Indiana University - Purdue University Fort Wayne

Application for Institutional Change in Organization*

Prepared for:

The Higher Learning Commission

June 30, 2017

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Indiana University – Purdue University Fort Wayne
Change in Organization Application

Section A: General Introduction:

Proposed Transaction Background:

Indiana University - Purdue University Fort Wayne (IPFW) is an independently accredited institution that confers Indiana University and Purdue University degrees. It is governed pursuant to the Amended Management and Academic Mission Agreement Indiana University – Purdue University Fort Wayne (Appendix A). Purdue University is designated by the agreement as the responsible corporation for managing and operating IPFW for the benefit of both Indiana University and Purdue University.

For the last several years, the state legislature, Purdue University, Indiana University, and IPFW have engaged in a discussion of how the Fort Wayne campus might best meet the needs of IPFW students, the greater Fort Wayne community, and the state. The discussion led to the initiation of a study by the Legislative Services Agency (LSA) to explore how to best position IPFW to serve those needs. After a comprehensive study and conversations with stakeholders, the LSA Report (Appendix B) recommended a realignment of academic programs offered at Fort Wayne to more effectively leverage the strengths of each institution to serve IPFW's metropolitan mission. These discussions resulted in a proposed agreement to establish a realigned governance structure for IPFW.

This application and the supporting documents serve as formal notification to The Higher Learning Commission of the intent of IPFW, Purdue University (Purdue), Indiana University (IU), and Indiana University Purdue University Indianapolis (IUPUI) to implement a realigned organizational structure that draws on the strengths of the universities to better serve students, the greater Fort Wayne Community, and the state of Indiana.

Process Leading to the "Agreement and Plan of Realignment for Indiana University – Purdue University Fort Wayne"

IPFW's University Strategic Alignment Process (USAP) was initiated in 2014 to institutionalize an evidence based approach for aligning university resources and university strategic priorities. The USAP process emphasized improving operational efficiency and effectiveness through aligning the strategic plan with specific measurable outcomes, metrics, actions, assessment, and evaluation. Consistent with this aim, reports produced in 2014-2015 (Appendix E) and 2015-2016 (Appendix F) prioritized and operationalized the current strategic plan (Appendix G) at the unit level. "Action Plan 41" (Appendix H) formalized the USAP reports as a series of prioritized action steps aligned to the strategic plan.

The "Amended Management and Academic Mission Agreement" (Appendix A) expired June 30th, 2014. Amendment 1 (Appendix C) was approved by the Trustees of Purdue and IU to extend the agreement through June 30, 2015. House Enrolled Act 1001 extended the agreement

effective July 1, 2015 for an additional year ending on June 30, 2016. This extension ran concurrent with the Indiana General Assembly's authorization of a Legislative Services Agency (LSA) study. The Indiana General Assembly enacted legislation in 2015 that authorized the LSA to evaluate and propose new models for the role and governance of IPFW.

The LSA evaluation was completed and a report including recommendations on the future governance of IPFW was issued on January 15, 2016. Amendment 2 (Appendix D) effective July 1, 2016 conditionally extended the agreement to June 30, 2021 or "…until and unless the Parties mutually agree to supersede and replace such Agreement with a new agreement prior to that date" (Amendment 2, Page 2) to allow time for IPFW, Purdue, and IU to consider the recommendations of the LSA. It further stated that each party will "…use its best efforts to explore and identify a realigned governance structure for IPFW and will cooperate with the other Party in that process, taking into consideration the recommendations described in the LSA Report and the USAP Report, as well as other factors to which the Parties may agree, with a mutual goal of presenting an agreed upon revised governance structure to the Parties' respective Boards of Trustees for approval in December 2016" (Amendment 2, Item 1, Page 2).

On December 16, 2016, the Boards of Trustees for Indiana University and Purdue University agreed to a realignment plan for Indiana University – Purdue University Fort Wayne as recommended in the LSA Report. The "Agreement and Plan of Realignment for Indiana University – Purdue University Fort Wayne" (Transactional Document 1, Exhibit 1) was conditioned on a specific timeline in which the primary parties (IPFW, Purdue, and IU) agreed to produce a Program Transfer Agreement to facilitate the LSA recommended change in governance and to produce a group of ancillary agreements that define the relationships and responsibilities of the respective universities upon approval of the realignment of missions resulting from the governance changes. The "Agreement and Plan of Realignment for Indiana University-Purdue University Fort Wayne (TD 1, Exhibit 1) was executed on December 16th which began a timeline that was constructed to meet an anticipated transaction close date of June 30, 2018 and a Realignment Effective Date of July 1st, 2018. This implementation timeline is presented below.

Implementation Timeline for Agreement and Plan of Realignment
Indiana University-Purdue University Fort Wayne:

December 1 & 16, 2016 – Agreement and Plan of Realignment agreed to and signed by the Indiana University Board of Trustees and Purdue University Board of Trustees respectively

December 2016 - Notification of initiation of change process to HLC to establish timeframe and clarify requirements for Initial Interaction Review.

December 15, 2016 - IPFW completes Letter of Intent, prospectus, narrative of transaction, timeline, and additional documentation prepared for HLC as required for the Initial Interaction Review

January 12, 2017 - Letter of Intent, prospectus, narrative, timeline, and additional documentation emailed to HLC.

January 18, 2017 - Conference call to HLC with representatives from IPFW, Purdue, and IU to discuss the Change in Organization

February 2017 - Tiger Teams, Working Groups, and Advisory Groups formed to complete Ancillary Agreements specifying terms of the transaction. Executive and Legal Teams from IU and Purdue begin work on the Program Transfer Agreement informed by the Ancillary Agreements.

January 1, 2017 – June 30th 2018 – As allowed by the management agreement in effect since the last HLC Comprehensive Review, plans and processes are developed for all Indiana University Programs to transfer to Purdue University with the exception of the following departments: Dental Education, and Medical Imaging and Radiologic Sciences. The Department of Nursing (presently a Purdue program) is transferred to Indiana University.

June 8, 2017 - Program Transfer Agreements Completed

June 15-16, 2017 – Indiana University Board of Trustees and Purdue University Board of Trustees approve the Program Transfer Agreement and Ancillary Agreements

June 30 2017 - Change in Organization Application completed - to be submitted no later than July 7, 2017 per HLC email to Vicky Carwein dated June 23, 2017

September 5-6, 2017 – HLC Fact Finding Review, Staff Report, and Institutional Response.

February 2018 - HLC Board Decision

June 30, 2018 – Transaction Closing Date

July 1st, 2018 – Change in Organization Effective Date (subject to HLC Approval) - Purdue University Fort Wayne continues as an independently accredited institution managed by Purdue University. All health science programs are transferred to IU management and control.

The process of drafting the Program Transfer Agreement and Ancillary Agreements began in February 2017. Tiger Teams, working groups, and advisory groups were organized with broad representation from IPFW, IU, Purdue, and IUPUI. Final execution of the agreement is conditioned on meeting the terms of the timeline, adequate budget appropriations and funding approved by the Indiana General Assembly and included in the State of Indiana's 2017-2019 biennial budget, approval of the Program Transfer Agreement including approval of each ancillary agreement by the Boards of Trustees of Purdue University and Indiana University, and consents and approvals from the Higher Learning Commission and the U.S. Department of Education. The Ancillary Agreements were completed at the end of May 2017 and the Program Transfer Agreement was completed at the beginning of June 2017. The final draft of the Program Transfer Agreement and Ancillary Agreements was signed by the Indiana University Board of Trustees and the Purdue University Board of Trustees on June 16, 2017.

The Program Transfer Agreement (TD 1) was signed on June 16, 2017 is effective July 1, 2018 subject to review and final approval by the Higher Learning Commission. It authorizes and provides a framework for the organizational changes. The Ancillary Agreements provide the details of the realignment and the contractual obligations of the parties. The Appended Ancillary Agreements include:

1. Appendix A: Curriculum Offering and Academic Delivery Agreement
2. Appendix B: Teach-Out Agreement
3. Appendix C: Student, Faculty and Staff Services Agreement
4. Appendix D: Lease Agreement

Once the change in organization is approved by HLC, the Program Transfer Agreement is executed, the Plan for Realignment and current Management Agreement are void, and the relationship between the IUPUI additional location programs and the Fort Wayne campus are defined by Program Transfer Agreement and appended ancillary agreements. At that time, and conditioned on consents and approvals discussed, all degree programs offered on the Fort Wayne Campus with the exception of the health sciences degrees will be conferred as Purdue Degrees after a three year transition period. Health sciences degrees will be conferred as IU degrees by IUPUI. Students enrolled at IPFW prior to the effective date of the realignment will continue to matriculate pursuant to the program requirements in effect prior to the realignment and will be conferred degrees as defined in the Teach-Out Agreement (Transactional Document 1, Appendix B).

The intent of the realignment as specified by the Legislative Services Agency Report (Appendix B) and as defined by the Program Transfer Agreement is to continue the current IPFW campus as an independently accredited and Purdue-managed campus under essentially the same terms as before. The campus is proposed to be renamed Purdue University Fort Wayne to maintain congruency of the university identity and mission while distinguishing Purdue as the sole degree granting entity. The curriculum and faculty of these programs will remain the same. Subject to

HLC approval, all programs with the exception of the health sciences programs (as described in the following paragraph) that formerly conferred Indiana University degrees at IPFW will transition to conferring Purdue degrees effective July 1, 2018. Students who enrolled in IPFW prior to July 1, 2018 and who are currently enrolled in academic programs leading to one or more Indiana University Degrees, who are making adequate progress to degree completion, and who complete all degree requirements by July 1, 2021 will receive an Indiana University Degree. Students currently enrolled in an Indiana University Degree Program who complete all degree requirements after July 1, 2021, will be awarded a Purdue University Degree.

Management and control of the health sciences programs (Department of Dental Education, Department of Nursing, or Department of Medical Imaging and Radiologic Sciences) will be assumed by Indiana University as an additional location of Indiana University - Purdue University Indianapolis (IUPUI). The Program Transfer Agreement and appended Ancillary Agreements drafted by representative campus groups define the terms of the final agreement. The Curriculum Offering and Academic Delivery Agreement (TD 1, Appendix A) outlines the necessary conditions for a consortium agreement between IUPUI and PFW in which PFW agrees to provide general education courses and a limited menu of service courses outside of general education to students. Services provided to IUPUI Faculty, Staff, and Students by PFW are outlined in the Student, Faculty and Staff Services Agreement (TD 1, Appendix C). The Program Transfer Agreement supplants all prior management agreements effective July 1, 2018 subject to HLC approval. The July 1, 2018 effective date was established, in part, to allow time for HLC to review, provide feedback, and ultimately approve the new management agreement.

In summary, Indiana University Purdue University Fort Wayne (IPFW) is presently an independently accredited institution managed by Purdue University. It currently confers degrees from Indiana University and Purdue University. The LSA Report initiated a review of the current organization and made recommendations for the future governance of the academic programs offered on the Fort Wayne Campus. The respective Boards of Purdue University and Indiana University crafted a Program Transfer Agreement that consolidated all current IPFW academic programs, with the exception of health sciences programs, as a regionally autonomous and independently accredited campus managed by Purdue University with the intent of continuing the current mission of IPFW as an independently accredited regional comprehensive university in the Purdue University System. A new name, Purdue University Fort Wayne reflecting the consolidation of programs was approved by the Purdue Board of Trustees with input from Fort Wayne Campus constituents to be submitted to the Higher Learning Commission with the Change in Organization Application. Further the Program Transfer Agreement transfers the Health Sciences programs on campus including the nursing programs, the medical imaging and radiologic sciences programs, and the dental programs to Indiana University control as an additional location of IUPUI effective July 1, 2018.

Narrative Summary and Conclusions Overview

The narrative details the organizational changes through a summary of:

- the existing management agreement,
- the Program Transfer Agreement (TD 1) approved by the respective Boards of Trustees on June 16, 2017,
- a description of the future governance of Purdue University Fort Wayne and Indiana University Health Science Programs at Fort Wayne that is subject to HLC approval

The conclusion provides:

- an institutional statement on continuity of governance
- the benefits of the organizational change

Existing Management Agreement:

The Amended and Restated Management and Academic Mission Agreement (the "Agreement") (Appendix A) extended, restated, and superseded the prior management agreement originally entered into effective July 1, 2008. Effective July 1, 2013, the "Agreement" continued to facilitate a unique higher education environment in which an independently accredited university (IPFW) offers programs of studies leading to degrees conferred by Indiana University or Purdue University. Under the terms of the agreement IPFW operates as a locally administered and independently accredited institution, led by a Chancellor who serves as the Chief Executive Officer of IPFW and reports to the Purdue President. The current agreement assigns Purdue the role as "… the responsible corporation with full power, authority and responsibility to manage and operate IPFW for the benefit of Indiana University and Purdue University". Further, the present management agreement, as approved by The Higher Learning Commission, assigns "…specific academic, research and public service missions in the operation of IPFW as mutually agreed upon from time to time and approved by the respective Boards of Trustees". This arrangement, as presently enacted, allows, upon approval by the respective Boards of Trustees of Indiana University and Purdue University, academic, research and public service missions to be transferred between institutions within the IPFW operational domain. The "Agreement" was extended through Amendment 1 (Appendix C) and Amendment 2 (Appendix D) to provide continuance of governance while IPFW, Indiana University and Purdue University explored how best to meet the LSA charge to reorganize IPFW to better meet the needs of the greater Fort Wayne Metropolitan Area and the State.

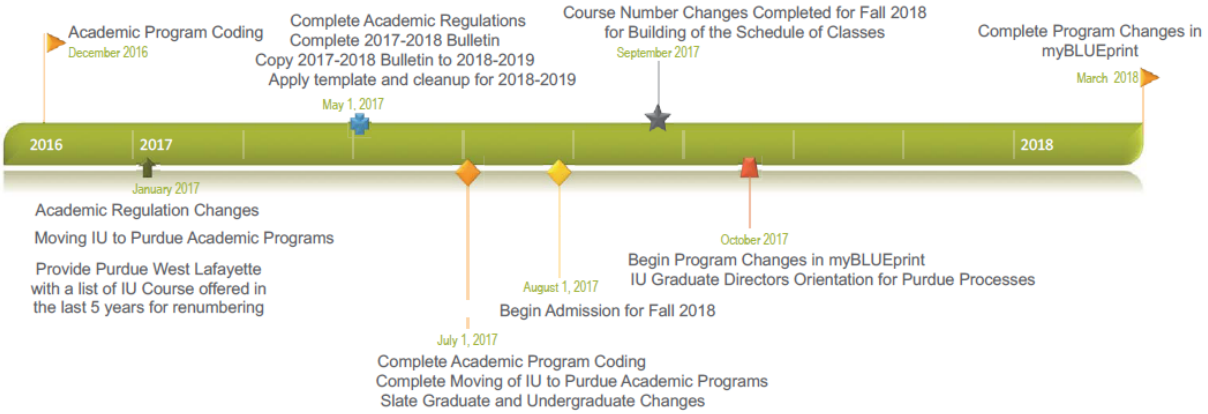
Program Transfer Agreement:

The Program Transfer Agreement meets the LSA charge. Upon approval by HLC, The Program Transfer Agreement specifies that Purdue University maintains its status as the "…responsible corporation with full power, authority and responsibility to manage and operate The Fort Wayne Campus" for all Purdue University programs. The intent is that IPFW (henceforth referred to as Purdue University Fort Wayne) remains an independently accredited institution managed and operated by Purdue University. The realignment agreement moves all current IU mission areas

(as allowed by the current management agreement and as approved by HLC) to Purdue with the exception of health sciences programs to include the Department of Nursing (presently a Purdue program), Department of Dental Education (presently an IU program), and Department of Medical Imaging and Radiologic Sciences (presently an IU program). These three academic departments that currently reside in IPFW's College of Health and Human Services are proposed to be managed as an additional location of IUPUI and as a separate legal entity from Purdue University Fort Wayne as specified in the Program Transfer Agreement (TD 1) subject to HLC approval.

The Program Transfer Agreement (TD 1), therefore, serves the role of consolidating all current academic, research and public service missions with the exception of the health sciences programs (Department of Nursing, Department of Dental Education, and Department of Medical Imaging and Radiologic Sciences) under Purdue management as allowed by the current management agreement. It then, assuming conditions specified are met, consolidates the health sciences programs under one entity that will be an additional location of IUPUI, as agreed upon by Purdue and IU Trustees subject to approval by HLC. The proposed agreement extends the governing structure that existed prior to the realignment for IPFW to Purdue University Fort Wayne (PFW). The Chancellor of PFW will serve as Chief Executive Officer of the Fort Wayne Campus and report to the President of Purdue University. Therefore, operational control of the realigned entity (PFW) does not change as the institution remains under the leadership of its Chancellor as Chief Executive Officer reporting to the Purdue University President. The new agreement establishes that the health sciences programs are removed from Purdue University Fort Wayne organizational control and Purdue University management and transferred to Indiana University management and control as an additional location of Indiana University Purdue University Indianapolis (IUPUI). While the Health Sciences programs will be wholly administered and controlled by the Indiana University System as a separate entity from both Purdue University and Purdue Fort Wayne, Purdue University Fort Wayne will provide a limited menu of student and faculty services defined by the student services agreement that is part of the Program Transfer Agreement (TD 1, Appendix C) submitted for review and approval to the HLC as part of the ancillary agreements. In addition, PFW will provide "…IU students enrolled at the Fort Wayne Campus those general education classes, service courses and programs required by such students in order to fulfill their IU degree requirements…" for a period of three years and automatically renewing for successive three year terms until either University provides at least a two year notification of intent to terminate the agreement at the end of the then-current term (TD 1, Appendix A). The transition timeline presented below describes the process enacted to facilitate continuity of academic program operations through the change in organization process.

IU/Purdue Academic Programs Transition Timeline - DRAFT



1/5/2017

Continuity in Governance of IPFW as Purdue University Fort Wayne (PFW):

The position of Purdue and IPFW is that the changes **do not constitute** the closure of IPFW and subsequent creation of a new entity. Rather, the changes represent the transfer of programs from Indiana University to Purdue University as allowed by the current agreement and as accredited by HLC. The transfer of the Department of Nursing to Indiana University prior to the effective date of the Program Transfer Agreement is consistent with the provisions of the most recently amended management agreement. This aspect of the change is to be facilitated beginning July 1, 2017. Upon completion of the transfer of academic programs between Purdue University and Indiana University, the subsequent transfer of management authority for the health sciences from Purdue University to Indiana University and the related consortium agreement framed within the "Curriculum Offering and Academic Delivery Agreement" (TD 1, Appendix A), if approved by the Higher Learning Commission is to take effect on July 1st, 2018. At that time, Purdue University Fort Wayne continues to operate as an independently accredited institution managed by Purdue just as IPFW was prior to the new agreement. Therefore, there is no change in control of the current institution at Fort Wayne. The subsequent transfer of the health sciences programs to Indiana University as an additional location of IUPUI represents the transfer of an academic unit from IPFW delivery and Purdue management, both of which are accredited by and in good standing with HLC, to IU to be managed as an additional location of IUPUI, both of which are accredited by and in good standing with HLC.

Mutual Benefits to Indiana, the Region and Metropolitan Fort Wayne Area, and PFW

The proposed changes allow the state of Indiana to more efficiently and effectively support regional needs based on the strengths of two nationally recognized Universities. Purdue University Fort Wayne will deliver academic programs aligned with the needs and interests of the Northeast Indiana Region drawing on the specific strengths and resources of the current Faculty and Staff of the Fort Wayne Campus and Purdue University. The continued local control of Purdue University Fort Wayne as a metropolitan campus provided by the terms of the agreement is vital. It engages the Northeast Indiana Region in a relationship with Purdue University Fort Wayne supporting a metropolitan focused mission aimed at serving the needs of the Fort Wayne metropolitan and surrounding areas. This mission applies Purdue University's Land Grant Mission locally through a special purpose and comprehensive regional institution. The consolidation of health sciences programs into the clinical schools at IUPUI likewise serves a metropolitan mission in that it ensures the region benefits from the resources and commitment to excellence in coordinated health care that has earned the Indiana University Health System national acclaim.

Section B: Transactional Documents

The transactional documents included are appropriate for the change in organization described in Section A. They vary from the documents listed in the HLC Official Procedure recommendations for transactional documents because IPFW remains an Indiana Public University subject to the Indiana Commission of Higher Education guidelines and managed by Purdue University. The documents included as transactional documents meet the spirit of the requirements. The Program Transfer Agreement is, in effect, equivalent to the documents listed in the HLC documentation as Transactional Documents 1, 2, and 3. Transactional Document 4 is not applicable as this is not a stock related transaction. Transactional Document 5 is not required at this time per discussions with the Department of Education as evidenced by the email from the Department of Education.

Transactional Document Reference	Document	
TD 1	Program Transfer Agreement	
TD 2	N/A - The transaction is a change in organization. Purdue University remains the managing entity and Purdue University Fort Wayne remains an independently accredited and Purdue University managed institution as it was prior to the Change in Organization.	
TD 3	N/A - There is no change in ownership	
TD 4	N/A - The transaction is not stock-related and no filings with SEC are required	
TD 5	Email from Department of Education stating pre-acquisition review is not needed	
TD 6	Financial information: Audited Budget Year 1 and Year 2 and Cash Statements Year 1 and 2. Per conversation with HLC and consistent with the decision to forego the requirement in the comprehensive review of Purdue University Northwest, external audit for Purdue University is provided in lieu of an audited budget for IPFW. Purdue University does not provide audited statements for its regionally accredited institutions.	
TD 7	Organizational Chart projecting organizational structure after the transaction close date.	
TD 8	Key Administrators and Board Members Qualifications	

PROGRAM TRANSFER AGREEMENT

THIS PROGRAM TRANSFER AGREEMENT (the "Agreement") is dated as of July 1, 2017 and entered into by and between THE TRUSTEES OF INDIANA UNIVERSITY ("IU") and THE TRUSTEES OF PURDUE UNIVERSITY ("Purdue" and, with IU, collectively the "Parties" or the "Universities," and each individually a "Party or a "University"). Capitalized terms used but not otherwise defined herein have the meanings ascribed to them in the Realignment Agreement (as defined below).

WITNESSETH:

WHEREAS, IU and Purdue have, since 1964, operated Indiana University-Purdue University Fort Wayne ("IPFW") as a joint campus and academic mission in Fort Wayne, Indiana, the elements of which are referred to herein as the "Fort Wayne Campus"; and

WHEREAS, IU and Purdue are parties to a certain Agreement and Plan of Realignment for Indiana University-Purdue University Fort Wayne dated December 20, 2016 (the "Realignment Agreement"), a copy of which is attached hereto as Exhibit 1 and which, along with certain ancillary agreements contemplated therein, provides the terms and structure for the realignment of academic missions and operation of the Fort Wayne Campus commencing July 1, 2018; and

WHEREAS, under the Realignment Agreement, IU is to offer the Indiana Academic Missions and Purdue is to offer the Purdue Academic Missions; and

WHEREAS, the Parties wish to memorialize the Universities' mutual understanding with respect to the transfer of programs, personnel and assets in connection with the Realignment Agreement and the process by which the parties will cooperate with each other during the one-year transition period through June 30, 2018; and

WHEREAS, contemporaneously with this Agreement, the Parties are simultaneously executing certain ancillary agreements attached hereto as Appendices A through D (the "Ancillary Agreements"), with each having the effective date set forth therein;

NOW THEREFORE in consideration of the foregoing recitals and the mutual covenants herein contained, the receipt and sufficiency of which are hereby acknowledged, it is agreed between the Parties as follows:

ARTICLE I

EFFECTIVE DATE; PURPOSE

A. **EFFECTIVE DATE OF AGREEMENT.** This Agreement shall be effective July 1, 2017 and, except as provided in Section I (Survival) of Article IX, shall be deemed fully performed upon the completion of the actions contemplated hereby, all of which are expected to occur on or before the Realignment Effective Date of July 1, 2018.

B. **PURPOSE.** This Agreement sets forth the process contemplated by the Realignment Agreement by which the Parties will (1) cooperate with each other during the one-year

transition period through June 30, 2018, and (2) effectuate the mutual transfer of the Indiana Academic Missions and the Purdue Academic Missions to each other effective July 1, 2018. Thereafter, the Universities' respective operations at the Fort Wayne Campus will be subject to the terms and provisions of this Agreement (as applicable) and the Ancillary Agreements.

ARTICLE II

TRANSFER AND CONTROL OF PROGRAMS

A. **TRANSFER OF PROGRAMS.** Effective July 1, 2018, and without the need for any additional instruments of conveyance, Purdue shall transfer to IU, and IU shall transfer to Purdue, the programs necessary to place IU in control of the Indiana Academic Missions and to place Purdue in control of the Purdue Academic Missions, all in a manner consistent with the Realignment Agreement and as more particularly set forth in Sections B and C of this Article II. For purposes of clarification, the mission area referred to as "Radiography" within the description of Indiana Academic Missions in the Realignment Agreement shall henceforth be referred to as "Medical Imaging and Radiologic Science."

B. **CONTROL OF INDIANA ACADEMIC MISSIONS.** In accordance with the Realignment Agreement, from July 1, 2018 forward, IU shall, with respect to the Indiana Academic Missions: (i) have full control of and responsibility for all administrative, operations and academic aspects, including, but not limited to, the selection, admission and assignment of students, curriculum development and evaluation, accreditation, faculty appointments and program administration, (ii) award all credit and degrees in the academic mission field, and (iii) approve the academic and administrative leadership.

C. **CONTROL OF PURDUE ACADEMIC MISSIONS.** In accordance with the Realignment Agreement, from July 1, 2018 forward, Purdue shall, with respect to the Purdue Academic Missions: (i) have full control of and responsibility for all administrative, operations and academic aspects, including, but not limited to, the selection, admission and assignment of students, curriculum development and evaluation, accreditation, faculty appointments and program administration, (ii) award all credit and degrees in the academic mission field, and (iii) approve the academic and administrative leadership.

D. **NO OFFERINGS ALLOWED WITHIN OTHER PARTY'S ACADEMIC MISSIONS.** In accordance with the Realignment Agreement, without the prior written consent of the other University, and except as provided in the Curriculum Agreement (as defined herein), each University covenants and agrees not to offer, provide or develop any courses, degrees, or academic, research or public service missions that fall solely or primarily within the other University's academic missions. For purposes of illustration and not by way of limiting the scope of the restriction contemplated by Section II.A.1.(b) of the Realignment Agreement and this Section II.D., a course specifically tailored by IU for incorporation into its nursing program in which aspects of human anatomy are taught would not be deemed to be in contravention of such restriction, nor would a biomedical engineering course offered by Purdue in which aspects of orthopedic medicine are taught.

E. **MANAGEMENT OF FORT WAYNE CAMPUS.** In accordance with the Realignment Agreement, and except as described in Section F of this Article II, Purdue shall be the

University with the full power, authority and responsibility to manage and operate the Fort Wayne Campus and do all things necessary and proper for such purpose. In the management and operation of the Fort Wayne Campus, Purdue shall act in its own name and shall not act or be deemed to act as an agent of IU. Purdue shall also continue to be the University with the full power, authority and responsibility to manage and operate the (i) Technical Assistance Program adjacent to the Fort Wayne Campus, and (ii) the Cooperative Extension Service facility.

F. **MANAGEMENT OF IU MEDICAL SCHOOL.** In accordance with the Realignment Agreement, IU shall be the University with the full power, authority and responsibility to manage and operate the IU Medical School and medical education building located on the Fort Wayne Campus (the "Medical Education Building") and any future buildings utilized for the Indiana Academic Missions.

G. **NAMING MATTERS.** Each University shall have the exclusive ability to name its programs, facilities, schools, and initiatives, subject to consultation with the other University and the provisions of Article VII below.

ARTICLE III

TRANSFER OF FACULTY AND NON-FACULTY EMPLOYEES

A. **TRANSFERED FACULTY.**

(a) As of July 1, 2018, IU will offer employment to all full-time faculty (collectively, the "Purdue Transferred Faculty") of the Fort Wayne Campus employed by Purdue and working in an Indiana Academic Mission as of June 30, 2018. IU will offer, honor and provide the equivalent salary rate, rank, status, faculty appointment, academic rank designation, and equivalent tenure probationary period credit and tenure of each Purdue Transferred Faculty as of the Realignment Effective Date. Benefits offered to the Purdue Transferred Faculty by IU will be substantially similar to the benefits received by the academic faculty of the Fort Wayne Campus employed by Purdue currently; provided, however, that such benefits will be subject to change at IU's discretion in accordance with generally applicable university and campus policies.

(b) IU will assume all rights and obligations of the appointment letter of each tenured Purdue Transferred Faculty in accordance with an appropriate Assignment and Assumption of Appointment Letter executed and delivered by the Parties to be effective on July 1, 2018. IUPUI shall be the campus appointment for all Purdue Transferred Faculty.

(c) As of July 1, 2018, Purdue will retain in its employment all full-time faculty (the "Former Indiana Mission Faculty") of the Fort Wayne Campus employed by Purdue and working in a Purdue Academic Mission as of June 30, 2018. Purdue will offer, honor and provide the same salary rate, similar benefits, rank, status, faculty appointment, academic rank designation, and equivalent tenure probationary period credit and tenure of each Former Indiana Mission Faculty as of the Realignment Effective Date. Purdue will assume all rights and obligations of the appointment letter

of each tenured Former Indiana Mission Faculty in accordance with an appropriate Assignment and Assumption of Appointment Letter executed and delivered by the Parties to be effective on July 1, 2018.

(d) On a case-by-case basis, the Parties may agree to allow a faculty member who is serving in an administrative role at the Fort Wayne Campus and whose academic mission is transferred on the Realignment Effective Date to remain in that administrative role for the time being, with a right of retreat to the faculty of the transferee University upon the termination of the administrative appointment. Any such right of retreat must be documented in an appointment letter to the faculty member, which must be signed by the proper authorities at each University.

B. **CONTINUING IU FACULTY – RETIREMENT PLANS.** All appointed academic faculty of the Fort Wayne Campus employed by IU and enrolled or otherwise eligible to participate in IU's 18/20 Retirement Plan or the Indiana Supplemental Early Retirement Plan and listed on Schedule III-B hereto shall remain employees of IU notwithstanding that any such faculty are assigned to a Purdue Academic Mission in accordance with the Realignment Agreement and this Agreement.

C. **NON-FACULTY EMPLOYEES.**

1. Identification of Administrative and Clerical Personnel. By September 1, 2017, IU will identify and communicate to Purdue those full-time administrative and clerical staff currently employed by Purdue and working in an Indiana Academic Mission to whom IU would like to offer employment (collectively, the "Purdue Transferred Staff").

2. Employment Offers. IU will offer, honor and provide substantially similar salary rate, rank, and status to each member of Purdue Transferred Staff as of July 1, 2018. Benefits offered to the Purdue Transferred Staff by IU will be substantially similar to the benefits received by the administrative and clerical personnel staff of the Fort Wayne Campus employed by Purdue currently; provided, however, that such benefits will be subject to change at IU's discretion in accordance with generally applicable university and campus policies.

ARTICLE IV

TRANSFER OF PROPERTY AND PROGRAM ASSETS

A. **PERSONAL PROPERTY.** The Parties agree to create a schedule by January 1, 2018 of all personal property qualifying as a capital asset that will be transferred or subleased from one Party to the other. The parties will enter into assignments containing definitive terms and conditions mutually acceptable to each Party and will execute all other documents necessary to effectuate the transfer of such personal property by July 1, 2018 (and with effectiveness as of that date).

B. **REAL PROPERTY**

1. Real property at the Fort Wayne Campus, as depicted on the map attached hereto as Schedule IV-B, is currently owned jointly by IU and Purdue. Prior to July 1, 2018, the

Parties agree to cooperate and use best efforts to effectuate transfers of title to achieve the following:

(a) Title to the real property upon which the medical education building exists will be transferred exclusively to IU;

(b) Title to the real property upon which all current Purdue buildings exist will be transferred exclusively to Purdue; and

(c) Title to all undeveloped real property and parking lots will continue to be owned, as applicable, by IU and Purdue jointly or, subject to the mutual agreement reached by the Parties pursuant to Section IV.B.2 below, by the IPFW Foundation.

2. Prior to July 1, 2018, the Parties agree to cooperate and use best efforts to devise a mechanism for the fair and equitable apportionment or other treatment of the real property owned of record by the IPFW Foundation. In the event the Parties conclude that such property is to be retained by the IPFW Foundation for the benefit of both Parties on the Fort Wayne Campus, they will, in connection with the reorganization of the IPFW Foundation as described in Section IX.F. below, provide a mechanism to represent IU's interest in such property. Such a mechanism may include providing for IU's ongoing membership on the board of the IPFW Foundation, which, despite representing a minority interest, would have special voting rights to approve any decision on the use, encumbrance and/or disposition of such property.

3. In order to ensure that IU has sufficient space to maintain and deliver the Indiana Academic Missions in facilities owned and operated by Purdue on the Fort Wayne Campus following the Realignment Effective Date, the Parties have entered into a Real Estate Lease attached hereto as Appendix D.

C. **ENDOWMENTS AND GIFTS.** The Parties agree to cooperate and use their best efforts to identify and honor donor intent with respect to existing endowments and gift agreements held by either University, their respective foundations or the IPFW Foundation, with the understanding that the funds, investments and gift agreements held by either University, their respective foundations or the IPFW Foundation will, to the fullest extent practicable, be either (1) transferred to the respective University (or its respective foundation) responsible for the academic mission associated with the donor's intent, or (2) retained, as applicable, by the IPFW Foundation to the extent consistent with the donor's intent.

D. **RESEARCH GRANTS.** The Parties agree to cooperate and use their best efforts to identify existing research grants that may need to be transferred to the other Party. If any such transfers are necessary, the Parties will work to effectuate them as soon as reasonably possible given the existing terms of the grant agreements.

E. **HELMKE LIBRARY.** The ownership and management of the Walter P. Helmke Library will be fully assumed by Purdue as of July 1, 2018, without the need for any additional instruments of conveyance.

ARTICLE V

STUDENT, FACULTY AND STAFF SERVICES

In order to ensure that the students, faculty and staff associated with the Indiana Academic Missions continue to have access to the facilities, amenities and activities that were available to them on the Fort Wayne Campus prior to the Realignment Effective Date, the Parties have entered into a Student, Faculty and Staff Services Agreement in the form attached hereto as Appendix C, pursuant to which Purdue will provide various services in its capacity as the Party having the authority and responsibility to manage and operate the Fort Wayne Campus.

ARTICLE VI

TUITION AND FEES

Each University will be responsible for collecting its own tuition and fees from and after July 1, 2018, as more particularly set forth in the Curriculum Offering and Academic Delivery Agreement in the form attached hereto as Appendix A.

ARTICLE VII

NAME AND SIGNAGE

A. The name and identification of the Fort Wayne Campus, as depicted on Schedule IV-B, will be changed to reflect the terms of this Agreement and the names adopted by the Universities' boards of trustees.

B. The name "Indiana University-Purdue University Fort Wayne" or "IPFW" will be used only as a geographic indicator of the physical campus, as depicted on Schedule IV-B, and only in conjunction with the names adopted by each University. It may be displayed only on the periphery of the campus and in the same size or smaller typeface as the names adopted by the Universities.

ARTICLE VIII

REPRESENTATIONS AND WARRANTIES

Each Party (the "representing Party") hereby represents and warrants to the other Party as follows:

A. **BINDING OBLIGATION; AUTHORITY; EXECUTION AND DELIVERY.**

1. This Agreement and the each of the Ancillary Agreements constitutes the legal, valid, and binding obligation of the representing Party, enforceable against it in accordance with its terms.

2. The representing Party has the right, power, authority, and capacity to execute and deliver this Agreement and each of the Ancillary Agreements, and to perform its obligations hereunder and thereunder.

3. The execution, delivery and performance of this Agreement and the Ancillary Agreements have been duly authorized by all necessary action on the part of such Party.

4. This Agreement and the Ancillary Agreements have been duly executed and delivered by the representing Party.

B. **NO CONFLICT.** Neither the execution and delivery of this Agreement and the Ancillary Agreements nor the consummation or performance of any of the transactions contemplated hereby or thereby will, directly or indirectly, contravene, conflict with, or result in a breach or violation of, or constitute a default under or result in the invalidity of, or accelerate the performance required by or cause or give rise to any right of acceleration or termination of, any right or obligation pursuant to any agreement or commitment to which the representing Party is subject or bound.

ARTICLE IX

COVENANTS

A. **CONDUCT OF PROGRAMS AND HIRING DURING TRANSITION YEAR.** Practices under the existing Management Agreement will generally be maintained consistent with past practice during the transition year of July 1, 2017- June 30, 2018, subject to necessary planning and anticipated implementation activities related to official launch on the Realignment Effective Date. The Parties agree to cooperate, communicate in advance and collaborate on any hiring decisions in affected programs during the transition year. Without limiting the generality of the foregoing sentence, Purdue will consult with IU and obtain its consent prior to approving any hires or transfers of tenured or tenure-track faculty or full-time staff into Indiana Academic Missions during such transition year.

B. **COOPERATION; MANAGEMENT AGREEMENT; FURTHER ASSURANCES.**

1. The Parties will cooperate and collaborate under the oversight of the transition team and the joint steering committee during the transition year. The Parties will take actions reasonably necessary to fulfill the objectives of this Agreement and the transfers and other activities contemplated hereby, including without limitation those activities required in connection with the preparation and submission to the Higher Learning Commission ("HLC") of a "change in organization" application for consideration by the HLC Board of Directors at the earliest practicable date.

2. Upon the Realignment Effective Date, the existing Management Agreement shall automatically be terminated, superseded and replaced by this Agreement (as applicable as provided in Section I (Survival) of this Article IX) and the Ancillary Agreements.

3. As the need may arise from time to time in order to document more specifically their respective commitments, undertakings and activities in connection with the Realignment Agreement, this Agreement, and/or any Ancillary Agreement, the Parties may negotiate and enter into such memoranda of understanding or other instruments as they deem necessary or appropriate to define and memorialize those commitments, undertakings or activities and to set forth more detailed practices and procedures with respect thereto. With the concurrence of the Parties, any such practices and procedures may be set forth and maintained in a Campus Operations Manual for mutual reference by the Parties.

C. **ANNOUNCEMENTS.** The Parties will cooperate on announcements to external audiences relative to program transfer activities. Each party will consult with the other prior to making internal or announcements relative to its own program activities during the transition year.

D. **COMMUNITY ADVISORY COUNCILS.** The Parties will maintain separate community advisory councils to provide advice, information and support to their respective academic mission areas on the Fort Wayne Campus consistent with the function historically served by the IPFW Community Advisory Council.

E. **PERFORMANCE FUNDING.** The Parties will work together to develop and maintain a unified approach regarding performance funding from the State of Indiana with regard to the Indiana Academic Missions and the Purdue Academic Missions at the Fort Wayne Campus.

F. **IPFW FOUNDATION**. The Parties will work together and negotiate in good faith with the IPFW Foundation (1) to cause the latter's name, board composition and organizational documents to be modified as necessary to reflect that, following the Realignment Effective Date, it will exist primarily to support Purdue as the Party having the authority and responsibility to manage and operate the Fort Wayne Campus, and (2) to document the mutual understanding reached by the Parties pursuant to Section IV.B.2 hereof as to any real property that will be retained by the foundation for the benefit of both Parties on the Fort Wayne Campus.

G. **MEDICAL EDUCATION BUILDING; SCHOOL OF SOCIAL WORK SPACE.**

1. The Parties will, during the transition year, cooperate and negotiate in good faith to amend and restate the 2008 Memorandum of Agreement (the "2008 MOA"). Notwithstanding anything in the Realignment Agreement to the contrary, an amendment and restatement of the 2008 MOA will not be considered an "Ancillary Agreement" hereunder.

2. The Parties will, during the transition year, cooperate and negotiate in good faith to amend and restate the 2005 Memorandum of Understanding between the IU School of Social Work ("IUSSW") and IPFW, as amended in 2007, so as to make continuing provision for IUSSW's space needs on the Fort Wayne Campus.

H. **CERTIFICATION OF ELIGIBILITY FOR DEGREE CONFERRAL.** For the period beginning on the Realignment Effective Date and continuing through the end of the 2020-2021 academic year, Purdue will certify to IU whether each Purdue Fort Wayne student

who has elected to receive an IU degree has fulfilled the degree requirements and is, therefore, eligible to receive such degree. Upon receipt of certification from Purdue, IU shall award the degree, which shall be conferred in connection with the commencement ceremonies administered by Purdue Fort Wayne.

I. **SURVIVAL.** The provisions of Article II, Sections B, C and D of Article IV, Article VII, Sections B, D, E, F, G, H and I of this Article IX, and Article XI shall survive the Realignment Effective Date and the expiration or termination of the Ancillary Agreements.

ARTICLE X

ANCILLARY AGREEMENTS; REALIGNMENT COMPLETION

Contemporaneously with the execution of this Agreement, the Parties are entering into the following Ancillary Agreements:

A. Curriculum Offering and Academic Delivery Agreement attached as Appendix A (as amended from time to time, the "Curriculum Agreement").

B. Teach-Out Agreement attached as Appendix B (as amended from time to time, the "Teach-Out Agreement").

C. Student, Faculty and Staff Services Agreement attached as Appendix C (as amended from time to time, the "Services Agreement").

D. Real Estate Lease Agreement attached as Appendix D (as amended from time to time, the "Lease Agreement").

The Parties recognized that, by virtue of the contemporaneous execution and delivery of the Ancillary Agreements and their performance of the other actions contemplated by this Agreement to occur during the transition year ending June 30, 2018, the realignment will automatically become effective on July 1, 2018 by operation of this Agreement and the Ancillary Agreements. Nonetheless, the Parties may, acting through their appropriate representatives, exchange such correspondence, acknowledgements and other documents as they deem necessary or appropriate to memorialize more fully the completion of the realignment as of the Realignment Effective Date.

ARTICLE XI

MISCELLANEOUS TERMS AND COVENANTS

A. **APPLICABILITY.** The Miscellaneous Terms and Covenants set forth in this Article XI shall apply equally to all Ancillary Agreements attached as Appendices to this Agreement.

B. **MODIFICATION OR AMENDMENT.** This Agreement may only be changed, modified or amended by a written instrument executed by an authorized representative of each Party. The Parties will cooperate in good faith in identifying and giving effect to adjustments that may be required based on unanticipated changes or events.

C. **COUNTERPARTS.** This Agreement may be executed in two or more counterparts, each of which will be deemed an original but all of which taken together will constitute one and the same instrument.

D. **CONFLICT RESOLUTION.** Should there be conflict in the interpretation of this Agreement or any Ancillary Agreement, the appropriate members of the executive administration of Purdue and IU will work collaboratively to resolve the conflict.

E. **NO THIRD PARTY RIGHTS.** This Agreement is not intended to and does not create or confer upon any third party or other person not a party to this agreement any rights, privileges or entitlements.

F. **INSURANCE.** The Parties agree to maintain, either through self-insurance or a commercial policy, reasonable levels of insurance coverage for their activities under this Agreement.

G. **NOTICES.** Official notices and other communications by one Party to another for purposes of this Agreement must be in writing and will be deemed to have been formally and conclusively given when personally delivered or sent by any commercially reasonable means, including electronic mail, to the individuals mutually identified by the Parties to handle such official communications, with a copy to the Parties' respective general counsel. The Parties' respective project managers for the realignment of the Fort Wayne Campus will ensure that the names and contact details of the individuals identified by the Parties pursuant to this Section are regularly updated and shared with both Parties.

[*signatures on following page*]

IN WITNESS WHEREOF, each of the undersigned Parties has caused this Program Transfer Agreement to be duly executed by its authorized representatives on the dates set forth below.

Date Executed:_____

The Trustees of Purdue University

By:_____
Mitchell E. Daniels, Jr.
President

Attest:

ss:_____
Janice A. Indrutz
Corporate Secretary

By:_____
William E. Sullivan
Treasurer and Chief Financial Officer

Date Executed:_____

The Trustees of Indiana University

By:_____
Michael A. McRobbie
President

Attest:

ss:_____
Deborah A. Lemon
Secretary

By:_____
John A. Sejdinaj
Vice President and Chief Financial Officer

Exhibit 1

Realignment Agreement

Exhibit 1

AGREEMENT AND PLAN OF REALIGNMENT FOR INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

THIS AGREEMENT AND PLAN OF REALIGNMENT FOR INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE (the "Agreement") is dated as of the 20 day of December, 2016 and entered into by and between THE TRUSTEES OF INDIANA UNIVERSITY ("IU") and THE TRUSTEES OF PURDUE UNIVERSITY ("Purdue" and with IU, collectively, the "Parties" and each individually, a "University").

WITNESSETH:

WHEREAS, since 1964, IU and Purdue have operated Indiana University-Purdue University Fort Wayne ("IPFW") as a joint campus and academic mission in Fort Wayne, Indiana;

WHEREAS, IU and Purdue are parties to a certain Amended and Restated Management and Academic Mission Agreement dated July 1, 2013, as amended by Amendment No. 1 dated as of July 1, 2014, as further amended by Amendment No. 2 dated as of July 1, 2016 (collectively, the "Management Agreement") which, along with certain other ancillary agreements and memoranda, provide the terms and structure for the management and operation of IPFW and the assignment and delivery of its various academic mission areas; and

WHEREAS, the Indiana General Assembly directed the Legislative Services Agency ("LSA") to evaluate the role and governance of IPFW and to identify and recommend alternative models for its role and governance; and

WHEREAS, on January 15, 2016, the LSA, in conjunction with a working group comprised of representatives from the community and each University, published its Report on Role and Governance of IPFW (the "LSA Report"), in which it was recommended that Purdue and IU continue their presence in Fort Wayne by replacing the present governance model set forth and established within the Management Agreement with a clear designation that Purdue be the governing entity of the IPFW campus making it a campus within the Purdue system; and

WHEREAS, the LSA Report further recommended the realignment of the academic mission areas assigned to each University within the Management Agreement in conjunction with the recognized community need for an increased focus on the health sciences and IU's ability to build on the Indiana University Medical School co-located on the IPFW campus; and

WHEREAS, the LSA Report recommended transferring all of the IU mission areas except the health sciences to Purdue and recommended transferring nursing, radiography and dental education to IU; and

WHEREAS, the Trustees of each University have reviewed and considered the recommendations set forth in the LSA report and believe that such proposals, recommendations and realigned structure are in the best interests of each University and present a clear, specific path toward improving the delivery of teaching and research services in Northeast Indiana; and

WHEREAS, the Trustees of each University desire to replace and supersede the Management Agreement with this Agreement and Plan of Realignment for the purpose of incorporating and implementing the proposals, recommendations and realigned governance structure recommended in the LSA Report by entering into this Agreement which, subject to the satisfaction of the conditions set forth herein, and together with the ancillary agreements described herein, will supersede the Management Agreement and provide for an implementation of the realigned structure as of the Realignment Effective Date (as defined below); and

WHEREAS, the Trustees of each University are mindful of the importance of implementing the IPFW realignment, revised governance structure and terms of this Agreement in a manner that does not adversely affect the ongoing operations of IPFW or the educational experience of IPFW students and faculty.

NOW THEREFORE in consideration of the foregoing recitals and the mutual covenants herein contained, the receipt and sufficiency of which are hereby acknowledged, it is agreed between the Parties as follows:

ARTICLE I

REALIGNMENT TIMELINE

A. **EFFECTIVE DATE OF AGREEMENT.** This Agreement and Plan of Realignment shall be effective immediately upon approval by the Trustees of Purdue University and the Trustees of Indiana University (the "Agreement Effective Date").

B. **EFFECTIVE DATE OF IMPLEMENTATION OF REALIGNMENT.**

1. Upon the terms and satisfaction of the conditions set forth in Article III of this Agreement, commencing July 1, 2018 (the "Realignment Effective Date"), the campus of IPFW in Allen County, Indiana (the "Fort Wayne Campus") shall be managed, controlled and governed as provided by this Agreement and each ancillary agreement contemplated herein which shall set forth the specific structure and terms for the implementation of the realigned governance structure and proposals set forth in this Agreement.

2. In order to provide for an orderly transition following the Realignment Effective Date and to promote their success in establishing, maintaining and delivering their respective designated academic mission areas under the realigned governance structure for the benefit of the region, and as a material consideration in entering into this Agreement, the Parties have agreed that, under one or more ancillary agreements more particularly described herein, Purdue will offer and deliver, and IU will procure and pay Purdue for, various services to IU for such term as may be provided in the applicable ancillary agreement, it being understood that the Parties have no present intention for IU to seek alternative means of acquiring such services except to the extent otherwise provided for herein or in such an ancillary agreement. Each ancillary agreement pertaining to such services will be for a term of three years, at the end of which it will automatically become evergreen with a two-year notice of termination provision, which notice may only be exercised during the notice window of June 1 – June 30 of each year.

C. **MANAGEMENT AGREEMENT.**

1. Until the Realignment Effective Date, the Management Agreement shall continue in full force and effect in accordance with its terms.

2. Upon the Realignment Effective Date, the Management Agreement shall automatically be terminated, superseded and replaced by the ancillary agreements described herein without any further action by the Parties.

ARTICLE II

TERMS AND STRUCTURE OF REALIGNMENT

A. ACADEMIC MISSIONS, PROGRAMS AND DEGREES.

1. Academic Missions; Generally.

   (a) With respect to each University's designated academic missions defined in Sections A.2 and A.3 below, such University shall (i) have full control and responsibility for all academic aspects, including, but not limited to, the selection, admission and assignment of students, curriculum development and evaluation, accreditation, faculty appointments and program administration, (ii) award all credit and degrees (associate, baccalaureate and/or graduate) in the academic mission field, and (iii) approve the appointment of the dean or director of a school, college or division.

   (b) Without the prior written consent of the other University, each University covenants and agrees not to offer, provide or develop any courses, degrees, academic, research or public service missions within the other University's academic missions, each as defined below.

2. Purdue University. Except for the Indiana Academic Missions defined in Section A.3 below, Purdue shall be designated and offer at the Fort Wayne Campus all academic, research and public service mission areas and degrees offered by IPFW as of June 30, 2017 (collectively, the "Purdue Academic Missions").

3. Indiana University. IU shall be designated and offer the following health science and medical education, academic, research and public service mission areas and degrees at the Fort Wayne Campus: (i) Nursing, (ii) Dental Education, (iii) Radiography, and (iv) such other health science programs as IU determines in the future are appropriate (collectively, the "Indiana Academic Missions"). The Indiana Academic Missions shall include the Doctor of Medicine degree at the IU Medical School and the social work program at the IU School of Social Work.

4. Service Courses Supporting Indiana Academic Mission Students. Purdue will offer and provide to Indiana Academic Mission students at the Fort Wayne Campus those general

education classes, courses and programs within a Purdue Academic Mission required by such students in order to fulfill their degree requirements (in addition to those required within their Indiana Academic Mission degree program). Consistent with Section I.B.2 above, the Parties have agreed to provide, subject to the terms of the applicable ancillary agreement, that Purdue will offer and deliver, and IU will procure and pay Purdue for, such general education classes, courses and programs for a period of time consistent with the term arrangements described in the last sentence of Section I.B.2 above. Notwithstanding anything in this Section A.4 or in paragraph (b) of Section A.1 above to the contrary, IU shall be authorized to (a) offer general education classes, courses and programs at the Fort Wayne Campus which are within a Purdue Academic Mission in the event such classes, courses and programs offered by Purdue do not meet established curriculum and requirements of the school, college or division of the applicable Indiana Academic Mission, and (b) update, change and modify such curriculum and requirements to accommodate accreditation modifications or other updates and improvements deemed necessary or essential by IU; provided, however, that in each case IU agrees to consult with Purdue prior to taking any such action in order to afford Purdue the opportunity to address the identified deficiency, update, change or modification. If, following the process set forth in this Section A.4, IU determines that Purdue is unable to address the identified deficiency, update, change or modification to IU's reasonable satisfaction and, as a result, is required to offer one or more general education classes, courses and programs at the Fort Wayne Campus which are within a Purdue Academic Mission, IU shall not be required to procure from or pay Purdue for any such class, course or program.

B. ADMINISTRATION OF CAMPUS SERVICES AND FACILITY OPERATIONS; SPECIFIC FACILITIES.

1. Management and Operations of Fort Wayne Campus.

   (a) Except as otherwise provided in Section 2 below, Purdue shall be the University with the full power, authority and responsibility to manage and operate the Fort Wayne Campus and do all things necessary and proper for such purpose. In the management and operation of the Fort Wayne Campus, Purdue shall act in its own name and shall not act or be deemed to act as an agent of IU.

   (b) Purdue shall continue to be the University with the full power, authority and responsibility to manage and operate the (i) Technical Assistance Program adjacent to the Fort Wayne Campus, and (ii) the Cooperative Extension Service facility.

2. Management and Operations of IU Medical School – Fort Wayne. IU shall be the University with the full power, authority and responsibility to manage and operate the IU Medical School – Fort Wayne and medical building located on the Fort Wayne Campus (the "Medical Building") and any future buildings utilized for the Indiana Academic Missions, subject only to, in the case of the Medical Building, Purdue's ongoing provision of facility and administrative services under that certain 2008 Memorandum of Agreement between the parties, as amended and restated in accordance with Section B.3(b) below.

3. Facility and Administrative Services.

(a) Consistent with Section I.B.2 above, the Parties have agreed to provide, subject to the terms of the applicable ancillary agreement, that Purdue will offer and deliver, and IU will procure and pay Purdue for, the office, lab, classroom and other physical space required by IU to deliver the Indiana Academic Missions, together with associated administrative services customarily provided in connection with the usage of such space consistent with past practice, for a period of time consistent with the term arrangements described in the last sentence of Section I.B.2 above.

(b) Purdue and IU agree to use their best efforts to negotiate for the purpose of amending and restating the terms and conditions of that certain 2008 Memorandum of Agreement to reflect the realignment and governance terms of the Fort Wayne Campus and Purdue's provision of facility and administrative services to and for the benefit of IU in connection with its delivery of the Indiana Academic Missions.

(c) Subject to the terms of the amended and restated 2008 Memorandum of Understanding and the Real Estate Lease Agreement (as defined below), each University shall have the full power, authority and responsibility to manage, operate and provide all necessary facility and administrative services required by such University's academic mission.

4. Transfer of Ownership and/or Management of Assets. The Parties have agreed to provide, in the applicable ancillary agreement, for the transfer of ownership and/or management of certain facilities and other assets associated with their responsibilities under the realigned governance structure. In particular, and subject to the terms and conditions of such ancillary agreement (and without limiting the generality of Section II.G. below), Purdue will assume or retain responsibility for the Walter P. Helmke Library and the assets associated with programs administered by the IPFW Department of Music (excluding, however, access to the applicable databases for such facilities), and IU will acquire and have responsibility for the assets (other than real property) of the nursing school, dental education program and radiography program administered at the Fort Wayne Campus.

C. STUDENTS.

1. Enrollment, Academics and Transfer of Credits.

(a) Students enrolling at the Fort Wayne Campus in a major, degree or program within the Purdue Academic Mission will be admitted as Purdue students using the admission standards of Purdue and all students enrolling in a major, degree or program within an Indiana Academic Mission will be admitted as IU students using the admission standards of IU.

(b) Consistent with the arrangement and subject to the provisos described in Section A.4 above, students enrolling at the Fort Wayne Campus in a major, degree or program within an Indiana Academic Mission will be expected to enroll in the general education classes, courses and programs offered by Purdue at the Fort Wayne Campus.

2. Program Transfer Agreement. Purdue and IU agree to use their best efforts to negotiate and enter into a Program Transfer Agreement to be effective as of July 1, 2017, containing definitive terms and conditions mutually acceptable to each, with respect to student services, including financial aid, and implications on performance funding prior to June 30, 2017, in a manner that allows students to have a seamless educational experience and for student credits to transfer between the Universities.

