## 4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

### Argument

**4.A.1 The institution maintains a practice of regular program reviews and acts upon the findings.**

Comprehensive Program Review Process

The Purdue University Fort Wayne Campus maintains a regular process of program review and acts on its findings. [Senate Document 93-26](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/Senate%20Document%2093-26.pdf?language_id=1) resolved that the Office of Academic Affairs is responsible for conducting a review of each academic unit(school/division) and department on a recurring 3-to-6-year schedule. The Office of Academic Affairs conducts regular review of academic programs through the Program Review Process as required by [OAA 16-2](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/OAA%2016-2-9-24-2020.pdf?language_id=1) and [OAA 16-3](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/OAA%2016-3-9-24-2020.pdf?language_id=1). The [Comprehensive Program Review Process](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/Comprehensive-Program-Review-rev%202020.pdf?language_id=1) describes the relationship between the annual reports and comprehensive review.

 Departmental Annual Report

The Departmental Report is based on a template designed jointly by The Office of Institutional Research (OIR) and Office of Academic Accountability and Student Success (OAASS) (formerly the Department of Assessment and Program Review). Following Fall Census, OIR gathers enrollment data for the last five years and loads the information in a Template.  Academic Departments complete the Departmental Annual Report. Each year Departments complete and the Dean reviews the Report and submits an Annual Report to the Office of Academic Accountability and Student Success in March .Reports for the 2018-19 AY provide evidence of annual departmental reports:

* [COAS 2019 Annual Report with Appendices](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/COAS%202019%20Annual%20Report%20with%20Appendices.pdf?language_id=1), [2019 COAS Departmental Reports Combined](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/2019%20COAS%20Departmental%20Reports%20Combined.pdf?language_id=1)
* [2019 CVPA Annual Report with Departmental Reports](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/2019%20CVPA%20Annual%20Report%20with%20Departmental%20Reports.pdf?language_id=1)
* [2019 CPS Annual Report Combined 5-5-2020 (003)](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/2019%20CPS%20Annual%20Report%20Combined%205-5-2020%20%28003%29.pdf?language_id=1)
* [2019 DSB College and Department Reviews Combined](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/2019%20DSB%20College%20and%20Department%20Reviews%20Combined.pdf?language_id=1)
* [2019 ETCS Annual Report with Department Reports](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/2019%20ETCS%20Annual%20Report%20with%20Department%20Reports.pdf?language_id=1)

The 2020 Report (2019-20 academic year) is expanding to seven sections with the addition of  Upper Division Instructional Workload Metrics.

Annual Assessment Reports

The Assessment Plan is discussed in full in the discussion of Core Competency 4.B.  Examples of departmental and college level reports are provided in that section.

Comprehensive Program Review

Academic programs that are not professionally accredited produce a comprehensive program review every seven years.  Recent Comprehensive Reviews provide evidence of regular program review:

* [Comprehensive Program Review 2018 Math ILCS Physics](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/Comprehensive%20Program%20Review%202018%20Math%20ILCS%20Physics.pdf?language_id=1) provides three examples of Program Reviews that were completed in the 2018 Academic Year. In 2019, the English/Linguistics Program Review, Biology Program Review and History Program Review were conducted.
* The [2020 Dean Review of Self Study Biology English History](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/2020%20Dean%20Review%20of%20Self%20Study%20Biology%20English%20History.pdf?language_id=1) was prepared by the Associate Dean and provided feedback to the programs prior to forwarding the drafts to the external reviewers.
* The [PFW 2020 ENGL Program Review with External Review](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/PFW%202020%20ENGL%20Program%20Review%20with%20External%20Review.pdf?language_id=1) provides an example of a self-study with virtual review.. The [BIOL Program Review 2019-2010 Final](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/BIOL%20Program%20Review%202019-2010%20Final.pdf?language_id=1) is scheduled for external review on April 5th 2021 and the History External Review is scheduled for March 25th, 2021.

After the external review is conducted, faculty from the program including the Chair meet with the VCAA, Executive Director of Academic Accountability and Student Success, and the Dean (and in some cases other Associate Deans) of the college. In this conference the VCAA and Executive Director of Academic Accountability and Student Success discuss the report with the Chair, Dean, and selected faculty.  The consultation provides a review of the self-study and external reviewer comments, an evaluation of the study and recommendation, discussion of departmental performance over the period, conversation about the five year plan, and discussion of requests made in the report including budget requests.  Approval of budget requests typically are considered in conjunction with budget determination for the upcoming fiscal year.

