and Inclusion Recommendations and Feedback](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Diversity%20Equity%20and%20Inclusion%20Recommendations%20and%20Feedback-3-1-2021.pdf?language_id=1) report.  The following offices were transferred to the new the Office of Diversity, Equity and Inclusion.

* ODMA
* CWRA
* The Resource Center
* Trio
* Upward Bound

Concurrent with the establishment of the Office of Diversity, Equity, and Inclusion, a second organizational change was made moving Enrollment Management from Academic Affairs and Enrollment Management to Student Affairs.  The Chancellor issued a formal announcement,   [Organizational Changes in Enrollment Management](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Organizational%20Changes%20in%20Enrollment%20Management-3-1-2021.pdf?language_id=1).to the university describing the changes. The Office of Student Affairs was renamed the Office of Enrollment Management and the Student Experience.  It is believed the move will help connect students from the recruitment process through orientation in the community providing them closer connections to the support services the university provides from the beginning of their PFW experience. The Office of Enrollment Management and Student Affairs student orientation unit is working closely with the Student Advising and Advocacy Unit to assure orientation and initial advising of new students is well coordinated and supportive of student success.

A critical student support service for Purdue Fort Wayne, given their student profile, is advising.  The Student Advising and Advocacy unit is the point of initial contact for students planning their academic pathway and is discussed in 3.D.3.

**3.D.2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.**

As with most regional public universities, the level of preparation for university study varies widely.  A challenge for Purdue Fort Wayne is that the Indiana Legislature through ICHE restricts the university from offering remedial course work as evidenced by the [Policy\_on\_PFW\_Metropolitan\_Campus\_2019-06-13](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Policy_on_PFW_Metropolitan_Campus_2019-06-13-1.pdf?language_id=1). stating that, ***Purdue University Fort Wayne should not offer classroom-based, stand-alone remediation, which is the responsibility of the community colleges (emphasis added)***

The restriction in offering remedial courses shapes academic support.  As discussed in 1.A.4, the institution has partnered with the Fort Wayne Ivy Tech Campus to allow students falling under a 2.3 GPA to enroll at Ivy Tech and concurrently take courses at Purdue Fort Wayne. Students typically enroll in one of our Student Success Courses and a General Education Course. Students participating in the program can take advantage of Purdue Fort Wayne services including housing and access to tutoring while addressing deficiencies requiring remediation at Ivy Tech.  The program is in its early stages and is being evaluated to examine its effectiveness.

As part of the institution's intentional effort to ensure students can successfully matriculate through degree programs, Purdue Fort Wayne has intensified programming to provide tutoring in courses that have high withdrawal and failure rates.  Over the last several years, the university has focused on supplementing tutoring offered in the centralized center with discipline specific centers that engage faculty responsible for challenging courses in developing course specific group tutoring services. A [Tutoring Center Portal](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Tutoring%20Center%20Portal%20Purdue%20Fort%20Wayne-9-23-2020.pdf?language_id=1) provides the information to help students select the specific academic support resources they need.

The [Math and Science Tutoring Center and Math Mall](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/DepartmentofMathematicalSciencesTutoring-9-23-2020.pdf?language_id=1) provide students free face-to-face tutoring and online tutoring in three formats to accommodate the varied profile of students, many of whom work a substantial number of hours to support funding their education.  As evidenced by the [Walk-in Tutoring schedule](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/MathWalk-InTutoringFall2020.pdf?language_id=1) and the availability of online tutoring, the Mathematics and Sciences units have committed to serving both full-time students and students with family and work obligations.

The Writing Center supports student learning in written and oral communication.  The [Writing Center Website](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/WritingCenterWebpage-9-23-2020.pdf?language_id=1) provides information on the services offered, schedules of drop in services, details on how to schedule online sessions, and reservations for one on one assistance. Student learning support services are also provided for students tutoring centers for Music, Computer Science Peer Mentorship, and a Foreign Language Lab.

To assure the initial placement in courses including mathematics, writing and reading, foreign language, specific academic units across the campus require placement testing.  An overview of placement testing and procedures for enrolling in courses that require placement tests is provided to students through the [Testing Services Portal](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Testing%20Services%20-%20Purdue%20Fort%20Wayne-9-23-2020.pdf?language_id=1).

**3.D.3 The institution provides academic advising suited to its offerings and the needs of its students.**

Academic advising at Purdue Fort Wayne is suited to its offerings and needs of students. Presently,  Primary Role Advisors and/or Faculty advisors are assigned to all students. While advising is appropriate for the institution; concern over student success, especially retention and graduation rates below expectations given our student profile, suggest advising is not as effective as it should be.