3. Tuition and Fees. The Program Transfer Agreement will include terms and conditions pertaining to student tuition and fees with the operating principle that each University sets and collects its own tuition and fees. IU student fees for services provided by Purdue shall be set by Purdue at the same level as it charges its own students for such fees.

4. Academic Records and Transcripts.

   (a) Each University shall be responsible to manage, maintain and document the academic transcripts and records of its students as required by each such University for the granting of its respective degrees.

   (b) Each University covenants and agrees to cooperate with the other and take steps necessary to permit the exchange of relevant student information between each University's respective information technology system in a timely and reliable manner to provide a convenient and accurate student, faculty and administrative experience for the exchange, access and delivery of rosters, transcripts and student records.

5. Current Students.

   (a) Credits earned by students enrolled at the Fort Wayne Campus prior to the Realignment Effective Date shall be fully transferable to IU or Purdue, as applicable, based upon which school, college or division within an Indiana Academic Mission or Purdue Academic Mission such student enrolls.

   (b) For a period of three years following the Realignment Effective Date, each student enrolled in a degree program on or prior to the Realignment Effective Date may elect to receive a degree from either IU or Purdue upon graduation if their degree program will transfer to the other University's academic mission pursuant to this Agreement.

6. Student Services and Activities.

   (a) IU students enrolled at the Fort Wayne Campus shall have access and the ability to join and participate in all student services and extra-curricular student activities offered, supported or permitted by Purdue at the Fort Wayne Campus including, without limitation, student housing, parking, student organizations, associations, groups, clubs and societies, library access and usage, information technology access and usage, health, wellness and counseling services and other student support resources, athletic events, recreation and intramural sports and such other extra-curricular activities, services and resources (collectively, the "Student Services") all on the same terms, conditions and criteria offered and made available to Purdue students.

(b) Purdue shall issue IU students enrolled at the Fort Wayne Campus student identification cards, campus cards or other alternative documentation issued by Purdue to Purdue students of the Fort Wayne Campus and required for participation in the Student Services.

(c) Purdue and IU agree to use their best efforts to enter into a Services Agreement, containing definitive terms and conditions mutually acceptable to each, with respect to the Student Services offered and provided by Purdue to IU students. Consistent with Section I.B.2 above, the Parties have agreed to provide, subject to the terms of such Services Agreement, that Purdue will offer and deliver, and IU will procure and pay Purdue for, the Student Services for a period of time consistent with the term arrangements described in the last sentence of Section I.B.2 above.

7. Student Alumni. The applicable ancillary agreement will address alumni who obtained degrees and graduated from IPFW prior to the Realignment Effective Date and their membership in, as applicable, the alumni associations of IU, Purdue or any alumni association maintained by Purdue for the Fort Wayne Campus.

D. **FACULTY.**

1. Transferred Faculty.

(a) Except as otherwise provided in Section D.2 below, upon the Realignment Effective Date, IU agrees to offer employment to all full-time and part-time academic faculty (collectively, the "Purdue Transferred Faculty") of the Fort Wayne Campus employed by Purdue in accordance with Section 5 of the Management Agreement and working in an Indiana Academic Mission (as defined in this Agreement) as of June 30, 2017. IU agrees to offer, honor and provide substantially the same salary rate, rank, status, faculty appointment, academic rank designation, tenure probationary period credit and tenure of each Purdue Transferred Faculty as of the Realignment Effective Date. Benefits offered to the Purdue Transferred Faculty by IU will be substantially similar to the benefits received by the academic faculty of the Fort Wayne Campus employed by Purdue currently.

(b) IU agrees to assume all rights and obligations of the appointment letter of each tenured Purdue Transferred Faculty in accordance with an appropriate Assignment and Assumption of Appointment Letter. IUPUI shall be the campus appointment for all Purdue Transferred Faculty.

(c) Except as otherwise provided in Section D.2 below, upon the Realignment Effective Date, Purdue agrees to retain in its employment all full-time and part-time academic faculty (the "Former Indiana Mission Faculty") of the Fort Wayne Campus employed by Purdue in accordance with Section 5 of the Management Agreement and working in a Purdue Academic Mission (as defined in this Agreement) as of June 30, 2017. Purdue agrees to offer, honor and provide the same salary rate, benefits, rank, status, faculty appointment, academic rank designation, tenure probationary period credit and tenure of each Former Indiana Mission Faculty as of the Realignment Effective Date. Purdue agrees to assume all rights and obligations of the appointment letter of each

tenured Former Indiana Mission Faculty in accordance with an appropriate Assignment and Assumption of Appointment Letter.

2. Continuing IU (Retirement Plan) Faculty. All appointed academic faculty of the Fort Wayne Campus employed by IU and enrolled or otherwise eligible to participate in IU's 18/20 Retirement Plan or the Indiana Supplemental Early Retirement Plan shall remain employees of IU notwithstanding that any such faculty are assigned to a Purdue Academic Mission in accordance with this Agreement.

3. Faculty and Staff Services and Activities.

(a) Faculty and staff serving in an Indiana Academic Mission at the Fort Wayne Campus following the Realignment Effective Date shall have access and the ability to join and participate in all employee services and extra-curricular events and activities offered, supported or permitted by Purdue at the Fort Wayne Campus including, without limitation (and as applicable to one's status as a faculty or staff member): parking, faculty organizations, associations, groups, clubs and societies, library access and usage, health, wellness and counseling services and resources, athletic events, recreation and intramural sports and such other extra-curricular activities, services and resources (collectively, the "Faculty and Staff Services") all on the same terms, conditions and criteria offered and made available to Purdue faculty and staff.

(b) Purdue and IU agree to use their best efforts to enter into a Services Agreement, on terms and conditions mutually acceptable to each, with respect to the Faculty and Staff Services offered and provided by Purdue to faculty and staff serving in an Indiana Academic Mission.

E. **NON-FACULTY EMPLOYEES.** The applicable ancillary agreement will address non-faculty staff, administrative, clerical and service personnel of the Fort Wayne Campus and their employment by the applicable University following the Realignment Effective Date.

F. **REAL PROPERTY AND IMPROVEMENTS.**

1. This Agreement and the realignment and revised governance structure of the Fort Wayne Campus shall not change, modify or require the conveyance of the record ownership of the real estate currently comprising the Fort Wayne Campus.

2. To the extent not covered by the amended and restated 2008 Memorandum of Agreement described in Section B.3(b) above, Purdue and IU agree to use their best efforts to negotiate and enter into a real estate lease agreement, containing definitive terms and conditions mutually acceptable to each, with respect to IU's use and occupancy of real estate comprising the Fort Wayne Campus for its health sciences initiative, the Indiana Academic Missions, the IU University School of Medicine – Fort Wayne and the IU School of Social Work (the "Real Estate Lease Agreement").

G. **PERSONAL PROPERTY.** Purdue and IU agree to use their best efforts to negotiate and enter into an applicable ancillary agreement, containing definitive terms and conditions

mutually acceptable to each, with respect to the assignment and transfer of tangible and intangible property between each respective University.

H. **ATHLETICS.**

1. The Universities desire to maintain and continue to allow both IU and Purdue student athletes enrolled at the Fort Wayne campus to participate and compete within a single National Collegiate Athletic Association ("NCAA") Division I athletic program.

2. The Universities covenant and agree to use their best efforts to seek and obtain all necessary consents, approvals and waivers from the NCAA to permit intercollegiate student-athletes pursing a degree from IU to retain and maintain their eligibility to participate and compete on their intercollegiate sport team upon being admitted into the applicable school, college or division within an Indiana Academic Mission.

I. **ENDOWMENT AND SCHOLARSHIPS.** The Universities agree to cooperate and use their best efforts to identify and honor donor intent with respect to existing endowments and gift agreements held by either University or the IPFW Endowment, with the understanding the funds, investments and gift agreements held by either University or the IPFW Endowment will, to the fullest extent practicable, be transferred to the respective University responsible for the academic mission associated with the donor's intent.

J. **CAMPUS NAME AND SIGNAGE.**

1. To reflect the realigned governance structure contemplated by this Agreement, as of the Realignment Effective Date, the name and identification of the Fort Wayne Campus may be changed and replaced by Purdue with a name and clear designation that identifies Purdue as the governing entity of the Fort Wayne Campus. In doing so, Purdue intends to solicit input and seek naming suggestions from stakeholders in the IPFW, Fort Wayne and Northeast Indiana communities.

2. Notwithstanding Purdue's naming rights of the Fort Wayne Campus, IU shall have the exclusive authority and right to identify, name and designate its health sciences initiative, the Indiana Academic Missions, the IU School of Medicine – Fort Wayne and IU School of Social Work.

3. Following the Realignment Effective Date, all references to IPFW or Indiana University-Purdue University Fort Wayne shall be subject to change to identify with the designation selected by Purdue, along with all logos, signs and other indications used for the Fort Wayne Campus location.

K. **COMMUNITY ADVISORY COUNCILS.** The Parties intend to maintain community advisory councils following the Realignment Effective Date to provide advice, information and support to their respective academic mission areas on the Fort Wayne Campus consistent with the function historically served by the IPFW Community Advisory Council. The applicable ancillary agreement will provide the manner and means of establishing and constituting such councils to ensure they fulfill their purpose for the benefit of IU, Purdue and the community.

ARTICLE III

CONDITIONS TO REALIGNMENT EFFECTIVE DATE AND DELIVERIES

A. **CONDITIONS TO REALIGNMENT EFFECTIVE DATE.** The terms, conditions and obligations of each University hereunder are subject to the fulfillment, at or before the Realignment Effective Date, of each of the following conditions (all or any of which may be waived in writing in whole or in part by the mutual written agreement of the Parties):

1. Each University has determined, in its reasonable discretion, that adequate budget appropriations and funding has been approved by the Indiana General Assembly and included in the State of Indiana's 2017-2019 biennial budget for the purpose of compensating and funding the revenue changes, costs and expenses incurred by each University as a result of the realignment and revised governance structure contemplated by this Agreement as well as new programs and initiatives arising and developed from such realignment;

2. The Boards of Trustees of each University have authorized and approved the terms and conditions of each ancillary agreement required to be executed and delivered by this Agreement; and

3. Each University has obtained, or has received reasonable assurances that it will obtain, any and all accreditations, authorizations, consents and approvals from the Higher Learning Commission and, if applicable, the U.S. Department of Education, required as a result of this Agreement or the realignment of academic, research and public service mission areas and degrees to each University.

B. **DELIVERIES OF EACH UNIVERSITY.** The terms, conditions and obligations of each University hereunder are subject to each University's execution and delivery to the other, at or before the Realignment Effective Date, of the following ancillary agreements:

1. Amendment and restatement of 2008 Memorandum of Agreement;

2. Program Transfer Agreement;

3. Services Agreement(s) for (i) Student Services and (ii) Faculty and Staff Services;

4. Assignment and Assumption of Appointment Letters for the transfer of tenured Purdue Transferred Faculty to IU, and for the transfer of tenured Former Indiana Mission Faculty to Purdue;

5. Real Estate Lease Agreement;

6. Assignments, Bills of Sale and Intellectual Property Transfers and Assignments, as applicable, for the transfer and assignment of tangible and intangible assets between Universities as contemplates herein;

7. Consortium Agreement governing the Parties' cooperation and coordination of financial

aid administration;

8. Transition Services Agreement, to the extent necessary to cover short-term services not provided for in any other ancillary agreement; and

9. Such other related agreements or contracts necessary to carrying out the terms of the proposals, recommendations and realigned governance structure as set forth herein and therein.

ARTICLE IV

MISCELLANEOUS TERMS AND COVENANTS

A. **PUBLICITY; NOTICE TO THIRD PARTIES.** The Parties shall mutually agree upon all press release announcements, press conferences and similar public statements of the realignment, this Agreement and related issues pertaining to the governance and realignment of IPFW and shall mutually agree as to the timing of the release of any such announcements. Notwithstanding the above, each University acknowledges that each University is subject to Indiana's Open Door Law and Access to Public Records Act. Concurrently with the Realignment Effective Date, IU and Purdue shall jointly execute a letter in a form agreed upon by both Universities, which will be sent by Purdue to all lenders, landlords, employees, independent contractors and parties to any existing written contracts, agreements or obligations to which IPFW is a party advising them of the realignment and change of governance structure for the Fort Wayne Campus.

B. **TRANSITION TEAM.** Commencing as of the Agreement Effective Date through the Realignment Effective Date, both Parties covenant and agree to establish and maintain a transition team comprised of representatives designated by their respective Presidents to assist with the implementation of funding and operational issues arising from the realignment and revised governance structure set forth in this Agreement and each ancillary agreement.

C. **ALL MATERIAL TERMS OF REALIGNMENT.** The Parties intend that this Agreement contains and sets forth all material terms, key principles, discussions and understandings pertaining to the realignment and future governance of the Fort Wayne Campus.

D. **MODIFICATION; TERMINATION.** This Agreement may only be changed, modified or amended by a written instrument executed by an authorized representative of each Party. This Agreement shall automatically terminate if the conditions and deliveries required by Article III have not been satisfied, completed and fulfilled by June 30, 2018.

E. **COUNTERPARTS.** This Agreement may be executed in two or more counterparts, each of which will be deemed an original but all of which taken together will constitute one and the same instrument.

[*signatures on following page*]

IN WITNESS WHEREOF, each of the undersigned Parties has caused this Agreement and Plan of Realignment for Indiana University-Purdue University Fort Wayne to be duly executed by its authorized representatives on the dates set forth below.

Date Executed: 1-20-17

The Trustees of Purdue University

By: _____
Mitchell E. Daniels, Jr.
President

Attest:

ss: _____
Janice A. Indrutz
Corporate Secretary

By: _____
William E. Sullivan
Treasurer and Chief Financial Officer

Date Executed: 12-23-16

The Trustees of Indiana University

By: _____
Michael A. McRobbie
President

Attest:

ss: _____
Deborah A. Lemon
Secretary

By: _____
John A. Sejdinaj
Vice President and Chief Financial Officer

Schedule III-B

Participants Eligible to Participate in 18/20 and/or Indiana Supplemental Early Retirement Plan

SCHEDULE III-B

PARTICIPANTS ELIGIBLE TO PARTICIPATE IN 18/20 AND/OR

INDIANA SUPPLEMENTAL EARLY RETIREMENT PLAN

Name Sort	Age	Position Title	Organizational Unit	Hire Date	18/20 or SERP	Eligibility Date	Post-70 (Past Eligibility Date)	Annual Salary	Time to Eligibility
ARGAST ANNE S	60	FW-IU Professor - Geosciences	Chemistry	8/1/1985	18/20	7/1/2020	10/1/2026	$ 77,519	3 years, 2 months, 26 days
BARTKY ELLIOT M	64	FW-IU Assistant Professor	Political Science	8/1/1988	18/20	7/1/2016	12/1/2022	$ 63,723	Ineligible in 5 years 7 months 26 days
COOPER MARY D	61	FW-IU Associate Dean/FW-IU Professor	Health & Human Services	8/1/1987	18/20	1/1/2020	4/1/2026	$ 77,160	2 years, 8 months, 27 days
HICKEY M GAIL	62	FW-IU Professor	Educational Studies	8/1/1988	18/20	1/1/2019	4/1/2025	$ 78,196	1 years, 8 months, 27 days
HREHOV JOHN	59	FW-IU Department Head	Fine Arts	8/1/1989	SERP	NA	NA	$ 88,587	NA
IADICOLA PETER	64	FW-IU Dept. Head/Professor	Sociology	8/1/1979	18/20	8/1/2016	8/1/2022	$ 116,898	Ineligible in 5 years 3 months 27 days
ISIORHO SOLOMON A	64	FW-IU Professor of Geosciences	Biology	8/1/1988	18/20	7/1/2016	8/1/2022	$ 75,298	Ineligible in 5 years 3 months 27 days
KAUFMANN MICHAEL E	59	FW-IU Associate Professor	English and Linguistics	8/1/1987	18/20	7/1/2021	12/1/2027	$ 54,674	4 years, 2 months, 26 days
KUZNAR LAWRENCE A	54	FW-IU Professor	Anthropology	8/1/1991	SERP	NA	NA	$ 86,851	NA
LUTZ JAMES M	70	FW-IU Professor	Political Science	8/1/1982	NA-Past 70	10/1/2010	10/1/2016	$ 106,116	Ineligible
MINTON JOHN STEPHEN	60	FW-IU Professor	English and Linguistics	8/1/1990	SERP	NA	NA	$ 76,262	NA
OUTLAND JOYANNE J	70	FW-IU Assistant Professor	Music	8/1/1978	NA-Past 70	7/1/2010	9/1/2016	$ 49,710	NA
SAMAVATI HEDAYEH	60	FW-IU Professor	Economics	8/1/1988	18/20	1/1/2020	5/1/2026	$ 101,265	2 years, 8 months, 27 days
SKEKLOFF SUSAN D	65	FW-IU Associate Librarian	Library	11/1/1983	18/20	9/1/2015	9/1/2021	$ 69,258	Ineligible in 4 years 4 months 27 days
THOMPSON CHAD LAWRENCE	64	FW-IU Associate Professor	English and Linguistics	8/1/1991	SERP	NA	NA	$ 57,968	NA
ULMSCHNEIDER GEORGIA W	63	FW-IU Associate Professor	Political Science	1/1/1983	18/20	7/1/2017	7/1/2023	$ 62,656	
USHENKO AUDREY A	72	FW-IU Professor	Fine Arts	7/1/1988	NA-Past 70	NA	NA	$ 57,934	NA
WRIGHT-BOWER LINDA M	62	FW-IU Assistant Professor	Music	8/1/1987	18/20	1/1/2019	2/1/2025	$ 57,140	1 years, 8 months, 27 days

Schedule IV-B

Real Property—Map of Fort Wayne Campus

INDIANA PURDUE FORT WAYNE PROPERTIES OWNERSHIP



Crooked Lake Station
IU Trustees
22 Miles Northwest

Potential ISE Lease

IP Foundation

Indoor Sports Enterprises Lease

IP Foundation

IP Foundation

Indiana and
Purdue Trustees

Allen County Leased
to IP Foundation

Northeast Indiana Innovation Center

IP Foundation

CVS Outlots

Focus Development
Holiday Inn Lease

IP Foundation

Indiana and Purdue Trustees

LEGEND

- IP Foundation
- Indiana and Purdue Trustees
- Allen County Land Leased to IP Foundation
- IU Trustees

Child Care, 5 Miles SouthEast
Owned IP Found, Leased to Trustees

Appendix A

Curriculum Offering and Academic Delivery Agreement

APPENDIX A

CURRICULUM OFFERING AND ACADEMIC DELIVERY AGREEMENT

THIS CURRICULUM OFFERING AND ACADEMIC DELIVERY AGREEMENT (the "Agreement") is dated as of the ___ day of _____, 2017 and entered into by and between THE TRUSTEES OF INDIANA UNIVERSITY ("IU") and THE TRUSTEES OF PURDUE UNIVERSITY ("Purdue" and, with IU, collectively the "Parties" or the "Universities," and each individually a "Party" or a "University"). Capitalized terms used but not otherwise defined herein have the meanings ascribed to them in the Program Transfer Agreement (as defined below) or in the Realignment Agreement referenced therein.

WHEREAS, on the date hereof, the Parties have entered into a Program Transfer Agreement, to which this Agreement serves as an Appendix (the "Program Transfer Agreement"); and

WHEREAS, the Parties desire to set forth their mutual understanding with regard to the course offerings and general support that Purdue, as the University having authority and responsibility to control academic missions at the Fort Wayne Campus other than the Indiana Academic Missions, will provide to IU students enrolled at the Fort Wayne Campus during the term hereof;

NOW THEREFORE, in consideration of the foregoing recitals and the mutual covenants herein contained, the Parties agree as follows:

ARTICLE I

EFFECTIVE DATES AND TERM OF AGREEMENT

A. **EFFECTIVE DATE OF AGREEMENT.** This Agreement shall become effective immediately upon its execution and delivery by the Parties following approval by their respective Boards of Trustees (the "Agreement Effective Date").

B. **EFFECTIVE DATE OF COURSE OFFERING SERVICES.** Commencing on the Realignment Effective Date, Purdue will offer and provide to IU students enrolled at the Fort Wayne Campus those general education classes, service courses and programs required by such students in order to fulfill their IU degree requirements, all in accordance with the terms and conditions set forth herein.

C. **TERM.** The initial term of this Agreement shall be four (4) years commencing as of the Agreement Effective Date and shall automatically renew for successive three (3) year terms unless and until one University provides at least two (2) years' advance written notice to the other University of its intention to terminate this Agreement as of the end of the then-current term. The Parties agree that the written notice contemplated by this Section may be exercised by a University only during a notice window of June 1 – June 30 of each year.

ARTICLE II

TERMS AND STRUCTURE OF COURSE OFFERING AND ACADEMIC DELIVERY

A. COURSE OFFERING AND ACADEMIC DELIVERY SERVICES.

1. Definition of General Education Courses. For purposes of this Agreement, "General Education Courses" shall mean all classes, courses, programs and labs that are not within the domain of an Indiana Academic Mission but that are required to be taken by IU students prior to acceptance into their respective Indiana Academic Mission, together with other courses required for such IU students to meet program requirements but that fall outside the Indiana Academic Missions (collectively, the "General Education Courses").

2. Offering of General Education Courses. During the term of this Agreement, and subject to Section II.B.2.c. hereof, Purdue shall offer, make available and deliver General Education Courses to IU students enrolled at the Fort Wayne Campus, as much as possible using the same instructors, schedule, terms and mode of delivery as those applicable to Purdue students taking such courses.

B. CURRICULUM AND COURSE OFFERING INFORMATION EXCHANGE.

1. Course List and Curriculum Map.

   a. On a regular basis during the term of this Agreement, and upon request from Purdue, IU shall provide Purdue (i) a list of General Education Courses (including subject codes and course numbers) required for student admission to each Indiana Academic Mission along with a curriculum map setting forth the proposed sequence in which such General Education Courses are to be offered (collectively, the "Course List and Curriculum Map"), (ii) any day and time scheduling requirements IU may have for the offering of the General Education Courses set forth on the Course List and Curriculum Map, and (iii) historical, current and projected student registration data and head counts for each Indiana Academic Mission (the "Student Registration Projections").

   b. The initial Course List and Curriculum Map for each Indiana Academic Mission will be provided to Purdue on or before September 1, 2017. The Parties will update the Course List and Curriculum Map from time to time during the term of this Agreement.

   c. IU shall provide Purdue with its Student Registration Projections on an annual basis and no later than four (4) months prior to the first registration day of each Fall Semester. Purdue shall notify IU within 30 days of its receipt of the Student Registration Projections if it cannot offer any General Education Courses identified in such Student Registration Projection.

2. Course Equivalency, New Program Offerings and Provision of General Education Courses by Indiana University.

   a. IU shall continually review and analyze the General Education Courses offered by Purdue and identify such General Education Courses that will be deemed equivalent to

general education courses required by IU for a student's admission to the relevant Indiana Academic Mission, including IUPUI campus general education requirements. For purposes of such review, Purdue shall make available and provide IU with such course and curriculum information (including subject codes, course numbers and syllabus) necessary to determine course equivalency.

b. Notwithstanding the Purdue Academic Missions at the Fort Wayne Campus, IU shall be authorized to (a) offer general education classes, courses and programs at the Fort Wayne Campus which are within a Purdue Academic Mission in the event such classes, courses and programs offered by Purdue do not meet established curriculum and requirements of the school, college or division of the applicable Indiana Academic Mission, and (b) update, change and modify such curriculum, course sequencing and requirements to accommodate accreditation modifications or other updates and improvements deemed necessary or essential by IU; provided, however, that in each case IU agrees to consult with Purdue prior to taking any such action in order to afford Purdue the opportunity to address the identified deficiency, update, change or modification. If, following the process set forth in this Section, IU determines that Purdue is unable to address the identified deficiency, update, change or modification to IU's reasonable satisfaction and, as a result, is required to offer one or more general education classes, courses and programs at the Fort Wayne Campus which are within a Purdue Academic Mission, IU shall not be required to procure from or pay Purdue for any such class, course or program.

C. **STUDENTS.**

1. Academic Records and Transcripts.

a. Each University shall be responsible for the preparation, management, maintenance and documentation of its respective students' academic records and transcripts as required by each University for the granting of its respective degrees.

b. With respect to each IU student enrolled in a General Education Course, Purdue shall make available and provide to IU, on a semester-by-semester basis, general information such as grades and student attendance. Notwithstanding the provision of such student information, IU shall be responsible for the preparation of its students' academic records, files and transcripts.

2. Learning Management Systems. While any IU student is registered in a General Education Course offered by Purdue, Purdue shall provide such student with access to and use of Purdue's Blackboard learning management system or such other operating system, online platform or learning management system as may be utilized by Purdue during the term of this Agreement, all in order to permit IU students registered and attending General Education Courses to have the same access to academic content delivery, grades and course syllabus that are offered to Purdue students at the Fort Wayne Campus. Similarly, IU shall provide Purdue students taking courses within an Indiana Academic Mission during the period of the Teach-Out Plans (as defined in the Teach-Out Agreement) with comparable access to the appropriate learning management system(s) maintained by IU for those courses.

3. Academic Integrity and Conduct. Matters of academic misconduct shall be addressed in the manner described in the provisions of the Services Agreement between the Parties that relate to student academic misconduct.

4. Reporting Requirements. Each University shall be responsible for its own reporting arising from National Student Clearinghouse, gainful employment (certificates), Integrated Postsecondary Education Data System (IPEDS) and other reporting for its students enrolled and attending the Fort Wayne Campus; provided, however, that Purdue shall continue to provide enrollment data until May 31, 2021 on eligible students enrolled in an Indiana Academic Mission as of July 1, 2018 who elect to receive a Purdue degree.

D. **ACADEMIC CALENDAR**. Each University acknowledges and agrees that the academic calendar for the Indiana Academic Missions and for the Purdue Academic Missions, each as offered at the Fort Wayne Campus, should match as closely as possible in order to best serve all affected students. The Universities covenant and agree to work together to coordinate the academic calendars applicable to the Indiana Academic Missions and the Purdue Academic Missions, each as offered at the Fort Wayne Campus.

ARTICLE III

CHARGES AND REIMBURSEMENTS

A. **COURSE OFFERING FEE**. In consideration of Purdue's offering and provision of General Education Courses and related student support services to IU students in accordance with the terms of this Agreement, IU shall pay Purdue as follows:

1. Indiana Residents. For each IU student who is an Indiana resident and enrolled in Purdue General Education Courses in a given semester, IU shall pay Purdue a fee based on (i) the number of General Education Course credit hours taken by that IU student in that semester, and (ii) Purdue's then-current general service tuition and mandatory student fees.

2. Non-Indiana Residents. For each non-Indiana resident who is an IU student and enrolled in Purdue General Education Courses in a given semester, IU shall pay Purdue a fee based on (i) the number of General Education Course credit hours taken by that IU student in that semester, and (ii) Purdue's then-current general service tuition, non-resident tuition and mandatory student fees.

B. ADDITIONAL **CREDIT HOUR-BASED FEE.** As additional consideration for Purdue's provision of general support services to ensure a seamless experience for IU students on the Fort Wayne Campus taking courses other than General Education Courses ("IU Upper Level Students"), IU shall pay Purdue a credit hour-based fee (the "Additional Credit Hour-Based Fee") based upon (i) the number of credit hours taken by such IU Upper Level Students in Indiana Academic Missions at the Fort Wayne Campus in a given semester, and (ii) Purdue's then-current allocated student fee rate, which shall be equivalent to Purdue's then-current mandatory student fees. For the avoidance of doubt, the Additional Credit Hour-Based Fee shall be in addition to, and not in lieu of, the Allocated Support Cost fee payable under the

Services Agreement between the Parties, the latter of which is designed to provide cost recovery for an identified set of services on a headcount allocation basis, as opposed to the general support services contemplated by this Section B for which a credit hour basis is used.

C. **PROCESS FOR CHARGES AND REIMBURSMENTS**

1. IU shall provide Purdue with credit hour information for all students enrolled in Indiana Academic Mission programs on the Fort Wayne Campus so that Purdue can accurately calculate the Additional Credit Hour-Based Fee described in Article III.B above.

2. All invoices setting forth the Course Offering Fee and Additional Credit Hour-Based Fee shall be issued by Purdue directly to IU on a semester-by-semester basis. IU will pay the amount of such invoices promptly following receipt thereof.

3. Purdue shall invoice IU directly for the Course Offering Fee and shall not be responsible for directly assessing, charging or billing any IU student for the provision of General Education Courses. All tuition and fees associated with an IU student's General Education Courses offered and provided by Purdue at the Fort Wayne Campus shall be assessed, charged and collected from the student directly by IU. In addition, IU will take reasonable efforts to collect tuition and fees from IU students enrolled on the Fort Wayne Campus, it being understood that such collection efforts shall be independent from and shall not affect IU's responsibility for the prompt payment of the fee invoices received directly from Purdue as provided above.

4. IU shall notify Purdue in writing of all invoice disputes with specificity within fifteen (15) days of the invoice date. The Universities will use their best efforts to resolve any disputed items within 30 days of notice of the dispute. Purdue covenants and agrees to maintain detailed information and records arising from all tuition, fees, charges, billings and assessments relating to the calculation of each Course Offering Fee and the Additional Credit Hour-Based Fee charged to IU and shall make such information and records available to IU upon request.

ARTICLE IV

MISCELLANEOUS TERMS AND COVENANTS

The Miscellaneous Terms and Covenants set forth in Article XI of the Program Transfer Agreement are incorporated herein by reference as though fully set forth herein.

[*signatures on following page*]

IN WITNESS WHEREOF, each of the undersigned Parties has caused this Curriculum Offering and Academic Delivery Agreement to be duly executed by its authorized representatives on the dates set forth below.

Date Executed:_____

The Trustees of Purdue University

By:_____
Mitchell E. Daniels, Jr.
President

Attest:

ss:_____
Janice A. Indrutz
Corporate Secretary

By:_____
William E. Sullivan
Treasurer and Chief Financial Officer

Date Executed:_____

The Trustees of Indiana University

By:_____
Michael A. McRobbie
President

Attest:

ss:_____
Deborah A. Lemon
Secretary

By:_____
John A. Sejdinaj
Vice President and Chief Financial Officer

Appendix B

Teach-Out Agreement

APPENDIX B

TEACH-OUT AGREEMENT FOR PURDUE UNIVERSITY STUDENTS

THIS TEACH-OUT AGREEMENT (the "Agreement") is dated as of the ___ day of _____, 2017 and entered into by and between THE TRUSTEES OF INDIANA UNIVERSITY ("IU") and THE TRUSTEES OF PURDUE UNIVERSITY ("Purdue" and, with IU, collectively, the "Parties" or the "Universities," and each individually a "Party" or a "University"). Capitalized terms used but not otherwise defined herein have the meanings ascribed to them in the Program Transfer Agreement (as defined below) or in the Realignment Agreement referenced therein.

WHEREAS, on the date hereof, the Parties have entered into a Program Transfer Agreement, to which this Agreement serves as an Appendix (the "Program Transfer Agreement"); and

WHEREAS, the Parties desire to set forth their mutual understanding with regard to various Teach-Out Plans (as defined below) that IU, as the University with responsibility and authority for delivering health sciences programs within the Indiana Academic Mission Areas, will provide to Purdue students who, on the Realignment Effective Date, are enrolled at the Fort Wayne Campus and pursuing a degree in a program described in one of the Teach-Out Plans;

NOW THEREFORE, in consideration of the foregoing recitals and the mutual covenants herein contained, the Parties agree as follows:

ARTICLE I

TERM OF AGREEMENT

Notwithstanding the terms and conditions of other Ancillary Agreements entered into between the Parties as of this date, the term of this Agreement shall commence on the Realignment Effective Date and remain in effect until the date upon which the last Purdue student is expected to receive a degree pursuant to this Agreement or three (3) years from July 1, 2018, whichever is later.

ARTICLE II

OBLIGATIONS OF IU

A. **TEACH-OUT PLANS.** During the term of this Agreement, IU shall:

1. Commencing July 1, 2018, offer and provide to the Purdue students in the cohorts identified in the Teach-Out Plans defined below (the "Purdue Teach-Out Students") those classes, service courses and programs required by such students to meet their Purdue or IU degree requirements, all in accordance with the terms and conditions of this Agreement.

2. Provide the aforementioned offerings to the Purdue Teach-Out Students in accordance with preliminary descriptions of the plans appended to this Agreement as Attachments A, B, and C (the "Teach-Out Plans"), subject to revision by the Parties as they deem necessary

to better accommodate students and program requirements. Each Purdue Teach-Out Student will be enrolled at, and be considered a student of, the institution indicated in the Teach-Out Plan applicable to such student.

3. Provide the Purdue Teach-Out Students with academic, administrative and student support services customarily provided to applicants and matriculants to comparable programs in the Indiana Academic Missions at the Fort Wayne campus.

4. Provide to the Purdue Teach-Out Students the above-mentioned academic, administrative and student support services in accordance with IU's policies and procedures, subject to timely payment of tuition and fees by such students and in accordance with the applicable Teach-Out Plan.

B. DISCLAIMER. Notwithstanding anything in this Agreement to the contrary, IU expressly does not make any representation or guaranty (1) that any student participating in the Teach-Out Plans will graduate, or graduate on the same schedule or at the same time as had been anticipated by the student, or (2) that the educational program to be made available to such student will be identical to the program in which the student was enrolled at Purdue.

ARTICLE III

OBLIGATIONS OF PURDUE

A. **COLLABORATION.** During the term of this Agreement, Purdue shall:

1. Collaborate with IU to ensure that students subject to the Teach-Out Plans are afforded a seamless academic experience, with the ability to complete the Purdue programs not later the date the last Purdue student receives a degree pursuant to this Agreement or five (5) years from July 1, 2018, whichever is later.

2. In consultation with IU, schedule opportunities for Purdue students to become familiar with the Teach-Out Plans.

B. **STUDENT RECORDS.** Purdue shall obtain a student records authorization from each Purdue Teach-Out Student permitting the timely transfer of all appropriate records to IU to facilitate the transitions reflected in the Teach-Out Plans. This will include documents certifying that the student is in good academic standing and meets applicable conduct and technical standards, as well as student admission records, academic conduct records and financial records.

ARTICLE IV

DEGREE COMPLETION AND GRADUATION

A. **AWARD OF DEGREES.** Credits earned by Purdue students in accordance with the Teach-Out Plans shall be fully transferrable to IU. IU will, with respect to qualifying Purdue Teach-Out Students, have the authority to make the sole determination as to whether such students have successfully completed the applicable program requirements and met the

applicable degree requirements, including, without limitation, satisfaction of tuition and fee obligations in accordance with IU's policies and procedures as they exist from time to time.

B. **CERTIFICATION OF ELIGIBILITY FOR DEGREE CONFERRAL.** During the term of this Agreement, IU will certify to Purdue whether a Purdue Teach-Out Student has satisfied the conditions described in Section IV.A. above and is, therefore, eligible to receive a Purdue degree. Upon receipt of certification from IU, Purdue shall award the Purdue degree to such student.

ARTICLE V

CHARGES AND REIMBURSEMENTS

A. **TUITION DETERMINATION.** Tuition and fees payable by Teach-Out Students shall be determined by Purdue in its sole discretion. Purdue shall pay IU as follows:

1. Indiana Residents. For each Purdue Teach-Out Student who is an Indiana resident, Purdue shall pay IU a fee based on (i) the number of credit hours taken by that student in a given semester, and (ii) Purdue's then-current general service tuition and fees, less Purdue's mandatory student fees.

2. Non-Indiana Residents. For each Purdue Teach-Out Student who is not an Indiana resident, Purdue shall pay IU a fee based on (i) the number of credit hours taken by that student in a given semester, and (ii) Purdue's then-current general service tuition, non-resident tuition and fees, less Purdue's mandatory student fees.

B. **PROCESS FOR CHARGES AND PAYMENTS.** IU shall invoice Purdue directly on a semester-by-semester basis and shall not be responsible for directly assessing, charging or billing any Purdue Teach-Out Student for the provision of the IU courses taught by IU faculty pursuant to the Teach-Out Plans. Purdue will pay the amount of each such invoice promptly following receipt thereof. All tuition and fees associated with a Purdue Teach-Out Student's courses offered and provided by IU at the Fort Wayne Campus shall be assessed, charged, and collected from the student directly by Purdue. In addition, Purdue will take reasonable efforts to collect such tuition and fees, it being understood that such collection efforts shall be independent from and shall not affect Purdue's responsibility for the prompt payment of the fee invoices received directly from IU as provided above.

C. **PAYMENT SATISFACTION REQUIRED.** Students who have not satisfied all financial obligations for prior terms, with the exception of de minimis amounts owed, as of the start of any subsequent term will not be permitted to enroll in a course covered by a Teach-Out Plan for the subsequent term without the consent of IU.

ARTICLE VI

POLICIES AND PROCEDURES

A. **ACADEMIC POLICES AND PROCEDURES.** Students participating in any of the Teach-Out Plans shall be subject to IU academic policies and procedures throughout the term of this Agreement.

B. **MODIFICATION.** Notwithstanding any other provision of this Agreement, IU may reasonably modify its policies and procedures as applied to Purdue Teach-Out Students if IU determines that the policies and procedures cannot be implemented in accordance the Teach-Out Plans.

ARTICLE VII

MISCELLANEOUS TERMS AND COVENANTS

The Miscellaneous Terms and Covenants set forth in Article XI of the Program Transfer Agreement are incorporated herein by reference as though fully set forth herein.

[signatures on following page]

IN WITNESS WHEREOF, each of the undersigned Parties has caused this Teach-Out Agreement to be duly executed by its authorized representatives on the dates set forth below.

Date Executed:_____

The Trustees of Purdue University

By:_____
Mitchell E. Daniels, Jr.
President

Attest:

ss:_____
Janice A. Indrutz
Corporate Secretary

By:_____
William E. Sullivan
Treasurer and Chief Financial Officer

Date Executed:_____

The Trustees of Indiana University

By:_____
Michael A. McRobbie
President

Attest:

ss:_____
Deborah A. Lemon
Secretary

By:_____
John A. Sejdinaj
Vice President and Chief Financial Officer

ATTACHMENTS

Attachment A: RN Teach-In/Teach-Out Plan/RN to BSN Transition Plan

Attachment B: BS Medical Imaging Teach-In/Teach-Out Plan

Attachment C: Dental Education Teach-In/Teach-Out Plan

Attachment A to the Teach-In/Teach-Out Agreement, Page 1

Transition from IPFW Nursing to IU Fort Wayne Nursing: Teach Out and Teach In Plan
Accepted by each Program in Nursing April 14, 2016

	Admitted term to the University in pre-programs and transition to nursing degree											
	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Purdue Nursing	IPFW GEN ED REQUIREMENTS Sem 1 PU	IPFW GEN ED REQUIREMENTS Sem 2 PU	IPFW Nursing Program Sem 3 PU	IPFW Nursing Program Sem 4 PU	IPFW Nursing Program Sem 5 PU	IPFW Nursing Program Sem 6 PU	IPFW Nursing Program Sem 7 PU	IPFW Nursing Program Sem 8 PU					
Purdue Nursing		IPFW GEN ED REQUIREMENTS Sem 1 PU	IPFW GEN ED REQUIREMENTS Sem 2 PU	IPFW Nursing Program Sem 3 PU	IPFW Nursing Program Sem 4 PU	IPFW Nursing Program Sem 5 PU	IPFW Nursing Program Sem 6 PU	IPFW Nursing Program Sem 7 PU	IPFW Nursing Program Sem 8 PU				
Purdue Nursing			IPFW GEN ED REQUIREMENTS Sem 1 PU	IPFW GEN ED REQUIREMENTS Sem 2 PU	IPFW Nursing Program Sem 3 PU	IPFW Nursing Program Sem 4 PU	IPFW Nursing Program Sem 5 PU	IPFW Nursing Program Sem 6 PU	IPFW Nursing Program Sem 7 PU	IPFW Nursing Program Sem 8 PU			
IU Nursing				IU GEN ED (IPFW students) Sem 1 PU	IU GEN ED (IPFW students) Sem 2 PU	IU Nursing Program Sem 3 IU ***	IU Nursing Program Sem 4 IU	IU Nursing Program Sem 5 IU	IU Nursing Program Sem 6 IU	IU Nursing Program Sem 7 IU	IU Nursing Program Sem 8 IU		
IU Nursing					IU GEN ED (IPFW students) Sem 1 PU	IU GEN ED (IPFW students) Sem 2 PU	IU Nursing Program Sem 3 IU	IU Nursing Program Sem 4 IU	IU Nursing Program Sem 5 IU	IU Nursing Program Sem 6 IU	IU Nursing Program Sem 7 IU	IU Nursing Program Sem 8 IU	
IU Nursing						IU GEN ED IU Students Sem 1 IU	IU GEN ED IU Students Sem 2 IU	IU Nursing Program Sem 3 IU	IU Nursing Program Sem 4 IU	IU Nursing Program Sem 5 IU	IU Nursing Program Sem 6 IU	IU Nursing Program Sem 7 IU	IU Nursing Program Sem 8 IU

Notes:

Nursing students take two semesters of credits in pre-programs before being considered for admission to the nursing program

***Students admitted to IPFW in nursing pre-programs in fall 2017 will transfer to the IU Nursing Program if accepted in the program and will start in fall 2018

Starting in fall 2018, all new students in pre-programs will be admitted to Indiana University

RN TO BSN Transition from IPFW Nursing to IU Fort Wayne Nursing													
	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Purdue Nursing				IPFW RN to BSN Nursing * PU	IPFW RN to BSN Nursing PU	IPFW RN to BSN Nursing PU							
IU Nursing				IU GEN ED *at IPFW* In preparation for IU RN BSN Consortium PU	IU GEN ED *At IPFW* in preparation for IU RN to BSN Consortium PU	IU RN to BSN Consortium Offered ** IU	IU RN to BSN Consortium Offered IU	IU RN to BSN Consortium Offered IU	IU RN to BSN Consortium Offered IU	IU RN to BSN Consortium Offered IU	IU RN to BSN Consortium Offered IU	IU RN to BSN Consortium Offered IU	IU RN to BSN Consortium Offered IU

*the Purdue RN to BSN is an online program with a flexible degree plan. Currently new students are not being admitted into this plan. Current FW students may continue to take courses toward the Purdue degree through Fall 2018. Students can easily transfer to IU after this if there are any remaining students.

**IU RN TO BSN Students complete a flexible plan of study that allows degree completion in 12-24 months. Students at FW may begin to take these nursing courses through IU FW Fall 2018. They may begin to fulfill any needed general education beginning fall 2017.

MSN Transition from IPFW Nursing to IU Fort Wayne Nursing: Teach Out and Teach In Plan													
	Teach in and Teach out plan for MSN program—all program tracks												
	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Purdue Nursing MSN				IPFW MSN PU	IPFW MSN PU	IPFW MSN PU	IPFW MSN PU	IPFW MSN PU	IPFW MSN* PU				
IU Nursing						IU Nursing MSN**	IU Nursing MSN	IU Nursing MSN	IU Nursing MSN	IU Nursing MSN	IU Nursing MSN		
IU Nursing								IU Nursing MSN	IU Nursing MSN	IU Nursing MSN	IU Nursing MSN	IU Nursing MSN	IU Nursing MSN

*This is the last semester of IPFW MSN course offerings. Consult with advisor regarding which courses are offered each semester. Students admitted fall 2017 who will require longer than 6 semesters to complete the degree will be assisted to transfer to IU FW.

**MSN admission at IU FW is one time per year, in the fall. The first cohort will be admitted Fall 2018.

Attachment B to the Teach-In/Teach-Out Agreement

IPFW Realignment-Indiana University Medical Imaging: Systems Overview

Purdue Systems | IU Systems

Medical Imaging

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Summer 2017	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022
Fall 2016 Admit to University-IPFW	IPFW Gen Ed requir-Sem 1	IPFW Gen Ed requir-Sem 2	IPFW Imaging-Sem 3	IPFW Imaging-Sem 4	IPFW Imaging-Sem 5	IPFW Imaging-Sem 6	IPFW Imaging-Sem 7	IPFW Imaging-Sem 8	IPFW Imaging-Sem 9	IPFW Imaging-Sem 10						
Fall 2017 Admit to University-IPFW*			IPFW Gen Ed requir-Sem 1	IPFW Gen Ed requir-Sem 2	No requirements	IU Imaging-Sem 3	IU Imaging-Sem 4	IU Imaging-Sem 5	IU Imaging-Sem 6	IU Imaging-Sem 7	IU Imaging-Sem 8	IU Imaging-Sem 9	IU Imaging-Sem 10			
Fall 2018 Admit to University-IU						IU Gen Ed requir-Sem 1 (Taken at PFW)	IU Gen Ed requir-Sem 2 (Taken at PFW)	No requirements	IU Imaging-Sem 3	IU Imaging-Sem 4	IU Imaging-Sem 5	IU Imaging-Sem 6	IU Imaging-Sem 7	IU Imaging-Sem 8	IU Imaging-Sem 9	IU Imaging-Sem 10

* Students starting at IPFW in fall 2017 will tranfer to IU systems for the Fall 2018 semester
Students admitted to Medical imaging prior to Fall 2016 will continue in Purdue systems
Student are only accepted in the program in the fall

Attachment C to the Teach-In/Teach-Out Agreement

IPFW Realignment-Indiana University Dental Education : Systems Overview

All three degrees will remain IU degrees

Purdue Systems | IU Systems

Dental Hygiene

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Fall 2016 Admit to University-IPFW	IPFW Gen Ed requir-Sem 1	IPFW Gen Ed requir-Sem 2	IPFW Dental Hygiene-Sem 3	IPFW Dental Hygiene-Sem 4	IPFW Dental Hygiene-Sem 5	IPFW Dental Hygiene-Sem 6	IPFW Dental Hygiene-Sem 7	IPFW Dental Hygiene-Sem 8				
Fall 2017 Admit to University-IPFW*			IPFW Gen Ed requir-Sem 1	IPFW Gen Ed requir-Sem 2	IU Dental Hygiene-Sem 3	IU Dental Hygiene-Sem 4	IU Dental Hygiene-Sem 5	IU Dental Hygiene-Sem 6	IU Dental Hygiene-Sem 7	IU Dental Hygiene-Sem 8		
Fall 2018 Admit to University-IU					IU Gen Ed requir-Sem 1 (Taken at PFW)	IU Gen Ed requir-Sem 2 (Taken at PFW)	IU Dental Hygiene-Sem 3	IU Dental Hygiene-Sem 4	IU Dental Hygiene-Sem 5	IU Dental Hygiene-Sem 6	IU Dental Hygiene-Sem 7	IU Dental Hygiene-Sem 8

Dental Laboratory Technology

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Fall 2016 Admit to University-IPFW	IPFW Gen Ed requir-Sem 1	IPFW Lab Tech Sem 2	IPFW Lab Tech Sem 3	IPFW Lab Tech Sem 4	IPFW Lab Tech Sem 5							
Fall 2017 Admit to University-IPFW*			IPFW Gen Ed requir-Sem 1	IPFW Lab Tech Sem 2	IU Lab Tech Sem 3	IU Lab Tech Sem 4	IU Lab Tech Sem 5					
Fall 2018 Admit to University-IU					IU Gen Ed requir-Sem 1 (Taken at PFW)	IU Lab Tech Sem 2	IU Lab Tech Sem 3	IU Lab Tech Sem 4	IU Lab Tech Sem 5			

Dental Assisting

	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2017	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020
Fall 2016 Admit to University-IPFW	IPFW Gen Ed requir-Sem 1	IPFW Dental Assisting-Sem 2	IPFW Dental Assisting-Sem 3	IPFW Dental Assisting-Sem 4	IPFW Dental Assisting-Sem 5							
Fall 2017 Admit to University-IPFW*				IPFW Gen Ed requir-Sem 1	IPFW Dental Assisting-Sem 2	IPFW Dental Assisting-Sem 3	IPFW Dental Assisting-Sem 4	IPFW Dental Assisting-Sem 5				
Fall 2018 Admit to University-IU							IU Gen Ed requir-Sem 1 (Taken at PFW)	IU Dental Assisting-Sem 2	IU Dental Assisting-Sem 3	IU Dental Assisting-Sem 4	IU Dental Assisting-Sem 5	

Assumes students are only accepted in the fall

* Students starting at IPFW in fall 2017 will tranfer to IU systems for the Fall 2018 semester

Appendix C

Student, Faculty and Staff Services Agreement

APPENDIX C

STUDENT, FACULTY AND STAFF SERVICES AGREEMENT

THIS STUDENT, FACULTY AND STAFF SERVICES AGREEMENT (the "Agreement") is dated as of the 1st day of July, 2017 and entered into by and between THE TRUSTEES OF INDIANA UNIVERSITY ("IU") and THE TRUSTEES OF PURDUE UNIVERSITY ("Purdue" and, with IU, collectively the "Parties" or the "Universities," and each individually a "Party" or a "University"). Capitalized terms used but not otherwise defined herein have the meanings ascribed to them in the Program Transfer Agreement (as defined below) or in the Realignment Agreement referenced therein.

WHEREAS, on the date hereof, the Parties have entered into a Program Transfer Agreement, to which this Agreement is an Appendix (the "Program Transfer Agreement"); and

WHEREAS, the Parties desire to set forth their mutual understanding with regard to the services that Purdue, as the University having authority and responsibility to manage and operate the Fort Wayne Campus, will provide to students, faculty and staff associated with the Indiana Academic Missions on the Fort Wayne Campus during the term hereof;

NOW THEREFORE, in consideration of the foregoing recitals and the mutual covenants herein contained, the Parties agree as follows:

ARTICLE I

STUDENT, FACULTY AND STAFF SERVICES

A. STUDENT HOUSING.

1. Access to Student Housing. IU students enrolled at the Fort Wayne Campus shall have access to and the ability to utilize the Waterfield Student Housing Campus and any other student housing available to Purdue students on the same terms, conditions, costs, registration requirements, priority system and other criteria offered and made available to Purdue students.

2. Rules and Discipline. IU students utilizing Fort Wayne Campus housing accommodations shall be subject to the same disciplinary rules, management, and restrictions as Purdue students.

B. PARKING.

1. Parking Passes and Access. Purdue and IU students, faculty and staff enrolled or employed at the Fort Wayne Campus will have access to the parking lots and parking garages on the same terms, conditions and criteria.

2. Parking Rules. Purdue and IU students, faculty and staff utilizing such parking lots and garages shall be subject to the same rules, management, restrictions and registration criteria.

C. **LIBRARY SERVICES**

1. Access to Library. Purdue and IU students, faculty and staff enrolled or employed at the Fort Wayne Campus shall have access to and the ability to utilize the library located on the Fort Wayne Campus.

2. Access to IU Electronic Health Science Resources. IU shall manage access to electronic resources available for teaching, learning, research, scholarship and other activities in the Indiana Academic Missions.

3. Library Rules. Purdue and IU students, faculty and staff utilizing the Fort Wayne Campus' library shall be subject to the same rules, management, restrictions and registration criteria.

D. **INFORMATION TECHNOLOGY**

1. General Access. Purdue and IU students, faculty and staff enrolled or employed at the Fort Wayne Campus shall have access to and the ability to utilize the computer labs and related technology located on the Fort Wayne Campus on the same terms, conditions and criteria.

2. Server Management. IU will provide, through Clinical Affairs Information Technology Services (CAITS), server management, end user device management, help desk, application development and other services to IU faculty, staff, and students.

E. **HEALTH, WELLNESS AND COUNSELING.**

1. Student Health, Wellness and Counseling Services. Purdue and IU students enrolled at the Fort Wayne Campus shall have access to and the ability to utilize the health, wellness and counseling services on the same terms, conditions and criteria. Such health and wellness services shall include use of fitness facilities and access to the Center for Healthy Living.

2. Faculty and Staff Health and Wellness Services. Purdue and IU faculty and staff employed at the Fort Wayne Campus shall have access shall have access to and the ability to utilize the health and wellness services on the same terms, conditions and criteria. Such health and wellness services shall include fitness facilities and access to the Center for Healthy Living.

3. Student Information. Subject to requirements of HIPAA, FERPA, or any other applicable law, Purdue shall notify and provide the necessary IU student information to any third-party provider authorized to offer and deliver health, wellness and counseling services to students at the Fort Wayne Campus for the purposes of permitting IU students to utilize such services.

F. **CAMPUS BOOKSTORE.** Purdue will maintain its bookstore contract with a vendor for the operation of a bookstore on the Fort Wayne Campus. Notwithstanding the services and activities offered by Purdue to IU students under this Agreement, Purdue shall not be required

to amend its contract to provide any textbooks, supplies, technology, apparel or accessories specific to any IU-delivered course, program, degree or department within the Indiana Academic Missions. In the event IU requires a bookstore presence on the Fort Wayne Campus, IU shall make its own arrangements with the bookstore vendor for the Fort Wayne Campus in a manner consistent with terms of the underlying contract with such vendor.

G. **ATHLETIC EVENTS; RECREATIONAL AND TRAINING ACTIVITIES.** Purdue and IU students, faculty and staff enrolled or employed at the Fort Wayne Campus will have access to and the ability to attend athletic events and to participate in campus-wide events and other recreational activities on the same terms, conditions and criteria.

H. **CAREER SERVICES AND TUTORING**

1. Services. Neither University will be required to provide or offer career services or college representatives to the other University's students. Purdue agrees to make available and provide General Education Course (as defined in the Curriculum Agreement) tutoring services to IU students enrolled at the Fort Wayne Campus.

2. Student Information. While each University will not be required to provide students of the other University with career services, the Universities agree to make any general information and materials regarding career services or career counseling available to all students.

I. **STUDENT DISABILITY SERVICES.**

1. Student Accommodations. The determination of whether student accommodations shall be provided to an IU student enrolled in General Education Courses (as defined in the Curriculum Agreement) at the Fort Wayne Campus shall be determined jointly by the appropriate IU and Purdue offices. In the event it is jointly determined that such student accommodations are necessary, Purdue shall be the University to provide and deliver such student accommodations.

2. Support to Respond to Complaint. In the event of a complaint or grievance by an IU student pertaining to the provision of student accommodations by Purdue, IU agrees to provide information, support and cooperation to Purdue in responding to such complaint and/or grievance.

J. **STUDENT ADMINISTRATIVE SERVICES.**

1. Purdue Student Registration. Students who enroll at the Fort Wayne Campus in a major, degree or program within a Purdue Academic Mission will register with Purdue and be admitted as Purdue students using the admission standards of Purdue.

2. IU Student Registration. Students who enroll at the Fort Wayne Campus in a major, degree or program within an Indiana Academic Mission will register with IU and be admitted as IU students using the admission standards determined by IUPUI. Notwithstanding Purdue's offering of General Education Courses (as defined in the Curriculum Agreement) to IU students at the Fort Wayne Campus, IU students shall

register for such General Education Courses directly with IU, and the General Education Course offerings shall be loaded into the IU student course registration platform or student system by IU.

3. Availability of Seats for General Education Classes. For IU student registration, Purdue shall provide a sufficient number of course seats within the General Education Courses offered by Purdue. The parties will maintain regular communication before and during registration periods to assure that Purdue has timely access to student projections, data and curriculum maps for assigning and scheduling courses and sections.