While budget constraints resulting initially from tuition losses as a result of the realignment followed by loss of tuition revenue due to COVID have limited addressing some issues, priority has been giving to provide resources where requested, to approve the exploration of new concentrations or majors within the program, and to make recommendations on enrollment management strategies to increase program enrollment through strengthening recruiting and retention efforts. For example, the VCAA encouraged ILCS to follow through on their proposal to add a cultural studies major.  The Chair submitted the proposal and was provided feedback on the proposal to modify and resubmit.  ILCS felt the cultural studies program would provide the potential of additional majors or minors and strengthen enrollment.  The program also asked for additional faculty lines which was not approved by the VCAA; however, the VCAA did suggest that faculty lines could be possible once a pattern of increased enrollment justified the addition of tenure track faculty who had a reasonable expectation of being retained. Physics is in the process of working with the Office of Academic Accountability and Student Success to develop learning outcomes in support of creating a Masters Program to increase enrollment.

**4.A.2 The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.**

The Fort Wayne Campus follows [Purdue University Guidelines for Credits](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/Purdue%20University%20Credit%20Guidelines.pdf?language_id=1). The number of credit hours awarded quantitatively reflect outcomes expected, mode of instruction, time spent in class, and expected work conducted outside of class. The guidelines define credit hours for non-laboratory class instruction, laboratory class instruction, independent study, and distance education representing the learning modalities offered by the institution. The types of credit awarded include regular credit, thesis credit, equivalent credit, and continuing education units. The Credit Hour Guidelines provide definitions of each type of credit awarded.

The Purdue Fort Wayne Senate maintains Academic Regulations stated in [SD 85-18](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/SD85-18-5-1-7.pdf?language_id=1) as amended by [SD16-45](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/SD16-45.pdf?language_id=1).  The various credits eligible for transcription are defined in the "Definitions Section" of SD 16-45 and policies for evaluating credit are provided in sections referenced in the definitions consistent with Purdue Policy.

**4.A3 The institution has policies that ensure the quality of the credit it accepts in transfer.**

Purdue Fort Wayne assures the quality of credits it accepts at transfer. Institutional policy requires an official transcript of prior work from a regionally accredited institution and limits accepted transfer credits to student work that earned a C- or better. The statewide transfer library, institutionally negotiated articulation agreements, and in cases where no arrangement exists individual evaluations of courses by the transfer office, assure that awarded credits are of high quality and align to PFW programs. [The policy for transfer of credits](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-4A/Transfer%20Credit%20Policy%20Catalog%20Section.pdf?language_id=1) is published annually in the "Regulations, Policies, Rights, and Responsibilities" section of the Catalog.

**4.A.4 The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.**

The Purdue University Fort Wayne campus maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs.

Faculty and University Administrators share authority for the curriculum jointly consistent with shared governance principles. Remonstrance processes at the course and program level assure quality curricula. The remonstrance process includes rigorous review by faculty and administration at multiple institutional levels in a shared governance model and assures the quality, rigor, and need for new courses and/or programs. The remonstrance process for courses and programs describe the process. The process requires faculty review at multiple stages for approval.

Academic units determine prerequisite courses consistent with the progression of their curriculum and monitor the effectiveness of the curriculum through the Annual Program Review and the Annual Assessment Report discussed in 4A1.

Dual credit courses are required to meet the same standards and rigor as courses offered at the university. The student learning outcomes and levels of achievement expected of students are equal to those offered on the Fort Wayne Campus. The student learning outcomes for the courses are required to parallel the outcomes of the equivalent courses delivered on the Fort Wayne Campus. The Campus Connections office in coordination with sponsoring academic units provide oversight, training, and support. Campus Connections requires and reviews assessment reports for all dual credit courses to ensure the level of learning and rigor are equivalent to Fort Wayne Campus courses. The sponsoring PFW academic department reviews course level assessment for dual enrollment courses as part of their annual assessment report process.