The strategic enrollment management advising group (SEM) was formed to examine advising in 2017. SEM interviewed chairs about advising practices, training and concerns.  The Deans of the Colleges reviewed and supplemented the chair feedback to identify themes on the state of advising reported in the ACIG Advising Progress Report 1. ACIG 1 and additional reports, training standards, and advisor training were conducted.

* [ACIG Advising Progress Report](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/ACIG%20Advising%20Progress%20Report%201.pdf?language_id=1) [1](file:///C:\Users\johnsonw\AppData\evidence\viewfile%3ffileid=1192203)
* [ACIG Advising Progress Report 2](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/ACIG%20Advising%20Progress%20Report%202.pdf?language_id=1)
* [ACIG Summary KMM 11.8.19](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/ACIG%20Summary%20KMM%2011.8.19.pdf?language_id=1)

Based on the reports [ACIG Advising Standards](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/ACIG%20Advising%20Standards-3-1-2021.pdf?language_id=1) and [ACIG Advisor Training](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/ACIG%20Advisor%20Training-3-1-2021.pdf?language_id=1) were developed; however, they were not successfully implemented in part due to the lack of coordination in the decentralized model.

The Champion Student Success Aspiration stated improving the quality and consistency of advising as a priority in Objective 3 in alignment with the [ACIG summary](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/ACIG%20Summary%20KMM%2011.8.19.pdf?language_id=1), "Build and integrate more robust academic advising into students' educational experience".  A specific strategic activity was stated in 3.1, "Develop a university advising model informed by the assessment of current advising practices, benchmarking of successful institutions, and advising best practices. The[Student Success 3.1 Action Planning Team Narrative Report](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/8-SS%203-1%20Action%20Plan%20-%20Narrative-9-23-2020.pdf?language_id=1) provides details on the benchmarking and best practices assessments.

The Chancellor considered the report and established a new advising structure in which the majority of students who have earned under 30 credit hours are advised in a central unit.  Upon completing 30 CH, they transition to a college unit housing their major.  All advising units, the college units and freshman advising were consolidated within the Office of Academic Accountability and Student Success as described in the [ChancellorAnnouncementonAdvisingChanges](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/ChancellorAnnouncementonAdvisingChanges-9-23-2020.pdf?language_id=1" \t "_blank).

The new advising model will launch in Fall 2021.  The following documents provide descriptive information for the new unit:

* [Organizational structure](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/OAASS%20Org%20Chart-9-23-2020.pdf?language_id=1" \t "_blank)
* [Faculty and Academic Advisor Responsibilities 1.21.21](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Faculty%20and%20Academic%20Advisor%20Responsibilites%201.21.21.pdf?language_id=1)
* [Faculty and Academic Advisor Competencies 1.21.21](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Faculty%20and%20Academic%20Advisor%20Competencies%201.21.21.pdf?language_id=1)
* [Collaborative Intake Model Student Flow diagram](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Collaborative%20Intake%20Advising%20Student%20Flow%208-31-20.pdf?language_id=1) describes the planned student advising
* [Specific and shared roles framed as competencies](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Faculty%20and%20Academic%20Advisor%20Competencies%208-31-20.pdf?language_id=1)

**3.D. 4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution’s offerings).**

Physical Resources:

The University’s physical campus covers 52 buildings, encompassing 1,645,857 assignable square feet across 595 acres. The buildings include the recently purchased Park 3000 Building.  Park 3000 was purchased to meet the needs for a dedicated building to house Doermer School of Business as recommended by AACSB.

In addition to the Park 3000 Building that extended the campus footprint, Purdue Fort Wayne is collaborating with Sweetwater Music  to provide Purdue Fort Wayne students pursuing three current applied majors, a BSM with a major in Music Industry, a BSM with a major in Popular Music, and a BSM with a concentration in Music Technology the opportunity to complete a portion of their study in a world class professional music facility located on the campus of Sweetwater Music. The physical property dedicated to the educational programs is on the Sweetwater Music Campus. It is provided through a multi-year lease with option to renew. Purdue Fort Wayne owns and maintains the physical furnishings and equipment. Sweetwater Music provides property maintenance.  Students in the program matriculate through courses on both the PFW Main Campus and the Sweetwater Campus Additional Location in a seamless fashion.