4. Student Orientation, Advising and Registration Activities. IU and Purdue covenant and agree to cooperate with respect to the planning, scheduling and conducting of advising, registration and student orientation programs offered at the Fort Wayne Campus, subject to the following and Section C of Article V below.

   a. With regard to orientation, it is agreed that IU may offer and conduct orientation programs exclusively for students enrolled in Indiana Academic Missions on the Fort Wayne Campus; provided, however, that to the extent such students will enroll in General Education Courses (as defined in the Curriculum Agreement), IU will also require such students to attend Purdue's Advising and Registration days ("A&R" days) along with any New Student Orientation programs ("NSO") conducted by Purdue on the Fort Wayne Campus. A&R days and NSO will be offered to Purdue and IU students on the same terms, conditions, costs and criteria.
   b. With regard to advising and registration, and without limiting the generality of the first sentence of this Section J.4, each University may in its discretion provide such registration and student advising services as it deems appropriate for students enrolled in programs within its academic missions on the Fort Wayne Campus.

5. Student Recruitment and Admission. Purdue and IU will each conduct and administer its own student recruiting, application and acceptance processes, student transfer procedures, course and degree compliance requirements, and ancillary academic advisory services with respect to their separate academic missions on the Fort Wayne Campus.

K. STUDENT LIFE, ACTIVITIES, AND ORGANIZATIONS

1. Student Life. IU students enrolled at the Fort Wayne Campus shall have access to and the ability to join and participate in all student life and leadership organizations, associations, groups, clubs and societies on the same terms, conditions and criteria offered and made available to Purdue students; provided, however, in the event any such group, club or society (such as a fraternity or sorority) is organized and administered by a third-party, such participation by IU students shall be subject to the charter, rules, registration requirements and participation criteria of such third-party.

2. Fees for Activities. IU students participating in any such student life and leadership activity shall be subject to and pay the same activity fee charged and paid by participating Purdue students.

3. Athletic Events and Intramurals. With the exception that IU students will not be able to

participate in Division I athletic programs at the Fort Wayne Campus, students from each University enrolled at the Fort Wayne Campus shall have access to and the ability to join, and participate in athletic events, recreational activities and intramural sports all on the same terms and conditions.

L. **ROTC PROGRAM.** IU shall be responsible for entering into a crosstown partnership agreement with the Army ROTC detachment at Ball State University to accommodate IU students who wish to enter in the ROTC program at Fort Wayne.

M. **VETERAN'S SERVICES.** Each University shall be responsible for obtaining any approvals for its programs by the Indiana State Approving Agency for the GI Bill as well as any necessary approvals needed for military education benefits. Each University shall be responsible for all GI Bill processing for its eligible students enrolled at the Fort Wayne campus. IU and Purdue agree to cooperate to ensure that GI Bill-eligible IU students taking Purdue General Education Courses (as defined in the Curriculum Agreement) are certified for their GI Bill benefits in accordance with 38 CFR 21.4252(i)(2). Each University shall be responsible for recruiting, hiring, and training the point(s) of contact for its veteran, activity military or other GI Bill-eligible students. In connection with performing its obligations under the Teach-Out Agreement, Purdue shall be responsible for maintaining, certifying and advising current GI Bill-eligible IU students enrolled at the Fort Wayne Campus until the last eligible students graduate or June 30, 2023, whichever is later.

N. **21ST CENTURY SCHOLARS PROGRAM.** Each University will provide support and counseling for its 21st Century Scholars students at the Fort Wayne Campus starting in Fall 2018.

O. **FEDERAL TRIO PROGRAMS.** The existing Trio program in effect at the Fort Wayne Campus (the "Existing Trio Grant") will continue to include students pursuing their degrees through Purdue until June 2021. Given that IU students enrolled at the Fort Wayne Campus in fall 2018 will not be covered by the Existing Trio Grant, IU will be responsible for pursuing a separate Trio grant for IU students enrolled at the Fort Wayne Campus on the Realignment Effective Date.

P. **HUMAN RESOURCES.** Purdue and IU will each provide Human Resources services to their respective faculty and staff in accordance with their respective policies as they may exist from time-to-time. The Parties may elect to collaborate, on a case-by-case basis, on single-source employee training to the extent that it meets each University's requirements.

Q. **EMPLOYMENT-BASED VISA/PERMANENT RESIDENT SERVICES.** IU will be responsible for immigration services for employees transferred to IU beginning on July 1, 2018. The Parties will agree on a plan to transfer sponsorship of such employees to IU.

R. **MAINTENANCE/TRANSFER OF PERSONNEL RECORDS.** IU and Purdue shall cooperate to ensure compliance with all legal recordkeeping requirements of both Universities and will cooperate to promote efficient continuity of operations.

ARTICLE II

FINANCIAL AID

A. **FINANCIAL AID PROCESSING.** Each University shall be responsible for all financial aid processing for its students attending the Fort Wayne Campus, including all federal, state, and institutional regulatory requirements.

B. **CONSORTIUM AGREEMENT.** A consortium agreement between IU and Purdue shall be executed to recognize the responsibilities of the home and host institutions for financial aid purposes. If necessary, a consortium agreement will also be entered into between IUPUI and Purdue University Fort Wayne to recognize a student's registration at each institution for financial aid purposes.

C. **PARTICIPATION AGREEMENT.** The IUPUI Program Participation Agreement (related to Department of Education financial aid) will be modified to recognize the Fort Wayne campus as a branch with its own TG number and to include gainful employment certificate programs at the Fort Wayne Campus. The Parties will cooperate to amend the Participation Agreement as necessary to reflect the change in name.

ARTICLE III

EXCHANGE OF AND ACCESS TO STUDENT INFORMATION

A. **SHARING OF INFORMATION.** In order to verify and authenticate an IU student's ability to receive and participate in the student services and activities offered by Purdue at the Fort Wayne Campus, IU shall share, provide and make available, on a semester-by-semester basis, the name and other relevant information for each IU student attending classes at the Fort Wayne Campus. Such student information exchange shall include the data fields and categorizations reasonably required by Purdue to verify and authenticate such student.

B. **SYNCHRONIZING OF NETWORK AND INFORMATION.** During the term of the Agreement, IU and Purdue covenant and agree to adapt and, to the extent required, sync their computer networks and information technology systems to permit the exchange of student information and data required to verify and authenticate each IU student attending the Fort Wayne Campus.

C. **IDENTIFICATION CARDS.** Purdue shall issue to IU students enrolled at the Fort Wayne Campus such student identification cards, campus cards or other documentation as may be required for participation in services and activities, in each case consistent with the manner in which Purdue customarily issues such items to Purdue students on the Fort Wayne Campus.

ARTICLE IV

STUDENT CONDUCT

A. **CODE OF CONDUCT.** IU students enrolled at the Fort Wayne campus will be subject to IU's policies and procedures, including the Indiana University Code of Student Rights, Responsibilities, & Conduct, the IU Sexual Misconduct policy, as well as IUPUI disciplinary procedures, which will be administered and adjudicated by IU.

B. **SEXUAL MISCONDUCT.** Regarding all misconduct subject to the IU Sexual Misconduct Policy, the existing Memorandum of Understanding between Purdue and IU dated August 8, 2015 shall apply.

C. **ACADEMIC MISCONDUCT.** Determinations of academic misconduct shall be the responsibility of the faculty member for the particular course in which the misconduct is alleged to have occurred. The determination of academic misconduct and any course-level sanctions shall be determined by the faculty member in accordance with the procedures of that faculty member's institution. Additionally, instances of academic misconduct will be reported to the student's home institution, which may implement additional sanctions in accordance with institutional procedures.

D. **MISCONDUCT BY IU STUDENTS RELATED TO PURDUE SERVICES.** With the exception of Sexual Misconduct as described in Section B above, misconduct by an IU student that relates to services offered by Purdue (including, but not limited to, activity in residence halls, recreational facilities, or athletic events) may be addressed by Purdue in accordance with Purdue's rules, policies, and procedures. Purdue may impose sanctions on an IU student up to and including Purdue's suspension or termination of services to the IU student. Purdue may not suspend or expel an IU student from enrollment with IU in an Indiana Academic Mission, but IU reserves the right to impose additional sanctions on such a student in response to an incident of misconduct.

E. **AVOIDANCE OF DUPLICATIVE DISCIPLINARY PROCESSES.** When applicable and to the greatest extent possible, the Deans of Students of each institution will collaborate in order to ensure that disciplinary actions are carried out efficiently and do not result in duplicative processes.

ARTICLE V

INTERNATIONAL STUDENTS AND STUDIES

A. **INTERNATIONAL STUDENT ADMISSIONS.** IU's English proficiency requirements for admission will be set at a level designed to enable students to successfully complete General Education courses offered by Purdue.

B. **STUDENT VISA SERVICES/I-20 ISSUANCE.** IU is responsible for immigration and student visa services for IU students at the Fort Wayne Campus. IU will take such actions as are necessary to obtain approval from the United States Department of Homeland Security (DHS) to add the Fort Wayne Campus as an instructional site, including by addressing

applicable requirements for program accreditation and DHS adjudication.

C. **NEW INTERNATIONAL STUDENT ORIENTATION.** IU international students will be invited to participate in all elements of the international student orientation conducted by Purdue on the Fort Wayne Campus, except for immigration/visa related orientation, which will be provided by IU.

D. **MANDATORY HEALTH INSURANCE COVERAGE FOR INTERNATIONAL STUDENTS.** IU will be responsible for providing its mandatory health insurance program to IU international students at the Fort Wayne Campus. The student health center operated by Purdue at the Fort Wayne Campus will assist in filing claims for various insurance providers.

E. **OPPORTUNITIES TO STUDY ABROAD.** Except as otherwise provided below, Purdue will make available to IU students enrolled at the Fort Wayne Campus the opportunity to participate in designated Purdue Fort Wayne study abroad opportunities on a space-available basis, it being understood that IU students will also be able to access study abroad program offerings available through IUPUI and across IU. For the avoidance of doubt, IU students enrolled at the Fort Wayne Campus will not be eligible to participate in study abroad programs arranged by Purdue Fort Wayne with various third-party providers through the International Student Exchange Program (ISEP).

ARTICLE VI

COST OF SERVICES; PAYMENT

A. **ALLOCATED SUPPORT COST.** In consideration of the services and access provided by Purdue hereunder for the benefit of students, faculty and staff associated with the Indiana Academic Missions on the Fort Wayne Campus, IU shall pay Purdue, in two installments each year as provided below, a fee equal to the Allocated Support Cost attributable to such services.

For purposes of this Agreement, the amount of "Allocated Support Cost" will be determined in the manner depicted in Schedule VI-A, which illustrates the methodology for determining the initial Allocated Support Cost hereunder. Such methodology will take into account:

1. the headcount of IU students taking courses other than General Education Courses on the Fort Wayne Campus and the faculty and staff working in the Indiana Academic Missions on the Fort Wayne Campus in a given year;
2. an allocation ratio determined by calculating the foregoing headcount as a percentage of the overall headcount of all faculty, staff and students in both the Purdue Academic Missions and the Indiana Academic Missions on the Fort Wayne Campus in that year (the "IU Allocable Share");
3. the aggregate expenditures incurred by Purdue in providing student support, student life, library and information technology services hereunder (net of, in the latter case, IT costs funded by mandatory student technology fees) (the "Total Incurred Costs");
4. the IU Allocable Share of the Total Incurred Costs;
5. a 10% overhead charge on the amount determined pursuant to Section A.4 immediately

above; and

6. for the initial year only, a further adjustment to ensure that the sum of (a) the Allocated Support Cost and (b) other amounts received by Purdue under the Curriculum Agreement and the Lease Agreement in that year does not exceed Purdue's maximum cost recovery for that year as agreed by the Parties when entering into the Program Transfer Agreement.

B. **AMOUNT; ADJUSTMENTS.** Based on the methodology described in Section VI.A., the initial amount of Allocated Support Cost will be $576,000 for the period beginning July 1, 2018 and ending June 30, 2019 (the "Base Allocated Support Cost").

1. Starting in calendar year 2019, the annual Allocated Support Cost rate will be reviewed and adjusted by the Parties on or before March 31 of each year, to be effective in the ensuing fiscal year starting July 1. In conducting such review and making such adjustments:

   (a) the Parties will use prior fiscal year data, the information provided by Purdue to IU pursuant to Section IV.E below, an assessment of changes in enrollment and staffing levels in the Parties' respective academic missions on the Fort Wayne Campus, and any agreed upon changes in the allocation of responsibilities between them for providing the access and services covered by this Agreement in a manner that impacts Purdue's Total Incurred Costs (it being agreed that, for the first five years of the term of this Agreement, the Allocated Support Cost will be at least equal to the Base Allocated Support Cost, subject to further adjustment as described in subsection B.1.(b) below); and

   (b) after giving effect to the adjustments described in subsection B.1(a) above, the Parties will give effect to an incremental inflationary increase in the prior year's Allocated Support Cost (to be effective in the ensuing fiscal year) equal to the lesser of (a) the increase in the June Midwest All Consumer Price Index over the past fiscal year, or (b) the increase, if any, in tuition and fee levels charged by Purdue over the past fiscal year.

2. On or before March 31 in the fifth year of the term of this Agreement (and every five years thereafter while this Agreement remains in effect), the Parties will cooperate and negotiate in good faith to conduct a comprehensive review of the (i) then-current allocation of responsibilities between the Parties for providing the access and services covered by this Agreement, (ii) the Total Incurred Costs associated with providing such access and services, and (iii) the other components of the methodology described in this Article VI, all in a manner to ensure the reasonableness and fairness of the Allocated Support Cost being charged to IU for the access and services being provided hereunder.

C. **PAYMENT.** IU will pay Purdue the Allocated Support Cost in two equal installments each year, the first within thirty (30) days following the beginning of the Fall Semester, and the second within thirty (30) days following the beginning of the Spring Semester.

D. **IU DIRECT CHARGES AND PAYMENTS.** Purdue shall not be responsible for directly assessing, charging or billing any individual IU student for the provision of student services provided hereunder. All such fees and charges arising from an IU student's participation in student services and activities offered and provided by Purdue at the Fort Wayne Campus shall be assessed, charged and collected directly by IU.

E. **ALLOCATED SUPPORT COST CALCULATION.** As soon as practicable after the beginning of each spring academic semester, Purdue shall provide IU with a detailed calculation of the Allocated Support Cost proposed to be charged for the services in the next succeeding academic year based on the methodology described in this Article VI and the Total Incurred Costs expected to be incurred by Purdue in the next fiscal year based on then-current assumptions, together with such supporting information and records as IU may reasonably request.

ARTICLE VII

TERM; MISCELLANEOUS TERMS AND COVENANTS

A. TERM. The initial term of this Agreement shall be three (3) years commencing as of July 1, 2018 and shall automatically renew for successive three (3) year terms unless and until one University provides at least two (2) years' advance written notice to the other University of its intention to terminate this Agreement as of the end of the then-current term. The Parties agree that the written notice contemplated by this Section may only be exercised by a University only during a notice window of June 1 – June 30 of each year.

B. MISCELLANEOUS TERMS AND COVENANTS. The Miscellaneous Terms and Covenants set forth in Article XI of the Program Transfer Agreement are incorporated herein by reference as though fully set forth herein.

[*signatures on following page*]

IN WITNESS WHEREOF, each of the undersigned Parties has caused this Student Services Agreement for Indiana University-Purdue University Fort Wayne to be duly executed by its authorized representatives on the dates set forth below.

Date Executed:_____

The Trustees of Purdue University

By:_____
Mitchell E. Daniels, Jr.
President

Attest:

ss:_____
Janice A. Indrutz
Corporate Secretary

By:_____
William E. Sullivan
Treasurer and Chief Financial Officer

Date Executed:_____

The Trustees of Indiana University

By:_____
Michael A. McRobbie
President

Attest:

ss:_____
Deborah A. Lemon
Secretary

By:_____
John A. Sejdinaj
Vice President and Chief Financial Officer

Schedule VI-A

Illustration of Allocated Support Cost Calculation

Schedule VI-A Allocated Support Cost

FY 16 Student, Faculty & Staff Headcounts

Student	Nursing, Dental, Imaging Major		Other	Total
2016 Credit Hours	14,995		210,195	225,190
2016 Headcount	1,188		8,100	9,288
2016 Credit Hours	6.7%		93%	100%
2016 Headcount	12.8%	(Note A)	87%	100%

Workforce (source IPFW HR as of 6/30/16)	Nursing, Dental, Imaging Major	Other	Total
Headcount	106	1,422	1,528
% of the Workforce	6.9%	93.1%	100.0%

Combined Student, Faculty & Staff Headcount	700	10,116	10,816
% of Combined Total	6.5%	93.5%	100.0%

FY 16 IPFW General Fund Student Faculty and Staff Services Support Expenditures

Key Support Service	Major Area Name	Operating Department	Total		Description of Student Support/Student Life Service		Allocated Support Costs (Note A)
	Enrollment Management	Admissions	$ 1,530,292				
		Financial Aid	$ 680,027				
		Registrar	$ 666,677				
		Student Information Systems	$ 383,721	To be reviewed post realignment			
	Enrollment Management Total		$ 3,260,717				
	Financial and Administrative Affairs	Bursar and Student Finance	$ 840,571				
	Financial and Administrative Affairs Total		$ 840,571				
Key Support Service Total			$ 4,101,288				
Student	Academic Affairs	Academic Ceremonies	$ 122,524	Provides administrative and organizational support of honors convocation, commencement,			$ 7,836
		Assessment	$ 53,511	Assessment of student learning; disciplinary and institutional accreditation			$ 3,422
		Center for Enhancement of Learning and Technology (CELT)	$ 293,410	Provides professional development support for faculty in course and curriculum development and design, along with systematic peer observation of teaching protocols.			$ 18,765
		Graduate Studies	$ 49,925	Supports programmatic and curricular changes in graduate programs			$ 3,193
		Honors Program	$ 85,418	Support of students participating in the IPFW honors program			$ 5,463
		Institutional Research	$ 306,935	Academic and institutional data compilation, analysis, and reporting			$ 19,630
		International Student Services	$ 297,612	Inbound and outbound services for students as well as visa processing support for faculty, staff and students			$ 19,033
	Academic Affairs Total		$ 1,209,335		Academic Affairs Total		$ 77,341
	Student Affairs	Career Services	$ 398,604	Provides career counselling and job placement services for current students and alumni			$ 25,492
		Center for Academic Success and Advancement	$ 341,947	Student tutoring services, group study sessions, Writing Center			$ 21,869
		Center for Women and Returning Adults (CWRA)	$ 96,400	Support systems for non-traditional and first generation students			$ 6,165
		Dean of Students	$ 679,978	Oversees IPFW Code of Student Rights, Responsibilities, and Conduct, supports student complaint process, grade appeals, and mediation services			$ 43,487
		Diversity and Multicultural Affairs (ODMA)	$ 235,787	Support systems for students from traditionally underrepresented populations			$ 15,079
		Student Life & Leadership	$ 183,667	Provides co-curricular and student life activities, including student government, student activities, clubs, and leadership training experience			$ 11,746
		Student Success and Transitions	$ 780,050	Student orientation and registration support services, student stop-out intervention support			$ 49,887
		Testing Services	$ 132,161	Placement test support			$ 8,452
		Veterans' Services	$ 125,558	Support and transition services for active duty, reserve, and veteran status students			$ 8,030
	Student Affairs Total		$ 2,974,152		Student Affairs Total		$ 190,207
Student Support/Student Life Total			$ 4,183,487		Student Support/Student Life Total		$ 267,549
			$ 8,284,775				

Total FY 16 General Fund Libraries Expenditures	$ 2,684,209
6.5% Allocated to Health Sciences Students Faculty and Staff (Note B)	$ 173,719
Total FY 16 General Fund IT Expenditures (excludes Student Information Systems)	$ 7,923,782
Less Expenditures Funded by Units and Student Tech Fees	$ (2,466,459)
Total Allocable FY 16 IT Expenditures	$ 5,457,323
6.5% Allocated to Health Sciences Students Faculty and Staff (Note B)	$ 353,192
Add 10% Overhead	$ 79,446
Total Student Support/Student Life, Libraries and IT	$ 873,906
	$ (297,906)
Base Allocated Support Costs	$ 576,000

Allocation Notes

A. Student Support/Student Life Services allocation of 6.4%, based on half the Nursing, Dental and Imaging Student Headcount as a % of the campus community (6.4% = 12.8%/2)Total FY 16 General Fund IT Expenditures (excludes Student Information Systems)
Assumes half the Nursing, Dental and Imaging headcount is recovered through General Service tuition and fees.

B. Library and IT expenditures allocation of 6.5%, based on the Combined Student, Faculty & Staff Nursing, Dental and Imaging Headcount as a % of the campus community.

Appendix D

Lease Agreement

APPENDIX D

LEASE AGREEMENT

THIS LEASE (the "Lease") is executed as of this ___ day of_____, 2017, by and between THE TRUSTEES OF PURDUE UNIVERSITY ("Purdue"), and THE TRUSTEES OF INDIANA UNIVERSITY ("IU"). Capitalized terms used but not otherwise defined herein have the meanings ascribed to them in the Program Transfer Agreement (as defined below) or in the Realignment Agreement referenced therein.

WHEREAS, on the date hereof, the parties to this Lease have entered into a Program Transfer Agreement, to which this Lease serves as an Appendix (the "Program Transfer Agreement"); and

WHEREAS, pursuant to the Program Transfer Agreement (and the Realignment Agreement referenced therein), Purdue is to have authority and responsibility for managing and operating the Fort Wayne Campus, formerly known as Indiana University-Purdue University Fort Wayne; and

WHEREAS, in connection with its offering and delivery of classes and degree programs within the Indiana Academic Missions on the Fort Wayne Campus, IU has certain space requirements thereon; and

WHEREAS, IU wishes to lease certain space from Purdue on the Fort Wayne Campus for this purpose;

NOW THEREFORE, the parties agree as follows:

1. DESCRIPTION OF THE LEASED PROPERTY. Subject to the terms and conditions of this Lease, Purdue demises and leases to IU, and IU leases from Purdue, the premises at the Fort Wayne Campus described on Exhibit "A" attached hereto and made a part hereof by this reference (the "Premises").

2. LEASE TERM AND TERMINATION. The initial term of this Lease (the "Initial Term") shall be four (4) years, commencing on July 1, 2018 (the "Commencement Date"), and expiring on June 30, 2022, unless earlier terminated as provided herein. This Lease shall automatically renew for successive four (4) year terms (each a "Renewal Term") at the end of the Initial Term (and each successive Renewal Term) so long as it has not been earlier terminated. Each Renewal Term shall be upon the same terms and conditions as contained herein. Any changes to the terms and conditions contained herein shall only be valid if reduced to a writing signed by both IU and Purdue. Either party may terminate this Lease for or without cause, and at any time following completion of the third year of the Initial Term or at any time during a Renewal Term, by providing the other party with not less than two (2) years' advance written notice of termination.

3. RENT. The amounts payable by IU to Purdue for the use and occupancy

of the Premises during the Initial Term and any Renewal Term shall consist of a base rent ("Base Rent") and additional rent for Facility Services (as defined herein) provided to the Premises hereunder ("Additional Rent").

a. Base Rent. IU shall pay Purdue annual Base Rent in the amount of $12.66 per square foot, subject to an annual incremental increase (to be given effect as of July 1 of each year) based on the increase in the June Midwest All Consumer Price Index over the prior fiscal year. As so adjusted, Base Rent for the fiscal year, shall be payable by IU in a single installment following its receipt of an invoice from Purdue, which will be provided as soon as practicable following the beginning of the fiscal year. The methodology for determining Base Rent is illustrated in Exhibit "A" attached hereto and made a part hereof by this reference. For the first year of the Initial Term, total Base Rent will be Two Hundred Twenty-Three Thousand Seven Hundred Sixty-Six Dollars and Zero Cents ($223,766.00).

b. Additional Rent for Facility Services. IU shall pay Purdue Additional Rent at the Facility Rate (as defined below) in order to reimburse Purdue for its costs of providing Facility Services to the Premises, as further defined in Section 10 (SERVICES AND UTILITIES) below. For purposes hereof, the "Facility Rate" means the rate, expressed on per square foot basis, which is designed to capture the cost of operating the Premises, as more particularly illustrated in Exhibit "A". For the avoidance of doubt, the Facility Rate shall not exceed Purdue's actual costs of operating the Premises.

The Facility Rate will be initially be calculated using the sum of the budgeted cost items in the base year of 2017, divided by the total square footage of the Premises, resulting in an initial Facility Rate of Twelve Dollars and Twenty-Two Cents ($12.22) per square foot. By April 30 of each fiscal year, Purdue will notify IU of the proposed Facility Rate for the upcoming fiscal year. IU will then have an opportunity to review and object to the proposed rate. If IU objects to the proposed Facility Rate, IU and Purdue will work together in good faith to resolve any such objection. If IU does not object to the proposed Facility Rate within 45 days of receiving it from Purdue, the proposed rate will be deemed the agreed upon Facility Rate for the next fiscal year.

As soon as practicable following the beginning of the fiscal year, Purdue will provide IU with an invoice for the Additional Rent based on the agreed Facility Rate. IU shall pay Purdue the Additional Base Rent in a single installment following its receipt of such invoice. For the first year of the Initial Term, total Additional Rent will be Two Hundred Fifteen Thousand Nine Hundred Fifty-Two Dollars and Zero Cents ($215,952.00).

4. USE OF THE PREMISES. IU shall use the Premises for any use consistent with the furtherance of IU's academic mission. IU covenants and agrees to the following.

a. IU shall not commit any waste or damage upon or to the Premises, ordinary wear and tear and casualty excepted.

b. IU shall not use the Premises for any unlawful purpose, and shall not commit any violations of any applicable laws or ordinances therein.

c. IU shall, at its own cost and expense, promptly observe and keep all applicable laws, rules, orders, ordinances and regulations of federal, state and local governments, and any and all of their departments and bureaus and those of any other competent authority relating to the use of the Premises (including, without limitation, obtaining all licenses, permits, and other governmental approvals that are required for or occasioned by IU's operations in and occupancy of the Premises). This section shall not apply to any capital building expenses or changes mandated to the Premises or surrounding property or buildings by law or other governmental authority (for example, changes mandated by the Americans With Disabilities Act) which shall be the sole cost and expense of Purdue.

d. IU shall not sell, serve, or store any intoxicating beverages illegally upon or from the Premises. Notwithstanding the foregoing sentence, possession, consumption, distribution and sale of alcoholic beverages for events held in the Premises are permitted with Purdue's advance approval and must follow Purdue University policies pertaining to such. For food catering services for events held in the Premises, Purdue requests that IU use caterers that are compliant with Purdue policies. A list of approved caterers may be found through Purdue University Housing and Food Stores at http://hfs.purdue.edu/Departments/FoodStores/docs/Compliant_Food_Providers.pdf.

e. IU shall not place upon the interior or exterior of the Premises, any window or any part thereof, or any door of the Premises, any placard, sign, lettering, window covering, or drapes, except such and in such place and manner as shall have been first approved in writing by Purdue.

f. IU shall not do or suffer anything, or keep any substance in the Premises, which will operate to increase the fire hazard or to cause the insurance rates of the building(s) in which the Premises is located to be increased.

g. IU shall not abuse walls, ceilings, partitions, floors, wood, stone and brick, or iron work, nor use plumbing and electrical wiring for any purpose other than that for which it was constructed.

h. IU shall not create or maintain a nuisance in the Premises.

i. IU shall be solely responsible for any damage to the Premises that is caused by IU's negligence, reasonable wear and tear and casualty excepted.

j. IU shall not permit: (i) any release of any hazardous substance from the Premises; (ii) any unlawful, harmful or improper discharge from the Premises into the surrounding atmosphere or into the sewers, drains and waterways on or adjacent to the Premises, or the groundwater thereunder; or (iii) any harmful or improper disposal of liquid or solid waste (hazardous or otherwise) generated on, stored at or transported from the Premises. As used in this Section, the terms "hazardous substance", "release", and "removal" shall have the same meaning and definition as set forth in paragraphs (14), (22), and (23) respectively, of 42 U.S.C. § 9601 and in I.C. 13-7-8.7-1; provided, however, that the term "hazardous substance" as used herein also shall include "hazardous waste" [as defined in paragraph (5) of 42 U.S.C. § 6903] and "petroleum" [as defined in paragraph (8) of 42 U.S.C. § 6991].

5. COMMON AREAS. To the extent applicable, IU shall have the non-exclusive right, in common with all other Tenants of the building(s) in which the Premises is located, and subject to any rules and regulations adopted from time to time by Purdue concerning same, to use common areas around and near the Premises, including, but not limited to, restroom facilities, hallways, stairs, and elevators (the "Building Common Areas"). Purdue shall operate, maintain, and insure the Building Common Areas for their intended purposes in such a manner as Purdue shall determine to be necessary or appropriate, including, without limitation that Purdue at any time may close or change any part of the Building Common Areas as it determines to be necessary or appropriate.

6. PREMISES AS-IS. IU agrees to accept the Premises in its present as-is condition. Further alterations of the Premises will be at IU's sole expense, unless otherwise stated in this Lease.

7. RIGHT TO MAKE IMPROVEMENTS. No material improvements, alterations, or additions to the Premises shall be made by IU without the prior written approval of Purdue, which approval shall not be unreasonably withheld. All such work shall comply with the requirements of Purdue University Policy IV.B.4 (Remodeling, Alterations, or Improvements to University Facilities) and shall be contracted for by Purdue Physical Facilities staff. All improvements, alterations, or additions to the Premises desired by IU and approved by Purdue shall be made at the sole expense of IU, in a good and workmanlike manner. IU shall not suffer nor permit any mechanic's liens to be filed against the fee of the Premises, nor against IU's leasehold interest in the Premises by reason of work, labor, services or materials supplied or claimed to have been supplied to IU. If any such mechanic's liens shall at any time be filed against the Premises or against IU's leasehold interest, IU shall, within forty-five (45) days after notice of the filing thereof, cause the same to be discharged of record by payment, deposit, bond, order of court of competent jurisdiction or otherwise. Nothing in this Lease shall be deemed or construed in any way as constituting the consent or request of Purdue, expressed or implied, by inference or otherwise, to any contractor, subcontractor, laborer or materialman for the performance of any labor or furnishing of any materials for any specific improvement, addition, alteration or repair of or to the Premises or any part thereof, nor as giving IU a right, power or

authority to contract for or permit the rendering of any services or the furnishing of any materials that would give rise to the filing of any mechanic's lien against the fee of the Premises.

8. OWNERSHIP OF IMPROVEMENTS. All alterations, changes, improvements and additions installed at the Premises including but not limited to plumbing, wiring and lighting fixtures, water use improvements, heating and air conditioning, ventilating and exhaust systems, extensions, fume hoods, wet labs, and all other improvements of any nature other than unattached and movable trade fixtures of IU, shall, upon expiration or earlier termination of this Lease, become the property of Purdue, without payment therefor, free and clear of any claims of IU with the exception of those which can be removed by IU with minimal damage to the Premises, or with the understanding between Purdue and IU that IU will repair at IU's sole cost and expense, any damage resulting from such removal, and in a fashion acceptable to Purdue, reasonable wear and tear and casualty excepted.

9. MAINTENANCE AND REPAIRS. Purdue agrees to keep the exterior of the Building, including the roof, exterior wall, gutters, downspouts, the supply pipes for water leading to the Premises, and the drainage pipes leading therefrom in good structural repair, except that Purdue shall not be required to pay for any such repairs or replacements which become necessary by reason of the gross negligence of IU, its agents, servants or employees. IU agrees to maintain the interior of the Premises and any alterations, changes, improvements and additions, and all equipment thereof and therein, including, but not limited to, maintenance of the interior side of all windows and interior doors, at all times in good and sufficient repair, order and condition, and to pay all costs and expenses thereof, both ordinary and extraordinary, and all such materials, repairs and workmanship shall be equal, in Purdue's opinion, in class and quality to that originally placed in the Premises; provided, however, that IU shall not be required to perform any maintenance, repairs or replacements necessitated by the negligence or willful misconduct of Purdue, its servants, agents, employees, or students, by structural defect in the building, by fire, or by other casualty. Additionally, other than the obligations described in Section 7 above and this Section 9, IU will not be responsible for structural repair, replacement, and/or refurbishment costs associated with the Premises.

10. SERVICES AND UTILITIES

a. Purdue will operate and maintain the Premises with the same services which Purdue provides for other buildings and space at the Fort Wayne Campus, including but not limited to standard building fuel and utilities, heating and cooling within the Fort Wayne Campus standard limits, custodial services, mechanical systems operation and maintenance, fluorescent ballast and bulb replacement, police and fire protection, disposal of trash, disposal of solid waste and regulated substances, pest control, repair, renovation, and repainting on the normal Purdue schedule, etc. (collectively, "Facility Services").

b. Standard fiber access and other telecommunication services shall be provided to IU as part of the Facility Services and will be covered by the Facility Rate.

c. IU understands, acknowledges and agrees that: (a) any one or more of the utilities or other building services may be interrupted by accident, emergency, or other causes beyond Purdue's control, or may be discontinued or diminished temporarily by Purdue or other persons until certain repairs, alterations, or improvements can be made; (b) Purdue does not represent or warrant the uninterrupted availability of such utilities or building services; (c) any such interruption shall not be deemed an eviction or disturbance of IU's right to possession, occupancy, and use of the Premises or any part thereof, or render Purdue liable to IU for damages by abatement of Rent or the Facility Rate or otherwise, or relieve IU from the obligation to perform its covenants under this Lease; and (d) Purdue shall not be liable to IU for any injury, loss or damage occasioned by the bursting, stoppage or leaking of water, gas, sewer, or other pipes, unless caused by the negligence or willful misconduct of Purdue or Purdue's employees, agents, contractors, or invitees.

11. LANDSCAPING, SNOW PLOWING & PARKING. Purdue shall maintain the landscaping and shall reasonably clear debris, snow and ice from the parking lots, sidewalks and walkways near, around, and leading to the Premises, all in accordance with standards appropriate for a first-class office building. During the Term of this Lease, IU shall be able to purchase the Fort Wayne Campus parking permits at their standard rates.

12. INSURANCE. Purdue shall carry, at Purdue's expense, first party commercial property insurance on the Premises. IU is solely responsible for carrying adequate insurance on all of IU's personal property including, but not limited to, equipment, furniture, scientific devices, supplies, personal items, or other items installed and belonging to IU and located within the Premises.

13. DAMAGE TO OR DESTRUCTION OF PREMISES. IU covenants and agrees that in the case of damage to, or destruction of, any improvements located on or constituted a part of the Premises caused by IU, IU will promptly, at its sole cost and expense, repair, or replace the same as nearly as possible to their condition immediately prior to such damage or destruction, to the extent necessary to restore the value and utility of such improvements. IU's obligation to make payment of the Rent, Facility Rate, and all other charges on the part of IU to be paid, and to perform all other covenants or agreements on the part of IU to be performed, shall not be affected by any such damage or destruction.

14. DUTY TO INDEMNIFY FROM THIRD-PARTY CLAIMS. IU agrees to indemnify, defend, and hold harmless Purdue against and from any and all losses, expenses, and damages extending from claims brought by or on behalf of any person or persons, firm or firms, corporation or corporations for damages, either to person or property, resulting from IU's negligence with respect to its use of the Premises. IU further agrees to indemnify, defend, and hold harmless Purdue against and from any and all losses, expenses, and damages extending from claims brought by or on behalf of IU or any person in the Premises with IU's consent, invitation or license, expressed or implied, and for any damage, either to person or property, sustained by reason of the condition of the Premises due to the willful misconduct or negligence

of any employee of IU. IU's obligations under this paragraph shall be limited in substance by statutes and constitutional provisions designed to protect the exposure and liability of IU as an instrumentality of the State of Indiana [e.g. actions and conditions as to which IU is immunized by the Indiana Tort Claims Act (the "Act"), dollar limits stated in the Act, exemption from punitive damages, and the continued ability to defeat a claim by reason of contributory negligence or fault of claimant], so that its liability to indemnify, defend, and hold harmless shall not exceed what might have been its liability to a claimant if sued directly in Indiana by the claimant and all appropriate defenses had been raised by IU.

15. EVENTS ON DEFAULT. Any of the following shall be an Event of Default under this Lease:

a. IU's failure to pay any installment of Rent, Facility Rate, or any other payment due hereunder within thirty (30) days after it becomes due;

b. IU's or Purdue's failure to perform or observe any other covenant, term, or condition of this Lease to be performed or observed by Purdue or IU, if the failure continues for thirty (30) days after written notice thereof is given to Purdue or IU; provided, however, that if cure cannot be reasonably effected within such thirty (30) day period, IU or Purdue shall have such additional time as is necessary to effect such cure, so long as IU or Purdue commences its efforts to cure within such thirty (30) day period and pursues such cure diligently to completion; or

c. IUs abandonment of the Premises.

The failure of Purdue or IU to exercise any of its rights or remedies under this Lease upon any default by IU or Purdue shall not be deemed a waiver of any such default nor of any of the provisions of this Lease and shall not preclude Purdue or IU from the exercise of any such rights and remedies upon any subsequent date whether for a previous or subsequent default.

16. PURDUE'S AND IU'S REMEDIES. Upon the occurrence of any Event of Default, Purdue or IU may, at its option, in addition to any other remedy or right it has hereunder or by law, terminate this Lease at any time upon the date specified in a written notice to the defaulting party.

17. ACCESS TO THE PREMISES. Purdue may enter the Premises at reasonable times and after providing reasonable advanced notice to IU, except in the event of an emergency, in which case no notice shall be required, for the following: to inspect the Premises; to make repairs; to show the Premises to others during the last two months of the Term; and to affix to and maintain in any suitable part of the Premises during the last two months of the Term a notice for letting the Premises, which IU shall permit to be affixed without hindrance or molestation.

18. HOLDOVER. If IU shall occupy the Premises after the expiration of this Lease, having obtained the prior written consent of Purdue and having paid rent at the rate of the Rent and Facility Rate for the Term at expiration, such occupancy and payment shall be construed as

an extension of this Lease with the extension period being on a month-to-month term on the terms and conditions of this Lease, unless and until either party gives the other thirty (30) days prior written notice of the termination of this Lease, or the parties enter into an amendment of this Lease or a new lease.

19. VACATION OF THE PREMISES. IU covenants and agrees to pay the Rent and Facility Rate at the times and in the manner aforesaid, and at the expiration or valid earlier termination of this Lease shall peacefully yield up to Purdue the Premises in as good order and repair as when delivered to IU, damage by fire, casualty, war or insurrection, riot or public disorder, or act upon the part of any governmental authority, ordinary wear and tear, and damage by the elements excepted.

20. LIGHT AND AIR. It is agreed that this Lease does not grant a continuance of light and air over any property adjoining the Premises.

21. EMINENT DOMAIN. In the event the Premises, or twenty-five percent (25%) or more of the building(s) in which the Premises is located, shall be appropriated under the power of eminent domain by any public or quasi-public authority, this Lease shall terminate as of the date of such taking.

22. ASSIGNMENT. This Lease may not be assigned by either party without the prior written consent of the other party, which consent shall not be unreasonably withheld.

23. NOTICES. All notices and demands which may be or are required to be given by either party to the other hereunder shall be in writing and shall be hand delivered or sent by United States mail, first class postage prepaid, addressed to Purdue or IU at the following addresses or to such other person or to such other place as either party may from time to time designate in writing to the other.

Purdue:	Office of the Treasurer Hovde Hall of Administration 610 Purdue Mall West Lafayette, IN 47907 Attn: Vice President for Physical Facilities
IU:	The Trustees of Indiana University Real Estate Administration 1800 North Range Road Bloomington, IN 47408 Attn: University Director of Real Estate

24. GOVERNING LAW. This Lease is entered into in Indiana and shall be governed by and construed in accordance with the substantive law (and not the law of conflicts) of the State of Indiana.

25. WAIVER. No waiver by either party or their successors or assigns of any breach of the covenants herein contained to be performed by the other party shall be construed as a waiver of any succeeding breach of the same or any other covenant or condition.

26. EXPRESS AGREEMENT. It is expressly agreed that neither party has made any statement, promise, or agreement or taken upon itself any obligation whatsoever, verbally, or otherwise, in conflict with the terms of this Lease, or that in any way modifies, varies, alters, enlarges, or invalidates any of its provisions, and no obligation on the part of either party hereto shall be implied in addition to the obligations herein expressed.

27. MODIFICATION OR AMENDMENT. This Lease may not be modified or amended except by written agreement signed by the parties hereto.

28. ATTORNEYS FEES. In any action or suit brought by either party to enforce its rights hereunder, each party shall be responsible for its own legal fees.

29. COUNTERPARTS. This Lease may be executed in one or more counterparts, each of which will be deemed an original copy of this Lease, and all of which, when taken together, will be deemed to constitute one and the same agreement. The signature of any party on a fax document shall be considered to have the same binding legal effects as a signature on an original document.

30. CONCLUSION. Purdue covenants that IU, upon paying the Rent and Facility Rate, and performing the covenants herein contained, shall and may peacefully and quietly have, hold and enjoy the Premises for the Term. The covenants and agreements contained in this Lease shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, distributees, devisees, legal, and personal representatives, assigns, grantees, and successors in interest.

[*signatures on following page*]

IN WITNESS WHEREOF, Purdue and IU have executed this Lease as of the date first above written.

THE TRUSTEES OF PURDUE UIVERSITY

By: _____
William Sullivan
Treasurer and CFO

THE TRUSTEES OF INDIANA UNIVERSITY

By: _____
Donald S. Lukes
University Treasurer

EXHIBIT "A"

The Premises is preliminarily shown on the following page. This is subject to confirmation by the parties and a more detailed outline of rooms and square footage.

Exhibit "A", Page 1

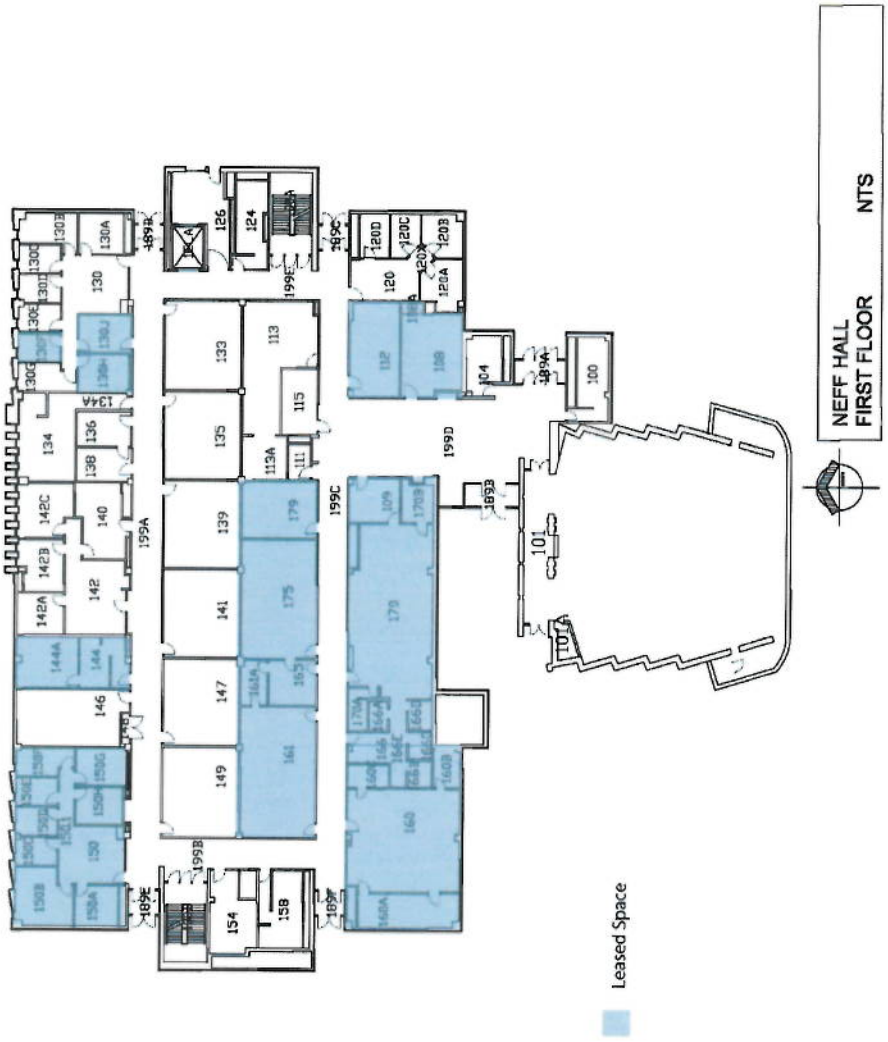


Exhibit "A", Page 2





LIBERAL ARTS
THIRD FLOOR PLAN

Leased Space

Exhibit "A", Page 4

Cost Methodology for Base Rent and Additional Rent
Space and Services Provided to Nursing, Dental Education and Medical Imaging Programs on Fort Wayne Campus
FY 2017 (based on comparable budgeted costs for Medical Education Building on Fort Wayne Campus)

Services

Building Categories	Nursing, Dental, Imaging Premises Operating Costs
Utilities	$67,938
Maintenance Worker (Salary & FB)	$21,520
Building Materials (Filters, Maintenance Materials, etc.)	$10,572
Building Services Works (Salary & FB)	$27,653
Building Services Contracted Work (Trash, Pest Control, etc.)	$1,645
Maintenance Project Contracted labor & Materials (Repairs)	$13,964
Locksmith (Salary & FB)	$475
Grounds Worker (Salary & FB)	$14,407
Landscape, Snow Removal, Parking Services Materials	$2,431
Security (Salary & FB)	$14,070
IIS (Salary & FB)	$12,634
Overhead of 20%	$23,874
Flat Rate Utility Overhead Cost (For the Effort of Tracking and Calculating)	$4,769
	$215,952
ADDITIONAL RENT at "Facility Rate" (cost per SF):	$12.22

	Average Office Space Rental Rate in Fort Wayne, IN as of June 2016	Total Space Rental
BASE RENT:	$12.66 / SF / Year	$223,766
TOTAL INITIAL ANNUAL RENT	$24.88	$439,718

From: Sobie, Donna
To: Kent Johnson
Subject: RE: Clarification from the materials submitted to HLC
Date: Tuesday, April 18, 2017 11:11:34 AM
Attachments: image001.png

Kent
Yes that helps. You nailed it by saying that you'll have a consortium agreement. That's what you would need and that consortium agreement will eventually need to be added to the E-app. That would be the best way to handle this situation. Another way would be to add an additional location so the health programs will be part of the additional location.

These don't seem to be complicated, so I can see HLC and the Department considering this request.

Donna

From: Kent Johnson [mailto:johnsodk@ipfw.edu]
Sent: Tuesday, April 18, 2017 9:59 AM
To: Sobie, Donna
Subject: RE: Clarification from the materials submitted to HLC

Donna,

Sorry for the confusion. I think that IUPUI might need to answer your question on Health Sciences as it will become their program. I am not sure how they are handling this. FYI – The Health Sciences Programs will remain on our campus; however, they will be IUPUI programs rather than Purdue Fort Wayne programs on the effective date of the realignment. Other than providing courses for those students through a consortium agreement, Purdue Fort Wayne will not have a relationship with the students enrolled in Health Sciences.

Does this help?

Kent

From: Sobie, Donna [mailto:Donna.Sobie@ed.gov]
Sent: Tuesday, April 18, 2017 10:23 AM
To: Kent Johnson <johnsodk@ipfw.edu>
Cc: Carl Drummond <drummond@ipfw.edu>; 'Tom Bordenkircher' <tbordenkircher@hlcommission.org>
Subject: RE: Clarification from the materials submitted to HLC

Kent

This is a big help. We can see that 001828 doesn't have any additional locations, so there won't be any location mergers. For 001813, the way you state that the programs will become an additional location to 001813 is what you are not really clear on. A program can't become an additional location. So it either means you are going to add the health programs to 001813 and teach these

programs at the current locations of 001813, or you are planning on perhaps locating a new location where you might teach the health programs? That was are only area that we needed clarification. Either way that you plan to make those changes in 2018, as long as you get the accreditor and state approval, I am currently not seeing any concerns.

Thanks again for taking the time to share the OPE ID's and what your school's intentions are. This made is so much clearer to us and we could go back and look at the locations/programs currently offered by those OPE IDs.

Thanks again,
Donna

From: Kent Johnson [mailto:johnsodk@ipfw.edu]
Sent: Tuesday, April 18, 2017 8:45 AM
To: Sobie, Donna
Cc: Carl Drummond; Tom Bordenkircher
Subject: RE: Clarification from the materials submitted to HLC

Donna,

Effective July 1, 2018 and subject to HLC approval, the following changes will occur on the Fort Wayne Campus

1. Indiana University Purdue University Fort Wayne (IPFW) will be keeping its current OPE ID: 001828
2. Indiana University Purdue University Fort Wayne (IPFW) (OPE ID: 001828) will be removing the Health Sciences Programs (Nursing, Medical Imaging/Radiology, and Dental Hygiene)
3. Indiana University Purdue University Fort Wayne (IPFW) (OPE ID: 001828) will be changing its name to Purdue University Fort Wayne
4. The Health Sciences programs at Fort Wayne (Nursing, Medical Imaging/Radiology, and Dental Hygiene) will become an additional location of Indiana University Purdue University Indianapolis (IUPUI –OPE ID: 001813)

The new name will be voted on at the board Meeting this week. Therefore, it could change.

Please confirm this is what you need.

Thank You,

Kent

D. Kent Johnson, PhD
Director of Assessment and Institutional Program Review
Kettler Hall, Room 158

2101 East Coliseum Boulevard
Fort Wayne, IN 46805-1449
260-481-5411 (office)
859-391-3910 (mobile)
www.ipfw.edu/assessment

IPFW | INDIANA UNIVERSITY PURDUE UNIVERSITY FORT WAYNE

From: Sobie, Donna [mailto:Donna.Sobie@ed.gov]
Sent: Friday, April 14, 2017 2:42 PM
To: Kent Johnson <johnsodk@ipfw.edu>
Subject: RE: Clarification from the materials submitted to HLC

Kent

Next week is fine. It will really help us try to get everything understood from our end.

Thanks and have a nice weekend.
Donna

From: Kent Johnson [mailto:johnsodk@ipfw.edu]
Sent: Friday, April 14, 2017 1:39 PM
To: Sobie, Donna
Subject: Re: Clarification from the materials submitted to HLC

Donna

Thank you. I will send an email in the format you provided when I get to my office

Sent from my iPhone

On Apr 14, 2017, at 2:30 PM, Sobie, Donna <Donna.Sobie@ed.gov> wrote:

> Thanks Kent
>
> I think the Department was looking for specifics such as:
>
> OPE ID 000000 will be removing the Health Sciences programs.
> OPE ID 111111 will be adding the Health Science programs.
> OPE ID 333333 will be changing their name from X to y.

This will help the department to look up each OPE ID and see if there would be any concerns.

Donna

From: Kent Johnson [mailto:johnsodk@ipfw.edu]
Sent: Friday, April 14, 2017 10:14 AM
To: Sobie, Donna
Cc: Carl Drummond
Subject: RE: Clarification from the materials submitted to HLC

Donna,

Thank you for the clarification. Presently none of our programs are additional locations of another OPE ID. IPFW has its own OPE ID independent of both Indiana University and Purdue University.

Once the realignment is complete, our Health Sciences Programs (once moved to IUPUI) will become an additional location of IUPUI's OPE ID. The remaining programs in Fort Wayne will continue under the current IPFW OPE ID; however, we will submit a name change for that ID once it is approved by HLC.

Thank you again.

Kent

From: Sobie, Donna [mailto:Donna.Sobie@ed.gov]
Sent: Friday, April 14, 2017 10:29 AM
To: Kent Johnson <johnsodk@ipfw.edu>
Cc: Carl Drummond <drummond@ipfw.edu>
Subject: RE: Clarification from the materials submitted to HLC

Kent

Will one of these locations cease being an additional location of one of your OPE ID's and become an additional location of another OPE ID? That's what we are trying to determine.

Donna

From: Kent Johnson [mailto:johnsodk@ipfw.edu]
Sent: Friday, April 14, 2017 8:58 AM
To: Sobie, Donna
Cc: Carl Drummond
Subject: RE: Clarification from the materials submitted to HLC

Donna,

Thank you for your email. The present Health Sciences Programs will remain located on the Fort Wayne Campus but will be managed by Indiana University Purdue University Indianapolis (IUPUI) as an additional location as defined by the Higher Learning Commission. Indiana University – Purdue University Fort Wayne (IPFW) will continue as an ongoing entity and will offer all degrees (other than health science degrees) presently offered under Purdue Management just as they have before. In effect the change transfers control of the Health Sciences Units from IPFW under Purdue Management to Indiana University Purdue University Indianapolis (IUPUI) as an additional location of IUPUI Health Sciences. Once the transaction is approved by the Higher Learning Commission, IPFW will formally change its name to Purdue University Fort Wayne (pending Purdue Board of Trustees approval).

I hope I have answered your question. Please let me know if you have additional questions.

Thank You,

Kent

D. Kent Johnson, PhD
Director of Assessment and Institutional Program Review
Kettler Hall, Room 158
2101 East Coliseum Boulevard
Fort Wayne, IN 46805-1449
260-481-5411 (office)
859-391-3910 (mobile)
www.ipfw.edu/assessment

<image001.png>

From: Sobie, Donna [mailto:Donna.Sobie@ed.gov]
Sent: Friday, April 14, 2017 9:31 AM
To: Kent Johnson <johnsodk@ipfw.edu>
Subject: RE: Clarification from the materials submitted to HLC

Kent,

We were reviewing your emails and now I was asked to inquire if what your schools are planning to do involve a location to location merger? Is the additional location in Ft Wayne of one public IN institution going to become an additional location of another public institution in IN? If that is indeed the case then the school that the location is moving to would submit an additional location application to us and indicate in #69 that they are doing a location to location merger and OPE ID Additional Location 000000-00 is going to become OPE ID Additional location 000000-00.

Let me know your thoughts on whether this might be a location to location merger.

Thanks,
Donna

From: Sobie, Donna
Sent: Friday, March 24, 2017 12:53 PM
To: 'Kent Johnson'
Subject: RE: Clarification from the materials submitted to HLC

Hi Kent,

I received your message. I had a nice conversation with Karen Solinski at HLC last week or so and we don't need to give them a preacquistion letter since that usually goes with Change in Ownerships. Once your school is ready to submit your application to HLC, you can inform us and we would like to see what you give them (just give us a copy of the application). We can then let HLC know that we are aware of your plans and see if they need anything further from us. Finally, we can then have you open an E-App to update it to reflect what you need, to go along with your plan. That's what I have so far. Does that help?

Donna

Donna J. Sobie, M.Ed.
Institutional Review Specialist
Chicago/Denver School Participation Division
U.S. Department of Education
Federal Student Aid
500 W. Madison Street, Suite 1576
Chicago, IL 60661-4544
Phone: 312 730-1714
Fax: 312-730-1520

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If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

From: Sobie, Donna
Sent: Wednesday, March 15, 2017 2:09 PM
To: 'Kent Johnson'
Subject: RE: Clarification from the materials submitted to HLC

Thanks Kent,

I'll talk this over with my supervisor and let you know if we have further questions. Thanks for summarizing it.

Donna

From: Kent Johnson [mailto:johnsodk@ipfw.edu]
Sent: Wednesday, March 15, 2017 1:27 PM
To: Sobie, Donna
Subject: Clarification from the materials submitted to HLC

Donna,

Following is the section of our application for Change in Organization for HLC. Please note that HLC concurs that this is a change in organization rather than a change in control. Purdue University will remain the managing entity just as it has prior to the proposed changes. Below is the section of our change in organization application describing the change.