The Fort Wayne Campus is working with ICHE to bring instructors teaching dual credit courses in compliance with HLC requirements. HLC approved an extension through September 21, 2022 for institutions to meet the requirements for compliance as it relates to dual credit instructors. The institution and the state have developed a plan to ensure faculty are qualified. During this period, The Purdue Campus will continue to progress toward bringing all dual credit instructors into compliance.

Consistent with instructor requirements for the Fort Wayne Campus, dual credit instructor qualifications for teaching dual credit courses are the same as those for instructors on campus including a minimum of 18 credit hours at the graduate level or above in the discipline and a Masters Degree. Campus Connections provides oversight for all dual credit courses including descriptions and syllabi for courses, assessment of student learning consistent with the requirements for all university courses and faculty qualifications.

**4.A.5 The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.**

The Fort Wayne Campus encourages all academic programs to pursue specialized accreditation if available. The table below lists Accredited Programs.

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| **Fort Wayne Campus Accredited Programs** | |
| **Agency** | **Program(s)** |
| ABET/Computing Accreditation Commission (CAC) | B.S.-Computer Science |
| ABET/Engineering Accreditation Commission (EAC) | B.S.C.E.  B.S.Cp.E.  B.S.E.E.  B.S.M.E. |
| Accredited by the Engineering Technology Accreditation Commission of ABET (ETAC) | A.S.-ARET  A.S.-CET  A.S.-EET  A.S.-IET  A.S.-MET |
| Accredited by the Engineering Technology Accreditation Commission of ABET (ETAC) | B.S.-CNET  B.S.-CPET  B.S.-EET  B.S.-IET  B.S.-MET |
| Association to Advance Collegiate Schools of Business (AACSB) | B.S. in Business  Master of Business Administration |
| American Chemical Society | B.S. in Chemistry |
| American Music Therapy Association (AMTA, formerly NAMT) | B.S. in Music Therapy |
| Council for the Accreditation of Educator Preparation (CAEP) and Indiana Department of Education/Division of Professional Standards | B.S. in Education  M.S. in Education |
| National Alliance of Concurrent Enrollment Partnerships (NACEP) | School-based Programs |
| National Association of Schools of Art and Design (NASAD) | B.A. in Art  B.A. in Art Education  B.S. in Interior Design  B.F.A. in Art (Ceramics, Drawing, Metalsmithing, Painting, Printmaking, Sculpture)  B.F.A. in Visual Communication and Design (Graphic Design, Imaging and Photography, Modeling and Animation) |
| National Association of Schools of Music (NASM) | Certificate in Piano Pedagogy  B.S. in Music and an Outside Field  B.M.  B.M.E.  B.S. in Music Therapy |
| National Association of Schools of Theatre (NAST) | B.A. in Theatre |
| The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) | M.S. in Speech Pathology |
| The Council for Accreditation of Counseling and Related Educational Programs | M.S.Ed. in Clinical Mental Health Counseling  M.S.Ed. in School Counseling |

**4.A.6 The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.**

The Fort Wayne campus evaluates the success of its graduates following graduation. Career Services administers The First Destination Survey annually. The Survey identifies the initial pathways of students after graduation including employer, graduate school intent, graduate school application, graduate school acceptance, relationship of first job or graduate school to completed major, and multiple other dimensions. The reports are available on the Career Services Website (https://www.pfw.edu/offices/career/resources/).

### Sources

* 2019 COAS Departmental Reports Combined
* 2019 CPS Annual Report Combined 5-5-2020 (003)
* 2019 CVPA Annual Report with Departmental Reports
* 2019 DSB College and Department Reviews Combined
* 2019 ETCS Annual Report with Department Reports
* 2020 Dean Review of Self Study Biology English History
* BIOL Program Review 2019-2010 Final
* COAS 2019 Annual Report with Appendices
* CollegeAnnualReportsAY18-19
* COM 2020 Department Annual Report
* Comprehensive Program Review 2018 Math ILCS Physics
* Comprehensive Program Review Process
* Evaluation of College Review Rubric
* OAA 16-2
* OAA 16-3
* PFW 2020 ENGL Program Review with External Review
* Purdue University Credit Guidelines
* SD16-45
* SD85-18.5.1.17
* Senate Document 93-26
* Transfer Credit Policy Catalog Section

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