The collaboration was approved and named by the Purdue University Board honoring Chuck and Lisa Shurak and the Sweetwater Sound, Inc. gifts of rentable free use of the property valued at 1.465 million and an interest free loan of 1.65 million.  The collaboration created rapid growth of the applied music programs.  Anticipating increasing credit hours being delivered out of the program, Purdue University Fort Wayne anticipated that the offerings at Purdue Fort Wayne Sweetwater Music Center could expand to a point where an additional location application with HLC was needed.  In 2018, the institution applied for and HLC approved the request for an additional location as evidenced by the [HLC Change Panels Action Letter Sweetwater 12-07-18 (003)](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/HLC%20Change%20Panels%20Action%20Letter%20Sweetwater%2012-07-18-003.pdf?language_id=1).  The confirmation visit was preceded by the [Sweetwater Additional Location Report for Site Visit](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Sweetwater%20Site%20Visit%20Report.pdf?language_id=1) which  provides a detailed description of the project.  The confirmation visit notification confirmed that the extended additional location was adequate and required no further review or monitoring by HLC ([Confirmation Visit HLC 4-19-19 Report](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Confirmation%20Visit%20HLC%204-19-19%20Report.pdf?language_id=1)). The infrastructure at Sweetwater supports high quality, applied, and relevant learning support for students pursuing careers in the music industry through state of the art recording facilities, performance venues, classroom spaces, and equipment.

Scientific Laboratories, Learning Labs, Performance Halls, Studios

Purdue University Fort Wayne provides physical infrastructure for applied teaching and learning through multiple spaces dedicated to and appropriate to the discipline

* .[Laboratory Performance Spaces and other Infrastructure for Teaching](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Laboratory%20Performance%20Spaces%20and%20other%20Infrastructure%20for%20Teaching.pdf?language_id=1)

Walter E. Helmke Library creates a virtual and physical environment that supports the Purdue University Fort Wayne community in efforts to discover and access vital information. Helmke Library provides high-quality information resources, expert information services, and innovative instruction fully integrated with the educational goals of Purdue University Fort Wayne.

* [Helmke Library Holdings](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Helmke%20Library%20Hodings-3-1-2021.pdf?language_id=1) total 230,590 physical holdings and 1,200,360 Digital/Electrical holdings.
* [Library instructional spaces, meeting spaces and study spaces](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-3D/Library%20Space-9-23-2020.pdf?language_id=1) can be reserved by faculty and students. The open concept of the library provides multiple spaces for individual and group study.

Technological Infrastructure:

Information Technology Services (ITS), the University’s central information technology organization, provides an advanced computing environment and technology support for students, faculty, and staff. ITS supports teaching and learning in many ways. ITS operates 131 labs with over 1,300 computers across campus.  ITS is a key partner in developing and supporting an active teaching and learning environment designed with a student-centered approach in mind.  For example, two classrooms utilized by the Mathematical Science department, and supported by ITS, include laptop devices or touch-screen all-in-one units, multimedia pods embedded within tables designed to facilitate interaction among students, as well as multiple projectors on the walls and cameras for instructional use. ITS also supports nearly 3,000 desktop or laptop machines for faculty and staff use. ITS operates a vast network consisting of over 1,000 wireless access points, supports over 17,000 unique wireless users per month and over 5,000 unique wireless devices per day. ITS hardwired network supports over 4,000 connections per day. After investing considerable human and technical resources over the past two years, in January 2020, ITS completed the construction of the 80-Gigabyte iLight loop that serves Indiana University Fort Wayne, Ivy Tech Community College, and the University of Saint Frances.  This robust network allows students and faculty to connect to online resources in almost all indoor spaces, classrooms, residence halls, and many other locations around campus. ITS also boasts over one Petabyte of storage for the campus security network as well as nearly 500 Terabytes for faculty and staff storage on servers located with ITS Data Center.

Through Fall 2020, ITS provided support to the course management system (Blackboard Learn) used by over 1,400 instructors and 22,000 students across all sections annually. In Fall 2020, the University’s course management system transitioned to a new vendor, D2L Bright Space, to provide instructors and students a next-generation online academic experience.  This system is centrally administered across the Purdue system using resources of the Information Technology at Purdue (ITaP) organization.

Purdue Fort Wayne's research computing environment leverages resources of both the Purdue system as well as local resources. For instance, the Electrical and Computer Engineering Department has a Lambda Server, with eight high-end NVIDIA GPUs, 196 Gigabytes of memory, and six Terabytes of storage. Within ITS’ Data Center, system administrators manage a small number of physical and virtual servers dedicated to a range of academic and research purposes. Furthermore, there are many departmental PC workstations are used to support research activity.  Individuals or departments may access ITaP research computing resources for a fee.

ITS directly manages $8 million in expenditures and includes 50 staff members in areas of enterprise project management, security and identity management, customer service centers (academic consulting, asset management, helpdesk, student labs and deployment, and enterprise end-user technical support), network and system engineering, application development, and database administration.

### Sources

* 8-SS 3.1 Action Plan - Narrative
* ACIG Advising Progress Report 1
* ACIG Advising Progress Report 2
* ACIG Advising Standards
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