The position of Purdue and IPFW is that the changes do not constitute the closure of IPFW and subsequent creation of a new entity. Rather, the changes represent the transfer of programs from Indiana University to Purdue University **as allowed by the current agreement** and as accredited by HLC. In addition, the transfer of Nursing to Indiana University as part of the Health Sciences Program is consistent with the provisions of the current management agreement. This aspect of the change is to be facilitated beginning June 30, 2017. Upon completion of the transfer of academic programs between Purdue University and Indiana University, the subsequent transfer of the health sciences programs from Purdue University to Indiana University and the related consortium agreement, if approved by the Higher Learning Commission is to take effect on July 1st, 2018. At that time IPFW (here forth referred to as the Fort Wayne Campus) **continues to operate as an independently accredited institution managed by Purdue as it was prior to the new agreement.** Therefore, there is **no change in control** of the Fort Wayne Campus. The subsequent transfer of the Health Sciences College to the independent control of Indiana University through IUPUI represents a transfer of an academic unit from IPFW delivery and Purdue management, both of which are accredited by and in good standing with HLC, to Indiana University and IUPUI, both of which are accredited by and in good standing with HLC.

The proposed changes allow the state of Indiana to more efficiently and effectively support regional needs based on the strengths of two nationally recognized Universities. The Fort Wayne Campus will deliver academic programs aligned with the needs and interests of the Northeast Indiana Region drawing on the specific strengths and resources of the current Faculty and Staff of the Fort Wayne Campus and Purdue University. The continued local control of the Fort Wayne campus provided by the terms of the agreement is vital as it directly engages the Northeast Indiana Region in a relationship with a regional institution with a special mission aimed at serving the needs of the Fort Wayne metropolitan and surrounding areas. This mission is consistent with Purdue University's Land Grant Mission applied locally through a regional institution. The consolidation of health sciences into the IU Health System through the IUPUI Medical School ensures the region benefits from the resources and commitment to excellence in coordinated health care that has earned the Indiana University Health System national acclaim.

D. Kent Johnson, PhD
Director of Assessment and Institutional Program Review
Kettler Hall, Room 158
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www.ipfw.edu/assessment



Transactional Document 6:
Financial Information

IPFW Cash Balances for the Fiscal Year Ended June 30

Fund Category	Fund Grouping		FY 2015		FY 2016
Unrestricted	General Funds	$	22,040,845	$	29,005,330
	Income Producing	$	20,643,567	$	17,510,599
	Auxiliary	$	2,481,764	$	2,476,675
	Reserves	$	10,190,577	$	7,339,369
Unrestricted Total		**$**	**55,356,754**	**$**	**56,331,973**
	Medical & Other Benefits	$	(21,292)	$	(21,084)
	Construction (Note A)	$	3,920,447	$	10,422,116
	Gifts	$	2,623,468	$	2,902,031
	Endowments	$	1,700	$	-
	Student Aid	$	3,430,600	$	3,728,219
	Sponsored Accts, Dual Credit and Agency	$	2,062,706	$	1,758,975
Restricted or Designated		**$**	**12,017,628**	**$**	**18,790,257**
TOTAL		**$**	**67,374,381**	**$**	**75,122,230**

Note A: One-time $10M state appropriation received in FY 16 for deferred R&R.

PURDUE
UNIVERSITY

Financial Report 2015











Purdue Moves the World Forward

LETTER OF TRANSMITTAL



October 20, 2015

To the Board of Trustees of Purdue University:

We are pleased to submit this, the 93rd annual financial report of Purdue University. This report is for the fiscal year that ended June 30, 2015, and sets forth the complete and permanent record of the financial status of the University for the year.

The University Financial Statements have been audited by the Indiana State Board of Accounts, and the Auditors' Report appears herein.

Respectfully submitted,

MITCHELL E. DANIELS, JR.
President

Respectfully submitted,

WILLIAM E. SULLIVAN
Treasurer and
Chief Financial Officer

Approved for publication and transmission to the governor of the state.
President Mitchell E. Daniels, Jr.

BOARD OF TRUSTEES

As of June 30, 2015

The responsibility for making rules and regulations to govern the University is vested in a 10-member Board of Trustees appointed by the governor. The selection of these Trustees is prescribed in Indiana Code IC 21-23-3. Three of the Trustees are selected by the Purdue Alumni Association. The remaining seven Trustees are selected by the governor. Two of the Trustees must be involved in agricultural pursuits, and one must be a full-time student of Purdue University. All Trustees serve for a period of three years except for the student member, who serves for two years.

Thomas E. Spurgeon, *Chairman of the Board*
Business Development Officer, Lincoln Office, Peoria, Illinois
Term: 2005-17

Michael R. Berghoff, *Vice Chairman of the Board*
President, Lenex Steel Company, Indianapolis, Indiana
Term: 2009-18

Lawrence "Sonny" Beck
President, Beck's Superior Hybrids, Atlanta, Indiana
Term: 2013-16

JoAnn Brouillette
President, Demeter LP, Lafayette, Indiana
Term: 2006-18

Vanessa J. Castagna
Board of Directors, Levi Strauss & Co. and Carters, Inc., Dallas, Texas
Term: 2013-18

John D. Hardin Jr.
Owner, Hardin Farms, Danville, Indiana
Term: 1992-2016

Michael Klipsch
President of Business Development, Klipsch Group, Inc., Carmel, Indiana
Term: May, 2015-17

Gary J. Lehman
President, Oerlikon AG-Americas, Lafayette, Indiana
Term: 2010-17

Kelsey E. Quin
Student Trustee, Peru, Indiana
Term: 2013-15

Don Thompson
Cleveland Avenue, LLC, Chicago, Illinois
Term: 2009-16

OFFICERS OF THE UNIVERSITY

As of June 30, 2015

OFFICERS OF THE BOARD OF TRUSTEES

Thomas E. Spurgeon, Chairman

Michael R. Berghoff, Vice Chairman

William E. Sullivan, Treasurer

James S. Almond, Assistant Treasurer and Assistant Secretary

Janice A. Indrutz, Secretary

Steven R. Schultz, Legal Counsel

Thomas B. Parent, Assistant Legal Counsel

ADMINISTRATIVE OFFICERS

Mitchell E. Daniels, Jr., President

Morgan J. Burke, Vice President and Director of Intercollegiate Athletics

Gina C. DelSanto, Chief of Staff

Debasish Dutta, Executive Vice President for Academic Affairs and Provost

Suresh Garimella, Executive Vice President for Research and Partnerships

Julie K. Griffith, Vice President for Public Affairs

William G. McCartney, Vice President for Information Technology and System Chief Information Officer

Alysa Christmas Rollock, Vice President for Ethics and Compliance

Steven R. Schultz, University Legal Counsel

William E. Sullivan, Treasurer and Chief Financial Officer

REGIONAL CAMPUS STAFF

Vicky L. Carwein, Chancellor, Indiana University-Purdue University Fort Wayne

James B. Dworkin, Chancellor, Purdue University North Central

Thomas L. Keon, Chancellor, Purdue University Calumet

Stephen R. Turner, Vice Chancellor for Finance and Administration, Purdue University North Central and Purdue University Calumet

David Wesse, Vice Chancellor for Financial and Administrative Affairs, Indiana University-Purdue University Fort Wayne

REPORT OF THE PRESIDENT

This report presents Purdue University's financial statements for the fiscal years ended June 30, 2015 and June 30, 2014. We provide this information on our financial position and the results of operations as part of the University's commitment to report annually on its fiscal affairs. These financial statements have been audited by the Indiana State Board of Accounts and their report, which is an unmodified opinion, appears on pages 5 through 7.

Purdue University's record-setting fiscal year 2015 was a response to the Purdue Moves initiatives that have captured the spirit and drive of our great institution. Purdue Moves' compelling themes of Student Affordability and Accessibility, STEM Leadership, World-Changing Research and Transformative Education have garnered unparalleled support as seen in our record-breaking year in the areas of overall donations to the University, student support, sponsored research awards, corporate sponsorship support, creation of patents and licenses, and establishment of startup companies.

Purdue has dedicated the past year to an intense resource review and budget alignment process focused on student affordability and accessibility. Administrative and academic leaders forged a strong partnership to review the use of unit and institutional resources, resulting in the funding of an unprecedented fourth year of tuition freezes for students. We will build on the momentum from that success, continuing to find new ways to provide our core services efficiently and identifying additional opportunities to hold the line on student costs. Providing higher education at the highest proven value is more than a slogan on this campus — it represents an unwavering commitment to our mission of developing the next generation of educated citizens, thought leaders and a competitive and talented workforce.

All areas of the University have participated in reviewing operational needs or reimagining service delivery to reduce costs. Our work in holding tuition flat since the 2012-13 academic year, combined with decreases in room and board rates and textbook savings generated through our innovative partnership with Amazon.com has led to an overall reduction in the total cost of attendance for our students. Reducing all categories of cost has a direct impact on the debt load of our students with financial need. These unified University actions have led to a decline in student debt, the number of student borrowers and student loan default rates.

Though the future remains uncertain, continuing our strategic review of the budget, simplifying business processes to enhance efficiency, and examining in detail the use and needs of our facilities will position us to maximize University resources. Implementing prudent financial strategies like these and planning for what might lie ahead has put us on course to meet the challenges of a global economy. I encourage you to read our financial statements, which provide a deeper understanding of the finances of the University, and see firsthand how we are realizing our resource stewardship responsibilities. We are grateful for your continued support of this great University.

Sincerely,

Mitchell E. Daniels, Jr.

President

STATE OF INDIANA
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS
302 WEST WASHINGTON STREET
ROOM E418
INDIANAPOLIS, INDIANA 46204-2769

Telephone: (317) 232-2513
Fax: (317) 232-4711
Web Site: www.in.gov/sboa

INDEPENDENT AUDITOR'S REPORT

TO: THE OFFICIALS OF PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA

Report on the Financial Statements

We have audited the Statement of Net Position, Statement of Revenues, Expenses, and Changes in Net Position, and the Statement of Cash Flows of the business-type activities and the aggregate discretely presented component units of Purdue University (University), a component unit of the State of Indiana, as of and for the years ended June 30, 2015 and 2014, and the related notes to the financial statements, which collectively comprise the University's basic financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of Purdue Research Foundation (Foundation), a component unit of the University as discussed in Note 1, which represents 95 percent of the total assets, 98 percent of net assets, and 96 percent of revenues of the discretely presented component units at June 30, 2015. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation, is based solely on the report of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the University's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we express no such opinion. An audit includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that our audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, based on our audit and the report of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the University, as of June 30, 2015 and 2014, and the respective changes in financial position, where applicable, and its cash flows thereof for the years then ended, in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1 to the financial statements, in fiscal year 2015, the University adopted new accounting guidance GASB Statement 68 *Accounting and Financial Reporting for Pensions.* Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis (MD&A), Schedule of Purdue's Share of the Net Pension Liability Indiana Public Employee Retirement Fund (PERF), Schedule of Purdue's Contributions Indiana Public Employee Retirement Fund (PERF), and Retirement Plans – Schedule of Funding Progress Police/Fire Supplemental be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the University basic financial statements. The Letter of Transmittal, Report of the President, Board of Trustees, Officers of the University, In-State Enrollment, and Acknowledgements, are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The Letter of Transmittal, Report of the President, Board of Trustees, Officers of the University, In-State Enrollment, and Acknowledgements have not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on this information.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2015 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering University's internal control over financial reporting and compliance.

Paul D. Joyce

Paul D. Joyce, CPA
State Examiner

October 20, 2015

MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2015 and 2014

We are pleased to present this financial discussion and analysis of Purdue University (the University). It is intended to make the University's financial statements easier to understand and to communicate our financial situation in an open and accountable manner. The primary purpose of financial reporting, whether for a commercial enterprise or for a university, is to provide information that will assist (1) management in the effective allocation and use of the organization's resources and (2) the general public, investors, creditors, and others in evaluating the effectiveness of management in achieving organizational objectives. The nature of the organization, its resources, and its objectives all serve to influence the form and process by which the accounting is accomplished and information reported.

The following discussion and analysis provides an overview of the financial position and activities of the University for the fiscal years ended June 30, 2015 and 2014, with comparative financial information for fiscal year 2013. Since this presentation includes highly summarized data, it should be read in conjunction with the financial statements and documents, which include the following components.

- ***Independent Auditor's Report*** presents an unmodified opinion prepared by our auditors, the Indiana State Board of Accounts, on the fairness in all material respects of our financial statements.
- ***Statement of Net Position*** presents the assets, liabilities, and net position of the University at a point in time (June 30, 2015 and 2014). Their purpose is to present a financial snapshot of the University. This statement aids readers in determining the assets available to continue the University's operations; how much the University owes to employees and vendors; whether the University has any deferred inflows or outflows other than assets or liabilities; and a picture of net position and its availability for expenditure by the University.
- ***Statement of Revenues, Expenses, and Changes in Net Position*** presents the total revenues earned and expenses incurred by the University for operating, non-operating and other related activities, during a period of time (fiscal years ended June 30, 2015 and 2014). Their purpose is to assess the University's operating and non-operating activities.
- ***Statement of Cash Flows*** presents cash receipts and payments of the University during a period of time (the fiscal years ended June 30, 2015 and 2014). Their purpose is to assess the University's ability to generate net cash flows and meet its obligations as they come due.
- ***Notes to the Financial Statements*** present additional information to support the financial statements. The purpose of these notes is to clarify and expand on the information in the financial statements. Notes are referenced in this discussion to indicate where details of the financial highlights may be found.

The financial information presented in this report is designed to enable the user to review how the University managed its resources to meet its primary missions of discovery, learning, and engagement. It should be recognized that a presentation of the financial performance of the University is not a full measure of the value of these functions as they were carried out during the year. This report deals with the costs and sources of revenue used to provide the quality and diversity in higher education that the University believes is necessary to meet its goals and objectives. We suggest that you combine this financial analysis and discussion with relevant non-financial indicators to assess the University's performance. Examples of non-financial indicators include trend and quality of applicants, freshman class size,

student retention, the condition of our facilities, and campus safety metrics. Information about non-financial indicators is not included in this analysis but may be obtained from the University's Office of Institutional Research, Assessment and Effectiveness available online at https://www.purdue.edu/datadigest/.

Financial Highlights

Statement of Net Position

A summarized comparison of the University's assets, liabilities, and net position appears in Table 1 and demonstrates that the University's financial resources have grown over the previous three fiscal years.

Table 1. Summary Statement of Net Position (Dollars in Thousands)

	2015	2014	2013
Current Assets	$ 918,164	$ 660,052	$ 686,626
Capital Assets	2,114,025	2,072,125	2,012,925
Other Assets	2,646,778	2,701,680	2,389,315
Total Assets	5,678,967	5,433,857	5,088,866
Deferred Outflows of Resources	22,829	7,227	8,011
Current Liabilities	335,965	355,176	350,987
Noncurrent Liabilities	1,025,445	891,527	933,914
Total Liabilities	1,361,410	1,246,703	1,284,901
Deferred Inflows of Resources	19,633	12	18
Net Investment in Capital Assets	1,236,479	1,166,479	1,139,118
Restricted - Nonexpendable	590,555	548,952	508,524
Restricted - Expendable	1,034,870	995,855	796,503
Unrestricted	1,458,849	1,483,083	1,367,813
Total Net Position	**$ 4,320,753**	**$ 4,194,369**	**$ 3,811,958**

Current assets include those that may be used to support current operations, such as cash and cash equivalents, accounts receivable, and inventories. Capital Assets include non-depreciable land, as well as buildings and equipment, net of depreciation. Other assets include accounts receivable, pledges receivable, and investments. As of June 30, 2015, total assets were approximately $5.7 billion, an increase of $245.1 million, or 4.5%, over the previous year. The overall growth in assets is attributed to increases in cash, investments, and capital assets.

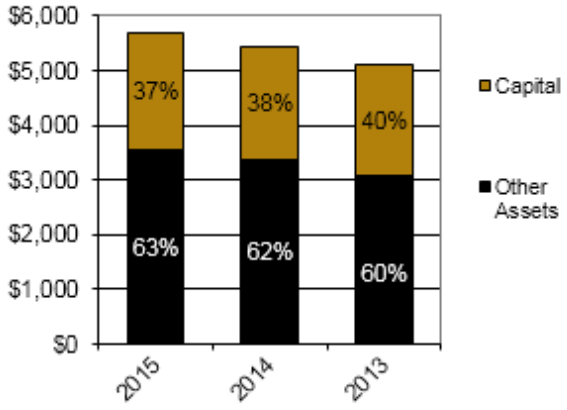
Figure 1 depicts the portion of total assets that represent capital assets. More information about capital assets is provided in the Capital Asset and Debt Administration section.

Current assets increased approximately $258.1 million during the fiscal year, resulting in a balance of approximately $918.2 million at June 30, 2015. As of June 30, 2015 cash and cash equivalents were approximately $555.9 million, an increase of approximately $176.5 million. Included in this amount is $108.5 mil-

Figure 1

Capital vs. Other Assets

(Dollars in Millions)



lion that represent invested bond proceeds related to the University's capital financing activities. The remaining $447.4 million of cash and cash equivalents is available for operations.

As of June 30, 2015, noncurrent assets decreased approximately $13.0 million, or .3%, due predominantly to the decrease in market value of investments. Noncurrent investments decreased approximately $56.8 million in fiscal year 2015, primarily driven by fluctuations in the market. Please reference a more detailed discussion in the Statement of Revenues, Expenses, and Changes in Net Position section and in Note 2.

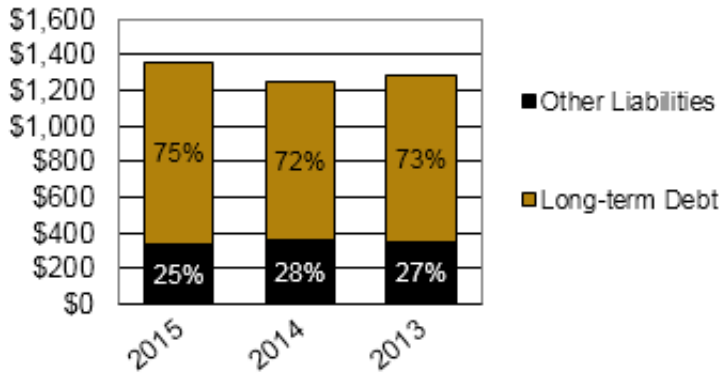
Current liabilities generally are due and payable over the course of the following fiscal year. These include accounts and other payables, unearned revenues, the current portion of long-term debt, liability for securities lending activity, and salaries and related compensation payables. Current liabilities include variable-rate demand bonds, although most of the bonds are expected to be paid in future fiscal years. Noncurrent liabilities include bonds, notes, and leases payable. Total liabilities were approximately $1.4 billion as of June 30, 2015.

Figure 2 depicts the portion of long-term debt (noncurrent) relative to total liabilities.

Figure 2

Long-term Debt vs. Other Liabilities

(Dollars in Millions)



Bonds, leases, and notes payable increased by $46.7 million in fiscal year 2015. A discussion of the University's capital financing activities appears in the Debt and Financing Activities section below as well as in Note 6.

Net position is classified into four categories:

- **Net investment in capital assets** represents the University's investment in capital assets such as movable equipment, buildings, land, infrastructure, and improvements, net of accumulated depreciation and related debt.

- **Restricted–nonexpendable** represents the University's permanent endowment funds received from donors for the purpose of creating present and future income. These funds must be held inviolate and in perpetuity. Earnings on these funds are used to support various programs designated by donors at the time of the gift.

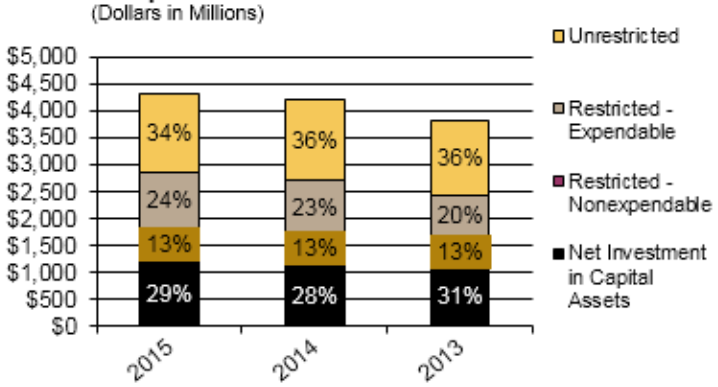
- **Restricted–expendable** represents funds that have purpose restrictions imposed by third parties. Examples include but are not limited to scholarship funds and grant and contract funds.

- **Unrestricted funds** have no third-party restrictions. Management designates the majority of these funds for specific purposes to fulfill strategic initiatives and operational needs. It is management's practice to review the balances in unrestricted net position relative to their specific purposes at the close of each fiscal year.

Total net position for the University was $4.3 billion as of June 30, 2015. Figure 3 provides a comparison between fiscal years as well as the composition of net position.

Net investment in capital assets increased $70.0 million in fiscal year 2015, comprised of additions to capital assets of $209.2 million, offset by annual depreciation of $157.8 million and net retirements of capital assets in the amount of $9.5 million. Additional details are provided in the Capital Asset and Debt Administration section of this analysis.

Figure 3



Restricted-nonexpendable funds increased $41.6 million in Fiscal Year 2015, primarily resulting from contributions to endowments. Restricted-expendable funds increased $39.0 million, driven by increases of $32.8 million in sponsored grants and contracts, gifts provided by donors, and a $6.2 million prior period adjustment to incorporate the net position of student organizations. Unrestricted funds had an overall decrease of $24.2 million. This was attributable to the negative prior period adjustment of $85.7 million in net pension obligation required by the implementation of GASB 68, *Accounting and Financial Reporting for Pensions*, offset by an increase of $61.5 million related to the current year's operational results.



Statement of Revenues, Expenses, and Changes in Net Position

A summarized comparison of the University's revenues, expenses, and changes in net position follows in Table 2.

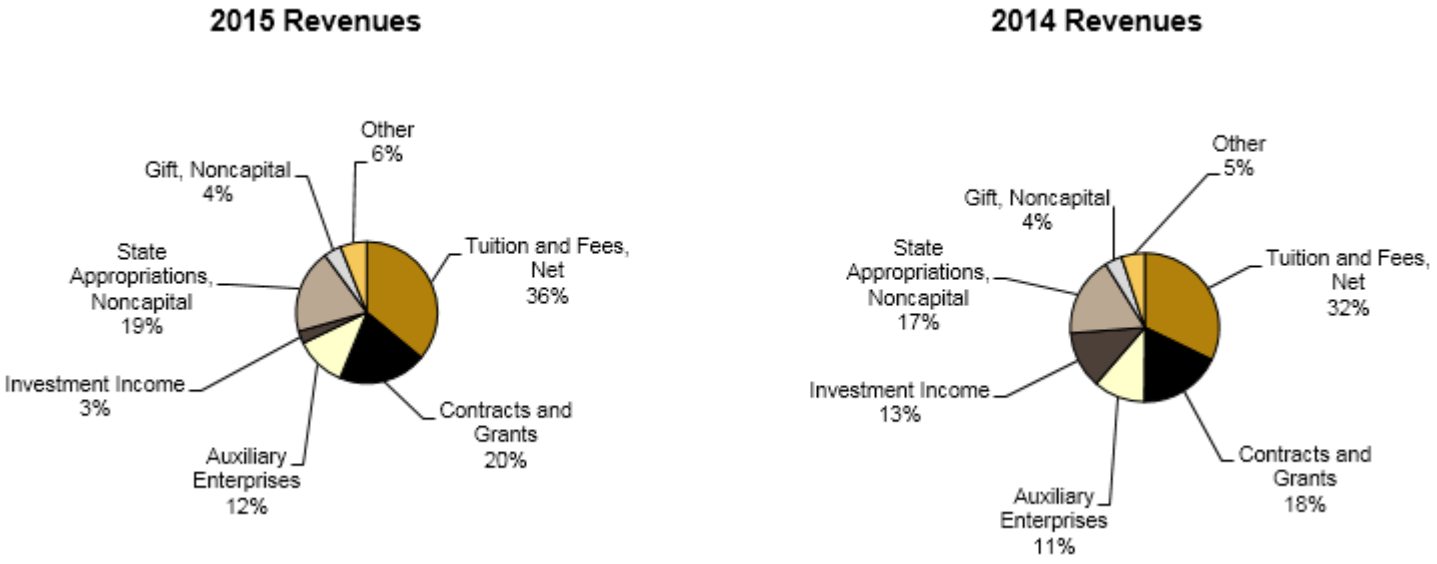
Table 2. Summary Statement of Revenues, Expenses, and Changes in Net Position (Dollars in Thousands)

	2015	2014	2013
Operating Revenues			
Tuition and Fees, Net	$ 747,513	$ 727,256	$ 730,250
Grants and Contracts	360,411	344,537	364,697
Auxiliary Enterprises, Net	241,962	254,567	249,379
Other Operating Revenues	121,917	108,849	105,805
Total Operating Revenues	1,471,803	1,435,209	1,450,131
Operating Expenses			
Depreciation	157,751	148,356	135,846
Other Operating Expense	1,729,893	1,759,325	1,741,263
Total Operating Expenses	1,887,644	1,907,681	1,877,109
Operating Loss	(415,841)	(472,472)	(426,978)
Nonoperating Revenue	572,397	803,113	618,439
Capital and Endowments	49,392	51,770	36,015
Total Nonoperating Revenues	621,789	854,883	654,454
Increase in Net Position	205,948	382,411	227,476
Net position, Beginning of Year	4,194,369	3,811,958	3,584,482
Prior Period Adjustments	(79,564)		
Net Position, Beginning of Year, as restated	4,114,805		
Net position, End of Year	**$ 4,320,753**	**$ 4,194,369**	**$ 3,811,958**

Revenues are classified for financial reporting as either operating or non-operating. Operating revenues are generated by providing goods and services to our students and other important constituents of the University. Operating revenues include tuition and fees, grants and contracts, and sales and services. Tuition and fees and housing revenue are shown net of an allowance for scholarships. Non-operating revenues are those received by the University without providing a commensurate good or service and include our state appropriations, investment income, and private gifts. Because Purdue is a public university, non-operating revenues are an integral part of its operating budget. Private gifts for capital projects and additions to the University's endowment are also considered non-operating sources of revenue but are not part of the University's operating budget. Figure 4 provides information about the University's sources of revenues, excluding endowments and capital, for fiscal years 2015 and 2014. The University had an increase in the restated net position of $205.9 million for the fiscal year ended June 30, 2015.



Figure 4: University Revenue by Category

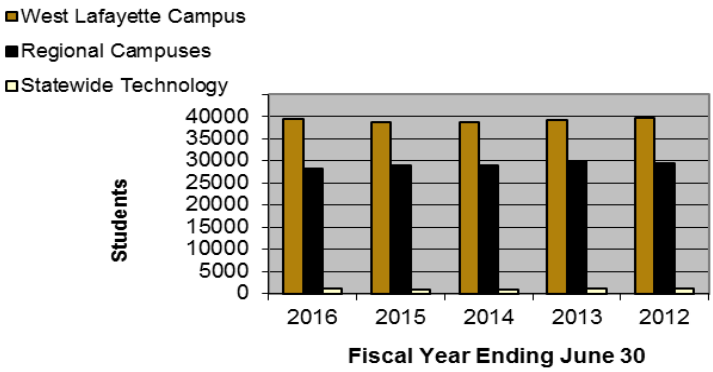


Total operating revenues increased $36.6 million, or 2.6% from fiscal year 2014 to fiscal year 2015. $20.3 million of the increase is from net tuition and fee revenue, primarily resulting from increased resident and non-resident enrollment at the West Lafayette campus, an increase in summer enrollment, and a modest rate increase at Regional campuses. Enrollment patterns for the past five years are illustrated in Figure 5.

Operating grants and contracts revenue increased $21.7 million in Fiscal Year 2015. This increase is principally due to increases in grant revenue from industrial sponsors.

Total operating expenses decreased by $20.0 million, or 1.1%, from fiscal year ended June 30, 2014 to fiscal year ended June 30, 2015. Details are described in Note 8.

Figure 5 Five-Year Enrollment Data*



**Enrollment figures do not include Purdue University students enrolled at the Indiana University-Purdue University Indianapolis campus.*

Fiscal year 2015 non-operating revenues, net of expenses, decreased from the previous year by $230.7 million primarily due to a reduction in investment income related to fluctuations in the market. The net investment performance of the University's endowment was 2.3% for the fiscal year ended June 30, 2015. The endowment was invested in private investments (47.9%), public equities (41.7%), and in fixed income investments (10.4%). The portfolio composition did not materially change from the prior year.

Capital and Endowments income decreased $2.4 million or 4.6% from the previous year. Capital gifts decreased $2.1 million while private gifts for endowments increased $2.6 million for the fiscal year ended June 30, 2015.

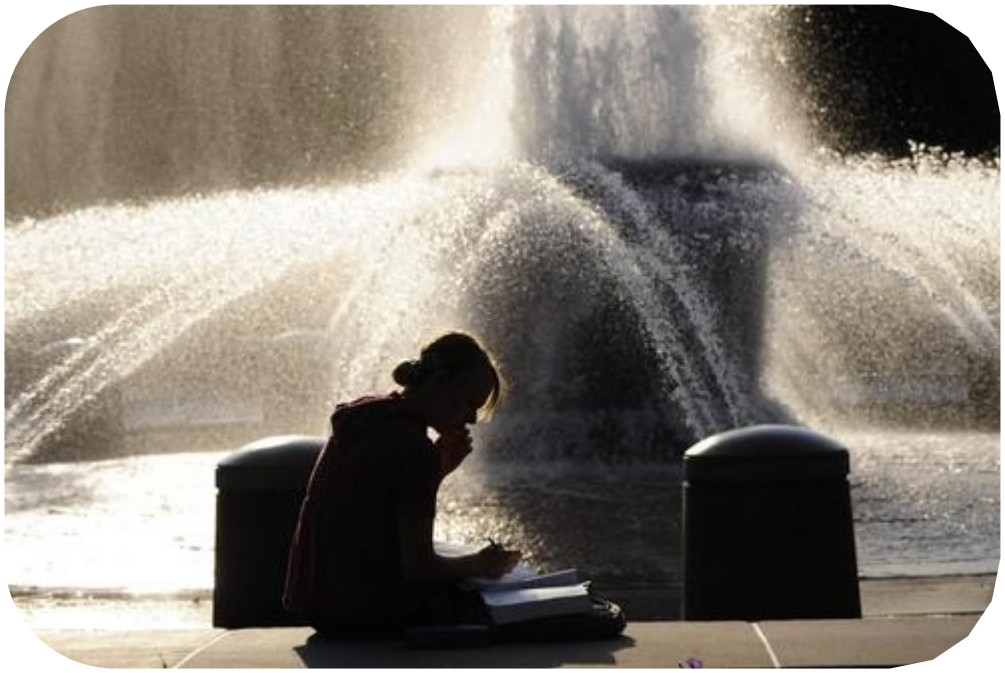
Statement of Cash Flows

The Statement of Cash Flows provides a means to assess the financial health of the University by presenting relevant information about the cash receipts and cash payments of the University during the fiscal year. It assists in determining the University's ability to generate future net cash flows to meet its obligations as they become due and to determine the need for external financing. The Statement of Cash Flows presents sources and uses of cash and cash equivalents in four activity-based categories: operating, noncapital financing, investing, and capital and related financing. Table 3 provides a summarized comparison of the University's sources, uses, and changes in cash and cash equivalents.

Table 3. Summarized Comparison of Changes in Cash and Cash Equivalents (Dollars in Thousands)

	2015	2014	2013
Cash Used by Operating Activities	$(256,769)	$(321,369)	$(293,488)
Cash Provided by Noncapital Financing Activities	562,058	577,382	532,179
Cash Provided (Used) by Investing Activities	22,586	(50,525)	(39,130)
Cash Used by Capital and Related Financing Activities	(151,388)	(262,238)	(187,324)
Net Increase (Decrease) in Cash end Cash Equivalents	176,487	(56,750)	12,237
Cash and Cash Equivalents, Beginning of Year	379,414	436,164	423,927
Cash and Cash Equivalents, End of Year	**$555,901**	**$379,414**	**$436,164**

The cash provided by noncapital financing activities reflects the non-operating revenue changes described above. The cash used by investing activities in 2014 reflected deployment of cash into investments, and the subsequent cash provided by investing activities in 2015 represents the return of cash to operations, making those funds available for use in other areas of the University. The fluctuation in cash flows used by capital and related financing activities reflects the financing strategy and timing of the University's capital plan, which is outlined in the Capital Asset and Debt Administration section.



Capital Asset and Debt Administration

Significant Construction Projects

The University continues to expand its campuses and renovate existing facilities to meet the needs of its students, faculty, and staff. Significant construction projects (over $20 Million) completed during Fiscal Years 2015 and 2014 are presented in Table 4, significant projects in progress at June 30, 2015 are presented in Table 5, and significant projects authorized by the Board of Trustees but not started as of June 30, 2015 are presented in Table 6.

Table 4. Significant Construction Projects Completed (Dollars in Thousands)

Projects Completed in 2015		
Vawter Field Housing (Third Street Suites)	$	37,397
Total Significant Construction Projects Completed	**$**	**37,397**
Projects Completed in 2014		
Center for Student Excellence and Leadership	$	28,100
Drug Discovery Facility		28,694
Health Human Science Facility		38,000
Total Significant Construction Projects Completed	**$**	**94,794**

Table 5. Significant Construction Projects in Progress (Dollars in Thousands)

		Project Budget
Engineering Renovation	$	70,000
Honors College		90,000
IPFW - South Campus Renovations Phase 1		21,350
PNC - Student Services & Activities Complex		34,700
Wilmeth Active Learning Center		79,000
Total Significant Construction Projects in Progress	**$**	**295,050**

Table 6. Significant Construction Projects Authorized but not Started (Dollars in Thousands)

		Project Budget
Ag Life Sciences Research Facility	$	60,000
Emerging Technologies		40,500
Flex Lab Facility		54,000
Total Significant Construction Projects Authorized but not Started	**$**	**154,500**

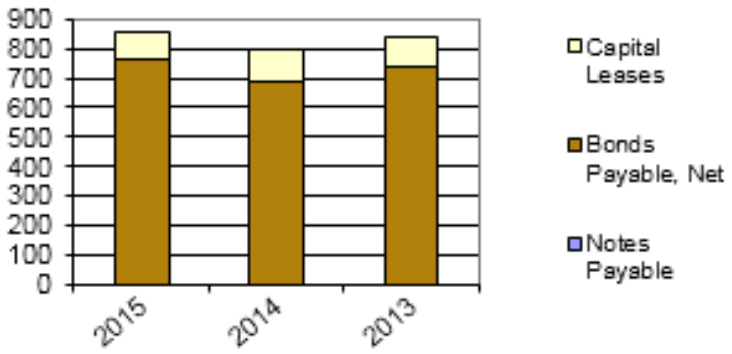
Debt and Financing Activities

Bonds, Leases, and Notes Payable totaled $995.6 million as of June 30, 2015 and represents approximately 73% of the total liabilities of the University. The University's debt portfolio as of June 30, 2015 consists of $81.3 million of variable rate instruments (8.2%), compared to $914.3 million in fixed rate obligations (91.8%). Figure 6 compares the composition of noncurrent debt by fiscal year. Additional details about University indebtedness is provided in Note 6.

Figure 6

Composition of Long Term Debt

(Dollars in Millions)



As of June 30, 2015 and 2014, the University had a credit rating of Aaa from Moody's Investors Service. Purdue's Standard & Poor's rating for fixed rate debt was AA+ as of June 30, 2015 and 2014. The University was one of only eight public higher education institutions whose Moody's credit rating was Aaa. In addition, the University's variable-rate debt received short-term ratings from Moody's of VMIG-1/P-1 and by Standard & Poor's of A-1+.

Economic Outlook

As a result of the 2015-17 budget and legislative process, fiscal year 2016 state operating appropriations decreased by $1.9 million for the University to $325 million, distributed among the campuses as follows: West Lafayette (-$2.6 million), Calumet ($0.2 million), Fort Wayne ($0.3 million), and North Central ($0.2 million). The State of Indiana provided $21.1 million in this biennium toward the university's repair and rehabilitation needs and an additional $10.5 million to IPFW and $1.25 million each to Calumet and North Central to address deferred maintenance needs for our regional campuses. The State also provided $3 million in support of the Purdue Polytechnic Institute's operating expenses for fiscal year 2016.

Academic year 2015-16 tuition rates for both Indiana resident and nonresident students remain flat at the West Lafayette campus for the third year in a row. Regional campus modest tuition increases are as follows: Calumet (1.65%), Fort Wayne (1.65%) and North Central (0.4%). Each campus continues its efforts to identify operational efficiencies, cost savings initiatives and new sources of revenue to supplement its operating budget. Efforts to support student affordability and accessibility are a priority for all of our campuses.

Enrollment at all Purdue campuses was 68,659* for the fall semester of the 2015-2016 academic year. Enrollment at the West Lafayette campus was 39,409 up slightly from the fall semester of the prior academic year. First-year students totaled 6,812. Purdue continues to experience record-high retention and graduation rates due to a university-wide commitment to student success. The first-year retention rate at the West Lafayette campus is at 92.8 percent compared to 92.6 percent last year, and the second-year retention rate is at 87.7 percent, up from last year's 86.1 percent. The four-year and six-year graduation rates increased to 51.5 percent and 75.4 percent from 49.2 percent and 73.8 percent, respectively. The class average SAT scores remained steady at 1788 on the critical reading, math and writing sections. In nine years, the cumulative point gain for incoming students' SAT scores is 104.

**Enrollment figures do not include Purdue University students enrolled at the Indiana University-Purdue University Indianapolis campus.*









Statement of Net Position

As of June 30 (Dollars in Thousands)

	2015	2014 As Restated
Assets and Deferred Outflows of Resources:		
Current Assets:		
Cash and Cash Equivalents	$ 555,901	$ 379,414
Investments	206,413	112,700
Accounts Receivable, Net of Allowance for Uncollectible Amounts	68,924	83,669
Pledges Receivable, Net of Allowance for Uncollectible Amounts	21,335	26,944
Notes Receivable, Net of Allowance for Uncollectible Amounts	9,076	3,884
Other Receivables	7,181	8,667
Other Assets	49,334	44,774
Total Current Assets	**918,164**	**660,052**
Noncurrent Assets:		
Investments	2,550,827	2,607,608
Pledges Receivable, Net of Allowance for Uncollectible Amounts	34,395	29,030
Notes Receivable, Net of Allowance for Uncollectible Amounts	48,332	53,996
Interest in Charitable Remainder Trusts	13,224	11,046
Capital Assets, Net of Accumulated Depreciation	2,114,025	2,072,125
Total Noncurrent Assets	**4,760,803**	**4,773,805**
Total Assets	**5,678,967**	**5,433,857**
Deferred Outflows of Resources:		
Debt Refunding	8,818	7,227
Defined Benefit Pension Items	14,011	-
Liabilities and Deferred Inflows of Resources:		
Current Liabilities:		
Accounts Payable and Accrued Expenses	107,326	109,307
Unearned Revenue	38,667	37,338
Deposits Held in Custody for Others	22,494	25,194
Accrued Compensated Absences	26,407	26,361
Bonds (net), Leases, and Notes Payable	141,071	156,976
Total Current Liabilities	**335,965**	**355,176**
Noncurrent Liabilities:		
Accrued Compensated Absences	32,506	30,996
Other Post Employment Benefits	36,693	38,568
Net Pension Liability	74,323	1,898
Funds Held in Trust for Others	7,465	8,153
Advances from Federal Government	19,891	19,930
Bonds (net), Leases, and Notes Payable	854,567	791,982
Total Noncurrent Liabilities	**1,025,445**	**891,527**
Total Liabilities	**1,361,410**	**1,246,703**
Deferred Inflows of Resources:		
Debt Refunding	6	12
Defined Benefit Pension Items	19,627	-

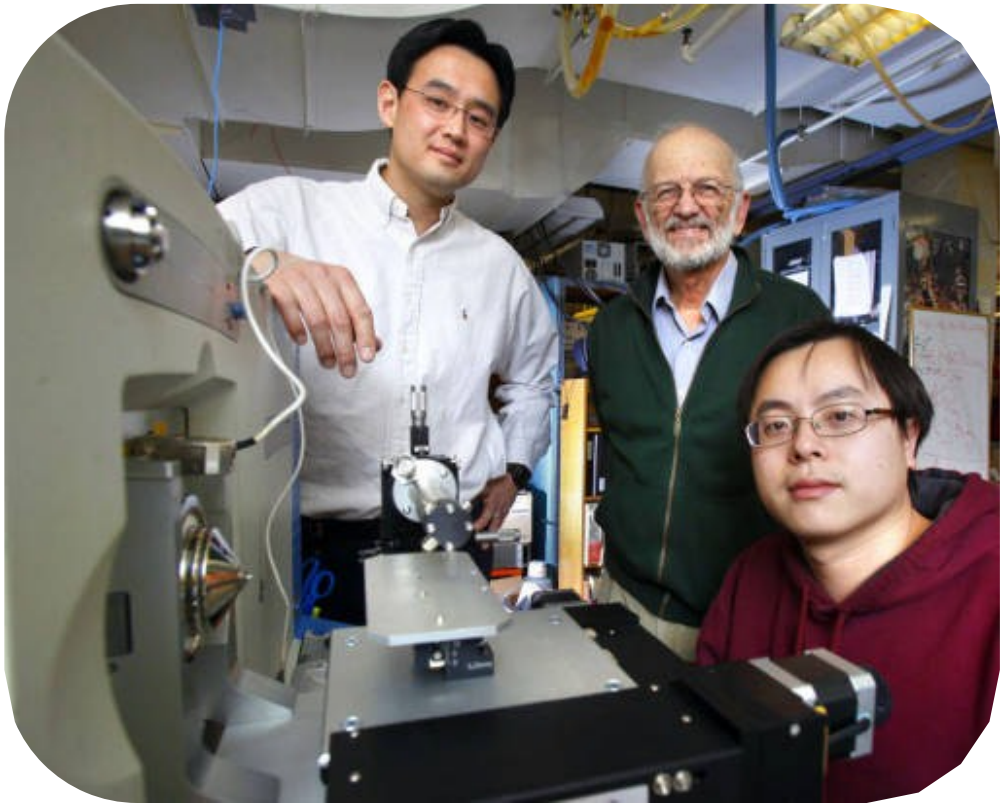
Statement of Net Position

As of June 30 (Dollars in Thousands)

(continued from previous page)

	2015	2014 As Restated
Net Position:		
Net Investment in Capital Assets	$ 1,236,479	$ 1,166,479
Restricted:		
Nonexpendable:		
Instruction and Research	297,209	279,578
Student Aid	264,021	247,332
Other	29,325	22,042
Total Nonexpendable	**590,555**	**548,952**
Expendable:		
Instruction, Research and Public Service	241,957	167,275
Student Aid	93,157	97,021
Construction	76,072	101,016
Other	623,684	630,543
Total Expendable	**1,034,870**	**995,855**
Unrestricted	**1,458,849**	**1,483,083**
Total Net Position	$ 4,320,753	$ 4,194,369

See Accompanying Notes to the Financial Statements.



Component Units

For the Years Ended June 30 (Dollars in Thousands)

Consolidated Statement of Financial Position

	2015	2014
Assets:		
Cash and Cash Equivalents	$ 13,422	$4,987
Accounts Receivable, Net	38,774	33,015
Other Assets	5	5
Investments	2,525,592	2,610,670
Lease Purchase Agreements	129,264	122,191
Notes Receivable, Net	11,625	12,323
Interest in Charitable Perpetual Trusts	15,677	16,016
Capital Assets, Net of Accumulated Depreciation	170,303	166,074
Total Assets	2,904,662	2,965,281
Liabilities:		
Accounts Payable and Accrued Expenses	25,292	26,875
Due on Split Interest Agreements	57,100	58,290
Deposits Held in Custody for Others	1,607,232	1,668,966
Bonds (Net), Leases, and Notes Payable	219,569	213,862
Other Liabilities	19,672	21,112
Total Liabilities	1,928,865	1,989,105
Net Assets:		
Temporarily Restricted	701,292	708,9S2
Permanently Restricted	141,793	139,096
Unrestricted	132,712	128,098
Total Net Assets	$ 975,797	$976,176



Statement of Revenues, Expenses and Changes in Net Position

For the Years Ended June 30 (Dollars in Thousands)

	2015	2014 As Restated
Operating Revenues:		
Tuition and Fees (Net of Scholarship Allowance of $114,833 and $112,112, respectively)	$ 747,513	$ 727,256
Federal Grants	21,750	16,398
County Grants	8,283	7,760
Grants and Contracts	360,411	344,537
Sales and Services	81,033	74,721
Auxiliary Enterprises (Net of Scholarship Allowance of $14,585 and $14,254, respectively)	241,962	254,567
Other Operating Revenues	10,851	9,970
Total Operating Revenues	**1,471,803**	**1,435,209**
Operating Expenses:		
Compensation and Benefits	1,218,807	1,201,478
Supplies and Services	439,007	485,556
Depreciation Expense	157,751	148,356
Scholarships, Fellowships, & Student Awards	72,079	72,291
Total Operating Expenses	**1,887,644**	**1,907,681**
Net Operating Loss	**(415,841)**	**(472,472)**
Nonoperating Revenues (Expenses):		
State Appropriations	399,039	392,293
Grants and Contracts	59,260	61,534
Private Gifts	83,129	85,226
Investment Income	58,858	280,979
Interest Expense	(32,035)	(23,142)
Other Nonoperating Revenues (Net of Nonoperating Expenses of $932 and $346, respectively)	4,146	6,223
Total Nonoperating Revenues before Capital and Endowments	**572,397**	**803,113**
Capital and Endowments:		
State Capital Appropriations	-	6,322
Capital Gifts	14,029	16,116
Private Gifts for Permanent Endowments and Charitable Remainder Trusts	31,712	29,075
Gain on Retirement of Capital Assets (Net of proceeds and insurance recoveries)	3,651	257
Total Capital and Endowments	**49,392**	**51,770**
Total Nonoperating Revenues	**621,789**	**854,883**
INCREASE IN NET POSITION	**205,948**	**382,411**
Net Position, Beginning of Year	4,194,369	3,811,958
Prior Period Adjustments	(79,564)	
Net Position, Beginning of Year, as restated	4,114,805	
Net Position, End of Year	**$ 4,320,753**	**$ 4,194,369**

See Accompanying Notes to the Financial Statements.

Component Units

For the Years Ended June 30 (Dollars in Thousands)

Consolidated Statement of Activities

	2015	2014
Revenue and Support:		
Amount Received for Purdue University Research Projects	$ 3,591	$ 2,380
Less Payments to Purdue University Administrative Fee on Research Projects	(3,591)	(2,380)
Contributions	68,880	17,485
Income on Investments	20,019	20,737
Net Unrealized and Realized Gains	16,856	132,152
Decrease in Value of Split Interest Agreements	(2,432)	(9,044)
Increase in Interests in Perpetual Trusts	(339)	1,424
Rents	14,492	11,954
Royalties	5,105	6,963
Other	33,614	17,278
Total Revenue and Support	**156,195**	**198,949**
Expenses and Losses:		
Expenses for the Benefit of Purdue University:		
Contributions to Purdue University	20,363	20,050
Patent and Royalty	3,654	6,281
Grants	52,595	12,589
Services for Purdue University	830	340
Development Office		750
Other	3,661	2,266
Total Expenses for the Benefit of Purdue University	**81,103**	**42,276**
Administrative and Other Expenses:		
Salaries and Benefits	27,108	18,062
Property Management	14,691	12,529
Professional Fees	10,744	3,874
Supplies	1,578	718
Interest	8/752	8,744
Research park	2,541	1,384
Other	10,057	8,409
Total Administrative and Other Expenses	**75,471**	**53,720**
Change in Net Assets	(379)	102,953
Net Assets, Beginning of Period	976,176	873,223
Net Assets, End of Period	**$ 975,797**	**$ 976,176**

Statement of Cash Flows

For the Years Ended June 30 (Dollars in Thousands)

	2015	2014 As Restated
Cash Flows From Operating Activities:		
Tuition and Fees, Net of Scholarship Allowances	$ 752,027	$ 731,848
Federal Grants	21,750	16,398
County Grants	8,283	7,760
Grants and Contracts	370,989	342,137
Sales and Services	81,357	76,680
Auxiliary Enterprises, Net of Scholarship Allowances	241,181	252,463
Other Operating Revenues	12,651	(8,140)
Compensation and Benefits	(1,223,684)	(1,200,387)
Supplies and Services	(451,382)	(468,751)
Scholarships, Fellowships and Student Awards	(72,059)	(71,931)
Student Loans Issued	(8,480)	(8,411)
Student Loans Collected	10,598	8,965
Cash Used by Operating Activities	**(256,769)**	**(321,369)**
Cash Flows From Noncapital Financing Activities:		
State Appropriations	391,858	392,293
Grants and Contracts	59,260	61,534
Gifts for Other than Capital Purposes	105,895	113,798
Funds Held in Trust for Others	3,019	3,534
Other Nonoperating Revenues, Net	2,026	6,223
Cash Provided by Noncapital Financing Activities	**562,058**	**577,382**
Cash Flows From Investing Activities:		
Purchases of Investments	(3,201,885)	(3,105,503)
Proceeds from Sales and Maturities of Investments	3,196,463	3,014,968
Interest and Dividends on Investments, Net	28,008	40,010
Cash Provided (Used) by Investing Activities	**22,586**	**(50,525)**
Cash Flows From Capital and Related Financing Activities:		
Debt Repayment	(130,634)	(74,565)
Capital Debt Proceeds	191,377	35,455
Interest Expense	(39,599)	(40,821)
Capital Gifts Received	15,129	8,356
State Appropriations for Capital Projects	-	6,322
Construction or Purchase of Capital Assets	(187,661)	(196,985)
Cash Used by Capital and Related Financing Activities	**(151,388)**	**(262,238)**
Net Increase (Decrease) in Cash and Cash Equivalents	**176,487**	**(56,750)**
Cash and Cash Equivalents, Beginning of Year	379,414	436,164
Cash and Cash Equivalents, End of Year	**$ 555,901**	**$ 379,414**

Statement of Cash Flows

For the Years Ended June 30 (Dollars in Thousands)
(continued from previous page)

Reconciliation of Cash Used for Operating Activities (Indirect Method)	2015	2014 As Restated
Reconciliation of net operating loss to net cash used by operating activities:		
Operating Loss	$ (415,841)	$ (490,473)
Depreciation Expense	157,751	148,356
Noncash investing, capital, and financing activities	(3)	793
Changes in Assets and Liabilities:		
Accounts Receivable	12,977	(1,830)
Notes Receivable	2,592	96
Other Assets	(4,560)	21,255
Accrued Compensated Absences	(8,011)	999
Accounts Payable	(6,927)	14,255
Unearned Revenue	5,292	(16,168)
Deposits Held in Custody for Others	-	1,350
Advances from Federal Government	(39)	(2)
Cash Used by Operating Activities	**$ (256,769)**	**$ (321,369)**

See Accompanying Notes to the Financial Statements.



Note 1 — Basis of Presentation and Summary of Significant Accounting Policies

For the Fiscal Year Ended June 30, 2015

ORGANIZATION

Established in 1869, Purdue University (the University) is the land-grant University for the state of Indiana. The University is a comprehensive degree-granting research University with 29 schools and colleges on its main campus in West Lafayette and the following regional campuses:

Indiana University-Purdue University Fort Wayne

Purdue University Calumet

Purdue University North Central

In addition to its academic programs offered at the above campuses, the University offers learning and other assistance programs at several other locations in the state of Indiana through:

College of Technology Statewide Technology Program

College of Agriculture Purdue Extension

Technical Assistance Program

The responsibility for making rules and regulations to govern the University is vested in a 10-member Board of Trustees (the Trustees). The selection of these trustees is prescribed in Indiana Code IC 21-23-3. Three of the trustees are selected by the Purdue Alumni Association. The other seven trustees are selected by the governor. Two of the trustees must be involved in agricultural pursuits, and one must be a full-time student of the University. All trustees serve for a period of three years, except for the student member, who serves for two years.

REPORTING ENTITY

Governmental Accounting Standards Board (GASB) Statement No. 14 *The Financial Reporting Entity* as amended by GASB No. 39 *Determining Whether Certain Organizations Are Component Units* and GASB No. 61 *The Financial Reporting Entity: Omnibus—An Amendment of GASB Statements No. 14 and No. 34* define the financial reporting entity as an entity that consists of the primary government, Purdue University, and all of its component units. Component units are legally separate organizations which have a fiscal dependency and financial benefit or burden relationship with the primary government and other organizations for which the significance of their relationship with the primary government are such that exclusion would cause the financial statements to be misleading or incomplete.

Purdue International, Inc. (PII) is a separately incorporated, not-for-profit entity established in 2014 to provide an international focus on facilitating the University's international education, research, and exchange activities. In this regard, Purdue International, Inc. serves as the flagship entity for Purdue's global affairs programs. PII was a modification of The Purdue Foundation, Inc., which was created in 1979. The University is the sole beneficiary of Purdue International, Inc. and the governing body is substantively the same as the University's governing body. As a result, Purdue International, Inc. is reported as a blended component unit of the University. Purdue International, Inc. is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Complete financial statements for Purdue International, Inc. may be obtained by writing to: Purdue International, Inc., c/o Accounting Services, 401 S. Grant Street, West Lafayette, IN 47907.

There are three discretely presented component units presented, which are defined as organizations that raise and hold economic resources for the direct benefit of the University, and are included in the reporting entity as required by GASB Statement No. 39. All of the current discretely presented component units report under Financial Accounting Standards Board (FASB) standards, including FASB Statement No. 117 *Financial Reporting of Not-for-Profit Organizations*. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the financial information in the University's financial report for these differences.

Purdue Research Foundation (PRF) was created in 1930 as a separately incorporated, not-for-profit entity. Its primary purpose is to promote the educational purpose of the University; award scholarships, grants, or other financial assistance to students and faculty; seek, acquire, invest, and hold gifts and endowments for the needs of the University; and acquire property or facilities for the future use or benefit of the University. The economic resources received or held by PRF are entirely, or almost entirely, for the direct benefit of the University; however, the University does not appoint the voting majority of PRF's Board of Directors. As a result, PRF is reported as a discretely presented component unit. PRF is an exempt organization under Section 501(c) (3) of the Internal Revenue Code. PRF includes several wholly owned subsidiary LLC corporations, all of which support the purposes of PRF and the University. PRF also includes the wholly owned subsidiary McClure Park, LLC, which is a for-profit Indiana corporation that was formed to acquire, construct, lease, operate, convey, and mortgage real estate and personal property of every kind and any interest therein. McClure Park wholly owns single member limited liability subsidiaries and participates in several limited liability corporations primarily accounted for using the equity method. Complete financial statements for the foundation can be obtained by writing to: Purdue Research Foundation, 1281 Win Hentschel Boulevard, West Lafayette, IN 47906.

Ross-Ade Foundation was created in 1923 as a separately incorporated, not-for-profit entity. The Ross-Ade Foundation constructs athletic and parking facilities on behalf of the University. The Ross-Ade Foundation provides services entirely, or almost entirely, to the University or otherwise exclusively, or almost exclusively, benefits the University even If it does not provide services directly to it. The University appoints the voting majority of the Ross-Ade Foundation's Board of Directors, but it is not substantively the same as the University's Board of Directors. As a result, the Ross-Ade Foundation is reported as a discretely presented component unit. Complete financial statements for the foundation can be obtained by writing to: Ross-Ade Foundation, 1281 Win Hentschel Boulevard, West Lafayette, IN 47906.

Indiana Purdue Fort Wayne (IPFW) Foundation was created in 1958 to promote the educational purposes of Indiana University-Purdue University Fort Wayne. The IPFW Foundation accomplishes that purpose by owning and leasing land and buildings, receiving gifts of money or property, and investing, transferring, or leasing personal or real property for educational or charitable purposes. The IPFW Foundation provides services entirely to the University or otherwise exclusively benefits the University even if it doesn't provide services directly to it; however, the University does not appoint the voting majority of the IPFW Foundation's Board of Directors. As a result, the IPFW Foundation is reported as a discretely presented component unit. The IPFW Foundation is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Complete financial statements for the foundation can be obtained by writing to: IPFW Foundation, c/o Matt Whitney, 2101 East Coliseum Blvd., KT G06, Fort Wayne, IN 46805-1499.

The University has an association with Indiana University-Purdue University Indianapolis for which it is not financially accountable nor does it have primary access to the resources. Accordingly, this organization has not been included in the University's financial statements.

RELATIONSHIP TO THE STATE OF INDIANA

As one of seven public universities in the state, the University is a component unit of the state of Indiana. The University receives funding from the state for operations, repair and maintenance, construction, and debt service. A segment of its nonexempt employees participate in the state's public employees' retirement program.

TAX-EXEMPT STATUS

The income generated by the University, as an instrument of the State, is generally excluded from federal income taxes under Section 115(a) of the Internal Revenue Code. The University also has a determination letter from the Internal Revenue Service stating it is exempt under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3). Income generated from activities unrelated to the University's exempt purpose is subject to tax under Internal Revenue Code Section 511(a)(2)(B). There was no tax liability related to income generated from activities unrelated to the University's exempt purpose as of June 30, 2015 and 2014.

BASIS OF PRESENTATION

The financial statements of the University have been prepared in accordance with the principles contained in GASB Statement No. 34 *Basic Financial Statements — and Management's Discussion and Analysis — for State and Local Governments* as amended by GASB Statement No. 35 *Basic Financial Statements — and Management's Discussion and Analysis — for Public Colleges and Universities*.

During fiscal year 2015, the University adopted GASB Statements 68 *Accounting and Financial Reporting for Pensions* and GASB Statement 71 *Pension Transition for Contributions Made Subsequent to the Measurement Date*. During fiscal year 2014, the University adopted GASB Statement No. 65 *Items Previously Reported as Assets and Liabilities*.

The effect of GASB Statements No. 68 and 71:

> Changed the definition of reportable pension liability from Net Pension Obligation to Net Pension Liability, which dramatically increased the liability and required a prior period adjustment in order to record the additional liability from previous years for defined benefit pension plans. These statements also introduced new deferred inflow and outflow items related to defined benefit pension plans. Changes to the Required Supplementary Information related to defined benefit pension plans also resulted from these new GASB statements. In accordance with the adoption of these statements, the University has reported an $85.7 million change in accounting principle adjustment to Unrestricted Net Position as of July 1, 2014. June 30, 2014 amounts have not been restated to reflect the impact of GASB 68 because the information is not available to calculate the impact on pension expense for the fiscal year ending June 30, 2014.

The effect of GASB Statement No. 65:

> Changed the presentation of certain items previously required to be reported as assets or liabilities to properly record them as either deferred outflows of resources or deferred inflows of resources, or to

recognize certain items that were previously reported as assets or liabilities as outflows of resources (expenses) or inflows of resources (revenues).

BASIS OF ACCOUNTING

For financial reporting purposes, the University is considered a special-purpose government engaged only in business-type activities. Accordingly, the University's financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned, and expenses are recorded when an obligation is incurred.

The University applies all applicable GASB pronouncements.

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Cash and Cash Equivalents. Cash and cash equivalents include cash, revolving and change funds, cash in transit, credit card deposits in transit, unspent debt proceeds, and certain investments with original maturities of three months or less. It is the University's practice to invest operating cash balances and bond proceeds in investments of varying maturity dates. Investments, exclusive of endowment funds, that are included in cash equivalents represent short-term, highly liquid investments that are both a) readily convertible to known amounts of cash and b) so near their maturity date that they present insignificant risk of changes in value because of changes in interest rates.

Investments. Investments, exclusive of institutional physical properties, are generally reported at fair value. Fair value is generally based on quoted market prices as of June 30, except for certain investments, primarily private equity partnerships, hedge funds, and similar alternative investments, for which quoted market prices are not available. The estimated fair value of these investments is based on valuations provided by external investment managers within the past fiscal year through June 30. Because alternative investments are not readily marketable, their estimated value may differ from the value that would have been used had a ready market value for such investments existed. Investments, exclusive of endowment funds, may be classified current or noncurrent, depending on the individual investment's maturity date at June 30. Endowment funds are primarily included in noncurrent investments, with the exception of amounts designated for distribution.

Accounts Receivable. Accounts receivable primarily represent grant, contract, and student payments due to the University and are shown net of an allowance for doubtful accounts.

Pledges Receivable. Pledges receivable are accrued as of the end of the fiscal year, provided the pledge is verifiable, measurable, and probable of collection. Pledges receivable do not include gifts made in anticipation of estates, telephone solicitations, or promises of endowment funds. An allowance for uncollectible pledges is calculated based on the University's experience.

Notes Receivable. Notes receivable primarily consist of student loan repayments due to the University and are shown net of allowance for doubtful accounts.

Other Receivables. Other receivables represent a state appropriation receivable at June 30, 2015 and a bond payment receivable at June 30, 2014.

Inventories. Inventories principally consist of consumable supplies and items held for resale or re-

charge within the University, and are valued using a variety of methods, including first in first out (FIFO), weighted average and moving average, depending upon the type of inventory. Agricultural commodities are reported using the consumption method, measured by physical count and valued at market.

Prepaid Expenses. Prepaid expenses include amounts paid for services attributable to future fiscal years. These services include insurance, operating leases, services of consultants, subscriptions, and certain subcontracts.

Interest in Charitable Trusts and Contracts. The University and Purdue Research Foundation act as trustees for certain endowments and trust funds, for which they or others have beneficiary interests. In addition, the University and PRF have beneficiary interests in insurance contracts and gift annuity programs.

Various revocable and irrevocable trusts established for the benefit of the University, PRF, the former Purdue Alumni Foundation, and affiliates exist where PRF acts as trustee, commonly referred to as the PRF Trust Funds. The Internal Revenue Service has determined that the PRF Trust Funds are exempt from federal income tax as defined in Sections 642 and 664 of the Internal Revenue Code.

The University records its interest in PRF Trust Funds' charitable remainder trusts based on the estimated present value of future cash flows. Future cash flows are estimated using an assumed investment rate of return on the underlying investments that will satisfy the trust requirements and an applicable discount rate at the time of contribution. Change in fair value from one fiscal year to the next is reflective of changes in the market value of the underlying investments, new trusts being added, and the maturation and liquidation of existing trusts.

PRF records its interest in a charitable perpetual trust (for which a bank acts as trustee) at the fair value of the trust's assets. The increase in the estimated present value of future cash flows of PRF's interest in the charitable perpetual trust is recorded as an increase to permanently restricted net assets in PRF's consolidated statements of activities.

The University receives certain charitable contributions from donors which, in accordance with the donors' wishes, are used for annual premium payments toward insurance contracts for which the University is a beneficiary.

The endowment funds are invested under an investment agency agreement between Purdue University and the Purdue Research Foundation. These endowment funds are managed in accordance with donor restrictions consistent with the University's endowments. The assets held in trust are equal to the fair market value of the endowment principal plus, or less, any undistributed earnings.

PRF holds life income funds for beneficiaries of a gift annuity program. These funds generally pay lifetime income to the beneficiaries, after which the principal is made available to the University in accordance with donor intentions. All life income funds are recorded at fair value net of related liabilities for the present value of estimated future payments due to beneficiaries.

Capital Assets. Capital assets are stated at cost or if a gift, at fair market value at the date of gift. Items are capitalized when their value exceeds the threshold shown in the following table and its estimated useful life is greater than one year. Depreciation is computed on a straight-line basis over the estimated useful life, as shown in the following table. Capital assets are removed from the records at the time of disposal.

Renovations to buildings and other improvements that significantly increase the value or extend the useful life of the structure are capitalized. Routine repairs and maintenance are charged to operating expense. Major outlays for capital assets and improvements are capitalized as construction in progress throughout the building project. Interest incurred during the construction phase is included as part of the value of the construction in progress.

Assets under capital leases are capitalized when valued over $500,000 and recorded at the present value of future minimum lease payments and are amortized using the straight-line method over the shorter of the lease term or the estimated useful life. Such amortization is included as depreciation expense in the accompanying financial statements.

The University does not capitalize works of library collections and art or historical treasures that are held for exhibition, education, research, and public service. These collections are neither disposed of for financial gain nor encumbered in any means.

Property Class	Threshold	Useful Life
Land	$100,000	Not depreciated
Land Improvements	$100,000	5-25 years
Infrastructure	$100,000	5-25 years
Buildings and Related Components	$100,000	10–50 years
Moveable Equipment (including fabricated equipment)	$5,000	More than one year
Intangible Assets (software)	$500,000	7 years

Accrued Compensated Absences. Liabilities for compensated absences are recorded for vacation leave based on actual amounts earned as of the end of the fiscal year. Exempt employees may accrue vacation benefits up to a maximum of 44 days. Clerical and service staff may earn vacation up to 320 hours. For all classes of employees, accrued vacation is payable upon termination. Upon meeting the definition of an official University retiree, benefits eligible clerical and service staff receive cash payments for a portion of their accrued sick leave. An estimate of sick leave liability is recorded for the clerical and service staff based on historical payouts. The liability for compensated absences is expected to be funded by various sources of revenue that are available in future years when the liability is paid.

Unearned Revenue. Unearned revenue consists of amounts received in advance of an event, such as student tuition and advance ticket sales related to future fiscal years.

Net Pension Liability and Related Items. The University participates in the Public Employees' Retirement Fund (PERF), an employer cost sharing plan managed by the Indiana Public Retirement System (INPRS). The University's net pension liability, associated deferred outflows and deferred inflows of resources, and pension expense are reported in conformance with GASB 68, using the information reported by INPRS related to our allocated share of these items.

Deposits Held In Custody for Others. Deposits of affiliates and others represent cash and invested funds held by the University as a result of agency relationships with various groups. Noncurrent deposits

of affiliates represent the portion of endowment and similar funds held by the University on behalf of others.

Funds Held In Trust for Others. Liabilities to other beneficiaries related to the Charitable Trusts or endowments where the University serves as trustee for the component unit or related party.

Net Position. University resources are classified for accounting and financial reporting purposes into four net position categories:

- Net invested in capital assets: Resources resulting from capital acquisition or construction, net of accumulated depreciation, and net of related debt. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of invested in capital assets, net of related debt.

- Restricted–nonexpendable: Net position subject to externally imposed stipulations that the funds be maintained inviolate and in perpetuity. Such assets include the University's permanent and term endowment funds and are categorized as instruction and research, student aid, and other.

- Restricted–expendable: Net position that may be spent provided certain third-party restrictions are met. The following categories of restricted–expendable net position are presented: instruction, research, and public service; student aid; construction; and other. A significant portion of the "Other" category is related to donor-restricted funds that are undistributed gains on endowments or funds functioning as endowments.

- Unrestricted: Net position not subject to externally imposed stipulations pertaining to their use. Management may designate that these funds will be spent for certain projects or programs or to fulfill certain long-term goals. Management has designated substantially all unrestricted net position for academic and capital purposes.



Intra-university Transactions. Intra-university transactions are eliminated from the statements to avoid double counting of certain activities. Examples of these transactions are internal loans and sales and services between University departments.

Classification of Revenues and Expenses. The University has classified revenues and expenses as operating or non-operating based upon the following criteria:

- Operating revenues: Revenues derived from activities associated with providing goods and services for instruction, research, public service, health services, or related support to entities separate from the University and that result from exchange transactions. Exchange activities are transactions where the amount received approximates the fair market value of the goods or services given up. Examples include student tuition and fees, grants and contracts, auxiliary operations (such as Intercollegiate Athletics and Housing and Food Services), sales and service operations, federal land-grant appropriations, and county appropriations.
- Operating Expenses**:** Expenses paid to acquire or produce goods and services provided in return for operating revenues and to carry out the mission of the University. Examples include compensation and benefits, travel, and supplies. Graduate, staff, staff dependent, and staff spouse fee remissions are included with compensation and benefits. Expenses are reported using natural classifications in the Statement of Revenues, Expenses, and Changes in Net Position. Functional classification reporting appears in Note 8. Indirect expenses, such as depreciation, are not allocated across functional categories.
- Non-operating Revenues and Expenses: Revenues and related expenses that do not meet the definition of operating revenues, capital revenues, or endowment additions. They are primarily derived from activities that are non-exchange transactions, and from activities defined as such by the GASB cash flow standards. Examples include state appropriations, private gifts, investment income, and certain federal financial aid. Non-operating expenses primarily include interest on short-term and long-term borrowings.

Application of Restricted and Unrestricted Resources. When both restricted and unrestricted resources are available for a particular expenditure, University departments may select the most appropriate fund source based on individual facts and circumstances. The University, as a matter of policy, does not require funds to be spent in a particular order, only that the expenditure be allowable, allocable, and reasonable to the fund source selected. Restricted funds are categorized as restricted until the external stipulations have been satisfied.

Tuition and Fees. Tuition and fees assessed to students are reported net of scholarship allowances. Scholarship allowances represent amounts credited to students' tuition and fees and include scholarships, grants, and various other types of aid. Student loans are not included in this calculation. Aid applied to housing is shown as an allowance against auxiliary revenues. Aid remitted directly to students is shown as scholarships, fellowships, and student awards expenses. Graduate and other employment-related remissions are included with compensation and benefits expenses.

Grants and Contracts. The University has been awarded grants and contracts for which the monies have not been received or expended. These awards have not been reflected in the financial statements but represent commitments of sponsors — both government and other — to provide funds for specific research and training projects.

The University makes commitments to share in the cost of various sponsored projects. Funds to satisfy these commitments are designated when grants and contracts are awarded. As sponsor dollars are spent, the University matches according to the terms of the agreement.

Gifts. The University receives pledges of financial support from many different sources. Gift income is recognized when received or pledged. In-kind gifts of tangible or intangible property are recognized at fair value on the date of gift and are capitalized, if appropriate, subject to the University's policies on capitalization. Revenue from gifts-in-kind of approximately $2,801,000 and $931,000 was recognized during the years ending June 30, 2015 and 2014, respectively.

Use of Estimates. To prepare the financial statements in conformity with generally accepted accounting principles, management must make estimates and assumptions. These estimates and assumptions may affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Prior Period Adjustments. The implementation of GASB Statement 68 *Accounting and Financial Reporting for Pensions* required a prior period adjustment to record the University's net pension liability and related items, resulting in a decrease of approximately $85,734,000 to the Unrestricted Fund Balance. An additional prior period adjustment increased Restricted Other Fund Balance in the amount of approximately $6,170,000 to incorporate the net position of student organizations. As a result of these two prior period adjustments the July 1, 2014 Net Position balance decreased from $4,194,369,000 as originally stated to $4,114,805,000.

In addition, the fiscal year 2014 Statement of Net Position and Statement of Revenues, Expenses, and Changes in Net Position were restated to accurately characterize a prepaid lease of $18,000,000 that had been expensed in 2014.



Note 2 — Deposits and Investments

Deposits. As of June 30, 2015 and 2014, the bank balance of the University's deposits (demand deposit accounts) was approximately $99,938,000 and $90,909,000, respectively. Federal depository insurance covered $250,000 and the remaining balance was insured by the state of Indiana's Public Deposit Insurance Fund, which covers all public funds held in approved depositories.

University Investments. Authorization for investment activity is stated in Indiana Code IC 21-29-2-1. Additionally, the Bylaws of the Trustees, revised and amended on December 15, 2012, authorize the Treasurer of the Trustees to implement investment activity. Except for some investments that are separately held in accordance with donor restrictions or bond covenants, the University investments are managed under guidance from two separate policies, the Purdue Investment Pool – Cash (PIPC) policy, and the Purdue Endowment Investment Policy (PIP), both of which are endorsed by the Trustees.

At June 30, The University had the following investments (dollars in thousands):

Investment Type		June 30, 2015		June 30, 2014
SEPARATELY HELD INVESTMENTS:				
Investment Held by State Treasurer	$	340	$	340
Separately Managed US Equity		41,756		39,512
Public Real Estate		1,628		1,628
Separately Managed US Agencies		5		10
Venture Capital/Private Equity		1,740		1,795
BOND PROCEEDS INVESTED:				
Money Market & Cash		108,460		43,332
PIPC (formerly CMIP):				
Asset-Backed Securities		76,679		41,287
Corporate Bonds		389,112		368,556
Mortgage-Backed Securities		223,224		218,785
US Agencies		103,665		106,988
US Treasuries and Securities		366,247		367,647
Mutual Funds and Cash		351,204		212,387
PIP:				
Emerging Markets		103,297		107,299
Fixed Income		110,326		107,730
International Equity		213,301		219,143
US Equity		359,361		375,303
Marketable Alternatives		384,247		361,657
Private Natural Resources		72,918		79,360
Public Natural Resources		-		7,182
Private Real Estate		49,312		47,031
Public Real Estate		38,502		38,366
Venture Capital/Private Equity		190,266		170,974
Mutual Funds and Cash		27,613		92,501
Total	**$**	**3,213,203**	**$**	**3,008,813**

Investment values included accumulated unrealized gains of $258,774,000 and $339,959,000 as of June 30, 2015 and 2014, respectively. Investment income included unrealized gains/(losses) of ($81,185,000) and $146,467,000 during the year ended June 30, 2015 and 2014, respectively.

PRF Investments. PRF investments are managed under the PIP which was also approved by the PRF Directors. The fair value of investments at June 30, 2015 and 2014 is as follows (dollars in thousands):

Investment Type	June 30, 2015	June 30, 2014
Short-Term Investments	$ 45	$47
U.S. Equity	14,089	17,576
Fixed Income	5,243	5,220
Venture Capital	276	149
Pooled Funds:		
Short-Term Investments	99,554	120,474
U.S. Equity	504,034	579,248
International Equity	333,197	340,164
Fixed Income	225,411	251,320
Funds Invested with University	14,085	12,500
Emerging Markets	161,361	166,555
Public Real Estate	60,144	62,079
Private Real Estate	77,030	73,003
Public Natural Resources	-	11,148
Private Natural Resources	113,905	123,186
Hedge Funds	600,234	561,380
Venture Capital/Private Equity	297,215	265,393
Total	$ 2,505,823	$2,589,442

Investment Policies, Interest Rate, and Credit Risks. As noted above, investments are managed by two separate policies:

- The Cash Management Investment Policy (CMIP) outlining the parameters for all investments exclusive of endowment funds was approved on April 11, 2008, and was in place until May 15, 2015 when the Purdue Board of Trustees adopted the Purdue Investment Pool--Cash (PIPC). The primary investment objectives of PIPC are 1) the preservation of capital, 2) the maximization of returns within acceptable levels of risk, and 3) management of liquidity requirements. Authorized investments include obligations of the United States (U.S.) government, its agencies, and its instrumentalities; asset-backed and mortgage-backed securities (rated at least AAA or equivalent); corporate notes, corporate bonds, 144A bonds and Yankee bonds (rated investment grade) with demonstrated liquidity and marketability; pooled funds including mutual funds and common trust funds; high-yield bonds, include corporate bonds and bank loans (minimum credit quality of Ba3/BB-); investments managed under the University's endowment investment policy and the PIPC Loan Program supporting projects that are consistent with the mission to support the University and result in a public or charitable benefit or use for the University or its students.

As of June 30, 2015 and 2014, the University had $293,001,000 and $339,532,000 of PIPC investments invested in and shown as part of the PIP investments in these Note disclosures.

Investments in PIPC shall be diversified, resulting in a portfolio weighted average duration of between two and five years, with an overall credit rating of "AA" as rated by a nationally recognized rating agency such as Moody's or Standard and Poor's, assuming the credit worthiness of the United States of America is AAA. If the United States of America is downgraded the portfolio's overall credit rating may fall in tandem and still be considered in compliance with this policy. Bonds rated BBB or lower will not exceed 20% of the portfolio. Funds not required to meet cash needs will be invested over a longer-term horizon.

- The Purdue Endowment Investment Policy (PIP) outlining the parameters for endowment investments was approved on April 13, 2012. Authorized investments include equity, fixed income and alternative investments, including comingled investments. The overall policy objective is to generate real returns greater than its spending rate over the long term. The policy sets forth a diversified approach by and within the asset classes with the balanced goal of maximizing return and preserving purchasing power. Moreover, a single manager or affiliated groups of managers will not represent more than 10% of the total endowment's market value. As a partial hedge against prolonged economic contraction, the University has adopted a target allocation of 15% for fixed income.

  Portfolios will be invested in securities that result in a weighted average credit quality rating of at least AA or better with no single fixed income manager having more than 10% of its portfolio in obligations rated less than BBB or its equivalent by Moody's or Standard & Poor's. Any commercial paper in the portfolio must be rated A-1/P-1 by each rating service rating said credit. Any Bankers acceptances and certificates of deposits in the portfolio must be issued by banks having a Keefe, Bruyette & Woods rating of A, A/B, or B.

In addition, separately held, invested bond proceeds follow investment practices in compliance with arbitrage regulations and generally have maturities of three years or less. These investments are readily available to match expected construction expenditures.



The University had the following fixed-income investments and maturities (dollars in thousands):

June 30, 2015	Maturity				
Investment Type	**0–1 year**	**1–5 years**	**6–10 years**	**>10 years**	**Totals**
Separately Managed US Agencies	$ -	$ 5	$ -	$ -	$ 5
PIPC (formerly CMIP):					
Asset-Backed Securities	10,782	61,811	3,192	894	76,679
Corporate Bonds	43,608	208,955	96,034	40,515	389,112
Mortgage-Backed Securities	32,097	29,404	21,924	139,799	223,224
US Agencies	42,887	23,214	34,495	3,069	103,665
US Treasuries and Securities	115,871	226,698	14,588	9,090	366,247
PIP:					
Fixed Income and other	24,006	67,723	26,278	31,019	149,026
Total	$ 269,251	$ 617,810	$ 196,511	$ 224,386	$ 1,307,958

June 30, 2014	Maturity				
Investment Type	**0–1 year**	**1–5 years**	**6–10 years**	**>10 years**	**Totals**
Separately Managed US Agencies	$ 5	$ 5	$ -	$ -	$ 10
PIPC (formerly CMIP):					
Asset-Backed Securities	16,724	20,052	3,432	1,079	41,287
Corporate Bonds	30,190	226,553	83,231	28,582	368,556
Mortgage-Backed Securities	6,586	32,969	53,899	125,332	218,786
US Agencies	3,662	63,589	20,496	19,240	106,987
US Treasuries and Securities	145,466	215,062	1,172	5,947	367,647
PIP:					
Fixed Income and other	26,175	56,665	51,888	30,803	165,531
Total	$ 228,808	$ 614,895	$ 214,118	$ 210,983	$ 1,268,804

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment.

In accordance with the PIPC, the University manages its exposure to changes in fair values by limiting the weighted average maturity of its investment portfolio to between 2 and 5 years.

The PIP, as a long-term pool of capital, has a fixed income policy target of 15% but does not limit the maturity of the individual holdings as a means to manage interest rate risk.

The distribution of investments by credit ratings is summarized below (dollars in thousands):

	June 30, 2015	% of Total	June 30, 2014	% of Total
Separately Held:				
A	$ 5	100.00%	$ 10	100.00%
Total Separately Held	5	100.00%	10	100.00%
PIPC (formerly CMIP):				
A	154,181	13.30%	135,142	12.25%
AA	60,575	5.23%	55,829	5.06%
AAA	682,456	58.89%	691,515	62.68%
B	546	0.05%	556	0.05%
BA	25,523	2.20%	16,229	1.47%
BAA	136,771	11.80%	145,319	13.17%
CAA	722	0.06%	745	0.07%
Unrated	98,153	8.46%	57,928	5.25%
Total PIPC (formerly CMIP):	1,158,927	99.99%	1,103,263	100.00%
PIP:				
A	21,466	14.40%	31,741	19.18%
AA	7,857	5.27%	32,074	19.38%
AAA	77,565	52.05%	70,632	42.67%
BA+	3,611	2.42%	2,115	1.28%
BAA	20,934	14.05%	17,776	10.74%
Unrated	17,593	11.81%	11,193	6.76%
Total PIP	149,026	100.00%	165,531	100.00%
Total	**$ 1,307,958**		**$ 1,268,804**	

Investment Custodial Credit Risk. Custodial credit risk for investments is the risk that in the event of a failure of the counterparty, the University will not be able to recover the value of the investments that are in the possession of an outside party. Therefore, exposure arises if the securities are uninsured, not registered in the University's name, and are held by either the counterparty to the investment purchase or the counterparty's trust department or agent but not in the University's name. Open-ended mutual funds and certain other investments are not subject to custodial risk because ownership of the investment is not evidenced by a security.

Historically, the investment pool managed in accordance with the PIP was a shared investment pool managed by University personnel and the underlying investment instruments were held in the University's or PRF's name based on their ownership basis in the pool. Effective January 1, 2014, the Trustees transferred the investment function from the University to PRF, including the supporting personnel. With this change, the Trustees approved the movement of the investments to the PIP investment pool that is held in PRF's name. The transfer of the underlying investment vehicles from the University's name to PRF's name occurred over the course of 2014 based on the contractual terms of the underlying investment vehicles.

All Separately Held and PIPC investments were maintained in University accounts at the University's custodial banks with the exception of $340,000 at both June 30, 2015 and 2014 which was held in the State's name. All PIP investments are held at PRF including private placements and investments in limited partnerships which totaled approximately $696,743,000 and $659,022,000 respectively at June 30, 2015 and 2014.

Foreign Currency Risk. Endowment equity managers may invest in common stocks, preferred stocks or fixed-income instruments convertible into common stocks, and American Depository Receipts of foreign corporations. The University's endowment fixed-income managers may invest in foreign fixed-income securities equivalent in quality to permitted domestic securities, but not to exceed 20% of the assets entrusted to the manager. All currency exposures are to be hedged into the U.S. dollar unless otherwise approved by the University. Please refer to the Investment Type table for the University's exposure to international investments. In addition to those investments, the University estimates its international exposure in its PIP alternative investments was approximately $113,505,000 and $103,923,000 as of June 30, 2015 and 2014, respectively.

Concentration of Credit Risk. Concentration of credit risk is the risk of loss attributed to magnitude of an entity's investment in a single issuer. As of June 30, 2015 and 2014, consistent with policy limits, no single issuer, with the exception of U.S. Treasury and Agencies, held more than 5% of total investments.

Donor-Restricted Endowments. The University's endowment funds (including true, term, and funds functioning as endowments) are invested in a unitized pool. The unitized endowment pool purchases investments to generate present and future income in support of various programs. The Trustees establish the spending policy for the unitized endowment pool. The approved spending policy distributed 5% of the average of the ending values for the prior twelve quarters in semiannual distributions. The distribution includes both income and equity components.

As of June 30, 2015 and 2014, accumulated market appreciation of the PIP pool was approximately $506,676,000 and $588,811,000, respectively. Of this amount, 43.13% and 40.71% represents appreciation attributable to donor-restricted (true and term) endowments during the year ended June 30, 2015 and 2014, respectively. The University's endowment policies are subject to the provisions of Indiana Code IC 30-2-12, "Uniform Management of Institutional Funds." Under this section, the Trustees may authorize expenditure — consistent with donors' intent — of net appreciation in the fair value of the assets of the endowment.





Interest in Charitable Trusts and Contracts. As of June 30, 2015 and 2014, the PRF PIP investment pool includes the following PRF Trusts assets (in thousands).

	Assets at Fair Value		Beneficiary Interest	
	June 30, 2015	June 30, 2014	June 30, 2015	June 30, 2014
University	$ 24,004	$ 22,670	$ 13,244	$ 11,046
PRF	45,425	48,653	17,361	18,585
Related Parties	8	8	2	1
Other Affiliates	223	231	101	93
Total	**$ 69,660**	**$ 71,562**	**$ 30,708**	**$ 29,725**

As of June 30, 2015 and 2014, the University PIP investment pool includes the following endowment assets (in thousands), which are offset by Funds Held in Trust obligations to the other beneficiaries (Note 7).

	Assets at Fair Value	
	June 30, 2015	June 30, 2014
IPFW Foundation	$ 334	$ 374
Related Parties	7,131	7,779
Total	**$ 7,465**	**$ 8,153**

The University also has beneficiary interest in insurance contracts of $790,000 and $756,000, respectively, as of June 30, 2015 and 2014.



Note 3 — Accounts, Pledges, and Notes Receivable

Accounts and notes receivable consisted of the following (dollars in thousands):

	June 30, 2015	June 30, 2014
Grants and Contracts	$ 37,196	$ 50,396
Student and General	20,041	22,736
Other Accrued Revenues	15,418	15,094
Less: Allowance for Doubtful Accounts	(3,731)	(4,557)
Total Accounts Receivable, Net	**68,924**	**83,669**
Pledges Receivable	57,826	58,191
Less: Allowance for Doubtful Pledges	(2,096)	(2,217)
Net Pledges Receivables	55,730	55,974
Less: Noncurrent Portion	(34,395)	(29,030)
Pledges Receivable, Current Portion	**21,335**	**26,944**
Perkins Loans	25,848	26,334
Institutional Loans	21,090	21,053
State Appropriation and Bonds Receivable	7,181	8,667
Other Student Loans and Receivables	12,207	11,017
Less: Allowance for Doubtful Loans	(1,737)	(524)
Net Notes Receivables	64,589	66,547
Less: Noncurrent Portion	(48,332)	(53,996)
Notes Receivable, Current Portion	**$ 16,257**	**$ 12,551**



Note 4 – Capital Assets

Capital Assets Activity	Balance July 1, 2014	Additions	Retirements	Transfers	Balance June 30, 2015
Capital Assets, Not Being Depreciated:					
Land	$ 28,179	$ 9,084	$ 82	$ -	$ 37,181
Construction in Progress	130,141	80,761	-	(80,041)	130,861
Total, Capital Assets, Not Being Depreciated	158,320	89,845	82	(80,041)	168,042
Capital Assets, Being Depreciated:					
Land Improvements	73,046	1,607	-	821	75,474
Infrastructure	105,008	12,531	275	7,536	124,800
Buildings	2,881,489	68,587	14,187	71,563	3,007,452
Equipment	508,753	36,592	22,189	121	523,277
Software	58,369	-	-	-	58,369
Total, Capital Assets, Being Depreciated	3,626,665	119,317	36,651	80,041	3,789,372
Less Accumulated Depreciation:					
Land Improvements	59,074	2,149	-	-	61,223
Infrastructure	46,668	6,362	35	-	52,995
Buildings	1,221,281	106,035	7,346	-	1,319,970
Equipment	344,415	38,211	19,841	-	362,785
Software	41,422	4,994	-	-	46,416
Total Accumulated Depreciation	1,712,860	157,751	27,222	-	1,843,389
Total Capital Assets, Net of Accumulated Depreciation	**$ 2,072,125**	**$ 51,411**	**$ 9,511**	**$ -**	**$ 2,114,025**

Capital Assets Activity	Balance July 1, 2013	Additions	Retirements	Transfers	Balance June 30, 2014
Capital Assets, Not Being Depreciated:					
Land	$ 28,179	$ -	$ -	$ -	$ 28,179
Construction in Progress	215,560	54,836	-	(140,255)	130,141
Total, Capital Assets, Not Being Depreciated	243,739	54,836	-	(140,255)	158,320
Capital Assets, Being Depreciated:					
Land Improvements	69,410	1,959	-	1,677	73,046
Infrastructure	80,401	11,448	-	13,159	105,008
Buildings	2,656,040	100,795	226	124,880	2,881,489
Equipment	494,056	39,211	25,053	539	508,753
Software	58,362	7	-	-	58,369
Total, Capital Assets, Being Depreciated	3,358,269	153,420	25,279	140,255	3,626,665
Less Accumulated Depreciation:					
Land Improvements	56,802	2,272	-	-	59,074
Infrastructure	40,882	5,786	-	-	46,668
Buildings	1,123,915	97,509	143	-	1,221,281
Equipment	328,032	40,819	24,436	-	344,415
Software	39,452	1,970	-	-	41,422
Total Accumulated Depreciation	1,589,083	148,356	24,579	-	1,712,860
Total Capital Assets, Net of Accumulated Depreciation	**$ 2,012,925**	**$ 59,900**	**$ 700**	**$ -**	**$ 2,072,125**

During fiscal year 2015, the University incurred $34,580,000 in interest costs related to the acquisition and construction of capital assets. Of this total, $32,035,000 was charged as interest expense and $2,545,000 was capitalized.

Note 5 —Accounts Payable and Accrued Expenses

Accounts payable and accrued expenses consisted of the following (dollars in thousands):

	June 30, 2015	June 30, 2014
Construction Payables	$ 22,134	$ 17,334
Accrued Insurance Liabilities	24,261	22,329
Interest Payable	17,058	16,914
Accrued Salaries and Wages	8,391	7,870
Vendor and Other Payables	35,482	44,860
Total Accounts Payable	**$ 107,326**	**$ 109,307**

Accrued Insurance Liabilities. The University is exposed to various risks of loss related to torts; theft of, damage to, or destruction of assets; errors or omissions; job-related illnesses or injuries to employees; accident, health, and other medical benefits provided to employees and their dependents; and long-term disability benefits provided to employees. The University handles these risks of loss through combinations of risk retention and commercial insurance. For buildings and contents, the University's risk retention is $250,000 per occurrence. There is $2,000,000 retention per occurrence or wrongful act for general, automobile, and professional and educators' legal liability coverage. The University retains the entire risk for medical benefits. The maximum liability to the University for job-related illness or injury is $500,000 per incident, with a maximum annual aggregate liability of approximately $8,000,000 as of June 30, 2015 and 2014.

Separate funds have been established to account for these risks. All departments of the University are charged fees based on actuarial estimates of the amounts necessary to pay claims and to establish reserves for catastrophic losses. During the years ended June 30, 2015 and 2014, the University reflected approximately $0 and $793,000, respectively, of insurance proceeds as non-operating income.

The University accrues liabilities for claims if information indicates that a loss has been incurred as of June 30, and the amount of the loss can reasonably be estimated. Changes in the balances of accrued insurance liabilities were as follows (dollars in thousands):

	June 30, 2015	June 30, 2014
Beginning Liability	$ 22,329	$ 22,475
Claims Incurred	107,536	125,672
Claims Payments	(105,604)	(125,818)
Ending Liability	**$ 24,261**	**$ 22,329**

Note 6 — Debt Related to Capital Assets

Debt liability activity is summarized below (dollars in thousands):

Debt Related Liabilities	Balance July 1, 2014	Increases	Decreases	Balance June 30, 2015	Current Portion
Commercial Paper	$ 18,308	$ -	$ 18,308	$ -	$ -
Notes Payable	710	-	94	616	101
Leases Payable to Affiliated Foundations	144,968	-	12,741	132,227	38,245
Bonds Payable					
Student Facilities System Revenue Bonds	332,147	98,070	35,015	395,202	64,774
Student Fee Bonds	452,825	67,615	52,847	467,593	37,951
Total Bonds Payable	784,972	165,685	87,862	862,795	102,725
Total Debt Related Liabilities	**$ 948,958**	**$ 165,685**	**$ 119,005**	**$ 995,638**	**$ 141,071**

Debt Related Liabilities	Balance July 1, 2013	Increases	Decreases	Balance June 30, 2014	Current Portion
Commercial Paper	$ 7,456	$ 13,500	$ 2,648	$ 18,308	$ 18,308
Notes Payable	795	-	85	710	93
Leases Payable to Affiliated Foundations	138,039	21,955	15,026	144,968	39,417
Bonds Payable					
Student Facilities System Revenue Bonds	352,730	-	20,583	332,147	67,168
Student Fee Bonds	487,677	-	34,852	452,825	31,990
Total Bonds Payable	840,407	-	55,435	784,972	99,158
Total Debt Related Liabilities	**$ 986,697**	**$ 35,455**	**$ 73,194**	**$ 948,958**	**$ 156,976**

Commercial Paper. On April 1, 2008, a commercial paper agreement was negotiated with Goldman, Sachs & Company. This agreement authorized a maximum outstanding at any time of $50,000,000 to finance portions of the costs of certain infrastructure, equipment, and facilities on various campuses. The interest rate is variable and reset based on market conditions. The University can set the maturity dates up to 270 days. As of June 30, 2015 there was no outstanding balance. At June 30, 2014 the balance outstanding was $18,308,000.

Notes Payable. As of June 30, 2015 and 2014, the balance of notes outstanding was approximately $616,000 and $710,000, respectively, representing financing for various activities.

On June 10, 2010, the University entered into a loan agreement with PRF to refinance its capital lease with PRF. This agreement authorized the transfer of the Schneider Avenue building from PRF to the Calumet campus in exchange for the original promise to pay approximately $1,140,000 over thirteen annual payments. The outstanding balance of this note was approximately $616,000 and $710,000 as of June 30, 2015 and 2014, respectively. The current portion of this note was approximately $101,000 and $93,000 as of June 30, 2015 and 2014, respectively. The interest rate for the note was fixed at 8.00% as of June 30, 2015 and 2014.

Leases Payable. Leases payable consisted of the following items (dollars in thousands):

Issue	Issue Date	Interest Rates	Final Maturity Date	Outstanding June 30, 2015	Outstanding June 30, 2014	Current Outstanding June 30, 2015
Certificates of Participation with Ross-Ade:						
Series 1998	1998	-	2015	$ -	$ 895	$ -
Series 2006	2006	5.00 - 5.25%	2025	32,520	35,455	3,075
Series 2009A	2009	-	2015	-	2,025	-
Series 2009B	2009	4.07 - 5.96%	2031	42,795	42,795	2,080
Series 2011A	2011	0.06%*	2035	32,185	32,185	32,185
Series 2014A	2014	2.66%	2027	21,955	21,955	425
Leases with Purdue Research Foundation:						
Academic Learning Center	2012	-	2030	-	6,235	
Remo Property	2011	6.38%	2015	-	57	
Kaplan	2012	5.63%	2022	755	841	91
Leases with Indiana Purdue Fort Wayne Foundation:						
Child Care Center	2011	6.20%	2016	116	225	116
				130,326	142,668	37,972
Net unamortized premiums and costs				1,901	2,300	273
Total				**$ 132,227**	**$ 144,968**	**$ 38,245**

**Variable interest rates are reset weekly and are based upon market conditions. Rates shown are as of June 30, 2015.*

The Certificates of Participation are secured by certain real estate and the projects located on that real estate, the lease payments to the Ross-Ade Foundation, and a pledge of available income, except student fees and state appropriations. During the Fiscal Years June 30, 2015 and 2014, the University included approximately $32,185,000 in Current Liabilities related to variable rate Certificates of Participation (Series 2011A). The University has entered into a lease purchase arrangement whereby on the termination of the stated lease, title to the land and buildings will be conveyed absolutely to the Trustees of the University. At any time during the lease term, the University has the right to acquire the entire title to the facility by paying the Ross-Ade Foundation an amount equal to the then outstanding indebtedness. The Ross-Ade Foundation has created a reserve for valuation to reduce the carrying value of certain properties leased to the University in an amount not greater than the proceeds to be received if disposal was made to the University.

As of June 30, 2015 and 2014, long-term debt included amounts relating to properties with a net book value (net of accumulated depreciation) of approximately $151,409,000 and $154,209,000, respectively, leased from Ross-Ade Foundation, Purdue Research Foundation, or the Indiana Purdue Fort Wayne Foundation.

On September 1, 2011, the University entered into a $615,000 lease agreement with the Indiana Purdue Fort Wayne Foundation for a child care center near the Fort Wayne campus. The lease was treated as a capital lease with a fair value of $515,000.

On December 21, 2012 the University entered into a $1,335,000 lease agreement with Purdue Research Foundation for the real estate commonly known as Kaplan Commons near the Calumet campus. The lease was treated as a capital lease with a fair value of $1,000,000.

Bonds Payable. As of June 30, 2015 and 2014, the balance of bonds payable was approximately $862,795,000 and $784,972,000, respectively. Bonds payable consisted of the following issues (dollars in thousands):

Issuance and Description	Issue Date	Interest Rates	Final Maturity Date	Total Outstanding June 30, 2015	Total Outstanding June 30, 2014	Current Outstanding June 30, 2015
Student Facilities System Revenue Bonds:						
Series 2004A						
Finance construction of Calumet student housing and parking garage facilities	2004	0.07%*	2033	$ 17,600	$ 17,600	$ 17,600
Series 2005A						
Finance construction and renovation of West Lafayette housing and food service facilities	2005	0.06% *	2029	6,020	6,020	6,020
Series 2007A						
Refund a portion of Student Facilities System Revenue Bond Series 2003A and 2003B	2007	5.00-5.25%	2029	59,840	61,865	2,160
Series 2007B						
Finance construction of the new West Lafayette dining court and Fort Wayne student housing facility	2007	5.00%	2018	3,510	23,110	795
Series 2007C						
Renovate a West Lafayette student housing facility, and finance construction on a new West Lafayette student housing facility	2007	0.06% *	2032	25,520	25,520	25,520
Series 2009A						
Finance construction of new West Lafayette and Calumet student housing, renovate a West Lafayette student housing facility, and refund a portion of commercial paper	2009	5.00%	2028	19,930	33,495	1,010
Series 2009B						
Finance Fort Wayne and West Lafayette student housing facilities, and refund a portion of commercial paper	2009	4.00-5.00%	2035	37,510	38,520	1,065
Series 2010A						
Taxable Build America Bonds to finance the renovation of West Lafayette student housing facilities, and refund a portion of commercial paper	2010	2.71-5.96%	2030	22,750	23,875	1,145
Series 2011A						
Refund a portion of Student Facilities System Revenue Bond Series 2004A, 2005A, and 2007C	2011	3.75-5.00%	2025	41,295	44,100	2,935
Series 2012A						
Finance construction for the West Lafayette student housing and parking facilities, and to refund a portion of Student Facilities System Revenue Bond Series 2003B and a portion of commercial paper	2012	3.13-5.00%	2032	38,825	42,100	3,455
Series 2015A						
Finance a portion of construction of West Lafayette Honors College and Residence Hall, refund a portion of Series 2007B and of Series 2009A.	2015	3.00-5.00%	2040	98,070	-	325
				370,870	316,205	62,030
Net unamortized premiums and costs				24,332	15,942	2,744
Total Student Facilities System Revenue Bonds				**$ 395,202**	**$ 332,147**	**$ 64,774**

**Variable interest rates are reset weekly and are based upon market conditions. Rates shown are as of June 30, 2015.*

Issuance and Description		Issue Date	Interest Rates	Final Maturity Date	Total Outstanding June 30, 2015	Total Outstanding June 30, 2014	Current Outstanding June 30, 2015
Student Fee Bonds:							
Series N							
	Refund Student Fee Bond Series B and D	1998	n/a	2014	$ -	$ 500	$ -
Series P							
	Refund Student Fee Bond Series M	1998	5.25%	2017	11,475	15,990	4,770
Series U							
	Refund a portion of Student Fee Bond Series Q	2005	3.85-5.25%	2022	24,670	27,355	2,815
Series W							
	Finance West Lafayette strategic infrastructure and utilities improvements	2006	5.00%	2015	1,895	31,515	1,895
Series X							
	Finance the construction of the West Lafayette Health and Human Sciences facility, add a wing to the West Lafayette Mechanical Engineering Building, West Lafayette power improvements, construct the Fort Wayne Student Services and Library Complex, for repair and rehabilitation projects, and to refund a portion of commercial paper	2009	5.00-5.25%	2028	85,510	89,615	4,330
Series Y							
	Refund Student Fee Bond Series S, T, and V	2010	4.00-5.00%	2027	58,255	61,490	3,370
Series Z-1							
	Finance a portion of construction of the West Lafayette Student Fitness and Wellness Center, Fort Wayne Parking Garage, and West Lafayette Repair & Rehabilitation projects as well as refund Student Fee Bond Series H, K, L, O, and a portion of Series R and a portion of commercial paper	2010	4.00-5.00%	2024	42,155	51,490	7,790
Series Z-2							
	Taxable Build America Bonds to finance a portion of the construction of the West Lafayette Student Fitness and Wellness Center and the Fort Wayne Parking Garage, and a portion of West Lafayette Repair & Rehabilitation projects	2010	1.61-5.33%	2035	99,305	100,010	2,500
Series AA							
	Finance a portion of construction of the West Lafayette Student Fitness and Wellness Center, Health and Human Sciences Facility, Repair & Rehabilitation projects on the West Lafayette campusand reallocation from Drug Discovery to Purdue North Central Student Services and Activities complex	2012	3.25-5.00%	2032	51,025	52,810	1,865
Series BB1							
	Finance a portion of construction of North Central Student Services and Activities Complex, Repair and Rehabilitation projects on the West Lafayette campus, refund energy improvement projects on all campuses originally financed with tax-exempt commercial paper and partially refund Series W.	2015	2.00-5.00%	2034	48,630	-	3,495
Series BB2							
	Taxable debt for reallocation of Drug Discovery from tax-exempt Series AA	2015	0.04-3.81%	2032	18,985	-	1,135
					441,905	430,775	33,965
Net unamortized premiums and costs					25,688	22,050	3,986
Total Student Fee Bonds					**$ 467,593**	**$ 452,825**	**$ 37,951**

The Student Facilities System Revenue Bonds are secured by a pledge of certain auxiliary net income and all other available funds, except student fees and state appropriations. Student Fee Bonds are secured by a pledge of mandatory student fees.

As of both June 30, 2015 and 2014, the University had approximately $49,140,000 included in Current Liabilities related to variable rate Student Facility System Revenue demand bonds (Series 2004A, Series 2005A, and Series 2007C). These bonds are backed by certain auxiliary revenues and other available funds, maturing serially through July 1, 2033. The bonds were issued under Indiana Code IC 21-34 and IC 21-35. The proceeds of the bonds were used to provide funds for certain capital improvements, refund certain interim financing, provide for construction period interest for a portion of the bonds, and pay costs incurred to issue the bonds.

The University may direct a change in the type of interest rate borne by the variable rate debt including variable rate COPs Series 2011A, in whole or in part, at any time from the weekly rate to a rate determined pursuant to one of six additional interest rate modes: a daily rate, a monthly rate, a quarterly rate, a semiannual rate, or a term rate (each an "adjustable rate"), or a fixed rate in accordance with the procedures provided in the indenture. However, if the debt is converted in whole or in part to a fixed rate, the interest rate on the debt so converted may not be subsequently changed to an adjustable rate.

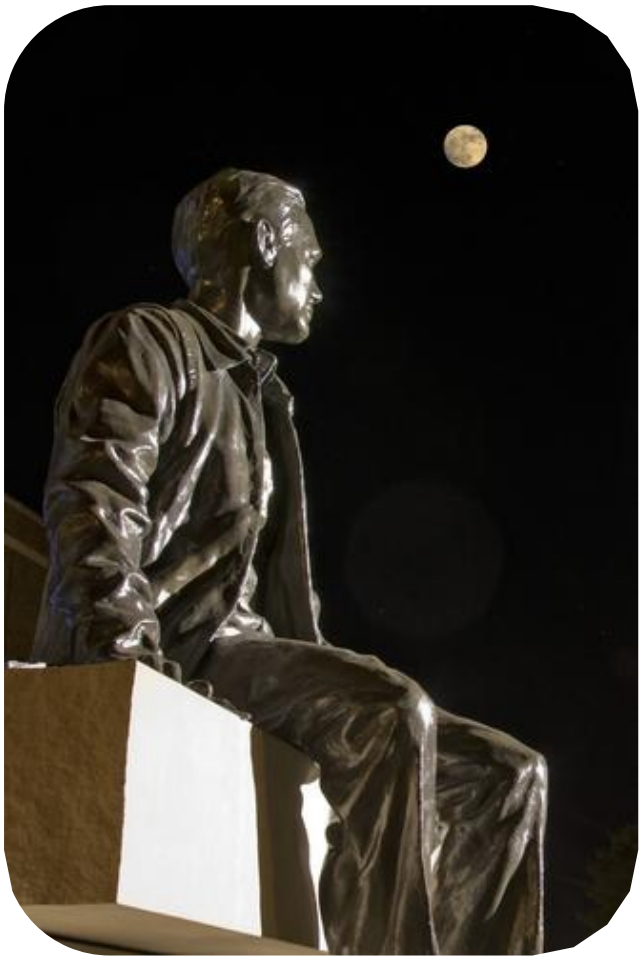
The variable rate bonds and certificates of participation are subject to purchase on the demand of the holder, a "put," at a price equal to principal plus accrued interest on seven days' notice and delivery to the University's remarketing agent. The remarketing agent is authorized to use its best efforts to sell these bonds at a price equal to 100 percent of the principal amount by adjusting the interest rate.

The University is provided a 24-hour notice if the remarketing agent is unable to resell any debt that is put to the University. In such a case, the University is required to provide the funds to satisfy the repurchase of the debt at 100% par value, plus interest accrued to the settlement date of the put. The University has chosen to provide self-liquidity in the event of a put from any holder of these variable rate bonds or certificates of participation.



On February 20, 2014, the University issued $21,955,000 of Certificates of Participation Series 2014A to fund the construction of a softball field at the West Lafayette campus, to pay for allowable construction period interest and cost of issuance, and to refund a portion of Certificates of Participation Series 2006. As a result of the refunding, the university estimates a reduction in its aggregate debt service payments over the life of the debt of approximately $1,680,789. The refunding resulted in an estimated economic gain (difference between the present value of the debt service payment on the old and new debt) of approximately $1,388,980.

On January 7, 2015, tax-exempt Student Fee Bonds, Series BB-1 were issued at par value $48,630,000 and a premium of approximately $7,210,000. Concurrently, taxable Student Fee Bonds, Series BB-2 were issued for par value of $18,985,000. The Series BB-1 bonds provided funds for construction of the Student Service and Activities Complex at the Purdue North Central campus and financed various West Lafayette repair and rehabilitation projects. The series also refunded all outstanding commercial paper, a portion of which funded several energy conservation projects at each of the Purdue campuses. A portion of the outstanding Student Fee Bonds, Series W was also refunded, resulting in a reduction in the University's aggregate debt service payments over the life of the debt of approximately $4,109,000. The refunding resulted in an estimated economic loss of approximately $1,027,000. The taxable Series BB-2 was issued to reallocate a portion of previously issued tax-exempt Series AA proceeds due to a change in use of a financed facility, the West Lafayette Drug Discovery building. Proceeds of Series AA were reallocated to the Student Services and Activities Complex at the Purdue North Central campus while the taxable proceeds from BB-2 were allocated to the West Lafayette Drug Discovery building.



On March 31, 2015, tax-exempt Student Facilities System Revenue Bonds, Series 2015A, were issued at par value of $98,070,000 and a premium of approximately $11,712,000. The series was issued to finance a portion of the construction of the West Lafayette Honors College and Residence Hall. The series also refunded a portion of each of the outstanding Student Facilities System Revenue Bonds, Series 2007B and Series 2009A bonds, $18,835,000 and $12,750,000, respectively. As a result of the refunding, the University will have a reduction in its aggregate debt service payments over the life of the debts of approximately $5,661,000. The refunding resulted in an economic loss of approximately $1,380,000.

Scheduled payments related to the debt for capital assets for the fiscal years ending June 30 are as follows (dollars in thousands):

Fiscal Year	Principal	Interest	Total
2016	$ 52,742	$ 41,193	$ 93,935
2017	52,885	40,009	92,894
2018	50,749	37,752	88,501
2019	51,199	35,462	86,661
2020	52,125	33,062	85,187
2021-2025	252,535	128,564	381,099
2026-2030	244,910	66,051	310,961
2031-2035	155,730	21,666	177,396
2036-2040	26,510	3,041	29,551
2041	4,330	-	4,330
	943,715	406,800	1,350,515
Net unamortized premiums and costs	51,921	-	51,921
Total	$ 995,636	$ 406,800	$ 1,402,436

Defeased Bond Issues. The University defeases bonds by prepayment or issuing new debt. The University's defeased debt is shown below (dollars in thousands). US Treasury obligations have been purchased in amounts sufficient to pay principal and interest payments through maturity when due and have been deposited in irrevocable trusts with the trustee. Neither the defeased bonds nor the related trusts are reflected in the accompanying financial statements.

	Final Maturity/	Amount Outstanding	
Description of Bonds	Call Date	June 30, 2015	June 30, 2014
Student Fee and Facilities:			
Student Facilities System Revenue Bonds, Series 2007	1/1/2017	$ 18,835	0
Student Facilities System Revenue Bonds, Series 2009	1/1/2016	$ 12,750	0
Student Fee Bonds:			
Student Fee Bonds, Series W	1/1/2016	$ 27,800	0

Operating Leases. The University has entered into various operating leases for facilities. The scheduled payments related to these operating leases for the fiscal years ending June 30 are as follows (dollars in thousands):

Fiscal Year	Lease Payments
2016	4,245
2017	3,660
2018	3,637
2019	2,300
2020	2,329
Total Future Minimum Payments	**$16,171**

Note 7— Other Debt Information

Other debt information is summarized below (dollars in thousands):

Long-term Liabilities	Balance July 1, 2014	Increases	Decreases	Balance June 30, 2015	Current Portion
Accrued Compensated Absences	$ 57,357	$ 27,917	$ 26,361	$ 58,913	$ 26,407
Other Post Employment Benefits	38,568	7,672	9,547	36,693	-
Funds Held in Trust for Others	8,153	6,537	7,225	7,465	-
Advances from Federal Government	19,930	-	39	19,891	-
Total	**$ 124,008**	**$ 42,126**	**$ 43,172**	**$ 122,962**	**$ 26,407**

Long-term Liabilities	Balance July 1, 2013	Increases	Decreases	Balance June 30, 2014	Current Portion
Accrued Compensated Absences	$ 60,645	$ 23,568	$ 26,856	$ 57,357	$ 26,361
Other Post Employment Benefits	36,179	7,523	5,134	38,568	-
Funds Held in Trust for Others	7,344	6,534	5,725	8,153	-
Advances from Federal Government	19,932	-	2	19,930	-
Total	**$ 124,100**	**$ 37,625**	**$ 37,717**	**$ 124,008**	**$ 26,361**

Other Post-Employment Benefits. The University offers medical insurance for official retirees and their dependents. As of July 1, 2014, separating employees who are 55 or older, and have at least 10 years of service are eligible.

Official retirees under the age of 65, and their dependents are given the option to continue their medical insurance if they pay the entire cost of the blended medical plan rate, which includes both active employees and early retirees. The early retirees benefit in that the cost of the benefit exceeds the cost of the plans, which creates an implicit rate subsidy.

After the retiree reaches the age of 65, the above program is no longer offered, however they may participate in a Medicare Supplement plan. The post-retirement Medicare Supplement plans are single-employer plans administered by the University, as authorized by the Trustees, and financed on a pay-as-you-go basis. Purdue's annual other post-employment benefit (OPEB) cost is calculated based on the annual required contribution of the employer, an amount actuarially determined in accordance with GASB Statement No. 45. The actuarial assumptions included are shown on the following pages. The annual required contribution represents a level of funding that, if paid on an ongoing basis, is projected to cover normal costs each year and amortizes any unfunded actuarial liabilities over a 20-year period.

During the year ended June 30, 2011, the Trustees approved a voluntary retirement incentive program for employees at least 60 years of age with at least 10 years of employment. The plan will contribute to a health reimbursement account (HRA) in the amount of $7,000 per year up to a total of $35,000, which can be used to pay health premiums and other allowable medical expenses. For both the years ended June 30, 2015 and 2014, there were 523 and 513, employees, respectively, participating in the voluntary retirement incentive program. For the years ending June 30, 2015 and 2014, the University had an outstanding liability associated with the health reimbursement accounts of approximately $5,661,000 and $4,347,000, respectively.

Purdue also offers a long-term disability program providing income continuation payments. Based on date of disability, some additional benefits may be extended. Prior to January 1, 2013, the program included retirement benefit payments, medical and life insurance premium payments for a small required premium paid by the employee. Those who were participating in the program at that date continue to receive the benefits until they reach the age of 65. Individuals with a date of disability beginning January 1, 2013, may continue medical benefits at the existing employee premiums until the employee becomes eligible for Medicare or for a maximum of three years after the employee becomes disabled, whichever comes first. All future and existing disability income benefit liability is fully insured through an insurance carrier.

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events into the future. Examples include assumptions about future employment, mortality, and the health-care cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The Schedule of Funding Progress presents trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations. The following tables show the components of the University's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in the University's net OPEB obligation (dollars in thousands):

Determination of Annual Required Contribution (ARC)

Cost Element	For Fiscal Year Ending June 30, 2015	For Fiscal Year Ending June 30, 2014
Normal cost	$ 3,179	$ 3,095
Amortization of the Unfunded Actuarial Accrued Liability	5,999	5,840
Total Annual Required Contribution (End of year)	**$ 9,178**	**$ 8,935**

Schedule of Employer Contributions

Fiscal Year Ending	Annual Required Contributions	Actual Contributions	Percentage Contributed
June 30, 2008	$ 11,014	$ 4,880	44%
June 30, 2009	$ 11,297	$ 5,293	47%
June 30, 2010	$ 12,750	$ 6,242	49%
June 30, 2011	$ 14,755	$ 6,138	42%
June 30, 2012	$ 11,463	$ 8,032	70%
June 30, 2013	$ 11,675	$ 6,190	53%
June 30, 2014	$ 7,523	$ 5,134	68%
June 30, 2015	$ 7,672	$ 9,547	124%

Schedule of Funding Progress

Actuarial Valuation Date	Actuarial Value of Assets (a)	Actuarial Accrued Liability (AAL) (b)	Unfunded/ (Overfunded) AAL (UAAL) (b) - (a)	Funded Ratio (a)/(b)
January 1, 2007	-	$ 72,948	$ 72,948	0%
January 1, 2009	-	$ 76,492	$ 76,492	0%
January 1, 2009*	-	$ 97,703	$ 97,703	0%
January 1, 2011**	-	$ 89,872	$ 89,872	0%
January 1, 2013	-	$ 72,335	$ 72,335	0%

* Updated to include the estimated effect of the Retirement Incentive Program

** Updated to incorporate new claim estimates and reduced disability rates based on historical trends

Net OPEB Obligation (NOO)

Actuarial Valuation Date	Fiscal Year End	Annual Required Contribution (a)	Interest on Existing NOO (b)	ARC Adjustment (c)	Annual OPEB Cost (a) + (b) + (c) (d)	Actual Contribution Amount (e)	Net Increase in NOO (d) - (e) (f)	NOO as of End of Year (g)
January 1, 2007	June 30, 2008	$ 11,014	$ -	$ -	$ 11,014	$ 4,880	$ 6,134	$ 6,134
January 1, 2007	June 30, 2009	$ 11,363	$ 307	$ (373)	$ 11,297	$ 5,293	$ 6,004	$ 12,138
January 1, 2009	June 30, 2010	$ 12,949	$ 607	$ (806)	$ 12,750	$ 6,242	$ 6,508	$ 18,646
January 1, 2009	June 30, 2011	$ 15,060	$ 932	$ (1,237)	$ 14,755	$ 6,138	$ 8,617	$ 27,263
January 1, 2011	June 30, 2012	$ 12,158	$ 1,363	$ (2,058)	$ 11,463	$ 8,032	$ 3,431	$ 30,694
January 1, 2011	June 30, 2013	$ 12,458	$ 1,535	$ (2,318)	$ 11,675	$ 6,190	$ 5,485	$ 36,179
January 1, 2013	June 30, 2014	$ 8,935	$ 1,447	$ (2,859)	$ 7,523	$ 5,134	$ 2,389	$ 38,568
January 1, 2013	June 30, 2015	$ 9,177	$ 1,543	$ (3,048)	$ 7,672	$ 9,547	$ (1,875)	$ 36,693



Valuation Date	January 1, 2013
Actuarial cost method	Entry age normal, level percent of pay
Amortization method	20 years from date of establishment, closed, level percent of pay
Asset valuation method	N/A, no assets in trust
Actuarial assumptions:	
Discount rate	4%
Projected payroll increases	3%
Health care cost trend rate:	
Medical	7.5% graded to 5% over 5 years
Prescription Drugs	7.5% graded to 5% over 5 years
Vision	3%
Administrative Costs	3%

Plan membership:	January 1, 2013
Current retirees and surviving spouses	314
Current disabled	189
Current active members	11,981
Total	12,484



Note 8—Operating Expenses by Function

Operating expenses by functional classification are summarized as follows (dollars in thousands):

June 30, 2015

Function	Compensation & Benefits	Supplies and Services	Depreciation	Scholarships, Fellowships & Student Awards	Total
Instruction	$ 524,258	$ 98,199	$ -	$ -	$ 622,457
Research	159,195	62,909	-	-	222,104
Extension and Public Service	69,153	62,172	-	-	131,325
Academic Support	98,897	41,505	-	-	140,402
Student Services	38,582	9,091	-	-	47,673
General Administration and Institutional Support	111,520	33,006	-	-	144,526
Physical Plant Operations and Maintenance	76,855	55,247	-	-	132,102
Depreciation	-	-	157,751	-	157,751
Student Aid	-	-	-	72,079	72,079
Auxiliary Enterprises	140,347	76,878	-	-	217,225
Total	**$ 1,218,807**	**$ 439,007**	**$ 157,751**	**$ 72,079**	**$ 1,887,644**

June 30, 2014

Function	Compensation & Benefits	Supplies and Services	Depreciation	Scholarships, Fellowships & Student Awards	Total
Instruction	$ 552,781	$ 93,902	$ -	$ -	$ 646,683
Research	158,597	76,410	-	-	235,007
Extension and Public Service	83,160	64,921	-	-	148,081
Academic Support	87,968	47,794	-	-	135,762
Student Services	39,017	6,968	-	-	45,985
General Administration and Institutional Support	107,851	55,155	-	-	163,006
Physical Plant Operations and Maintenance	79,940	51,296	-	-	131,236
Depreciation	-	-	148,356	-	148,356
Student Aid	-	-	-	72,291	72,291
Auxiliary Enterprises	92,164	89,110	-	-	181,274
Total	**$ 1,201,478**	**$ 485,556**	**$ 148,356**	**$ 72,291**	**$ 1,907,681**

Note 9 — Retirement Plans

Authorization. Authorization to establish retirement plans is stated in Indiana Code IC 21-38-7.

All Employees. University employees are participants in various retirement programs, including the Federal Insurance Contributions Act (FICA). During the years ended June 30, 2015 and 2014, the University's contribution to FICA was approximately $53,524,000 and $52,405,000, respectively.

Defined Contribution Plans. Certain employees of the University participate in defined contribution plans. Benefit provisions are established and/or amended by the Trustees. University defined contribution plans are all administered through Fidelity Investments. Plan contributions are made at the time the associated payroll is issued, so there is not a material outstanding liability at June 30, 2015 or 2014.

Faculty and Administrative/Professional Staff. Faculty, professional, and certain administrative employees of the University participate in the exempt employees' defined contribution plans. Faculty and management personnel participate immediately upon employment; others must satisfy a three-year waiting period. Effective January 1, 2011, the University contributes 10% of each participating employee's salary to the Purdue University 403(b) defined contribution retirement plan. Employee contributions are not required but may be made on a voluntary basis to the Purdue University 403(b) voluntary tax-deferred annuity plan and/or the Purdue University 457(b) deferred compensation plan. Those eligible to participate in the defined contribution plan also participate in the Purdue University 401(a) Profit Sharing Plan. This plan requires a mandatory employee contribution of 4% of their salary. Funds in all exempt employees defined contribution plans are immediately vested, so no forfeitures exist in these plans.

For the years ended June 30, 2015 and 2014, there were 6,884 and 6,973 employees, respectively, participating in the plans with annual pay equal to approximately $572,478,000 and $556,325,000, respectively. For the years ended June 30, 2015 and 2014, the University made contributions totaling approximately $56,445,000 and $55,868,000, respectively, to these plans.

Clerical, Service, and Operations/Technical Assistants. Clerical, service, and operations/technical assistants hired on or after September 9, 2013 and employed at least half-time participate in the non-exempt employees' defined contribution plan. Benefits eligible employees in this category participate immediately upon date of employment. The University provides a base contribution of 4% of the participating employee's salary each pay period to the Purdue University 403(b) defined contribution retirement plan. This plan has a three year vesting period for this employee group, and there is not a material forfeiture balance at this time. Employee contributions are not required but may be made on a voluntary basis to the Purdue University 403(b) voluntary tax-deferred annuity plan. The University will match voluntary employee pre-tax contributions up to 4% of earnings each pay period. Employees may also contribute voluntarily to the Purdue University 457(b) Deferred Compensation Plan, but these contributions are not matched.

For the years ended June 30, 2015 and 2014, there were 1,088 and 385 employees, respectively, participating in the plan with annual pay equal to approximately $18,333,000 and $4,338,000, respectively. For the year ended June 30, 2015 and 2014, the University made base contributions totaling approximately $688,000 and $140,000, respectively, and matching contributions totaling approximately $540,000 and $89,000, respectively, to the plan.

Defined Benefit Plans. Certain employees of the University participate in defined benefit plans administered by other agencies. Actuarial information related to the University's portion of these plans are disclosed in the Required Supplementary Information (RSI) at the back of the Financial Report.

PERF. Regular clerical and service staff employed at least half-time and hired on or prior to September 8, 2013, participate in the Public Employees Retirement Fund (PERF), a retirement program administered by Indiana Public Retirement System (INPRS), an agency of the state of Indiana. PERF, as part of the implementation of GASB 67 changed from an agent to a cost-sharing, multiple-employer defined benefit plan effective July 1, 2013 based on 35 IAC 21-1-1, 35 IAC 21-1-2, and amended IC 5-10.1-1-11(b).

PERF was established to provide retirement benefits to plan members and beneficiaries. Benefit provisions are established and/or amended by the State of Indiana. The PERF retirement benefit consists of the sum of a defined pension benefit provided by employer contributions plus the amount credited to the member's annuity savings account. Employees were eligible to participate in this plan immediately upon employment and are fully vested in the defined benefit plan after 10 years of employment. The monthly pension benefits for members in pay status may be increased periodically for cost of living adjustments (COLA). Such increases are not guaranteed by statute, have historically been provided on an "ad hoc" basis and can only be granted by the Indiana General Assembly.

The required contributions are determined by INPRS Board of Trustees based on actuarial investigation and valuation in accordance with IC 5-10.2-2-11. For the years ended June 30, 2015 and 2014, the University was required to contribute 11.2% of the employee's salary. The employee contribution of 3% of the employee's salary is being made by the University on behalf of the employee.

The financial statements of INPRS, including PERF, have been prepared using the accrual basis of accounting in conformity with generally accepted accounting principles as applied to government units. Oversight of INPRS' assets is the responsibility of the INPRS Board of Trustees. Indiana law requires the Board to establish investment guidelines and limits on all types of investments and take other actions necessary to fulfill its duty as a fiduciary for all assets under its control. Both pooled and non-pooled investments are reported at fair value. Benefits are recognized when due and payable to members or other beneficiaries. Benefits are paid once the retirement or survivor applications have been processed and approved. INPRS issues a publicly available financial report that includes financial statements, notes, and required supplementary information for the plan as a whole and for its participants. That report may be obtained by writing to: Indiana Public Retirement System, One North Capitol Ave., Suite 001, Indianapolis, IN 46204; or by visiting www.in.gov/inprs/annualreports.htm.

For the years ended June 30, 2015 and 2014, there were 3,967 and 4,651 employees, respectively, participating in PERF. The University's proportionate share of PERF's Net Pension Liability, based on covered payroll of approximately $138,081,000 was 2.82819% for the measurement date June 30, 2014, which was the date used for this financial report. The proportionate share of the Net Pension Liability as calculated by INPRS under GASB 68 guidance was approximately $74,323,000 as of June 30, 2015. The University made contributions to the plan totaling approximately $16,942,000 and $19,746,000 for the years ending June 30, 2015 and 2014, respectively. The amount of contribution made after the measurement date, which is shown as a deferred outflow was approximately $13,405,000 for the year ended June 30, 2015. The proportionate share of pension plan expense for the year ended June 30, 2015 as calculated under GASB 68 guidance was approxi-

mately $6,924,000, less net amortization of deferred amounts of approximately $1,212,000, leaving a net pension expense of approximately $5,712,000.

Actuarial calculations reflect a long-term perspective and the significant assumptions used in the actuarial valuation to calculate the total pension liability follow. The valuation date for assets was June 30, 2014, and the valuation date for liabilities was June 30, 2013 with standard actuarial roll forward techniques used to project the total pension liability at June 30, 2014. The amortization method and period are Level Dollar Closed over 30 years. The actuarial cost method is entry age normal (Level Percent of Payroll) cost. The employer required contribution is determined using an asset smoothing method. The actuarial assumptions include a 6.75% investment rate of return (net of administrative expenses), inflation rate of 3.0% per year, projected salary increases of 3.25% - 4.5% per year, and 1% per year cost of living adjustments, all based on the period of 5 years ended June 30, 2010, the most recent study date. Mortality rates were based on the 2013 IRS Static Mortality table for Males or Females, as appropriate, with adjustments for mortality improvements based on Scale AA.

The long-term return expectation has been determined by using a building-block approach and assumes a time horizon, as defined in the INPRS Investment Policy Statement. A forecasted rate of inflation serves as the baseline for the return expectation. Various real return premiums over the baseline inflation rate have been established and the long-term expected nominal rate of return has been determined by calculating a weighted average of the expected real return premiums for each asset class, adding the projected inflation rate, and adding the expected return from rebalancing uncorrelated asset classes.

		Geometric Basis
	Target Asset Allocation	Long-Term Expected Real Rate of Return
Public Equity	22.5%	6.0%
Private Equity	10.0%	7.7%
Fixed Income - Ex Inflation-Linked	22.0%	2.1%
Fixed Income - Inflation-Linked	10.0%	0.5%
Commodities	8.0%	2.5%
Real Estate	7.5%	3.9%
Absolute Return	10.0%	1.8%
Risk Parity	10.0%	4.3%

Total pension liability was calculated using the discount rate of 6.75%. The projection of cash flows used to determine the discount rate assumed the contributions would at the minimum be made at the actuarially determined required rates computed in accordance with the current funding policy, adopted by the Board. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (6.75%). Based on those assumptions, the plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefits to determine the total pension liability.

Net pension liability is sensitive to changes in the discount rate, and to illustrate the potential impact the following table presents the net pension liability calculated using the discount rate of 6.75%, as well as what each plan's net pension liability would be if it were calculated using a discount rate that is one percentage point lower (5.75%), or one percentage point higher (7.75%) than the current rate:

1% Decrease (5.75%)	Current (6.75%)	1% Increase (7.75%)
$ 119,313,811	$ 74,322,998	$ 36,204,146

As a result of GASB 68 implementation, several new categories of deferred outflows and inflows of resources are now required to be reported and disclosed, as follows:

Summary of Deferred Outflows and Inflows of Resources

(Dollars in Thousands)

	As of June 30, 2015	
	Deferred Outflows	Deferred Inflows
Differences between expected and actual experience	$ -	$ 334
Net difference between projected and actual investment earnings on pension plan investments	-	14,444
Changes in proportion and differences between employer contributions and proportionate share of contributions	606	4,849
Contribution made after the measurement date	13,405	-
Total Deferred Outflows and Inflows	$ 14,011	$ 19,627



These deferred outflows and inflows of resources are required to be amortized over either a 4.5 or 5 year life, depending upon the nature of the item. Amortization of these items is presented in the following table:

Amortization of Net Deferred Outflows/Inflows of Resources		
2015	$	(4,918,492)
2016		(4,918,492)
2017		(4,918,492)
2018		(4,264,770)
2019		-
Thereafter		-
Total	$	(19,020,246)

Police/Fire. A supplemental pension program for police officers and firefighters (Police/Fire) was authorized by the Trustees on March 13, 1990, and was established on July 1, 1990. In conjunction with other retirement plans offered by the University, this plan provides police officers and firefighters employed by the University with a total retirement benefit that is comparable to the benefits received by municipal police and fire personnel in Indiana. Benefit provisions are established and/or amended by the Trustees. The program is an agent single-employer defined benefit plan, funded through group annuities, and administered through the Teachers Insurance and Annuity Association (TIAA). The plan provides for vesting after the completion of 10 years of covered employment, and employees are eligible for normal retirement benefits after the completion of 20 years of covered employment, and attainment of 55 years of age. The normal benefit payable under this plan is an amount equal to 50% of the annual base salary of a nonprobationary-level police officer at each campus, as in effect at the time of a member's retirement, reduced by the amount of any pension benefits payable under other University retirement programs, including TIAA-CREF and PERF. Employees covered by this plan are required to make contributions equal to 3% of the current salary for a nonprobationary-level police officer. University contributions are to be in such additional amounts as needed to maintain the plan on an actuarially sound basis. Financial reports related to this plan may be obtained by writing to: Abby Daniels, Public Records Officer; Purdue University, Hovde Hall, 610 Purdue Mall, West Lafayette, IN 47907-2040.

For the years ending June 30, 2015 and 2014, there were 104 and 101 employees, respectively, participating in Police/Fire. The University made contributions to this plan totaling approximately $1,030,000 and $1,260,000 for the years ending June 30, 2015 and 2014, respectively.

The pension benefit obligation was computed as part of an actuarial valuation performed as of July 1, 2014. The actuarial valuation was the projected unit credit actuarial cost method over 30 years. The actuarial assumptions include a 6.25% investment rate of return, projected salary increases of 3% per year, and 3% per year cost of living adjustments.

Three-Year-Trend Information (dollars in thousands)

Plan	Annual Required Contribution	Interest on Net Pension Obligation	Adjustment to Annual Required Contribution	Annual Pension Cost	Contributions Made [2]	Increase (Decrease) in Net Pension Obligation	Net Pension Obligation, Beginning of Year	Net Pension Obligation, End of Year	Percentage of APC Contributed
Police/Fire									
July 1, 2014 [1]	812	44	(271)	585	1,068	(483)	(101)	(584)	183%
July 1, 2013	780	70	180	1,030	1,307	(277)	176	(101)	127%
July 1, 2012	767	85	435	1,286	1,166	120	56	176	91%

[1] Actuarial data for 2015 was not available at the time of this report.

[2] Police/Fire contributions include interest earnings.

Cooperative Extension Service. As of June 30, 2015 and 2014, there were 11 and 14 staff members, respectively, with federal appointments employed by the Indiana Cooperative Extension Service and covered by the Federal Civil Service Retirement System. The University contributed $71,000 and $94,000 during the years ended June 30, 2015 and 2014, respectively, to this plan.



Note 10 – Discretely Presented Component Units

Summary financial information as of and for the years ended June 30, 2015 and 2014, for the University's discretely presented component units are presented in the tables below.

Discretely Presented Component Unit Statement of Financial Position

June 30, 2015 (Dollars in Thousands)

	Purdue Research Foundation	Ross-Ade Foundation	IPFW Foundation	Component Unit Total
Assets:				
Cash and Cash Equivalents	$ 13,016	$ 195	$ 211	$ 13,422
Accounts Receivable, Net	38,683	33	58	38,774
Other Assets	-	2	3	5
Investments	2,514,584	1,052	9,956	2,525,592
Pledges Receivable, Net	-	-	-	-
Lease Purchase Agreements	-	129,081	183	129,264
Notes Receivable, Net	10,546	1,079	-	11,625
Interest in Charitable Perpetual Trusts	15,677	-	-	15,677
Capital Assets, Net of Accumulated Depreciation	162,626	151	7,526	170,303
Total Assets	**2,755,132**	**131,593**	**17,937**	**2,904,662**
Liabilities:				
Accounts Payable and Accrued Expenses	25,275	-	17	25,292
Due on Split Interest Agreements	57,100	-	-	57,100
Deposits Held in Custody for Others	1,607,232	-	-	1,607,232
Bonds (Net), Leases and Notes Payable	89,949	129,620	-	219,569
Other Liabilities	19,672	-	-	19,672
Total Liabilities	**1,799,228**	**129,620**	**17**	**1,928,865**
Net Assets:				
Temporarily Restricted	695,258	1,973	4,061	701,292
Permanently Restricted	134,702	-	7,091	141,793
Unrestricted	125,944	-	6,768	132,712
Total Net Assets	**$ 955,904**	**$ 1,973**	**$ 17,920**	**$ 975,797**

Discretely Presented Component Unit Statement of Financial Position

June 30, 2014 (Dollars in Thousands)

	Purdue Research Foundation	Ross-Ade Foundation	IPFW Foundation	Component Unit Total
Assets:				
Cash and Cash Equivalents	$ 4,593	$ 218	$ 176	$ 4,987
Accounts Receivable, Net	32,985	-	30	33,015
Other Assets	-	2	3	5
Investments	2,598,365	1,926	10,379	2,610,670
Pledges Receivable, Net	-	-	-	-
Lease Purchase Agreements	-	121,910	281	122,191
Notes Receivable, Net	11,244	1,079	-	12,323
Interest in Charitable Perpetual Trusts	16,016	-	-	16,016
Capital Assets, Net of Accumulated Depreciation	153,757	4,770	7,547	166,074
Total Assets	**2,816,960**	**129,905**	**18,416**	**2,965,281**
Liabilities:				
Accounts Payable and Accrued Expenses	25,708	1,134	33	26,875
Due on Split Interest Agreements	58,290	-	-	58,290
Deposits Held in Custody for Others	1,668,966	-	-	1,668,966
Bonds (Net), Leases and Notes Payable	86,752	127,110	-	213,862
Other Liabilities	21,112	-	-	21,112
Total Liabilities	**1,860,828**	**128,244**	**33**	**1,989,105**
Net Assets:				
Temporarily Restricted	703,155	1,661	4,166	708,982
Permanently Restricted	131,799	-	7,297	139,096
Unrestricted	121,178	-	6,920	128,098
Total Net Assets	**$ 956,132**	**$ 1,661**	**$ 18,383**	**$ 976,176**



Discretely Presented Component Unit Statement of Activities
For the Year Ended June 30, 2015 (Dollars in Thousands)

	Purdue Research Foundation	Ross-Ade Foundation	IPFW Foundation	Component Unit Total
Revenue and Support				
Amount Received for Purdue University Research Proje	$ 3,591	$ -	$ -	$ 3,591
Less Payments to Purdue University	(3,591)	-	-	(3,591)
Administrative Fee on Research Projects	-	-	-	-
Contributions	67,427	974	479	68,880
Income on Investments	14,904	4,663	452	20,019
Net Unrealized and Realized Gains	17,074	-	(218)	16,856
Change in Value of Split Interest Agreements	(2,432)	-	-	(2,432)
Increase in Interests in Perpetual Trusts	(339)	-	-	(339)
Rents	14,364	8	120	14,492
Royalties	5,105	-	-	5,105
Other	33,587	-	27	33,614
Total Revenue and Support	**149,690**	**5,645**	**860**	**156,195**
Expenses and Losses				
Expenses for the Benefit of Purdue University				
Contributions to Purdue University	19,233	-	1,130	20,363
Patent and Royalty	3,654	-	-	3,654
Grants	52,595	-	-	52,595
Services for Purdue University	830	-	-	830
Development Office	-	-	-	-
Other	3,596	-	65	3,661
Total Expenses for the Benefit of Purdue University	**79,908**	**-**	**1,195**	**81,103**
Administrative and Other Expenses				
Salaries and Benefits	27,108	-	-	27,108
Property Management	13,601	974	116	14,691
Professional Fees	10,744	-	-	10,744
Supplies	1,578	-	-	1,578
Interest	4,403	4,349	-	8,752
Research Park	2,541	-	-	2,541
Other	10,035	10	12	10,057
Total Administrative and Other Expenses	**70,010**	**5,333**	**128**	**75,471**
Change in Net Assets	(228)	312	(463)	(379)
Net Assets, Beginning of Period	956,132	1,661	18,383	976,176
Net Assets, End of Period	**$ 955,904**	**$ 1,973**	**$ 17,920**	**$ 975,797**

Discretely Presented Component Unit Statement of Activities
For the Year Ended June 30, 2014 (Dollars in Thousands)

	Purdue Research Foundation	Ross-Ade Foundation	IPFW Foundation	Component Unit Total
Revenue and Support				
Amount Received for Purdue University Research Projects	$ 2,380	$ -	$ -	$ 2,380
Less Payments to Purdue University	(2,380)	-	-	(2,380)
Administrative Fee on Research Projects	-	-	-	-
Contributions	14,651	1,728	1,106	17,485
Income on Investments	15,492	4,810	435	20,737
Net Unrealized and Realized Gains	131,415	-	737	132,152
Change in Value of Split Interest Agreements	(9,044)	-	-	(9,044)
Increase in Interests in Perpetual Trusts	1,424	-	-	1,424
Rents	11,820	8	126	11,954
Royalties	6,963	-	-	6,963
Other	17,259	-	19	17,278
Total Revenue and Support	**189,980**	**6,546**	**2,423**	**198,949**
Expenses and Losses				
Expenses for the Benefit of Purdue University				
Contributions to Purdue University	18,244	-	1,806	20,050
Patent and Royalty	6,281	-	-	6,281
Grants	12,589	-	-	12,589
Services for Purdue University	340	-	-	340
Development Office	750	-	-	750
Other	2,206	-	60	2,266
Total Expenses for the Benefit of Purdue University	**40,410**	-	**1,866**	**42,276**
Administrative and Other Expenses				
Salaries and Benefits	18,062	-	-	18,062
Property Management	10,413	2,004	112	12,529
Professional Fees	3,874	-	-	3,874
Supplies	718	-	-	718
Interest	4,269	4,474	1	8,744
Research Park	1,384	-	-	1,384
Other	8,379	18	12	8,409
Total Administrative and Other Expenses	**47,099**	**6,496**	**125**	**53,720**
Change in Net Assets	102,471	50	432	102,953
Net Assets, Beginning of Period	853,661	1,611	17,951	873,223
Net Assets, End of Period	**$ 956,132**	**$ 1,661**	**$ 18,383**	**$ 976,176**

In addition to items in Note 6, Debt Related to Capital Assets, PRF provided grants, contracts, and gifts to the University totaling approximately $32,274,000 and $32,539,000 as of June 30, 2015 and 2014, respectively.

Note 11 — Contingent Liabilities and Commitments

Legal Actions. In the normal course of its activities, the University is a party in various legal actions. Although it is involved in a number of claims, the University does not anticipate significant losses or costs. After taking into consideration legal counsel's evaluation of pending actions, the University believes that the outcome thereof will not have a material effect on the financial statements.

Construction Projects. As of June 30, 2015 and 2014, contractual obligations for capital construction projects were approximately $84,776,000 and $42,386,000, respectively.

Natural Gas Procurement. The University has entered into various forward contracts to purchase natural gas at a specified time in the future at a guaranteed price. This activity allows the University to plan its natural gas costs for the year and to protect itself against an increase in the market price of the commodity. It is possible that the market price before or at the specified time to purchase natural gas may be lower or higher than the price at which the University is committed to buy. This would reduce or increase the value of the contract. The University could sell the forward contract at a loss or gain and then buy natural gas on the open market. The University is also exposed to the failure of the counterparty to fulfill the contract. The terms of the contract include provisions for recovering the cost in excess of the guaranteed price from the counterparty if the counterparty fails to deliver quantity at the guaranteed price at the specified time resulting in the University having to procure natural gas on the open market.

Limited Partnership Agreements. For June 30, 2015, all PIP (Purdue Endowment Investment Policy) investments are held at PRF including private placements and investments in limited partnerships. As a result, the University no longer has an obligation to make periodic payments on these investments. Previously, under the terms of various limited-partnership agreements approved by the University's Board of Trustees, the University was obligated to make periodic payments for commitments to venture capital, private equity, natural resources, and real estate investments. As of June 30, 2014, the University had the following unfunded commitments: approximately $55,194,000 to approximately 55 private equity/ venture capital managers, approximately $30,513,000 to approximately 20 private real estate managers, approximately $31,437,000 to approximately 25 natural resource managers. The University continues to have an unfunded commitment of approximately $77,000 at both June 30, 2015 and 2014 to the Indiana Future Fund. These amounts are not included as liabilities in the accompanying Statement of Net Position. For the June 30, 2014 reporting period, outstanding commitments were estimated to be paid based on the capital calls from the individual manager, subject to change due to market conditions.

Note 12 – Subsequent Events

On May 6, 2015, the State of Indiana passed HB1466 related to the public employees' retirement fund (PERF), effective July 1, 2015. This bill applies to employers who chose to discontinue adding new employees (freeze participation) to PERF's plan prior to the bill's effective date and requires these employers to pay PERF for the unfunded actuarial accrued liability (UAAL) associated with employees that remain in the plan. As discussed in Note 9, regular clerical and service staff employed at least half time and hired on or before September 8, 2013 are participants in the PERF plan and employees hired subsequently are enrolled in a defined contribution plan, therefore this bill applies to the University.

The portion of pension liability for our employees that remain in the PERF plan will be calculated by the Indiana Public Retirement System (INPRS). This House Bill discusses the payment options related to the UAAL as well as future contribution rates for the ongoing participants in the plan and other issues related to pension plan options. Since the financial statements and notes already reflect the university's unfunded actuarial accrued liability, this legislation does not result in an additional liability or disclosure, but is presented as information for financial statement users.



Required Supplementary Information

SCHEDULE OF PURDUE'S SHARE OF THE NET PENSION LIABILITY
INDIANA PUBLIC EMPLOYEE RETIREMENT FUND (PERF)
(Dollar Amounts in Thousands)
June 30,

		2014*		**2013***
Proportion of the Net Pension Liability		2.8%		3.0%
Proportionate Share of the Net Pension Liability	$	74,323	$	103,102
Covered-employee payroll	$	138,081	$	144,526
Proportionate share of the Net Pension Liability as a percentage of covered-employee payroll		53.8%		71.3%
Plan fiduciary net position as a percentage of the total pension liability		84.3%		78.8%

SCHEDULE OF PURDUE'S CONTRIBUTIONS
INDIANA PUBLIC EMPLOYEE RETIREMENT FUND (PERF)
(Dollar Amounts in Thousands)
June 30,

		2014*		**2013***
Contractually required contribution	$	15,471	$	13,894
Contributions in relation to the contractually required contribution	$	15,471	$	13,894
Contribution deficiency		-		-
Covered-employee payroll	$	138,081	$	144,526
Contributions as a percentage of covered-employee payroll		11.2%		9.6%

**Based on INPRS previous fiscal year audit and report on allocation of pension amounts. Ie: FY2015 Purdue reported amounts based on INPRS FY2014 report.*

Required Supplementary Information
Retirement Plans--Schedule of Funding Progress Police/Fire Supplemental
Fiscal Year Ended June 30, 2015
(Dollar Amounts in Thousands)

	Actuarial Valuation Date*	Actuarial Value of Plan Assets	Actuarial Accrued Liability	Total Unfunded (Excess) Actuarial Liability	Funded Ratio	Annual Covered Payroll	Liability to Payroll	Annual Pension Cost (APC)	Actual Contribution	Percentage of APC Contributed	Net Pension Obligation (Benefit)
Police/Fire Supplemental											
	7/1/2005	16,209	18,724	2,515	86.6%	4,675	53.8%	822	825	100.4%	(228)
	7/1/2006	17,595	19,074	1,479	92.2%	4,595	32.2%	623	846	135.8%	(452)
	7/1/2007	19,679	19,984	305	98.5%	4,854	6.3%	528	645	122.2%	(569)
	7/1/2008	20,014	21,441	1,427	93.3%	5,318	26.8%	685	573	83.6%	(457)
	7/1/2009	19,026	22,190	3,164	85.7%	5,537	57.1%	899	670	74.5%	(228)
	7/1/2010	20,163	23,131	2,968	87.2%	5,582	53.2%	956	878	91.8%	(150)
	7/1/2011	22,560	26,385	3,825	85.5%	5,677	67.4%	1,182	976	82.6%	56
	7/1/2012	23,438	27,329	3,891	85.8%	5,648	68.9%	1,286	1,166	90.7%	176
	7/1/2013	25,809	27,780	1,971	92.9%	5,611	35.1%	1,030	1,307	126.9%	(101)
	7/1/2014	29,465	28,897	(568)	102.0%	5,803	-9.8%	585	1,068	182.6%	(584)

*Data for 2015 not available from actuaries at date of issuance



Total In-State Enrollment by County

Fall, 2014-15 Academic Year

The overall (in-state and out-of-state) enrollment at Purdue University was 68,649 students for the 2014-15 fall semester. The breakdown was West Lafayette, 38,770, Calumet, 9,501, Fort Wayne, 13,214, North Central 6,177, Statewide Technology, 987. Enrollment numbers do not include 5,767 Purdue University students at Indiana University-Purdue University Indianapolis. Although students came to Purdue from all over the world, 65% system-wide came from within Indiana.



County	West Lafayette	Regional Campuses	Statewide Technology Locations	Total
Adams	73	500	2	575
Allen	823	7,012	1	7,836
Bartholomew	185	30	63	278
Benton	79	4	5	88
Blackford	13	35	1	49
Boone	433	10	1	444
Brown	16	3	5	24
Carroll	134	7	8	149
Cass	119	29	9	157
Clark	81	3	65	149
Clay	35	2		37
Clinton	156	7	15	178
Crawford	6	1	2	9
Daviess	23	1	3	27
DeKalb	81	562		643
Dearborn	115	7	2	124
Decatur	68	3	8	79
Delaware	93	40	19	152
Dubois	138	4	5	147
Elkhart	316	204	21	541
Fayette	21	1	12	34
Floyd	108	7	52	167
Fountain	79	-	4	83
Franklin	58	5	3	66
Fulton	67	143	1	211
Gibson	51	4	1	56
Grant	90	85	4	179
Greene	35	4	1	40
Hamilton	1,847	52	15	1,914
Hancock	251	12	6	269
Harrison	39	1	31	71
Hendricks	548	27	4	579
Henry	70	6	14	90
Howard	273	26	64	363
Huntington	77	347	2	426
Jackson	79	4	14	97
Jasper	110	318	1	429
Jay	27	23	3	53
Jefferson	49	4	7	60
Jennings	17	2	5	24
Johnson	295	18	8	321
Knox	57	3	8	68
Kosciusko	190	6,595	3	6,788
La Porte	196	1,644	2	1,842
Lagrange	53	320		373
Lake	1,167	1,374	1	2,542
Lawrence	72	8	1	81
Madison	176	60	49	285
Marion	1,474	94	15	1,583
Marshall	145	103	11	259
Martin	10	3	3	16
Miami	73	25	13	111
Monroe	148	26	3	177
Montgome	143	3	3	149
Morgan	128	15	2	145
Newton	36	96	1	133
Noble	72	561		633
Ohio	2	-		2
Orange	22	1	4	27
Owen	16	2	1	19
Parke	32	-		32
Perry	19	-	1	20
Pike	14	1		15
Porter	455	2,992		3,447
Posey	71	2		73
Pulaski	47	28	1	76
Putnam	76	2	1	79
Randolph	34	10	2	46
Ripley	68	5	3	76
Rush	32	2	3	37
Scott	14	1	9	24
Shelby	74	6	3	83
Spencer	51	1	3	55
St Joseph	748	186	103	1,037
Starke	36	197	1	234
Steuben	65	275	1	341
Sullivan	12	3		15
Switzerland	9	-		9
Tippecanoe	2,968	66	88	3,122
Tipton	58	5	11	74
Union	10	1	3	14
Vanderburg	218	9		227
Vermillion	16	-		16
Vigo	79	10	1	90
Wabash	73	204	3	280
Warren	59	-	2	61
Warrick	112	6		118
Washington	41	1	24	66
Wayne	86	10	38	134
Wells	68	438		506
White	150	12	4	166
Whitley	73	539		612
Unknown	1,246	19	16	1,281
Total	**18,472**	**25,517**	**928**	**44,917**

Acknowledgements

The following staff members of the Treasurer's Office prepared the 2014-15 Financial Report.

Kendra A. Cooks, *Comptroller*

Kathleen E. Thomason, *Assistant Comptroller of Accounting and Reporting Services*

Stacy L. Brown, *Endowment Accountant*

Lisa A. Geisler, *Property Accounting Manager*

Kimberly K. Hoebel, *Assistant Comptroller of Managerial Accounting Services*

Aaron Jackson, *Unrestricted/Restricted Funds Accountant*

Natalie Miller, *Assistant Systems and Reporting Accountant*

Brigette L. Samuelson, *Plant Funds Accountant*

Jamaal Smith, *Systems and Reporting Accountant*

Nicole Smith, *Assistant Plant Funds Accountant*

Stacy L. Umlauf, *Manager of Financial Reporting*

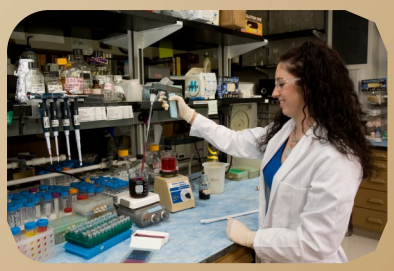
Katherine Vanderwall, *Manager of Fund Accounting*

JoAnn Wiley, *Gift Funds Accountant*



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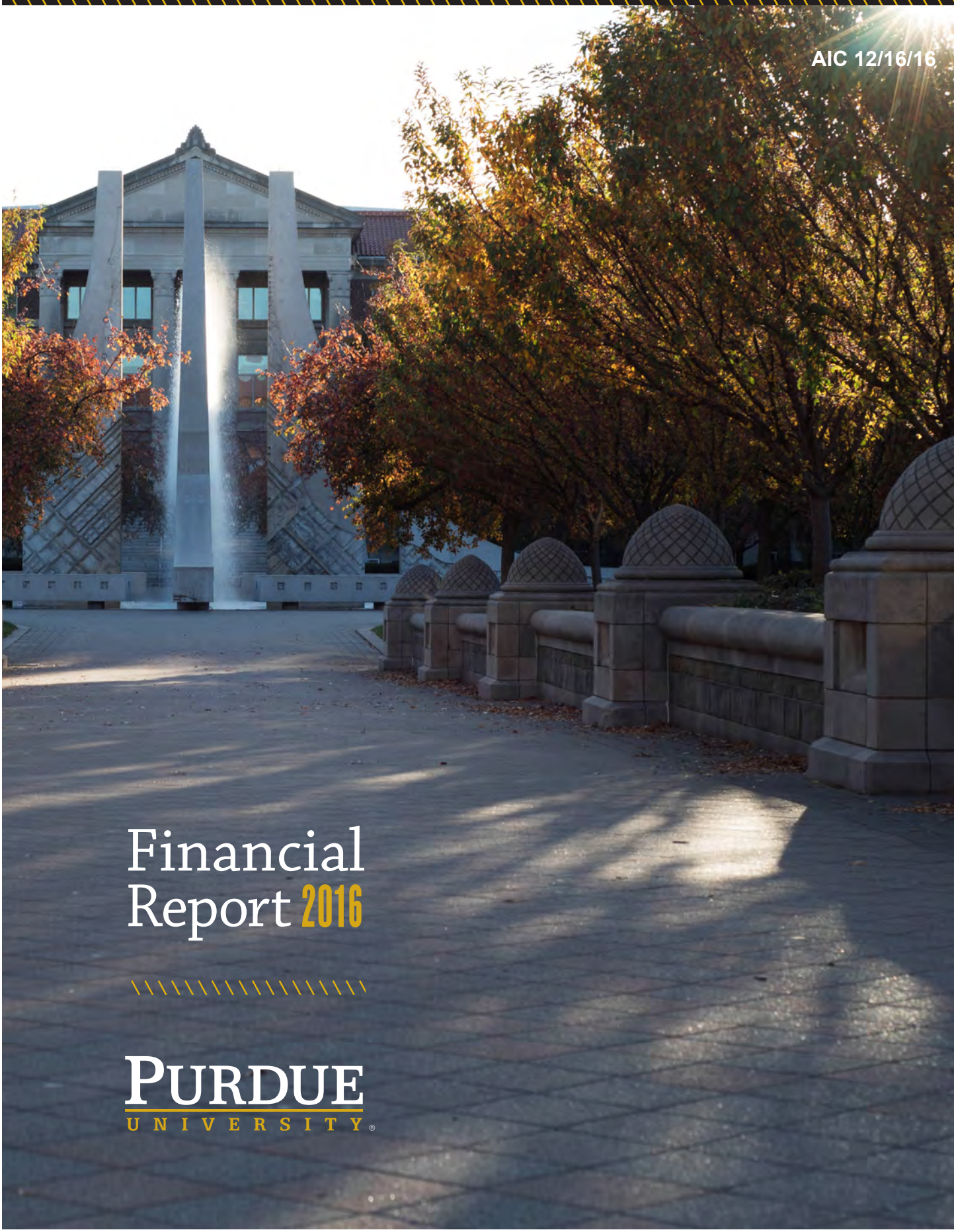




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Financial Report 2016

PURDUE UNIVERSITY®

LETTER OF TRANSMITTAL

October 12, 2016

To the Board of Trustees of Purdue University:

We are pleased to submit this, the 94th annual financial report of Purdue University. This report is for the fiscal year that ended June 30, 2016, and sets forth the complete and permanent record of the financial status of the University for the year.

The University Financial Statements have been audited by the Indiana State Board of Accounts, and the Auditors' Report appears herein.

Respectfully submitted,

MITCHELL E. DANIELS, JR.
President

Respectfully submitted,

WILLIAM E. SULLIVAN
Treasurer and Chief Financial Officer

Approved for publication and transmission to the governor of the state.

BOARD OF TRUSTEES

July 1, 2015-June 30, 2016

The responsibility for making rules and regulations to govern the University is vested in a 10-member Board of Trustees appointed by the governor. The selection of these Trustees is prescribed in Indiana Code IC 21-23-3. Three of the Trustees are selected by the Purdue Alumni Association. The remaining seven Trustees are selected by the governor. Two of the Trustees must be involved in agricultural pursuits, and one must be a full-time student of Purdue University. All Trustees serve for a period of three years except for the student member, who serves for two years.

Michael R. Berghoff, *Chairman of the Board*
Indianapolis, Indiana

Thomas E. Spurgeon, *Vice Chairman of the Board*
Peoria, Illinois

Lawrence "Sonny" Beck
Atlanta, Indiana

JoAnn Brouillette
West Lafayette, Indiana

Vanessa J. Castagna
Dallas, Texas

John D. Hardin Jr.
Danville, Indiana

Michael Klipsch
Carmel, Indiana

Gary J. Lehman
Lafayette, Indiana

Cameron Mann
Student Trustee, Cloverdale, Indiana

Don Thompson
Chicago, Illinois

OFFICERS OF THE UNIVERSITY

As of June 30, 2016

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Thomas E. Spurgeon, Vice Chairman

William E. Sullivan, Treasurer

James S. Almond, Assistant Treasurer and Assistant Secretary

Janice A. Indrutz, Secretary

Steven R. Schultz, Legal Counsel

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Debasish Dutta, Executive Vice President for Academic Affairs and Provost

William E. Sullivan, Treasurer and Chief Financial Officer

Morgan J. Burke, Director of Intercollegiate Athletics

Gina C. DelSanto, Chief of Staff

Suresh Garimella, Executive Vice President for Research and Partnerships

Julie K. Griffith, Vice President for Public Affairs

William G. McCartney, Vice President for Information Technology and System Chief Information Officer

Alysa Christmas Rollock, Vice President for Ethics and Compliance

Steven R. Schultz, University Legal Counsel

REGIONAL CAMPUS STAFF

Vicky L. Carwein, Chancellor, Indiana University-Purdue University Fort Wayne

Thomas L. Keon, Chancellor, Purdue University Northwest

Stephen R. Turner, Vice Chancellor for Finance and Administration, Purdue University Northwest

David Wesse, Vice Chancellor for Financial and Administrative Affairs, Indiana University-Purdue University Fort Wayne

REPORT OF THE PRESIDENT

This report presents Purdue University's financial statements for the fiscal years ended June 30, 2016 and 2015. We provide this information on our financial position and the results of operations as part of the University's commitment to report annually on its fiscal affairs. These financial statements have been audited by the Indiana State Board of Accounts and their report, which is an unmodified opinion, appears on pages 5 and 6.

Consistent with the charge of the Commission for Higher Education's new strategic plan, *Reaching Higher, Delivering Value*, Purdue continues to deliver higher education at the highest proven value. Through freezing tuition for four straight years with a fifth year planned, reducing the cost of living on campus, and finding innovative ways to lower textbook costs, Purdue's total cost of attendance is lower than it was four years ago. Lowering our students' cost of attendance has contributed to a decrease in the average debt of our undergraduate students, as well as an overall decrease in the number of our students graduating with debt. Purdue's innovation reaches beyond the classroom and has led to our inaugural Back-A-Boiler program, providing our students a unique, debt-free option to further their education. We will continue our efforts to provide creative solutions to the challenge of student access and affordability.

Within the past two years, we have developed the state's first competency based degree, consolidated two campuses into a new Purdue Northwest, launched a record number of startup companies, have been issued a record number of utility patents, and secured new levels of research funding. We have received a record number of applications from prospective students, have created new Summer Start programs aligned with state goals of access and completion, and achieved big increases in graduation rates, number of students studying abroad, and number of Hoosier students.

We have never strayed from our land grant charge and continue to invest in those disciplines most crucial to Indiana's economic future. We are expanding our College of Engineering and our department of Computer Science, have transformed our College of Technology into the Purdue Polytechnic Institute, and are investing in the life sciences to cure disease and develop plant technology to feed a growing population. As it was in our founding, nearly 150 years ago, the State of Indiana is an important partner in our success.

The research of today becomes the education of tomorrow and the pace of innovation is unprecedented. At Purdue, we accept that we are training students for careers that may not yet exist based on technologies that have not yet been developed. In this idea economy where critical thinking, problem solving, technical communication, and entrepreneurism are prized, a Purdue degree is a valuable asset. Providing higher education at the highest proven value is more than a slogan on this campus — it represents an unwavering commitment to our mission of developing the next generation of educated citizens, thought leaders, and a competitive and talented workforce.

Though the future remains uncertain, we will continue to invent tomorrow today in our classrooms, our research enterprise, and in our administrative functions. Innovation and strong, financial strategies deployed across all aspects of the University will enable us to meet the challenges of a global economy. I encourage you to read our financial statements, which provide a deeper understanding of the finances of the University, and see firsthand how we are realizing our resource stewardship responsibilities. We are grateful for your continued support of this great University.

Sincerely,

Mitchell E. Daniels, Jr.
President

STATE OF INDIANA
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS
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INDEPENDENT AUDITOR'S REPORT

TO: THE OFFICIALS OF PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA

Report on the Financial Statements

We have audited the Statement of Net Position, Statement of Revenues, Expenses, and Changes in Net Position, and the Statement of Cash Flows of the business-type activities and the aggregate discretely presented component units of Purdue University (University), a component unit of the State of Indiana, as of and for the years ended June 30, 2016 and 2015, and the related notes to the financial statements, which collectively comprise the University's basic financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the Purdue Research Foundation (Foundation), a component unit of the University as discussed in Note 1, which represents 95 percent, 98 percent, and 91 percent, respectively, of the total assets, net position, and revenues of the discretely presented component units. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation, is based solely on the report of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the University's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, based on our audit and the report of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the University, as of June 30, 2016 and 2015, and the respective changes in financial position and, where applicable, cash flows thereof and for the years then ended, in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, Schedule of Purdue's Share of the Net Pension Liability Indiana Public Employee Retirement Fund (PERF), Schedule of Purdue's Contributions Indiana Public Employee Retirement Fund (PERF), and Retirement Plans - Schedule of Funding Progress Police/Fire Supplemental be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the University's basic financial statements. The Letter of Transmittal, Report of Treasurer, Board of Trustees, Officers of the University, In-State Enrollment, and Acknowledgements are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The Letter of Transmittal, Report of Treasurer, Board of Trustees, Officers of the University, In-State Enrollment, and Acknowledgements have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on this information.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 12, 2016, on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering University's internal control over financial reporting and compliance.

Paul D. Joyce

Paul D. Joyce, CPA
State Examiner

October 12, 2016

MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2016 and 2015

We are pleased to present this financial discussion and analysis of Purdue University (the University). It is intended to provide an overview of the financial position and activities of the University for the fiscal years ended June 30, 2016 and 2015, along with comparative financial information for the fiscal year ended June 30, 2014. This discussion has been prepared by management to assist readers in understanding the accompanying financial statements and footnotes.

The University's financial report includes three financial statements: the Statement of Net Position; the Statement of Revenues, Expenses, and Changes in Net Position; and the Statement of Cash Flows. The University's financial Statements, related footnote disclosures, and discussion and analysis have been prepared by University management in accordance with Governmental Accounting Standards Board (GASB) principles.

> ***Statement of Net Position*** is the University's balance sheet. The statement presents the University's financial position by reporting all assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position at the end of the fiscal years audited. The statement as a whole provides information about the adequacy of resources to meet current and future operating and capital needs. Net position is the residual of all other elements presented in the Statement of Net Position and is one indicator of the current financial condition of the University.
>
> ***Statement of Revenues, Expenses, and Changes in Net Position*** is the University's income statement**.** The statement presents the total revenues earned and expenses incurred by the University during the fiscal year, along with the increase or decrease in net position. This statement depicts the University's revenue streams, along with the categories of expenses supported by that revenue. Changes in net position are an indication of improvement or decline in the University's overall financial condition.
>
> ***Statement of Cash Flows*** provides additional information about the University's financial results by presenting detailed information about cash activity during the year. The statement reports the major sources and uses of cash and is useful in the assessment of the University's ability to generate future net cash flows, the ability to meet obligations as they come due, and the need for external financing.

The financial information presented in this report is designed to enable the user to review how the University managed its resources to meet its primary missions of discovery, learning, and engagement. It should be recognized that a presentation of the financial performance of the University is not a full measure of the value of these functions as they were carried out during the year. This report deals with the costs and sources of revenue used to provide the quality and diversity in higher education that the University believes is necessary to meet its goals and objectives. We suggest that you combine this financial analysis and discussion with relevant non-financial indicators to assess the University's performance. Examples of non-financial data indicators include trend and quality of applicants, freshman class size, student retention, the condition of our facilities, and campus safety metrics. Information about non-financial indicators is not included in this analysis but may be obtained from the University's Office of Institutional Research, Assessment and Effectiveness online at https://www.purdue.edu/datadigest/.

Statement of Net Position

A comparison of the University's assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position at June 30, 2016, 2015, and 2014, is summarized below.

Table 1

Summary Statement of Net Position (Dollars in Thousands)

		2016		2015		2014
Current Assets	$	885,552	$	918,164	$	660,052
Capital Assets		2,248,707		2,114,025		2,072,125
Other Assets		2,743,364		2,646,778		2,701,680
Total Assets		5,877,623		5,678,967		5,433,857
Deferred Outflows of Resources		68,933		22,829		7,227
Current Liabilities		353,370		335,965		355,176
Noncurrent Liabilities		1,145,850		1,025,445		891,527
Total Liabilities		1,499,220		1,361,410		1,246,703
Deferred Inflows of Resources		20,394		19,633		12
Net Investment in Capital Assets		1,316,781		1,236,479		1,166,479
Restricted - Nonexpendable		625,253		590,555		548,952
Restricted - Expendable		962,781		1,034,870		995,855
Unrestricted		1,522,127		1,458,849		1,483,083
Total Net Position	**$**	**4,426,942**	**$**	**4,320,753**	**$**	**4,194,369**

Assets

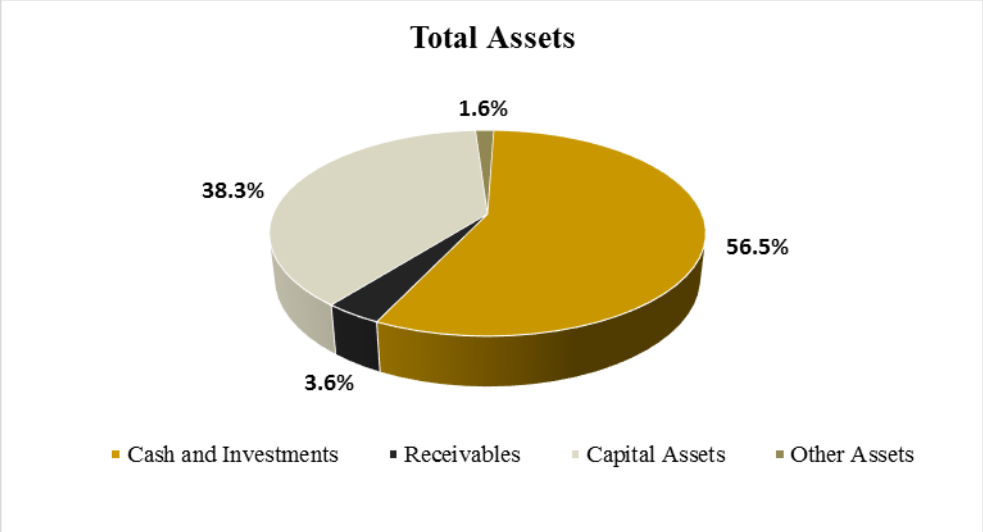
Current assets include those that may be used to support current operations, such as cash and cash equivalents, accounts receivable, and inventories. Capital assets include non-depreciable land, as well as buildings and equipment, net of depreciation. Other assets include pledges receivable, investments, and funds held in trust by others.

Current assets decreased approximately $32.6 and increased $258.1 million during the respective fiscal years, resulting in balances of approximately $885.6 and $918.2 million at June 30, 2016 and 2015. As of June 30, 2016 cash and cash equivalents were approximately $444.5 million, a decrease of approximately $111.4 million from the balance of $555.9 million at June 30, 2015. Included in this amount is $123.6 million at June 30, 2016 and $108.5 million at June 30, 2015, that represent invested bond proceeds related to the University's capital financing activities. The remaining $320.9 million as of June 30, 2016 and $447.4 million as of June 30, 2015 of cash and cash equivalents were available for operations.

Noncurrent assets increased approximately $231.3 million, or 4.9% during fiscal year 2016, due predominantly to the acquisition of capital assets, an increase in investments, and an increase in funds held in trust by others. For the fiscal year ended June 30, 2015, noncurrent assets decreased approximately $13.0 million, or .3% due primarily to the decrease in market value of investments. Please reference a more detailed discussion in the Statement of Revenues, Expenses, and Changes in Net Position section and in Notes 2 and 4.

As of June 30, 2016 and 2015, total assets were approximately $5.9 and $5.7 billion, an increase of $198.7 and $245.1 million, or 3.5% and 4.5% respectively, over the previous year. The overall growth in assets is attributed to increases in cash, investments, and capital assets.

Figure 1 represents the composition of total assets.



Total Assets

(Dollars in Thousands)

Cash and Investments	$ 3,321,526	56.5%
Receivables	212,571	3.6%
Capital Assets	2,248,707	38.3%
Other Assets	94,819	1.6%
Total Assets	**$5,877,623**	**100.0%**

Deferred Outflows of Resources

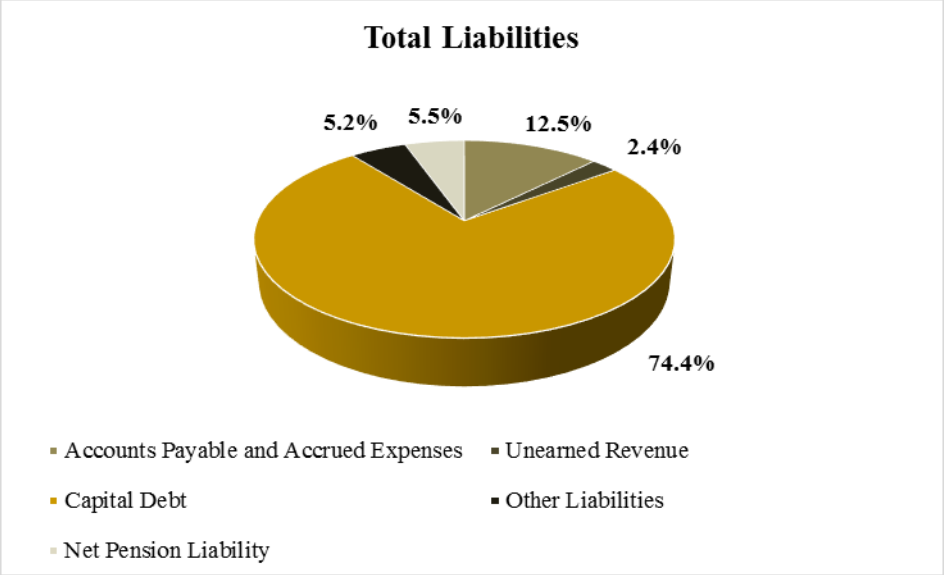
Deferred outflows of resources represent consumption of resources applicable to a future reporting period, but do not require a further exchange of goods and services. Deferred outflows represent the consumption of net position applicable to a future reporting period and so will not be recognized as expenses or expenditures until then. The amounts recorded result from pension related items and capital debt refunding transactions.

Liabilities

Current liabilities generally are due and payable over the course of the following fiscal year. These include accounts and other payables, unearned revenues, current portion of long-term debt, and salaries along with related compensation payables. Current liabilities include variable-rate demand bonds, although most of the bonds are expected to be paid in future fiscal years. Noncurrent liabilities include bonds, notes, and leases payable. Total liabilities were approximately $1.5 billion and $1.4 billion as of June 30, 2016 and 2015, respectively.

Bonds, leases, and notes payable increased by $120.1 million in fiscal year 2016 and $46.7 million in fiscal year 2015. A discussion of the University's capital financing activities appears in the Debt and Financing Activities section below as well as in Note 6.

Figure 2 represents the composition of total liabilities.



Total Liabilities

(Dollars in Thousands)

Accounts Payable and Accrued Expenses	$ 187,594	12.5%
Unearned Revenue	36,482	2.4%
Capital Debt	1,115,743	74.4%
Other Liabilities	77,439	5.2%
Net Pension Liability	81,962	5.5%
Total Liabilities	**$1,499,220**	**100.0%**

Deferred Inflows of Resources

Deferred inflows of resources represent an acquisition of net position applicable to a future reporting period and so will not be recognized as revenue until that reporting period. Deferred inflows do not require further exchange of goods or services. The amounts recorded relate to pension related items and debt refunding.

Net Position

Net position is the residual of all other elements presented in the Statement of Net Position. Net position is classified into four categories:

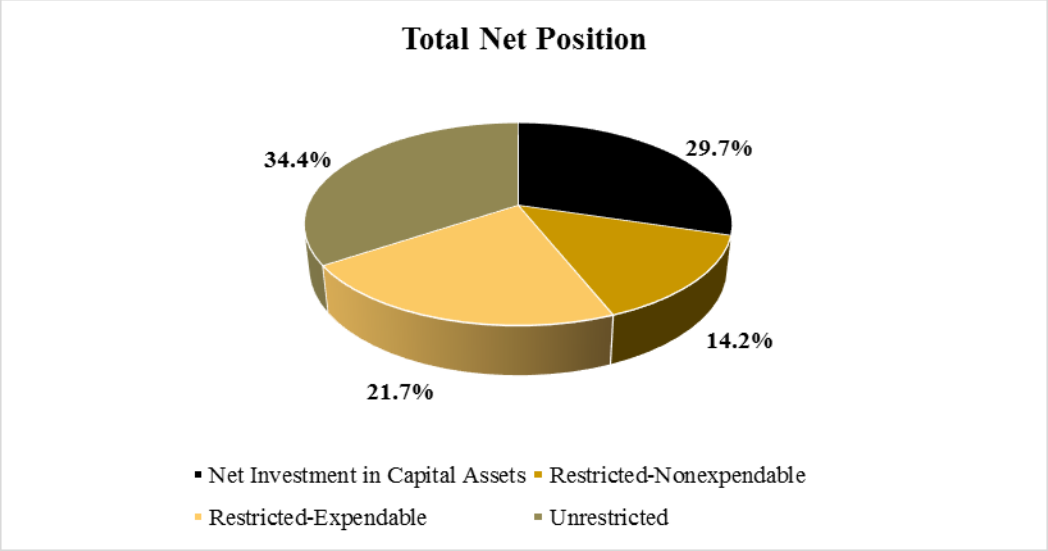
Net Investment in Capital Assets represents the University's investment in capital assets such as movable equipment, buildings, land, infrastructure, and improvements, net of accumulated depreciation and related debt.

Restricted–Nonexpendable represents the corpus of the University's permanent endowment received from donors for the purpose of creating present and future income. The corpus must be held inviolate and in perpetuity.

Restricted–Expendable represents the portion of net position that may be spent provided certain third party restrictions are met. Examples include balances from scholarships, grant and contracts, and spendable earnings from endowments.

Unrestricted represents the portion of net position that have no third-party restrictions. Management designates the majority of this balance for specific purposes to fulfill strategic initiatives and operational needs.

Figure 3 represents the composition of net position.



Total Net Position

(Dollars in Thousands)

Net Investment in Capital Assets	$	1,316,781	29.7%
Restricted-Nonexpendable		625,253	14.2%
Restricted-Expendable		962,781	21.7%
Unrestricted		1,522,127	34.4%
Total Net Position	**$**	**4,426,942**	**100.0%**

Net investment in capital assets increased $80.3 and $70.0 million in fiscal years 2016 and 2015, respectively. For the periods ended June 30, 2016 and 2015, the University added capital assets of $299.3 and $209.2 million, offset by annual depreciation of $161.9 and $157.8 million, respectively. Additional details are provided in the Capital Asset and Debt Administration section of this analysis.

The restricted-nonexpendable balance increased $34.7 and $41.6 million in fiscal years 2016 and 2015, respectively, primarily resulting from contributions to endowments. Restricted-expendable balances decreased $72.1 million in fiscal year 2016, driven by the decrease in market value of investments. In fiscal year 2015, restricted-expendable net position increased $39.0 million, due to increases of $32.8 million in sponsored grants and contracts, gifts provided by donors, and a $6.2 million dollar prior period adjustment to incorporate the net position of student organizations.

Consistent with operational results as detailed in the Statement of Revenues, Expenses, and Changes in Net Position section, the unrestricted net position had an increase of $63.3 million in fiscal 2016. In fiscal year 2015, there was an overall decrease of $24.2 million in unrestricted net positon, due to the negative prior period adjustment of $85.7 million in net pension obligation required by the implementation of GASB 68, *Accounting and Financial Reporting for Pensions*, offset by an increase of $61.5 million related to operational results.

Statement of Revenues, Expenses, and Changes in Net Position

Revenues are classified for financial reporting as either operating or nonoperating. Operating revenues are generated by providing goods and services to our students and other important constituents of the University. Operating revenues include tuition and fees, grants and contracts, and sales and services. Tuition and fees and housing revenue assessed to students are reported gross with the related scholarship allowance presented separately. Nonoperating revenues are those received by the University without providing a corresponding good or service and include our state appropriations,

investment income, and private gifts. Because Purdue is a public university, nonoperating revenues are an integral part of the operating budget. Private gifts for capital projects and additions to the University's endowment are also considered nonoperating sources of revenue.

A summarized comparison of the University's revenues, expenses, and changes in net position is presented below.

Table 2

Summary Statement of Revenues, Expenses, and Changes in Net Position (Dollars in Thousands)

	2016	2015	2014
Operating Revenues			
Tuition and Fees	$ 880,699	$ 862,346	$ 839,367
Less: Scholarship Allowance	(113,897)	(114,833)	(112,112)
Grants and Contracts	356,066	360,411	344,537
Auxiliary Enterprises	269,863	256,547	268,822
Less: Scholarship Allowance	(14,750)	(14,585)	(14,254)
Other Operating Revenues	111,245	121,917	108,849
Total Operating Revenues	1,489,226	1,471,803	1,435,209
Operating Expenses			
Depreciation	161,889	157,751	148,356
Other Operating Expense	1,812,701	1,729,893	1,759,325
Total Operating Expenses	1,974,590	1,887,644	1,907,681
Net Operating Loss	(485,364)	(415,841)	(472,472)
Nonoperating Revenue	511,670	572,397	803,113
Capital and Endowments	79,883	49,392	51,770
Total Nonoperating Revenues	591,553	621,789	854,883
Increase in Net Position	106,189	205,948	382,411
Net Position, Beginning of Year	4,320,753	4,194,369	3,811,958
Prior Period Adjustments		(79,564)	
Net Position, Beginning of Year, as restated		4,114,805	
Net Position, End of Year	**$ 4,426,942**	**$ 4,320,753**	**$ 4,194,369**

Figures 4 and 5 provide information about the University's sources of revenues, excluding endowments and capital, for fiscal years 2016 and 2015. The University had an increase in the net position of $106.2 million for fiscal year ended June 30, 2016 as compared to an increase in net position before prior period adjustments of $205.9 million for fiscal year 2015.

Figure 4: University Revenue by Category for FY 2016

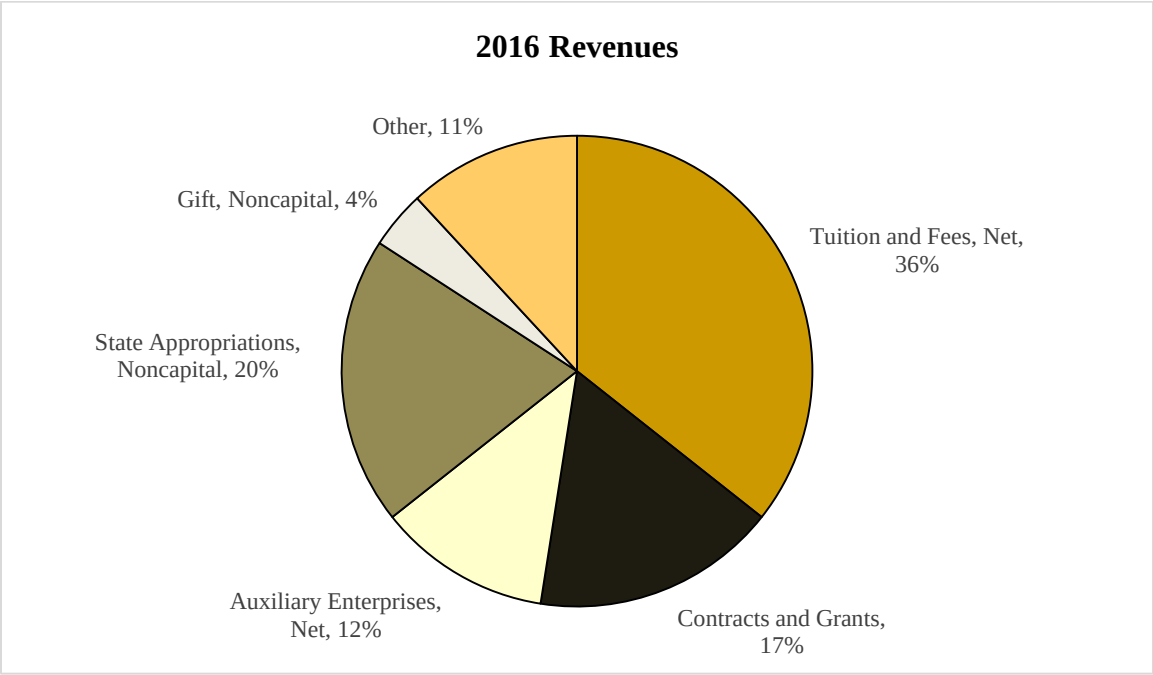
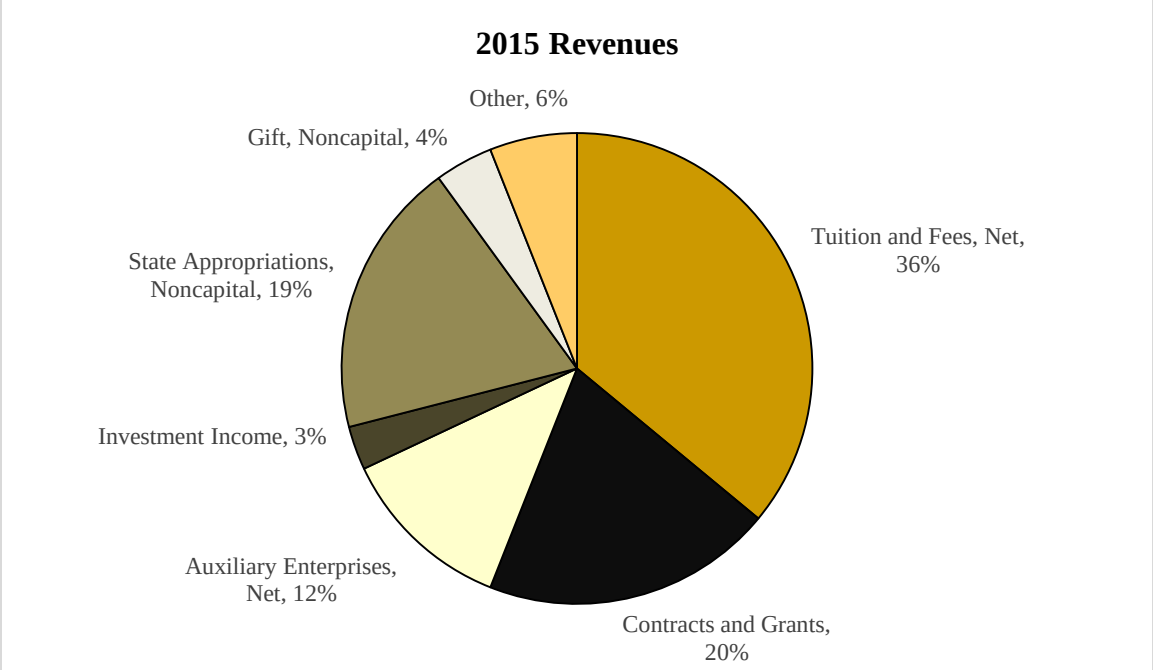


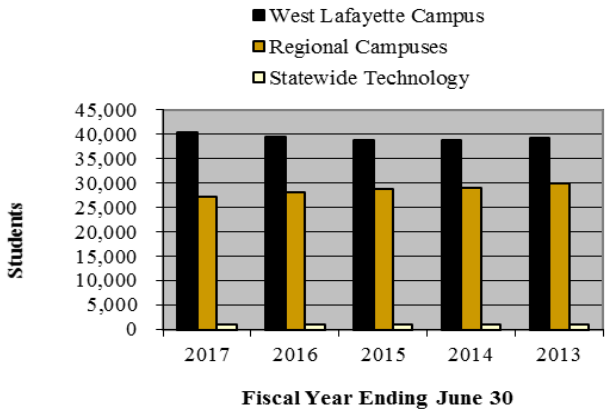
Figure 5: University Revenue by Category for FY 2015



Total operating revenues increased $17.4 million, or 1.2% from fiscal year 2015 to fiscal year 2016. From fiscal year 2014 to fiscal year 2015, total operating revenues increased $36.6 million, or 2.6%. Net tuition and fee revenue increased by $19.3 million in fiscal year 2016, primarily resulting from increased enrollment at the West Lafayette campus, an increase in summer enrollment, and a modest rate increase at regional campuses. Enrollment patterns for the past five years are illustrated below.

Operating grants and contracts revenue decreased $4.3 million and increased $15.9 million in fiscal years 2016 and 2015 respectively, principally due to fluctuations in grant revenue from industrial sponsors. Total operating expenses for fiscal year 2016 increased by $86.9 million, or 4.6%, over fiscal year 2015. Fiscal year 2015 decreased $20.0 million, or 1.1% from fiscal year 2014. Details are described in Note 8.

Five-Year Enrollment Data*
Fall Semester Enrollment



**Enrollment figures do not include Purdue University students enrolled at the Indiana University-Purdue University Indianapolis campus.*

Fiscal years 2016 and 2015 non-operating revenues before capital and endowments, net of expenses, decreased by $60.7 and $230.7 million respectively, primarily due to a reduction in investment income related to fluctuations in the market. The net investment performance of the University's endowment was -3.4% for fiscal year 2016 using the most recent data available, compared to 2.4% for fiscal year 2015. The endowment was invested in private investments (48.6%), public equities (39.9%), and in fixed income investments (11.5%). The portfolio composition did not materially change from the prior year.

Capital and Endowment income for fiscal year 2016 increased $30.5 million or 61.6% over fiscal year 2015, and decreased $2.4 million or 4.6% between fiscal years 2015 and 2014, primarily due to fluctuations in state capital appropriations, private gifts for endowments, and capital gifts.

Statement of Cash Flows

The Statement of Cash Flows provides a means to assess the financial health of the University by presenting relevant information about the cash receipts and cash payments of the University during the fiscal year. It assists in determining the University's ability to generate future net cash flows to meet its obligations as they become due and to determine the need for external financing. The Statement of Cash Flows presents sources and uses of cash and cash equivalents in four activity-based categories: operating, noncapital financing, investing, and capital and related financing. Table 3 provides a summarized comparison of the University's sources, uses, and changes in cash and cash equivalents.

Table 3

Summary Statement of Cash Flows (Dollars in Thousands)

	2016	2015	2014
Cash Used by Operating Activities	$ (348,832)	$ (256,769)	$ (321,369)
Cash Provided by Noncapital Financing Activities	589,807	562,058	577,382
Cash Provided (Used) by Investing Activities	(141,103)	22,586	(50,525)
Cash Used by Capital and Related Financing Activities	(211,320)	(151,388)	(262,238)
Net Increase (Decrease) in Cash and Cash Equivalents	(111,448)	176,487	(56,750)
Cash and Cash Equivalents, Beginning of Year	555,901	379,414	436,164
Cash and Cash Equivalents, End of Year	**$ 444,453**	**$ 555,901**	**$ 379,414**

The cash provided by noncapital financing activities reflects the non-operating revenue changes described above. The cash used by investing activities in fiscal year 2016 reflected deployment of cash into investments, while the previous cash provided by investing activities in fiscal year 2015 represented the return of cash to operations, making those funds available for use in other areas of the University. The fluctuation in cash flows used by capital and related financing activities reflects the financing strategy and timing of the University's capital plan, which is outlined in the Capital Asset and Debt Administration section.

Capital Asset and Debt Administration

Significant Construction Projects

The University continues to expand its campuses and renovate existing facilities to meet the needs of its students, faculty, and staff. Significant construction projects (over $20 million) completed during Fiscal Years 2016 and 2015 are presented in Table 4, significant projects in progress at June 30, 2016 are presented in Table 5. No significant projects had been authorized by the Board of Trustees but not started as of June 30, 2016.

Table 4

Significant Construction Projects Completed (Dollars in Thousands)

Projects Completed in 2016	
PNC - Student Services & Activities Complex	$ 34,700
Total Significant Construction Projects Completed	**$ 34,700**
Projects Completed in 2015	
Vawter Field Housing (Third Street Suites)	$ 37,397
Total Significant Construction Projects Completed	**$ 37,397**

Table 5

Significant Construction Projects in Progress (Dollars in Thousands)

	Project Budget
Wilmeth Active Learning Center	$ 66,000
Honors College and Residences	90,000
Flex Lab Facility	54,000
Electrical Engineering and Multiple Building Renovations (EGP)	21,725
Creighton Hall of Animal Sciences and Land O' Lakes Center for Experiential Learning Complex	60,000
Football Performance Complex	65,000
Total Significant Construction Projects in Progress	**$ 356,725**

Debt and Financing Activities

Bonds, Leases, and Notes Payable totaled $1.1 billion as of June 30, 2016 and represents approximately 74.4% of the total liabilities of the University. As of June 30, 2015, Bonds, Leases and Notes Payable totaled $995.6 million and approximately 73.1% of the total liabilities of the University. The University's debt portfolio as of June 30, 2016 consists of $80.3 million of variable rate instruments (7.2%), compared to $1.04 billion in fixed rate obligations (92.8%). As of June 30, 2015, the University's debt portfolio consisted of $81.3 million of variable rate instruments (8.2%), compared to $914.3 million in fixed rate obligations (91.8%). Additional details about University indebtedness are provided in Note 6.

As of June 30, 2016 and 2015, the University had a credit rating of Aaa from Moody's Investors Service and AAA from Standard & Poor's. The University was in a limited group of public higher education institutions with such a credit rating – only eight schools are so rated by Moody's and only seven by Standard & Poor's. In addition, the University's variable rate debt maintains short-term ratings from Moody's of Aaa/VMIG-1 and by Standard & Poor's of A-1+.

Economic Outlook

As a result of the 2015-17 budget and legislative process, fiscal year 2017 state operating appropriations increased by $976,000 for the University to $326 million, the increase being distributed among the campuses as follows: West Lafayette, (-$50,000), Fort Wayne ($484,000), and Purdue Northwest ($542,000). The State of Indiana provided $21.1 million in this biennium toward the university's repair and rehabilitation needs, $10.5 million annually. The regional campuses received an additional appropriation of $12.5 million to support deferred maintenance ($10.0 million IPFW, $2.5 million Purdue Northwest), which was received in fiscal year 2016.

Academic year 2016-17 tuition rates for both Indiana resident and nonresident students remain flat at the West Lafayette campus for the fourth year in a row. Regional campus modest tuition increases for undergraduates are as follows: Fort Wayne (1.65%) and Purdue Northwest (1.65%). Each campus continues its efforts to identify operational efficiencies, cost savings initiatives and new sources of revenue to supplement its operating budget. Efforts to support student affordability and accessibility are a priority for all of our campuses.

Enrollment at all Purdue campuses was 68,818* for the fall semester of the 2016-2017 academic year. Enrollment at the West Lafayette campus was 40,451 up 1,042 from the fall semester of the prior academic year. First-year students totaled 7,243. Purdue continues to experience record-high retention and graduation rates due to a university-wide commitment to student success. The first-year retention rate at the West Lafayette campus is at 91.8 percent compared to 92.8 percent last year, and the second-year retention rate is at 88.0 percent, up from last year's 87.7 percent. The four-year and six-year graduation rates increased to 55.9 percent and 77.0 percent from 51.5 percent and 75.4 percent, respectively. The class average SAT scores remained comparable at 1782 on the critical reading, math, and writing sections. In nine years, the cumulative point gain for incoming students' SAT scores is 98.

**Enrollment figures do not include Purdue University students enrolled at the Indiana University-Purdue University Indianapolis campus.*

Purdue University

Statement of Net Position

As of June 30 (Dollars in Thousands)

	2016	2015
Assets and Deferred Outflows of Resources:		
Current Assets:		
Cash and Cash Equivalents	$ 444,453	$ 555,901
Investments	268,835	206,413
Accounts Receivable, Net	86,311	68,924
Pledges Receivable, Net	24,152	21,335
Notes Receivable, Net	8,667	9,076
Other Receivables	5,294	7,181
Other Assets	47,840	49,334
Total Current Assets	**885,552**	**918,164**
Noncurrent Assets:		
Investments	2,608,238	2,550,827
Pledges Receivable, Net	38,136	34,395
Notes Receivable, Net	50,011	48,332
Interest in Charitable Remainder Trusts	9,362	13,224
Funds Held in Trust by Others	37,617	-
Capital Assets, Net	2,248,707	2,114,025
Total Noncurrent Assets	**4,992,071**	**4,760,803**
Total Assets	**5,877,623**	**5,678,967**
Deferred Outflows of Resources:		
Debt Refunding	22,580	8,818
Defined Benefit Pension Items	46,353	14,011
Liabilities and Deferred Inflows of Resources:		
Current Liabilities:		
Accounts Payable and Accrued Expenses	125,180	107,326
Unearned Revenue	36,482	38,667
Deposits Held in Custody for Others	19,880	22,494
Accrued Compensated Absences	25,538	26,407
Bonds (net), Leases, and Notes Payable	146,290	141,071
Total Current Liabilities	**353,370**	**335,965**
Noncurrent Liabilities:		
Accrued Compensated Absences	36,876	32,506
Other Post Employment Benefits	31,397	36,693
Net Pension Liability	81,962	74,323
Funds Held in Trust for Others	6,783	7,465
Advances from Federal Government	19,379	19,891
Bonds (net), Leases, and Notes Payable	969,453	854,567
Total Noncurrent Liabilities	**1,145,850**	**1,025,445**
Total Liabilities	**1,499,220**	**1,361,410**
Deferred Inflows of Resources:		
Debt Refunding	-	6
Defined Benefit Pension Items	20,394	19,627

Statement of Net Position

As of June 30 (Dollars in Thousands)

(continued from previous page)

	2016	2015
Net Position:		
Net Investment in Capital Assets	**$ 1,316,781**	**$ 1,236,479**
Restricted:		
Nonexpendable:		
Instruction and Research	315,687	297,209
Student Aid	283,208	264,021
Other	26,358	29,325
Total Nonexpendable	**625,253**	**590,555**
Expendable:		
Instruction, Research and Public Service	257,668	241,957
Student Aid	101,217	93,157
Construction	77,637	76,072
Other	526,259	623,684
Total Expendable	**962,781**	**1,034,870**
Unrestricted	**1,522,127**	**1,458,849**
Total Net Position	**$ 4,426,942**	**$ 4,320,753**

The Accompanying Notes are an Integral Part of these Financial Statements



Purdue University

Statement of Revenues, Expenses, and Changes in Net Position

For the Years Ended June 30 (Dollars in Thousands)

	2016	2015
Operating Revenues:		
Tuition and Fees	$ 880,699	$ 862,346
Less: Scholarship Allowance	(113,897)	(114,833)
Federal Appropriations	14,796	21,750
County Appropriations	8,501	8,283
Grants and Contracts	356,066	360,411
Sales and Services	79,172	81,033
Auxiliary Enterprises	269,863	256,547
Less: Scholarship Allowance	(14,750)	(14,585)
Other Operating Revenues	8,776	10,851
Total Operating Revenues	**1,489,226**	**1,471,803**
Operating Expenses:		
Compensation and Benefits	1,292,247	1,218,807
Supplies and Services	442,099	439,007
Depreciation Expense	161,889	157,751
Scholarships, Fellowships, & Student Awards	78,355	72,079
Total Operating Expenses	**1,974,590**	**1,887,644**
Net Operating Loss	**(485,364)**	**(415,841)**
Nonoperating Revenues (Expenses):		
State Appropriations	411,503	399,039
Grants and Contracts	54,248	59,260
Private Gifts	89,500	83,129
Investment Income	(21,617)	58,858
Interest Expense	(27,302)	(32,035)
Other Nonoperating Revenues (Net of Nonoperating Expenses of $1,358 and $932, respectively)	5,338	4,146
Total Nonoperating Revenues before Capital and Endowments	**511,670**	**572,397**
Capital and Endowments:		
State Capital Appropriations	38,251	-
Capital Gifts	10,078	14,029
Private Gifts for Permanent Endowments and Charitable Remainder Trusts	31,774	31,712
Gain (Loss) on Retirement of Capital Assets (Net of Proceeds and Insurance Recoveries)	(220)	3,651
Total Capital and Endowments	**79,883**	**49,392**
Total Nonoperating Revenues	**591,553**	**621,789**
INCREASE IN NET POSITION	**106,189**	**205,948**
Net Position, Beginning of Year	4,320,753	4,194,369
Prior Period Adjustments	-	(79,564)
Net Position, Beginning of Year, as restated	4,320,753	4,114,805
Net Position, End of Year	**$ 4,426,942**	**$ 4,320,753**

The Accompanying Notes are an Integral Part of these Financial Statements

Purdue University

Statement of Cash Flows

For the Years Ended June 30 (Dollars in Thousands)

	2016	2015
Cash Flows From Operating Activities:		
Tuition and Fees, Net of Scholarship Allowances	$ 766,307	$ 752,027
Federal Grants	14,796	21,750
County Grants	8,501	8,283
Grants and Contracts	346,412	370,989
Sales and Services	80,549	81,357
Auxiliary Enterprises, Net of Scholarship Allowances	253,141	241,181
Other Operating Revenues	4,708	12,651
Compensation and Benefits	(1,301,720)	(1,223,684)
Supplies and Services	(442,831)	(451,382)
Scholarships, Fellowships and Student Awards	(77,444)	(72,059)
Student Loans Issued	(10,054)	(8,480)
Student Loans Collected	8,803	10,598
Cash Used by Operating Activities	**(348,832)**	**(256,769)**
Cash Flows From Noncapital Financing Activities:		
State Appropriations	418,684	391,858
Grants and Contracts	54,248	59,260
Gifts for Other than Capital Purposes	118,267	105,895
Funds Held in Trust for Others	(6,729)	3,019
Other Nonoperating Revenues, Net	5,337	2,026
Cash Provided by Noncapital Financing Activities	**589,807**	**562,058**
Cash Flows From Investing Activities:		
Purchases of Investments	(5,568,733)	(3,201,885)
Proceeds from Sales and Maturities of Investments	5,400,511	3,196,463
Interest and Dividends on Investments, Net	27,119	28,008
Cash Provided (Used) by Investing Activities	**(141,103)**	**22,586**
Cash Flows From Capital and Related Financing Activities:		
Debt Repayment	(249,289)	(130,634)
Capital Debt Proceeds	323,986	191,377
Interest Expense	(38,723)	(39,599)
Capital Gifts Received	7,865	15,129
State Appropriations for Capital Projects	32,957	-
Construction or Purchase of Capital Assets	(288,116)	(187,661)
Cash Used by Capital and Related Financing Activities	**(211,320)**	**(151,388)**
Net Increase (Decrease) in Cash and Cash Equivalents	**(111,448)**	**176,487**
Cash and Cash Equivalents, Beginning of Year	555,901	379,414
Cash and Cash Equivalents, End of Year	**$ 444,453**	**$ 555,901**

Statement of Cash Flows

For the Years Ended June 30 (Dollars in Thousands)
(continued from previous page)

Reconciliation of Cash Used for Operating Activities (Indirect Method)	**2016**	**2015**
Reconciliation of Net Operating Loss to Net Cash Used by Operating Activities:		
Operating Loss	$ (485,364)	$ (415,841)
Depreciation Expense	161,889	157,751
Noncash Investing, Capital, and Financing Activities	1,753	(3)
Changes in Assets and Liabilities:		
Accounts Receivable	(9,420)	12,977
Notes Receivable	(1,270)	2,592
Other Assets	1,495	(4,560)
Accrued Compensated Absences	3,501	1,556
Other Post Employment Benefits	(5,296)	(1,875)
Net Pension Liability and Related Deferrals	(23,935)	(7,692)
Accounts Payable	13,329	(6,927)
Unearned Revenue	(5,002)	5,292
Advances from Federal Government	(512)	(39)
Cash Used by Operating Activities	**$ (348,832)**	**$ (256,769)**

The Accompanying Notes are an Integral Part of these Financial Statements



Component Units

As of June 30 (Dollars in Thousands)

Consolidated Statement of Financial Position

	2016	2015 (as restated)
Assets:		
Cash and Cash Equivalents	$ 11,564	$ 14,400
Accounts Receivable, Net	33,531	38,973
Other Assets	19,793	21,354
Investments	2,444,820	2,521,319
Lease Purchase Agreements	123,937	129,264
Construction in Progress	7,524	-
Notes Receivable, Net	10,195	11,625
Interest in Charitable Perpetual Trusts	14,068	15,677
Capital Assets, Net of Accumulated Depreciation	202,145	186,526
Irrevocable Trust	37,617	-
Total Assets	**2,905,194**	**2,939,138**
Liabilities:		
Accounts Payable and Accrued Expenses	27,464	25,494
Due on Split Interest Agreements	48,609	57,100
Deposits Held in Custody for Others	1,517,709	1,607,232
Bonds (Net), Leases, and Notes Payable	372,867	253,843
Other Liabilities	19,578	19,672
Total Liabilities	**1,986,227**	**1,963,341**
Net Assets:		
Temporarily Restricted	639,352	701,292
Permanently Restricted	144,236	141,793
Unrestricted	135,379	132,712
Total Net Assets	**$ 918,967**	**$ 975,797**

Component Units

For the Years Ended June 30 (Dollars in Thousands)

Consolidated Statement of Activities

	2016	2015 (as restated)
Revenue and Support		
Amount Received for Purdue University Research Projects	$ 25	$ 3,591
Less Payments to Purdue University	(25)	(3,591)
Administrative Fee on Research Projects	-	-
Contributions	21,391	68,880
Income on Investments	23,288	20,019
Net Unrealized and Realized Gains	(34,060)	16,583
Decrease in Value of Split Interest Agreements	299	(2,432)
Increase in Interests in Perpetual Trusts	(1,609)	(339)
Rents	18,358	16,899
Royalties	4,122	5,105
Other	33,299	33,614
Total Revenue and Support	**65,088**	**158,329**
Expenses and Losses		
Expenses for the Benefit of Purdue University		
Contributions to Purdue University	21,412	20,363
Patent and Royalty	3,819	3,654
Grants	8,079	52,595
Services for Purdue University	2,188	830
Other	6,251	3,661
Total Expenses for the Benefit of Purdue University	**41,749**	**81,103**
Administrative and Other Expenses		
Salaries and Benefits	29,777	27,108
Property Management	16,047	15,872
Professional Fees	13,289	10,880
Supplies	1,482	1,578
Interest	10,149	9,569
Research park	444	2,541
Other	8,981	10,057
Total Administrative and Other Expenses	**80,169**	**77,605**
Change in Net Assets	(56,830)	(379)
Net Assets, Beginning of Period	975,797	976,176
Net Assets, End of Period	**$ 918,967**	**$ 975,797**

Note 1 — Basis of Presentation and Summary of Significant Accounting Policies

For the Fiscal Year Ended June 30, 2016

ORGANIZATION:

Established in 1869, Purdue University (the University) is the land-grant University for the state of Indiana. The University is a comprehensive degree-granting research University with 29 schools and colleges on its main campus in West Lafayette and the following regional campuses:

Indiana University-Purdue University Fort Wayne

Purdue University Calumet

Purdue University North Central

Effective July 1, 2016, Purdue University Calumet and Purdue University North Central have merged and are operating as Purdue University Northwest.

In addition to its academic programs offered at the above campuses, the University offers learning and other assistance programs at several other locations in the state of Indiana through:

Purdue Polytechnic Institute Statewide

College of Agriculture Purdue Extension

Technical Assistance Program

The responsibility for making rules and regulations to govern the University is vested in a 10-member Board of Trustees (the Trustees). The selection of these Trustees is prescribed in Indiana Code IC 21-23-3. Three of the trustees are selected by the Purdue Alumni Association. The other seven trustees are selected by the governor. Two of the trustees must be involved in agricultural pursuits, and one must be a full-time student of the University. All trustees serve for a period of three years, except for the student member, who serves for two years.

REPORTING ENTITY:

Governmental Accounting Standards Board (GASB) Statement No. 14 *The Financial Reporting Entity* as amended by GASB No. 39 *Determining Whether Certain Organizations Are Component Units* and GASB No. 61 *The Financial Reporting Entity: Omnibus—An Amendment of GASB Statements No. 14 and No. 34* define the financial reporting entity as an entity that consists of the primary government, Purdue University, and all of its component units. Component units are legally separate organizations which have a fiscal dependency and financial benefit or burden relationship with the primary government and other organizations for which the significance of their relationship with the primary government are such that exclusion would cause the financial statements to be misleading or incomplete.

Purdue International, Inc. (PII) is a separately incorporated, not-for-profit entity established in 2014 to provide an international focus on facilitating the University's international education, research, and exchange activities. In this regard, PII serves as the flagship entity for Purdue's global affairs programs. PII was a modification of The Purdue Foundation, Inc., which was created in 1979.

The University is the sole beneficiary of PII and the governing body is substantively the same as the University's governing body. As a result, PII is reported as a blended component unit of the University and consolidated within the University’s statements. PII is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Complete financial statements for PII may be obtained by writing to: Purdue International, Inc., c/o Accounting Services, 401 S. Grant Street, West Lafayette, IN 47907.

There are three discretely presented component units, which are defined as organizations that raise and hold economic resources for the direct benefit of the University. These units are not consolidated within the University’s statements, but their summary financial information is presented in Note 10 and in a consolidated statement presentation immediately following the University’s statements as required by GASB Statement No. 39, as amended by GASB Statement No. 61. All of the current discretely presented component units report under Financial Accounting Standards Board (FASB)

standards, including FASB Statement No. 117 *Financial Reporting of Not-for-Profit Organizations*. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features.

Purdue Research Foundation (PRF) was created in 1930 as a separately incorporated, not-for-profit entity. Its primary purpose is to promote the educational purpose of the University; award scholarships, grants, or other financial assistance to students and faculty; seek, acquire, invest, and hold gifts and endowments for the needs of the University; and acquire property or facilities for the future use or benefit of the University. The economic resources received or held by PRF are entirely, or almost entirely, for the direct benefit of the University; however, the University does not appoint the voting majority of PRF's Board of Directors. As a result, PRF is reported as a discretely presented component unit. PRF is an exempt organization under Section 501(c) (3) of the Internal Revenue Code. PRF includes several wholly owned subsidiary LLC corporations, all of which support the purposes of PRF and the University. PRF also includes the wholly owned subsidiary McClure Park, LLC, which is a for-profit Indiana corporation that was formed to acquire, construct, lease, operate, convey, and mortgage real estate and personal property of every kind and any interest therein. McClure Park wholly owns single member limited liability subsidiaries and participates in several limited liability corporations primarily accounted for using the equity method. Complete financial statements for the foundation can be obtained by writing to: Purdue Research Foundation, 1281 Win Hentschel Boulevard, West Lafayette, IN 47906.

Ross-Ade Foundation was created in 1923 as a separately incorporated, not-for-profit entity. The Ross-Ade Foundation constructs athletic and parking facilities on behalf of the University. The Ross-Ade Foundation provides services entirely, or almost entirely, to the University or otherwise exclusively, or almost exclusively, benefits the University even if it does not provide services directly to it. The University appoints the voting majority of the Ross-Ade Foundation's Board of Directors, but it is not substantively the same as the University's Board of Directors. As a result, the Ross-Ade Foundation is reported as a discretely presented component unit. The Ross-Ade Foundation is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Complete financial statements for the foundation can be obtained by writing to: Ross-Ade Foundation, 1281 Win Hentschel Boulevard, West Lafayette, IN 47906.

IPFW Foundation was created in 1958 to promote the educational purposes of Indiana University-Purdue University Fort Wayne. The IPFW Foundation accomplishes that purpose by owning and leasing land and buildings, receiving gifts of money or property, and investing, transferring, or leasing personal or real property for educational or charitable purposes. The IPFW Foundation provides services entirely to the University or otherwise exclusively benefits the University even if it doesn't provide services directly to it; however, the University does not appoint the voting majority of the IPFW Foundation's Board of Directors. As a result, the IPFW Foundation is reported as a discretely presented component unit. The IPFW Foundation is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Complete financial statements for the foundation can be obtained by writing to: IPFW Foundation, c/o Matt Whitney, 2101 East Coliseum Blvd., KT G06, Fort Wayne, IN 46805-1499.

The University has an association with Indiana University-Purdue University Indianapolis for which it is not financially accountable nor does it have primary access to the resources. Accordingly, this organization has not been included in the University's financial statements.

RELATIONSHIP TO THE STATE OF INDIANA:

As one of seven public universities in the state, the University is a component unit of the state of Indiana. The University receives funding from the state for operations, repair and maintenance, construction, and debt service. A segment of its nonexempt employees participate in the state's public employees' retirement program.

TAX-EXEMPT STATUS:

The income generated by the University, as an instrument of the State, is generally excluded from federal income taxes under Section 115(a) of the Internal Revenue Code. The University also has a determination letter from the Internal Revenue Service stating it is exempt under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3). Income generated from activities unrelated to the University's exempt purpose is subject to tax under Internal Revenue Code Section 511(a)(2)(B). There was no tax liability related to income generated from activities unrelated to the University's exempt purpose as of June 30, 2016 and 2015.

BASIS OF PRESENTATION:

The financial statements of the University have been prepared in accordance with the principles contained in GASB Statement No. 34 *Basic Financial Statements — and Management's Discussion and Analysis — for State and Local Governments* as amended by GASB Statement No. 35 *Basic Financial Statements — and Management's Discussion and Analysis — for Public Colleges and Universities*.

During fiscal year 2016, the University adopted GASB Statement 72 *Fair Value Measurement and Application* and GASB Statement 76 *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments*.

The effect of GASB Statement 72:

This Statement establishes investment valuation techniques that are appropriate for specific investment categories in the measurement of fair value. Required disclosures are made about fair value measurements, the level of fair value hierarchy, and valuation techniques. Note 2 includes these updated disclosures.

The effect of GASB Statement 76:

This Statement supersedes GASB Statement 55 *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments.* It identifies the GAAP Hierarchy within the context of the current governmental financial reporting environment, reduces the GAAP hierarchy to two categories of authoritative GAAP and addresses the use of authoritative and non-authoritative literature in the event that the accounting treatment for a transaction or other event is not specified within a source of authoritative GAAP.

During fiscal year 2015, the University adopted GASB Statements 68 *Accounting and Financial Reporting for Pensions* and GASB Statement 71 *Pension Transition for Contributions Made Subsequent to the Measurement Date*.

The effect of GASB Statements 68 and 71:

Changed the definition of reportable pension liability from Net Pension Obligation to Net Pension Liability, which dramatically increased the liability and required a prior period adjustment in order to record the additional liability for defined benefit pension plans from previous years. These statements also introduced new deferred inflow and outflow items related to defined benefit pension plans. Changes to the Required Supplementary Information related to defined benefit pension plans also resulted from these new GASB statements. In accordance with the adoption of these statements, the University has reported an $85.7 million change in accounting principle adjustment to Unrestricted Net Position as of July 1, 2014.

BASIS OF ACCOUNTING:

The University is considered a special-purpose government engaged only in business-type activities for financial reporting purposes. Accordingly, the University's financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned, and expenses are recorded when an obligation is incurred.

The University applies all applicable GASB pronouncements.

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

Cash and Cash Equivalents. Cash and cash equivalents include cash, revolving and change funds, cash in transit, credit card deposits in transit, unspent debt proceeds, and certain investments with original maturities of three months or less. It is the University's practice to invest operating cash balances and bond proceeds in investments of varying maturity dates. Investments exclusive of endowment funds that are included in cash equivalents represent short-term, highly liquid investments that are both readily convertible to known amounts of cash and so near their maturity date that they present insignificant risk of changes in value due to changes in interest rates.

Investments. Investments, exclusive of institutional physical properties, are generally reported at fair value. Fair value is generally based on quoted market prices as of June 30, except for certain investments, primarily private equity partnerships, hedge funds, and similar alternative investments for which quoted market prices are not available. The estimated fair value of these investments is based on the valuations provided by external investment managers within the past fiscal year through June 30. Because alternative investments are not readily marketable, their estimated value may differ from the value that would have been used had a ready market value for such investments existed. Investments, exclusive of endowment funds, may be classified current or noncurrent, depending on the individual investment's maturity date at June 30. Endowment funds are included in noncurrent investments.

Accounts Receivable. Accounts receivable primarily represent grant, contract, and student payments due to the University and are shown net of an allowance for doubtful accounts.

Pledges Receivable. Pledges receivable are accrued as of the end of the fiscal year, provided the pledge is verifiable, measurable, and probable of collection. Pledges receivable do not include gifts made in anticipation of estates, telephone solicitations, or promises of endowment funds. An allowance for uncollectible pledges is calculated based on the University's experience.

Notes Receivable. Notes receivable primarily consist of student loans due to the University and are shown net of allowance for doubtful accounts.

Other Receivables. Other receivables represent state appropriations receivable at June 30, 2016 and 2015.

Other Assets. Other assets include the following types of assets:

> **Inventories.** Inventories principally consist of consumable supplies and items held for resale or recharge within the University, and are valued using a variety of methods, including first in first out (FIFO), weighted average and moving average, depending upon the type of inventory. Agricultural commodities are reported using the consumption method, measured by physical count and are stated at market value.
>
> **Prepaid Expenses.** Prepaid expenses include amounts paid for services attributable to future fiscal years. These services include insurance, operating leases, services of consultants, subscriptions, and certain subcontracts.

Interest in Charitable Trusts and Contracts. The University and PRF act as trustees for certain endowments and trust funds, for which they or others have beneficiary interests. In addition, the University and PRF have beneficiary interests in insurance contracts and gift annuity programs.

Various revocable and irrevocable trusts established for the benefit of the University, PRF, the former Purdue Alumni Foundation, and affiliates exist where PRF acts as trustee, commonly referred to as the PRF Trust Funds. The Internal Revenue Service has determined that the PRF Trust Funds are exempt from federal income tax as defined in Sections 642 and 664 of the Internal Revenue Code.

The University records its interest in PRF Trust Funds' charitable remainder trusts based on the estimated present value of future cash flows. Future cash flows are estimated using an assumed investment rate of return on the underlying investments that will satisfy the trust requirements and an applicable discount rate at the time of contribution. Change in fair value from one fiscal year to the next is reflective of changes in the market value of the underlying investments, new

trusts being added, and the maturation and liquidation of existing trusts.

PRF records its interest in a charitable perpetual trust (for which a bank acts as trustee) at the fair value of the trust's assets. The increase in the estimated present value of future cash flows of PRF's interest in the charitable perpetual trust is recorded as an increase to permanently restricted net assets in PRF's consolidated statements of activities.

The University receives certain charitable contributions from donors which, in accordance with the donors' wishes, are used for annual premium payments toward insurance contracts for which the University is a beneficiary.

PRF holds life income funds for beneficiaries of a gift annuity program. These funds generally pay lifetime income to the beneficiaries, after which the principal is made available to the University in accordance with donor intentions. All life income funds are recorded at fair value net of related liabilities for the present value of estimated future payments due to beneficiaries.

Funds Held in Trust by Others. Funds held in trust by others represent University assets being held in trust for the University by another party. During fiscal year ended June 30, 2016, the University entered into a crossover refunding transaction, where the crossover refunding funds are being held in escrow in an irrevocable trust by the trustee. See Note 6 for additional details.

Capital Assets. Capital assets are stated at cost at the date of acquisition or at fair market value for capital assets donated to the University at the date of gift. Items are capitalized when their value exceeds the threshold shown in the following table and its estimated useful life is greater than one year. Depreciation is computed on a straight-line basis over the estimated useful life, as shown in the following table. Capital assets are removed from the records at the time of disposal.

Renovations to buildings and other improvements that significantly increase the value or extend the useful life of the structure are capitalized. Routine repairs and maintenance are charged to operating expense. Major outlays for capital assets and improvements are capitalized as construction in progress throughout the building project. Interest incurred during the construction phase is included as part of the value of the construction in progress.

Assets under capital leases are capitalized when valued over $500,000 and recorded at the present value of future minimum lease payments and are amortized using the straight-line method over the shorter of the lease term or the estimated useful life. Such amortization is included as depreciation expense in the accompanying financial statements.

The University does not capitalize works of library collections and art or historical treasures that are held for exhibition, education, research, and public service. These collections are neither disposed of for financial gain nor encumbered in any means.

Property Class	Threshold	Useful Life
Land	$100,000	Not depreciated
Land Improvements	$100,000	5-25 years
Infrastructure	$100,000	5-25 years
Buildings and Related Components	$100,000	10–50 years
Moveable Equipment (including fabricated equipment)	$5,000	More than one year
Intangible Assets (software)	$500,000	7 years

Unearned Revenue. Unearned revenue consists of amounts received in advance of an event, such as student tuition and advance ticket sales related to future fiscal years.

Deposits Held In Custody for Others. Deposits of affiliates and others represent cash and invested funds held by the University as a result of agency relationships with various groups. Noncurrent deposits of affiliates represent the portion of endowment and similar funds held by the University on behalf of others.

Accrued Compensated Absences. Liabilities for compensated absences are recorded for vacation leave based on actual amounts earned as of the end of the fiscal year. Exempt employees may accrue vacation benefits up to a maximum of 44 days. Clerical and service staff may earn vacation up to 320 hours. For all classes of employees, accrued vacation is payable upon termination. Upon meeting the definition of an official University retiree, benefits-eligible clerical and service staff receive cash payments for a portion of their accrued sick leave. An estimate of sick leave liability is recorded for the clerical and service staff based on historical payouts. The liability for compensated absences is expected to be funded by various sources of revenue that are available in future years when the liability is paid.

Net Pension Liability and Related Items. The University participates in the Public Employees' Retirement Fund (PERF), an employer cost sharing plan managed by the Indiana Public Retirement System (INPRS). The University's net pension liability, associated deferred outflows and deferred inflows of resources, and pension expense are reported in conformance with GASB 68, using the information reported by INPRS related to our allocated share of these items.

Funds Held In Trust for Others. Liabilities to other beneficiaries related to the Charitable Trusts or endowments where the University serves as trustee for the component unit or related party.

Net Position. University resources are classified for accounting and financial reporting purposes into four net position categories:

Net Invested in Capital Assets. Resources resulting from capital acquisition or construction, net of accumulated depreciation, and net of related debt. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of invested in capital assets, net of related debt.

Restricted–Nonexpendable. Net position subject to externally imposed stipulations that the funds be maintained inviolate and in perpetuity. Such assets include the corpus of the University's permanent and term endowments and are categorized as instruction and research, student aid, and other.

Restricted–Expendable. Net position that may be spent provided certain third-party restrictions are met. The following categories of restricted–expendable net position are presented: instruction, research, and public service; student aid; construction; and other. A significant portion of the "Other" category is related to undistributed gains of donor-restricted balances on endowments or quasi-endowments.

Unrestricted. Net position not subject to externally imposed stipulations pertaining to their use. Management may designate that these funds will be spent for certain projects or programs or to fulfill certain long-term goals. Management has designated substantially all unrestricted net position for academic and capital purposes.

Intra-University Transactions. Intra-university transactions are eliminated from the statements to avoid double counting of certain activities. Examples of these transactions are internal loans and sales and services between University departments.

Classification of Revenues and Expenses. The University has classified revenues and expenses as operating or non-operating based upon the following criteria:

Operating Revenues. Revenues derived from activities associated with providing goods and services for instruction, research, public service, health services, or related support to entities separate from the University and that result from exchange transactions. Exchange activities are transactions where the amount received approximates the fair market value of the goods or services given up. Examples include student tuition and fees, grants and contracts, auxiliary operations (such as Intercollegiate Athletics and Housing and Food Services), sales and service operations, federal land-grant appropriations, and county appropriations.

Operating Expenses. Expenses paid to acquire or produce goods and services provided in return for operating revenues and to carry out the mission of the University. Examples include compensation and benefits, travel, and supplies. Graduate, staff, staff dependent, and staff spouse fee remissions are included with compensation and

benefits. Expenses are reported using natural classifications in the Statement of Revenues, Expenses, and Changes in Net Position. Functional classification reporting appears in Note 8. Indirect expenses, such as depreciation, are not allocated across functional categories.

Nonoperating Revenues and Expenses. Revenues and related expenses that do not meet the definition of operating revenues, capital revenues, or endowment additions. These revenues and expenses are primarily derived from activities that are classified as non-exchange transactions, and from activities defined as such by the GASB cash flow standards. Examples include state appropriations, private gifts, investment income, and certain federal financial aid. Nonoperating expenses primarily include interest on short-term and long-term borrowing.

Application of Restricted and Unrestricted Resources. When both restricted and unrestricted resources are available for a particular expenditure, University departments may select the most appropriate source based on individual facts and circumstances. The University, as a matter of policy, does not require monies to be spent in a particular order, only that the expenditure be allowable, allocable, and reasonable to the source selected. Restricted monies are categorized as restricted until the external stipulations have been satisfied.

Tuition and Fees. Tuition and fees assessed to students are reported gross with the related scholarship discount and allowance presented below in the Statement of Revenues, Expenses, and Changes in Net Position. Scholarship allowances represent the value of scholarships, grants, and various other types of aid provided by the University. Student loans are not included in this calculation. Student aid applied to housing is shown as an allowance, presented below auxiliary revenues. Aid paid directly to students is shown as scholarships, fellowships, and student awards expenses. Graduate and other employment-related remissions are included with compensation and benefits expenses.

Grants and Contracts. The University has been awarded grants and contracts for which the monies have not been received or expended. These awards have not been reflected in the financial statements but represent commitments of sponsors — both government and other — to provide funds for specific research and training projects.

The University makes commitments to share in the cost of various sponsored projects. Monies to satisfy these commitments are designated when grants and contracts are awarded. As sponsor dollars are spent, the University matches according to the terms of the agreement.

Gifts. The University receives pledges of financial support from many different sources. Gift income is recognized when received or pledged. In-kind gifts of tangible or intangible property are recognized at fair value on the date of gift and are capitalized, if appropriate, subject to the University's policies on capitalization. Revenue from gifts-in-kind of approximately $459,000 and $2,801,000 was recognized during the years ending June 30, 2016 and 2015, respectively.

Use of Estimates. Management uses estimates and assumptions in the preparation of the financial statements to conform with generally accepted accounting principles. These estimates and assumptions may affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Prior Period Adjustments. There were no prior period adjustments for fiscal year 2016. In fiscal year 2015, the implementation of GASB Statement 68 Accounting and Financial Reporting for Pensions required a prior period adjustment to record the University's net pension liability and related items, resulting in a decrease of approximately $85,734,000 to the Unrestricted Balance. An additional prior period adjustment increased Restricted Other Balance in the amount of approximately $6,170,000 to incorporate the net position of student organizations. As a result of these two prior period adjustments the July 1, 2014 Net Position balance decreased from $4,194,369,000 as originally stated to $4,114,805,000.

Note 2 — Deposits and Investments

Deposits. As of June 30, 2016 and 2015, the bank balance of the University's deposits (demand deposit accounts) was approximately $127,777,000 and $99,938,000, respectively. Federal depository insurance covered $250,000 and the remaining balance was insured by the state of Indiana's Public Deposit Insurance Fund, which covers all public funds held in approved depositories.

University Investments. Authorization for investment activity is stated in Indiana Code IC 21-29-2-1. Additionally, the Bylaws of the Trustees, revised and amended on December 15, 2012, authorize the Treasurer of the Trustees to implement investment activity. Except for some investments that are separately held in accordance with donor restrictions or bond covenants, the University investments are managed under guidance from two separate policies, the Purdue Investment Pool – Cash (PIPC) policy, and the Purdue Endowment Investment Policy (PIP), both of which are endorsed by the Trustees.

At June 30, the University had the following investments (dollars in thousands):

Investment Type	June 30, 2016	June 30, 2015
SEPARATELY HELD INVESTMENTS:		
Land Grant Cash Held by State Treasurer	$ 340	$ 340
US Equity	44,337	43,391
Public Real Estate	1,628	1,628
US Agencies	5	5
Venture Capital/Private Equity	1,164	1,740
Short Term Investments	120,620	98,303
BOND PROCEEDS INVESTED:		
Short Term Investments	123,620	108,460
PIPC:		
Short Term Investments	188,490	351,204
Fixed Income:		
Asset-Backed Securities	89,623	76,679
Corporate Bonds	403,182	389,112
Mortgage-Backed Securities	264,845	223,224
US Agencies	140,788	103,665
US Treasuries and Securities	483,522	366,247
PIP:		
Short Term Investments	44,498	27,613
US Equity	288,016	359,361
International Equity	188,702	213,301
Fixed Income	131,997	110,326
Emerging Markets	92,511	103,297
Marketable Alternatives	357,346	384,247
Public Real Estate	42,083	38,502
Private Real Estate	48,743	49,312
Private Natural Resources	70,228	72,918
Venture Capital/Private Equity	195,238	190,266
Total	**$ 3,321,526**	**$ 3,313,141**

Investment values included accumulated unrealized gains of approximately $161,019,000 and $258,774,000 as of June 30, 2016 and 2015, respectively. Investment income included unrealized losses of approximately ($97,755,000) and ($81,185,000) during the years ended June 30, 2016 and 2015, respectively.

PRF Investments. PRF investments are managed under the PIP which was also approved by the PRF Directors. The fair value of investments at June 30, 2016 and 2015 is as follows (dollars in thousands):

Investment Type	June 30, 2016	June 30, 2015 (as restated)
Short-Term Investments	$ 7,050	$ 45
U.S. Equity	18,214	14,089
Fixed Income	7,585	5,243
Venture Capital	252	276
Pooled Funds:		
Short-Term Investments	106,703	99,554
U.S. Equity	449,117	504,034
International Equity	293,931	333,197
Fixed Income	214,755	225,411
Funds Invested with University	14,085	14,085
Emerging Markets	144,098	161,361
Public Real Estate	65,551	60,144
Private Real Estate	72,173	72,757
Private Natural Resources	109,391	113,905
Hedge Funds	556,619	600,234
Venture Capital/Private Equity	304,112	297,215
Total	**$ 2,363,636**	**$ 2,501,550**

Investment Policies, Interest Rate, and Credit Risks. As noted above, investments are managed by two separate policies:

The Purdue Board of Trustees adopted the Purdue Investment Pool--Cash (PIPC) investment policy on May 15, 2015. The primary investment objectives of PIPC are 1) the preservation of capital, 2) the maximization of returns within acceptable levels of risk, and 3) management of liquidity requirements. Authorized investments include obligations of the United States (US) government, its agencies, and its instrumentalities; asset-backed and mortgage-backed securities (rated at least AAA or equivalent); corporate notes, corporate bonds, 144A bonds and Yankee bonds (rated investment grade) with demonstrated liquidity and marketability; pooled funds including mutual funds and common trust funds; high-yield bonds, include corporate bonds and bank loans (minimum credit quality of Ba3/BB-); investments managed under the University's endowment investment policy and the PIPC Loan Program supporting projects that are consistent with the mission to support the University and result in a public or charitable benefit or use for the University or its students. Prior to the adoption of the PIPC, the Cash Management Investment Policy (CMIP) outlined the parameters for all investments exclusive of endowment funds.

As of June 30, 2016 and 2015, the University had approximately $266,788,000 and $293,001,000 of PIPC investments invested in, and shown as part of the PIP investments in these Note disclosures.

Investments in PIPC shall be diversified, resulting in a portfolio weighted average duration of between two and five years, with an overall credit rating of "AA" as rated by a nationally recognized rating agency such as Moody's or Standard and Poor's, assuming the credit worthiness of the United States of America is AAA. If the United States of America is downgraded the portfolio's overall credit rating may fall in tandem and still be considered in compliance with this policy. Bonds rated BBB or lower will not exceed 20% of the portfolio. Funds not required to meet cash needs will be invested over a longer-term horizon.

The Purdue Endowment Investment Policy (PIP) outlining the parameters for endowment investments was approved on April 13, 2012. Authorized investments include equity, fixed income and alternative investments, including comingled investments. The overall policy objective is to generate real returns greater than its spending rate over the long term. The policy sets forth a diversified approach by and within the asset classes with the balanced goal of maximizing return and preserving purchasing power. Moreover, a single manager or affiliated groups of managers will not represent more than 10% of the total endowment's market value. As a partial hedge against prolonged economic contraction, the University has adopted a target allocation of 15% for fixed income.

Portfolios will be invested in securities that result in a weighted average credit quality rating of at least AA or better with no single fixed income manager having more than 10% of its portfolio in obligations rated less than BBB or its equivalent by Moody's or Standard & Poor's. Any commercial paper in the portfolio must be rated A-1/P-1 by each rating service rating said credit. Any Bankers acceptances and certificates of deposits in the portfolio must be issued by banks having a Keefe, Bruyette & Woods rating of A, A/B, or B.

In addition, separately held, invested bond proceeds follow investment practices in compliance with arbitrage regulations and generally have maturities of three years or less. These investments are readily available to match expected construction expenditures.



The University had the following fixed-income investments and maturities (dollars in thousands):

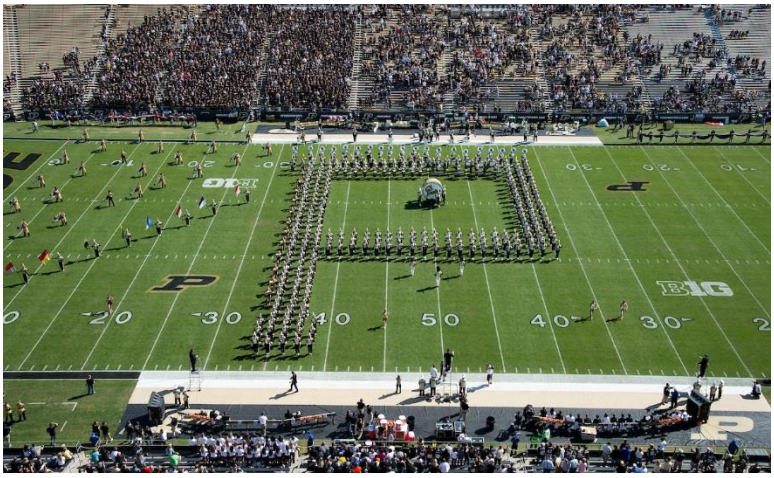
June 30, 2016	Maturity				
Investment Type	**0–1 year**	**1–5 years**	**6–10 years**	**>10 years**	**Totals**
Separately Managed US Agencies	$ -	$ 5	$ -	$ -	$ 5
PIPC:					
Asset-Backed Securities	15,674	68,358	4,680	911	89,623
Corporate Bonds	60,022	232,227	69,856	41,077	403,182
Mortgage-Backed Securities	33,691	77,870	14,798	138,486	264,845
US Agencies	75,462	34,694	24,218	6,414	140,788
US Treasuries and Securities	134,275	293,204	31,247	24,796	483,522
PIP:					
Fixed Income and Other	11,729	77,319	23,107	32,367	144,522
Total	$ 330,853	$ 783,677	$ 167,906	$ 244,051	$ 1,526,487

June 30, 2015	Maturity				
Investment Type	**0–1 year**	**1–5 years**	**6–10 years**	**>10 years**	**Totals**
Separately Managed US Agencies	$ -	$ 5	$ -	$ -	$ 5
PIPC:					
Asset-Backed Securities	10,782	61,811	3,192	894	76,679
Corporate Bonds	43,608	208,955	96,034	40,515	389,112
Mortgage-Backed Securities	32,097	29,404	21,924	139,799	223,224
US Agencies	42,887	23,214	34,495	3,069	103,665
US Treasuries and Securities	115,871	226,698	14,588	9,090	366,247
PIP:					
Fixed Income and Other	24,006	67,723	26,278	31,019	149,026
Total	$ 269,251	$ 617,810	$ 196,511	$ 224,386	$ 1,307,958

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment.

In accordance with the PIPC, the University manages its exposure to changes in fair values by limiting the weighted average maturity of its investment portfolio to between 2 and 5 years.

The PIP, as a long-term pool of capital, has a fixed income policy target of 15% but does not limit the maturity of the individual holdings as a means to manage interest rate risk.



The distribution of investments by credit ratings is summarized below (dollars in thousands):

	June 30, 2016	% of Total	June 30, 2015	% of Total
Separately Held:				
A	$ 5	100.00%	$ 5	100.00%
Total Separately Held	5	100.00%	5	100.00%
PIPC:				
A	147,529	10.67%	154,181	13.30%
AA	61,025	4.42%	60,575	5.23%
AAA	901,955	65.27%	682,456	58.89%
B	5,435	0.39%	546	0.05%
BA	33,266	2.41%	25,523	2.20%
BAA	122,588	8.87%	136,771	11.80%
CAA	-	-	722	0.06%
Unrated	110,162	7.97%	98,153	8.47%
Total PIPC:	1,381,960	100.00%	1,158,927	100.00%
PIP:				
A	16,902	11.69%	21,466	14.40%
AA	7,613	5.27%	7,857	5.27%
AAA	79,109	54.74%	77,565	52.05%
B	574	0.40%	-	-
BA	5,069	3.51%	3,611	2.42%
BAA	16,729	11.57%	20,934	14.05%
Unrated	18,526	12.82%	17,593	11.81%
Total PIP	144,522	100.00%	149,026	100.00%
Total	**$ 1,526,487**		**$ 1,307,958**	

Investment Custodial Credit Risk. Custodial credit risk for investments is the risk that in the event of a failure of the counterparty, the University will not be able to recover the value of the investments that are in the possession of an outside party. Therefore, exposure arises if the securities are uninsured, not registered in the University's name, and are held by either the counterparty to the investment purchase or the counterparty's trust department or agent but not in the University's name. Open-ended mutual funds and certain other investments are not subject to custodial risk because ownership of the investment is not evidenced by a security.

Historically, the investment pool managed in accordance with the PIP was a shared investment pool managed by University personnel and the underlying investment instruments were held in the University's or PRF's name based on their ownership basis in the pool. Effective January 1, 2014, the Trustees transferred the investment function from the University to PRF, including the supporting personnel. With this change, the Trustees approved the movement of the investments to the PIP investment pool that is held in PRF's name. The transfer of the underlying investment vehicles from the University's name to PRF's name occurred over the course of 2014 based on the contractual terms of the underlying investment vehicles.

All Separately Held and PIPC investments were maintained in University accounts at the University's custodial banks with the exception of $340,000 at both June 30, 2016 and 2015 which was held in the State's name. All PIP investments are held at PRF including private placements and investments in limited partnerships which totaled approximately $671,555,000 and $696,743,000 respectively at June 30, 2016 and 2015.

Foreign Currency Risk. Endowment equity managers may invest in common stocks, preferred stocks or fixed-income instruments convertible into common stocks, and American Depository Receipts of foreign corporations. The University's endowment fixed-income managers may invest in foreign fixed-income securities equivalent in quality to permitted domestic securities, but not to exceed 20% of the assets entrusted to the manager. All currency exposures are to be hedged into the U.S. dollar unless otherwise approved by the University. Please refer to the Investment Type table for the University's exposure to international investments. In addition to those investments, the University estimates its international exposure in its PIP alternative investments was approximately $105,353,000 and $113,505,000 as of June 30, 2016 and 2015, respectively.

Concentration of Credit Risk. Concentration of credit risk is the risk of loss attributed to magnitude of an entity's investment in a single issuer. As of June 30, 2016 and 2015, consistent with policy limits, no single issuer, with the exception of U.S. Treasury and Agencies, held more than 5% of total investments.

Donor-Restricted Endowments. The University's endowment funds (including true, term, and funds functioning as endowments) are invested in a unitized pool. The unitized endowment pool purchases investments to generate present and future income in support of various programs. The Trustees establish the spending policy for the unitized endowment pool. The approved spending policy distributed 5% of the average of the ending values for the prior twelve quarters in semiannual distributions. The distribution includes both income and equity components.

As of June 30, 2016 and 2015, accumulated market appreciation of the PIP pool was approximately $367,233,000 and $506,676,000, respectively. Of this amount, 40.87% and 43.13% represents appreciation attributable to donor-restricted (true and term) endowments during the year ended June 30, 2016 and 2015, respectively. The University's endowment policies are subject to the provisions of Indiana Code IC 30-2-12, "Uniform Management of Institutional Funds." Under this section, the Trustees may authorize expenditure — consistent with donors' intent — of net appreciation in the fair value of the assets of the endowment.

Interest in Charitable Trusts and Contracts. As of June 30, 2016 and 2015, the PRF PIP investment pool includes the following PRF Trusts assets (Dollars in Thousands).

	Assets at Fair Value		Beneficiary Interest	
	June 30, 2016	June 30, 2015	June 30, 2016	June 30, 2015
University	$ 18,768	$ 24,004	$ 9,382	$ 13,244
PRF	41,492	45,425	16,359	17,361
Related Parties	8	8	3	2
Other Affiliates	200	223	90	101
Total	$ 60,468	$ 69,660	$ 25,834	$ 30,708

As of June 30, 2016 and 2015, the University PIP investment pool includes endowment assets of approximately $6,783,000 and $7,465,000, which are offset by Funds Held in Trust obligations to the other beneficiaries (Note 7).

The University also has beneficiary interest in insurance contracts of $857,000 and $790,000, respectively, as of June 30, 2016 and 2015.

Fair Value Disclosures

Fair value is defined as the price that would be received for an asset or paid to transfer a liability (an exit price) in the University's principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. GAAP establishes a fair value hierarchy which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value.

The GASB 72 accounting standard for disclosure describes three levels of inputs that may be used to measure fair value, as indicated below:

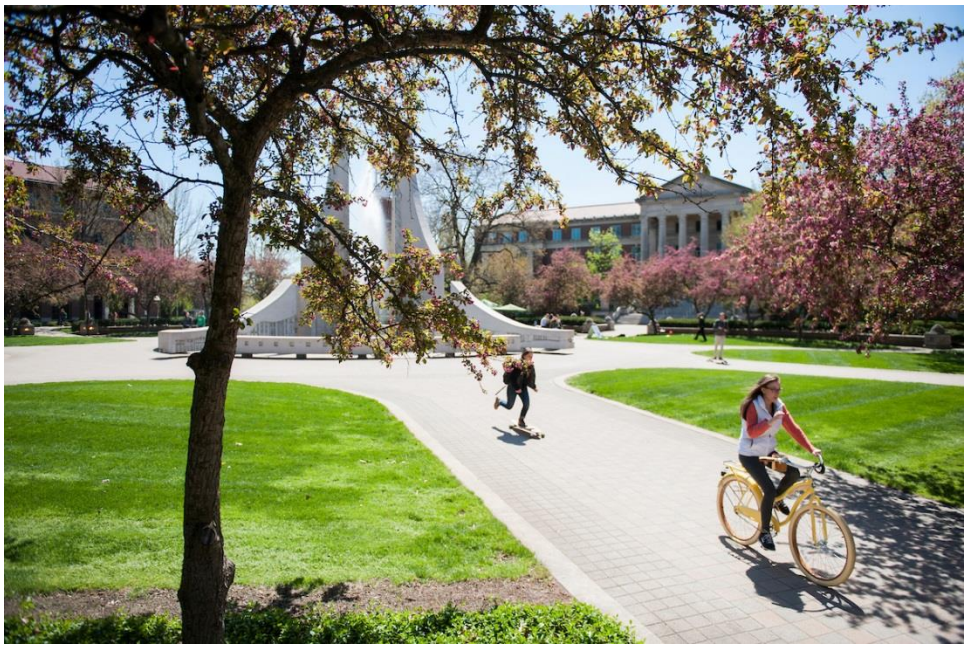
Level 1. Quoted prices (unadjusted) for identical assets or liabilities in active markets that the entity has the ability to access as of the measurement date.

Level 2. Significant other observable inputs other than Level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data.

Level 3. Significant unobservable inputs that reflect a reporting entity's own assumptions.

Net Asset Value (NAV). Certain investments are valued using the net asset value (NAV), or its equivalent, provided by the fund as a practical expedient. Those investments include pooled equities, marketable alternative assets, and partnerships and are excluded from the valuation hierarchy.

In many cases, a valuation technique used to measure fair value includes inputs from multiple levels of the fair value hierarchy. The lowest level of significant input determines the placement of the entire fair value measurement in the hierarchy. The fair values of investments that are readily marketable, such as equities, government securities and money market funds, are determined by obtaining quoted prices on nationally recognized securities exchanges (Level 1 inputs) or by quoted market prices of similar securities with similar due dates or matrix pricing for mutual funds and bonds (Level 2 inputs).



Assets and Liabilities measured at fair value on a recurring basis are summarized below (Dollars in Thousands):

	Fair Value Measurements at June 30, 2016				
Investment Type	**Level 1**	**Level 2**	**Level 3**	**NAV**	**Total**
SEPARATELY HELD INVESTMENTS:					
Land Grant Cash Held by State Treasurer	$ -	$ 340	$ -	$ -	$ 340
US Equity	44,337	-	-	-	44,337
Public Real Estate	-	-	1,628	-	1,628
US Agencies	-	5	-	-	5
Venture Capital/Private Equity	-	-	1,164	-	1,164
Short Term Investments	120,620	-	-	-	120,620
BOND PROCEEDS INVESTED:					
Short Term Investments	123,620	-	-	-	123,620
PIPC:					
Short Term Investments	188,490	-	-	-	188,490
Fixed Income:					
Asset-Backed Securities	-	89,623	-	-	89,623
Corporate Bonds	-	403,182	-	-	403,182
Mortgage-Backed Securities	-	264,845	-	-	264,845
US Agencies	-	140,788	-	-	140,788
US Treasuries and Securities	482,433	1,089	-	-	483,522
PIP:					
Short Term Investments	41,284	100	3,114	-	44,498
US Equity	220,354	10,629	-	57,033	288,016
International Equity	150,459	-	-	38,243	188,702
Fixed Income	29,959	102,038	-	-	131,997
Emerging Markets	55,979	-	-	36,532	92,511
Marketable Alternatives	-	-	124,521	232,825	357,346
Public Real Estate	42,083	-	-	-	42,083
Private Real Estate	-	-	48,743	-	48,743
Private Natural Resources	-	-	70,228	-	70,228
Venture Capital/Private Equity	-	6,439	188,799	-	195,238
Total	**$ 1,499,618**	**$ 1,019,078**	**$ 438,197**	**$ 364,633**	**$ 3,321,526**

Investment Type	Level 1	Level 2	Level 3	NAV	Total
	Fair Value Measurements at June 30, 2015				
SEPARATELY HELD INVESTMENTS:					
Land Grant Cash Held by State Treasurer	$ -	$ 340	$ -	$ -	$ 340
US Equity	43,391	-	-	-	43,391
Public Real Estate	-	-	1,628	-	1,628
US Agencies	-	5	-	-	5
Venture Capital/Private Equity	-	-	1,740	-	1,740
Short Term Investments	98,303	-	-	-	98,303
BOND PROCEEDS INVESTED:					
Short Term Investments	108,460	-	-	-	108,460
PIPC:					
Short Term Investments	351,204	-	-	-	351,204
Fixed Income:					
Asset-Backed Securities	-	76,679	-	-	76,679
Corporate Bonds	-	389,112	-	-	389,112
Mortgage-Backed Securities	-	223,224	-	-	223,224
US Agencies	-	103,665	-	-	103,665
US Treasuries and Securities	366,247	-	-	-	366,247
PIP:					
Short Term Investments	26,539	1,074	-	-	27,613
US Equity	283,437	13,031	-	62,893	359,361
International Equity	170,276	-	-	43,025	213,301
Fixed Income	554	109,772	-	-	110,326
Emerging Markets	61,011	-	-	42,286	103,297
Marketable Alternatives	-	-	127,731	256,516	384,247
Public Real Estate	38,502	-	-	-	38,502
Private Real Estate	-	-	49,312	-	49,312
Private Natural Resources	-	-	72,918	-	72,918
Venture Capital/Private Equity	-	5,964	184,302	-	190,266
Total	**$ 1,547,924**	**$ 922,866**	**$ 437,631**	**$ 404,720**	**$ 3,313,141**

Short Term Investments. Include cash and cash equivalents valued at cost, which approximates fair value. Short-term investments in this category are valued at the quoted market price reported on the active market on which the individual securities are traded on the last day of the business year (Level 1 inputs). There are also investments where cash is held in a financial institution or investment account (Level 2 or Level 3 inputs).

U.S. Equity. Equity investments are generally in separately managed accounts principally invested in common stocks. The fair values of common stocks are determined by obtaining quoted prices on nationally recognized securities exchanges (Level 1 inputs). The University also has equity investments in commingled funds that are valued using NAV under the market approach. These investments are able to be redeemed on a short-term basis (Level 2 inputs).

Fixed Income. Fixed income investments include U.S. government bonds and corporate debt valued at the closing price reported in the active market in which the bond is traded (Level 1 inputs). Government agency and asset-backed securities are valued without relying exclusively on quoted prices for the specific securities but rather by relying on the securities' relationship to other benchmark quoted securities or on models using market information (Level 2 inputs). The University also has fixed income investments held in commingled funds that are valued using NAV under the market approach. These investments are able to be redeemed on a short-term basis (Level 2 inputs).

International Equity. Non-U.S. equity investments are generally in separately managed accounts principally invested in common stocks. The fair values of common stocks are determined by obtaining quoted prices on globally recognized securities exchanges (Level 1 inputs). The University also has an equity investment in a commingled fund that is valued using NAV under the market approach. This investment is able to be redeemed on a short-term basis (Level 2 inputs). There are no unfunded future commitments to these investments.

Emerging Markets. Equity investments held in common stock of developing countries. The fair values of common stocks are determined by obtaining quoted prices on globally recognized securities exchanges (Level 1 inputs). The University also has an equity investment held in a commingled fund that is valued using NAV under the market approach. This investment is able to be redeemed on a short-term basis (Level 2 inputs). There are no significant restrictions on redemption and no unfunded future commitments to these investments.

Marketable Alternatives. Marketable Alternatives include Hedge funds which are investments that employ a variety of strategies including US and global long/short, event and diversified arbitrage. The funds seek to generate positive risk-adjusted returns across a range of market environments. A NAV is used to determine the fair value. The managers utilize standard valuation procedures and policies to assess the fair value of the underlying investment holdings to derive NAV. For holdings in marketable securities listed on national securities exchanges, the values represent the publicly traded values, and holdings in private securities are generally valued using the market approach, which attempts to apply a fair value standard by referring to meaningful third-party transactions, comparable public market valuations, appraisals and/or the income approach. Redemptions may be made monthly, quarterly, or annually with notice periods ranging from 30 to 90 days. In a few instances, however, lock-ups of up to two years are in place, or the fund balance is in illiquid side pocket investments (Level 3 inputs).

Public Real Estate. Real estate equity investments are generally in separately managed accounts or a fund principally invested in common stocks. The fair values of common stocks are determined by obtaining quoted prices on nationally recognized securities exchanges (Level 1 inputs). There are no significant restrictions on redemption and no unfunded future commitments to these investments.

Private Real Estate. The fair values of the investments in real estate partnerships have been estimated using the NAV of the ownership interest in partners' capital. For partnership holdings in marketable securities listed on national securities exchanges, the values represent the publicly traded values, and holdings in private securities are generally valued using the mark-to-market method, which attempts to apply a fair value standard by referring to meaningful third-party transactions, comparable public market valuations, appraisals and/or the income approach. These investments cannot be redeemed at NAV with the fund managers until the partnerships terminate, which range from 3 to 10 years. Partnership investments are not readily marketable and their estimated value is subject to uncertainty (Level 3 inputs).

Public Natural Resources. Equity investments relating to oil and gas exploration, supplies and equipment are held in a commingled fund that is valued using NAV under the market approach. These investments are able to be redeemed on a short-term basis (Level 2 inputs). There are no significant restrictions on redemption and no unfunded future commitments to these investments.

Private Natural Resources. The fair values of the investments in energy-related and mineral and mining partnerships have been estimated using the NAV of the ownership interest in partners' capital. For partnership holdings in marketable securities listed on national securities exchanges, the values represent the publicly traded values, and holdings in private securities are generally valued using the mark-to-market method, which attempts to apply a fair value standard by referring to meaningful third-party transactions, comparable public market valuations, appraisals and/or the income approach. These investments cannot be redeemed at NAV with the fund managers until the partnerships terminate, which

range from 5 to 12 years. Partnership investments are not readily marketable and their estimated value is subject to uncertainty (Level 3 inputs).

Venture Capital/Private Equity. The fair values of the investments in buyout and venture partnership have been estimated using the NAV of ownership interest in partners' capital. For partnership holdings in marketable securities listed on national securities exchanges, the values represent the publicly traded values, and holdings in private securities are generally valued using the mark-to-market method, which attempts to apply a fair value standard by referring to meaningful third-party transactions, comparable public market valuations, appraisals and/or the income approach. These investments cannot be redeemed at NAV with the fund managers until the partnerships terminate, which range from 1 to 12 years. Partnership investments are not readily marketable and their estimated value is subject to uncertainty (Level 3 inputs). A special situations private equity investment fund is able to be redeemed on a short-term basis with no significant restrictions (Level 2 inputs).

Interest in Perpetual Trust. The fair value of beneficial interest in trust assets (or any type of beneficial interest) is based on a valuation model that calculates the present value of estimated distributed income. The valuation model incorporates assumptions that market participants would use in estimating future distributed income, using the market approach. The University is able to compare the valuation model inputs and results to widely available published industry data for reasonableness. If not readily comparable to published data, then the University would have to develop a model similar to the above for a Level 3 input. Since the University does not have the ability to redeem these beneficial interests on a short-term basis, they are classified as Level 3 valuations.



Note 3 — Accounts, Pledges, and Notes Receivable

Accounts and notes receivable consisted of the following (dollars in thousands):

	June 30, 2016	June 30, 2015
Grants and Contracts	$ 46,651	$ 37,196
Student and General	24,055	20,041
Other Accrued Revenues	18,758	15,418
Less: Allowance for Doubtful Accounts	(3,153)	(3,731)
Total Accounts Receivable, Net	**86,311**	**68,924**
Pledges Receivable	64,706	57,826
Less: Allowance for Doubtful Pledges	(2,418)	(2,096)
Net Pledges Receivables	62,288	55,730
Less: Noncurrent Portion	(38,136)	(34,395)
Pledges Receivable, Current Portion	**24,152**	**21,335**
Perkins Loans	26,242	25,848
Institutional Loans	21,309	21,090
Other Student Loans and Receivables	12,241	12,207
Less: Allowance for Doubtful Loans	(1,114)	(1,737)
Net Notes Receivables	58,678	57,408
Less: Noncurrent Portion	(50,011)	(48,332)
Notes Receivable, Current Portion	**8,667**	**9,076**
State Appropriations Receivable	5,294	7,181
Other Receivables, Current Portion	**$ 5,294**	**$ 7,181**

Note 4 – Capital Assets (dollars in thousands)

Capital Assets Activity	Balance July 1, 2015	Additions	Retirements	Transfers	Balance June 30, 2016
Capital Assets, Not Being Depreciated:					
Land	$ 37,181	$ 3,726	$ -	$ -	$ 40,907
Construction in Progress	130,861	152,338	-	(82,544)	$ 200,655
Total, Capital Assets, Not Being Depreciated	168,042	156,064	-	(82,544)	241,562
Capital Assets, Being Depreciated:					
Land Improvements	75,474	8	-	-	$ 75,482
Infrastructure	124,800	11,332	393	19,529	$ 155,268
Buildings	3,007,452	85,537	5,150	63,015	$ 3,150,854
Equipment	523,277	46,360	21,143	-	$ 548,494
Software	58,369	-	-	-	$ 58,369
Total, Capital Assets, Being Depreciated	3,789,372	143,237	26,686	82,544	3,988,467
Less Accumulated Depreciation:					
Land Improvements	61,223	1,942	-	-	$ 63,165
Infrastructure	52,995	7,423	76	-	$ 60,342
Buildings	1,319,970	110,522	4,244	-	$ 1,426,248
Equipment	362,785	35,496	19,636	-	$ 378,645
Software	46,416	6,506	-	-	$ 52,922
Total Accumulated Depreciation	1,843,389	161,889	23,956	-	1,981,322
Total Capital Assets, Net of Accumulated Depreciation	**$ 2,114,025**	**$ 137,412**	**$ 2,730**	**$ -**	**$ 2,248,707**

Capital Assets Activity	Balance July 1, 2014	Additions	Retirements	Transfers	Balance June 30, 2015
Capital Assets, Not Being Depreciated:					
Land	$ 28,179	$ 9,084	$ 82	$ -	$ 37,181
Construction in Progress	130,141	80,761	-	(80,041)	130,861
Total, Capital Assets, Not Being Depreciated	158,320	89,845	82	(80,041)	168,042
Capital Assets, Being Depreciated:					
Land Improvements	73,046	1,607	-	821	75,474
Infrastructure	105,008	12,531	275	7,536	124,800
Buildings	2,881,489	68,587	14,187	71,563	3,007,452
Equipment	508,753	36,592	22,189	121	523,277
Software	58,369	-	-	-	58,369
Total, Capital Assets, Being Depreciated	3,626,665	119,317	36,651	80,041	3,789,372
Less Accumulated Depreciation:					
Land Improvements	59,074	2,149	-	-	61,223
Infrastructure	46,668	6,362	35	-	52,995
Buildings	1,221,281	106,035	7,346	-	1,319,970
Equipment	344,415	38,211	19,841	-	362,785
Software	41,422	4,994	-	-	46,416
Total Accumulated Depreciation	1,712,860	157,751	27,222	-	1,843,389
Total Capital Assets, Net of Accumulated Depreciation	**$ 2,072,125**	**$ 51,411**	**$ 9,511**	**$ -**	**$ 2,114,025**

During fiscal year 2016, the University incurred $30,237,000 in interest costs related to the ownership of capital assets. Of this total, $27,302,000 was charged as interest expense and $2,935,000 was capitalized.

Note 5 —Accounts Payable and Accrued Expenses

Accounts payable and accrued expenses consisted of the following (dollars in thousands):

	June 30, 2016	June 30, 2015
Construction Payables	$ 29,166	$ 22,134
Accrued Insurance Liabilities	20,550	24,261
Interest Payable	14,550	17,058
Accrued Salaries and Wages	9,628	8,391
Vendor and Other Payables	31,102	35,482
Net Pension Liability	20,184	-
Total Accounts Payable	**$ 125,180**	**$ 107,326**

Included in Total Accounts Payable is $20,184,000 related to a one-time supplemental contribution made in August 2016 to the Indiana Public Retirement System in order to fund our supplemental contribution to PERF pursuant to Indiana Public Law 241-2015.

Accrued Insurance Liabilities. The University is exposed to various risks of loss related to torts; theft of, damage to, or destruction of assets; errors or omissions; job-related illnesses or injuries to employees; accident, health, and other medical benefits provided to employees and their dependents; and long-term disability benefits provided to employees. The University handles these risks of loss through combinations of risk retention and commercial insurance. For buildings and contents, the University's risk retention is $250,000 per occurrence. There is $2,000,000 retention per occurrence or wrongful act for general, automobile, and professional and educators' legal liability coverage. The University retains the entire risk for medical benefits. The maximum liability to the University for job-related illness or injury is $500,000 per incident, with a maximum annual aggregate liability of approximately $8,000,000 as of both June 30, 2016 and 2015.

Separate funds have been established to account for these risks. All departments of the University are charged fees based on actuarial estimates of the amounts necessary to pay claims and to establish reserves for catastrophic losses. During the years ended June 30, 2016 and 2015, the University reflected approximately $1,753,000 and $0, respectively, of insurance proceeds as non-operating income.

The University accrues liabilities for claims if information indicates that a loss has been incurred as of June 30, and the amount of the loss can reasonably be estimated. Changes in the balances of accrued insurance liabilities were as follows (dollars in thousands).

	June 30, 2016	June 30, 2015
Beginning Liability	$ 24,261	$ 22,329
Claims Incurred	115,370	107,536
Claims Payments	(119,081)	(105,604)
Ending Liability	**$ 20,550**	**$ 24,261**

Note 6 — Debt Related to Capital Assets

Debt liability activity is summarized below (dollars in thousands):

Debt Related Liabilities	Balance July 1, 2015	Increases	Decreases	Balance June 30, 2016	Current Portion
Notes Payable	$ 616	$ 7,070	$ 619	$ 7,067	$ 415
Leases Payable to Affiliated Foundations	130,326	85,120	5,787	209,659	37,861
Bonds Payable					
Student Facilities System Revenue Bonds	370,870	67,470	67,080	371,260	63,550
Student Fee Bonds	441,905	121,885	130,915	432,875	32,480
Total Bonds Payable	812,775	189,355	197,995	804,135	96,030
Net Unamortized Premiums and Costs	51,921	57,135	14,174	94,882	11,984
Total Debt Related Liabilities	**$ 995,638**	**$ 338,680**	**$ 218,575**	**$ 1,115,743**	**$ 146,290**

Debt Related Liabilities	Balance July 1, 2014	Increases	Decreases	Balance June 30, 2015	Current Portion
Commercial Paper	$ 18,308	$ -	$ 18,308	$ -	$ -
Notes Payable	710	-	94	616	101
Leases Payable to Affiliated Foundations	142,668	-	12,342	130,326	37,972
Bonds Payable					
Student Facilities System Revenue Bonds	316,205	98,070	43,405	370,870	62,030
Student Fee Bonds	430,775	67,615	56,485	441,905	33,965
Total Bonds Payable	746,980	165,685	99,890	812,775	95,995
Net Unamortized Premiums and Costs	40,292	18,922	7,293	51,921	7,003
Total Debt Related Liabilities	**$ 948,958**	**$ 184,607**	**$ 137,927**	**$ 995,638**	**$ 141,071**

Commercial Paper. On April 1, 2008, a commercial paper agreement was negotiated with Goldman, Sachs & Company. This agreement authorized a maximum outstanding at any time of $50,000,000 to finance portions of the costs of certain infrastructure, equipment, and facilities on various campuses. The interest rate is variable and reset based on market conditions. The University can set the maturity dates up to 270 days. On January 7, 2015 all outstanding Commercial Paper debt was paid in full. The program is currently inactive.

Notes Payable. As of June 30, 2016 and 2015, the balance of notes outstanding was approximately $7,067,000 and $616,000, respectively, representing financing for various activities.

On November 15, 2015, the University entered into an agreement with Purdue Research Foundation (PRF) that transferred the Bowen Laboratory Facility property to the University in exchange for an agreement to pay the balance of the PRF debt attributable to the Bowen Lab. The initial balance was $7,070,000, and the balance at June 30, 2016 was $6,660,000. The current portion of this debt was approximately $415,000 as of June 30, 2016, with an interest rate ranging between 2.00% and 5.00% as of June 30, 2016.

On June 10, 2010, the University entered into a loan agreement with PRF to refinance its capital lease with PRF. The agreement authorized the transfer of the Schneider Avenue building from PRF to the Calumet campus in exchange for the original promise to pay approximately $1,140,000 over thirteen annual payments. The outstanding balance of this note was $407,000 and $616,000 as of June 30, 2016 and 2015. There is no current portion due as of June 30, 2016 as it was paid during the 2016 fiscal year, and the current portion of the note was approximately $101,000 as of June 30, 2015. The interest rate for the note was fixed at 8.00% as of June 30, 2016 and 2015.

Leases Payable. Leases payable consisted of the following items (dollars in thousands):

Issue	Issue Date	Interest Rates	Final Maturity Date	Outstanding June 30, 2016	Outstanding June 30, 2015	Current Outstanding June 30, 2016
Certificates of Participation with Ross-Ade Foundation:						
Series 2006	2006	5.25%	2025	29,445	32,520	2,640
Series 2009B	2009	4.29-5.96%	2019	40,715	42,795	2,135
Series 2011A	2011	0.40%*	2035	32,185	32,185	32,185
Series 2014A	2014	2.66%	2027	21,530	21,955	805
Series 2016A	2016	4.00-5.00%	2037	85,120	-	-
Leases with PRF:						
Kaplan	2012	5.63%	2022	664	755	96
Leases with IPFW Foundation:						
Child Care Center	2011	6.20%	2016	-	116	-
				209,659	130,326	37,861
Net unamortized premiums and costs				19,754	1,901	1,959
Total				**$ 229,413**	**$ 132,227**	**$ 39,820**

**Variable interest rates are reset weekly and are based upon market conditions. Rates shown are as of June 30, 2016.*

The Certificates of Participation (COPs) are secured by certain real estate and the projects located on that real estate, the lease payments to the Ross-Ade Foundation, and a pledge of available income, except student fees and state appropriations. The University has entered into a lease purchase arrangement whereby on the termination of the stated lease, title to the land and buildings will be conveyed absolutely to the Trustees of the University. At any time during the lease term, the University has the right to acquire the entire title to the facility by paying the Ross-Ade Foundation an amount equal to the then outstanding indebtedness. The Ross-Ade Foundation has created a reserve for valuation to reduce the carrying value of certain properties leased to the University in an amount not greater than the proceeds to be received if disposal was made to the University. During the Fiscal Years June 30, 2016 and 2015, the University included approximately $32,185,000 in Current Liabilities related to variable rate Certificates of Participation (Series 2011A).

On June 15, 2016, the University issued Certificates of Participation, Series 2016A at par value of $85,120,000 and a premium of approximately $18,127,000 to fund the renovation and expansion of the Mollenkopf Football Performance Center at the West Lafayette campus, to pay for allowable construction period interest and costs of issuance, and to effect a cross-over refunding of a portion of Build America Certificates of Participation, Series 2009B (Direct Pay Option) effective July 1, 2019. Debt service on the Series 2016A refunding certificates due up to and including July 1, 2019 will be paid from an irrevocable escrow held by the Escrow Trustee, Bank of New York Mellon. At the cross-over date, $34,130,000 will be outstanding in Series 2009B and will be called and paid for by the escrowed funds. After that point, the university estimates a reduction in its aggregate debt service payments over the life of the debt of approximately $2,579,000. An economic loss (difference between the reacquisition cost and unamortized premium) of approximately $3,471,000 will be created when the cross-over is effected on July 1, 2019 and amortized through 2031. During fiscal 2016, there was no payment of debt service on the Series 2016A Certificates; interest income on the escrowed securities was approximately $16,000.

As of June 30, 2016 and 2015, long-term debt included amounts relating to properties with book value, net of accumulated depreciation of approximately $151,122,000 and $152,159,000, respectively, leased from Ross-Ade Foundation, Purdue Research Foundation, or the IPFW Foundation.

On September 1, 2011, the University entered into a $615,000 lease agreement with the IPFW Foundation for a child care center near the Fort Wayne campus. The lease was treated as a capital lease with a fair value of $515,000.

On December 21, 2012 the University entered into a $1,335,000 lease agreement with Purdue Research Foundation for the real estate commonly known as Kaplan Commons near the Calumet campus. The lease was treated as a capital lease with a fair value of $1,000,000.



Bonds Payable. As of June 30, 2016 and 2015, the balance of bonds payable was approximately $879,263,000 and $862,795,000, respectively. Bonds payable consisted of the following issues (dollars in thousands):

Issuance and Description	Issue Date	Interest Rates	Final Maturity Date	Total Outstanding June 30, 2016	Total Outstanding June 30, 2015	Current Outstanding June 30, 2016
Student Facilities System Revenue Bonds:						
Series 2004A						
Finance construction of Calumet student housing and parking garage facilities	2004	0.41%*	2033	$ 16,600	$ 17,600	$ 16,600
Series 2005A						
Finance construction and renovation of West Lafayette housing and food service facilities	2005	0.40% *	2029	6,020	6,020	6,020
Series 2007A						
Refund a portion of Student Facilities System Revenue Bond Series 2003A and 2003B	2007	5.00-5.25%	2029	57,680	59,840	2,275
Series 2007B						
Finance construction of the new West Lafayette dining court and Fort Wayne student housing facility	2007	5.00%	2018	2,715	3,510	835
Series 2007C						
Renovate a West Lafayette student housing facility, and finance construction on a new West Lafayette student housing facility	2007	0.40% *	2032	25,520	25,520	25,520
Series 2009A						
Finance construction of new West Lafayette and Calumet student housing, renovate a West Lafayette student housing facility, and refund a portion of commercial paper	2009	5.00%	2016	1,055	19,930	1,055
Series 2009B						
Finance Fort Wayne and West Lafayette student housing facilities, and refund a portion of commercial paper	2009	5.00%	2016	1,120	37,510	1,120
Series 2010A						
Taxable Build America Bonds to finance the renovation of West Lafayette student housing facilities, and refund a portion of commercial paper	2010	3.16-5.96%	2030	21,605	22,750	1,165
Series 2011A						
Refund a portion of Student Facilities System Revenue Bond Series 2004A, 2005A, and 2007C	2011	3.75-5.00%	2025	38,360	41,295	3,065
Series 2012A						
Finance construction for the West Lafayette student housing and parking facilities, and to refund a portion of Student Facilities System Revenue Bond Series 2003B and a portion of commercial paper	2012	3.13-5.00%	2032	35,370	38,825	3,645
Series 2015A						
Finance a portion of construction of West Lafayette Honors College and Residence Hall, refund a portion of Series 2007B and of Series 2009A.	2015	3.00-5.00%	2040	97,745	98,070	1,460
Series 2016A						
Finance construction for the West Lafayette Flex Lab Facility, refund portion of Series 2009A and Series 2009B.	2016	3.00-5.00%	2036	67,470	-	790
				371,260	370,870	63,550
Net unamortized premiums and costs				33,360	24,332	3,637
Total Student Facilities System Revenue Bonds				**$ 404,620**	**$ 395,202**	**$ 67,187**

**Variable interest rates are reset weekly and are based upon market conditions. Rates shown are as of June 30, 2016.*

Issuance and Description	Issue Date	Interest Rates	Final Maturity Date	Total Outstanding June 30, 2016	Total Outstanding June 30, 2015	Current Outstanding June 30, 2016
Student Fee Bonds:						
Series P						
Refund Student Fee Bond Series M	1998	5.25%	2017	6,705	11,475	5,020
Series U						
Refund a portion of Student Fee Bond Series Q	2005	3.85-5.25%	2022	21,855	24,670	2,960
Series W						
Finance West Lafayette strategic infrastructure and utilities improvements	2006		2015	-	1,895	-
Series X						
Finance the construction of the West Lafayette Health and Human Sciences facility, add a wing to the West Lafayette Mechanical Engineering Building, West Lafayette power improvements, construct the Fort Wayne Student Services and Library Complex, for repair and rehabilitation projects, and to refund a portion of commercial paper	2009	5.00%	2019	19,610	85,510	4,555
Series Y						
Refund Student Fee Bond Series S, T, and V	2010	4.50-5.00%	2020	19,505	58,255	3,525
Series Z-1						
Finance a portion of construction of the West Lafayette Student Fitness and Wellness Center, Fort Wayne Parking Garage, and West Lafayette Repair & Rehabilitation projects as well as refund Student Fee Bond Series H, K, L, O, and a portion of Series R and a portion of commercial paper	2010	4.00-5.00%	2024	34,365	42,155	5,710
Series Z-2						
Taxable Build America Bonds to finance a portion of the construction of the West Lafayette Student Fitness and Wellness Center and the Fort Wayne Parking Garage, and a portion of West Lafayette Repair & Rehabilitation projects	2010	2.24-5.33%	2035	96,805	99,305	3,680
Series AA						
Finance a portion of construction of the West Lafayette Student Fitness and Wellness Center, Health and Human Sciences Facility, Repair & Rehabilitation projects on the West Lafayette campus and Purdue North Central Student Services and Activities complex	2012	3.00-5.00%	2032	49,160	51,025	1,940
Series BB1						
Finance a portion of construction of North Central Student Services and Activities Complex, Repair and Rehabilitation projects on the West Lafayette campus, refund energy improvement projects on all campuses originally financed with tax-exempt commercial paper and partially refund Series W.	2015	3.00-5.00%	2034	45,135	48,630	4,225
Series BB2						
Taxable debt for reallocation of Drug Discovery from tax-exempt Series AA	2015	0.89-3.81%	2032	17,850	18,985	865
Series CC						
Finance construction of West Lafayette Agriculture & Life Sciences Facility and partially refund Series X and Series Y	2016	3.00-5.00%	2036	121,885	-	
				432,875	441,905	32,480
Net unamortized premiums and costs				41,768	25,688	6,388
Total Student Fee Bonds				**$ 474,643**	**$ 467,593**	**$ 38,868**

The Student Facilities System Revenue Bonds are secured by a pledge of certain auxiliary net income and all other available funds, except student fees and state appropriations. Student Fee Bonds are secured by a pledge of mandatory student fees.

As of both June 30, 2016 and 2015, the University had approximately $48,140,000 and $49,140,000 included in Current Liabilities related to variable rate Student Facility System Revenue demand bonds (Series 2004A, Series 2005A, and Series 2007C). These bonds are backed by certain auxiliary revenues and other available funds, with serial maturities July 1, 2029 through July 1, 2033. The bonds were issued under Indiana Code IC 21-34 and IC 21-35. The proceeds of the bonds were used to provide funds for certain capital improvements, refund certain interim financing, provide for construction period interest for a portion of the bonds, and pay costs incurred to issue the bonds.

The University may direct a change in the type of interest rate borne by the variable rate debt (including variable rate COPs Series 2011A), in whole or in part, at any time from the weekly rate to a rate determined pursuant to one of six additional interest rate modes: a daily rate, a monthly rate, a quarterly rate, a semiannual rate, or a term rate (each an "adjustable rate"), or a fixed rate in accordance with the procedures provided in the indenture. However, if the debt is converted in whole or in part to a fixed rate, the interest rate on the debt so converted may not be subsequently changed to an adjustable rate.

The variable rate bonds and certificates of participation are subject to purchase on the demand of the holder, a "put," at a price equal to principal plus accrued interest on seven days' notice and delivery to the University's remarketing agent. The remarketing agent is authorized to use its best efforts to sell these bonds at a price equal to 100 percent of the principal amount by adjusting the interest rate.

The University is provided a 24-hour notice if the remarketing agent is unable to resell any debt that is put to the University. In such a case, the University is required to provide the funds to satisfy the repurchase of the debt at 100% par value, plus interest accrued to the settlement date of the put. The University has chosen to provide self-liquidity in the event of a put from any holder of these variable rate bonds or certificates of participation.

On January 7, 2015, tax-exempt Student Fee Bonds, Series BB-1 were issued at par value $48,630,000 and a premium of approximately $7,210,000. Concurrently, taxable Student Fee Bonds, Series BB-2 were issued for par value of $18,985,000. The Series BB-1 bonds provided funds for construction of the Student Service and Activities Complex at the Purdue North Central campus and financed various West Lafayette repair and rehabilitation projects. The series also refunded all outstanding commercial paper, a portion of which funded several energy conservation projects at each of the Purdue campuses. A portion of the outstanding Student Fee Bonds, Series W was also refunded in the amount of $27,800,000, resulting in a reduction in the University's aggregate debt service payments over the life of the debt of approximately $4,109,000. The refunding resulted in an estimated economic loss of approximately $1,027,000. The taxable Series BB-2 was issued to reallocate a portion of previously issued tax-exempt Series AA proceeds due to a change in use of a financed facility, the West Lafayette Drug Discovery building. Proceeds of Series AA were reallocated to the Student Services and Activities Complex at the Purdue North Central campus while the taxable proceeds from BB-2 were allocated to the West Lafayette Drug Discovery building.

On March 31, 2015, tax-exempt Student Facilities System Revenue Bonds, Series 2015A, were issued at par value of $98,070,000 and a net premium of approximately $11,370,000. The series was issued to finance a portion of the construction of the West Lafayette Honors College and Residence Hall. The series also refunded a portion of each of the outstanding Student Facilities System Revenue Bonds, Series 2007B and Series 2009A bonds, $18,835,000 and $12,750,000, respectively. As a result of the refunding, the University will have a reduction in its aggregate debt service payments over the life of the debts of approximately $5,661,000. The refunding resulted in an economic loss of approximately $1,380,000.

On May 11, 2016, the University issued Student Facilities System Revenue Bonds, Series 2016A at par value of $67,470,000 and a premium of approximately $13,317,000 to partially fund the construction of a the Engineering Flexible Laboratory on the West Lafayette campus, to refund a portion of Student Facilities System Revenue Bonds, Series 2009A

and 2009B, $17,865,000 and $35,325,000, respectively, and to pay for allowable costs of issuance. As a result of the refunding, the university anticipates a reduction in its aggregate debt service payments over the life of the debt of approximately $7,128,000. The refunding resulted in an economic loss (difference between the reacquisition cost and unamortized premium) of approximately $5,454,000 through 2036 over the term of the refunding bonds.

On May 26, 2016, the University issued Student Fee Bonds, Series CC at par value of $121,885,000 and a premium of approximately $25,691,000 to partially fund the construction of the Agricultural and Life Sciences complex at the West Lafayette campus, to pay for allowable costs of issuance, and to refund a portion of Student Fee Bonds, Series X and Y, $61,570,000 and $35,380,000, respectively. As a result of the refunding, the university anticipates a reduction in its aggregate debt service payments over the life of the debt of $13,028,606. The refunding resulted in an economic loss (difference between the reacquisition cost and unamortized premium) of $9,239,516 through 2028 over the term of the refunding bonds.

On June 30, 2016, the University completed an optional call on the Student Facilities System Revenue Bonds, Series 2004A maturing on July 1, 2033 of $1,000,000.

Scheduled payments related to debt for the fiscal years ending June 30 are as follows (dollars in thousands):

Fiscal Year	Principal	Interest	Total
2017	$ 54,099	$ 39,839	$ 93,938
2018	54,433	40,922	95,355
2019	88,969	38,912	127,881
2020	55,414	34,812	90,226
2021	53,985	33,043	87,028
2022-2026	270,220	128,488	398,708
2027-2031	258,700	65,171	323,871
2032-2036	157,550	21,089	178,639
2037-2041	27,492	2,313	29,805
	1,020,862	404,589	1,425,451
Net unamortized premiums and costs	94,882	-	94,882
Total	$ 1,115,744	$ 404,589	$ 1,520,333

Defeased Bond Issues. The University defeases bonds by prepayment or issuing new debt. The University's defeased debt is shown below (dollars in thousands). US Treasury obligations have been purchased in amounts sufficient to pay principal and interest payments when due through the call date, and have been deposited in irrevocable trusts with the trustee. Neither the defeased bonds nor the related trusts are reflected in the accompanying financial statements.

Description of Bonds	Final Maturity/ Call Date	Amount Outstanding June 30, 2016	Amount Outstanding June 30, 2015
Student Fee and Facilities:			
Student Facilities System Revenue Bonds, Series 2007B	1/1/2017	$18,835	$18,835
Student Facilities System Revenue Bonds, Series 2009A	1/1/2016	-	12,750
Student Facilities System Revenue Bonds, Series 2009A	1/1/2019	17,865	-
Student Facilities System Revenue Bonds, Series 2009B	7/1/2019	35,325	-
Student Fee Bonds:			
Student Fee Bonds, Series W	1/1/2016	-	27,800
Student Fee Bonds, Series X	7/1/2019	61,570	-
Student Fee Bonds, Series Y	7/1/2020	35,380	-

Operating Leases. The University has entered into various operating leases for facilities. The scheduled payments related to these operating leases for the fiscal years ending June 30 are as follows (dollars in thousands):

Fiscal Year	Lease Payments
2017	$ 4,115
2018	3,720
2019	2,375
2020	2,404
2021	2,442
Total Future Minimum Payments	**$ 15,056**

Note 7— Other Debt Information

Other debt information is summarized below (dollars in thousands):

Long-term Liabilities	Balance July 1, 2015	Increases	Decreases	Balance June 30, 2016	Current Portion
Accrued Compensated Absences	$ 58,913	$ 29,908	$ 26,407	$ 62,414	$ 25,538
Other Post Employment Benefits	36,693	5,911	11,207	31,397	-
Funds Held in Trust for Others	7,465	9,947	10,629	6,783	-
Advances from Federal Government	19,891	-	512	19,379	-
Total	**$ 122,962**	**$ 45,766**	**$ 48,755**	**$ 119,973**	**$ 25,538**

Long-term Liabilities	Balance July 1, 2014	Increases	Decreases	Balance June 30, 2015	Current Portion
Accrued Compensated Absences	$ 57,357	$ 27,917	$ 26,361	$ 58,913	$ 26,407
Other Post Employment Benefits	38,568	7,672	9,547	36,693	-
Funds Held in Trust for Others	8,153	6,537	7,225	7,465	-
Advances from Federal Government	19,930	-	39	19,891	-
Total	**$ 124,008**	**$ 42,126**	**$ 43,172**	**$ 122,962**	**$ 26,407**

Other Post-Employment Benefits. The University offers medical insurance for official retirees and their dependents. As of July 1, 2014, separating employees who are 55 or older, and have at least 10 years of service are eligible for official retirement status. Prior to July 1, 2014, the official retirement policy was retirees who are 55 or older whose age and years of service are equal to or are greater than 70 and have at least 10 years of service.

Official retirees under the age of 65 and their dependents are given the option to continue their medical insurance if they pay the entire cost of the blended medical plan rate, which includes both active employees and early retirees. Early retirees enjoy the benefit of a lower insurance cost due to continued participation in the University plan, which creates an implicit rate subsidy.

Purdue's annual other post-employment benefit (OPEB) cost is calculated based on the annual required contribution of the employer, an amount actuarially determined in accordance with GASB Statement No. 45. The actuarial assumptions included are shown on the following pages. The annual required contribution represents a level of funding that, if paid on an ongoing basis, is projected to cover normal costs each year and amortizes any unfunded actuarial liabilities over a 20-year period.

During the year ended June 30, 2011, the Trustees approved a voluntary early retirement incentive program for employees at least 60 years of age with at least 10 years of employment. The plan was set up to contribute to a health reimbursement account (HRA) in the amount of $7,000 per year up to a total of $35,000, which can be used to pay health premiums and other allowable medical expenses. Since the initial early retirement incentive plan, there have been several smaller plans offered with similar arrangements. For the years ended June 30, 2016 and 2015, there were 165 and 523, employees, respectively, participating in the voluntary retirement incentive program. For the years ending June 30, 2016 and 2015, the University had an outstanding liability associated with health reimbursement accounts of approximately $1,504,000 and $5,661,000, respectively.

Purdue also offers a long-term disability program providing income continuation payments. Based on date of disability, some additional benefits may be extended. Prior to January 1, 2013, the program included retirement benefit payments, medical and life insurance premium payments for a small required premium paid by the employee. Those who were participating in the program at that date continue to receive the benefits until they reach the age of 65. Individuals with a date of disability beginning January 1, 2013, or after, may continue medical benefits at the existing employee premiums until the employee becomes eligible for Medicare or for a maximum of three years after the employee becomes disabled, whichever comes first. All future and existing disability income benefit liability is fully insured through an insurance carrier.

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events into the future. Examples include assumptions about future employment, mortality, and the health-care cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The Schedule of Funding Progress presents trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations. The following tables show the components of the University's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in the University's net OPEB obligation (dollars in thousands):

Determination of Annual Required Contribution (ARC)

Cost Element	For Fiscal Year Ending June 30, 2016	For Fiscal Year Ending June 30, 2015
Normal cost	$ 2,423	$ 3,179
Amortization of the Unfunded Actuarial Accrued Liability	5,372	5,999
Total Annual Required Contribution (End of year)	**$ 7,795**	**$ 9,178**

Schedule of Employer Contributions

Fiscal Year Ending	Annual Required Contributions	Actual Contributions	Percentage Contributed
June 30, 2008	$ 11,014	$ 4,880	44%
June 30, 2009	$ 11,297	$ 5,293	47%
June 30, 2010	$ 12,750	$ 6,242	49%
June 30, 2011	$ 14,755	$ 6,138	42%
June 30, 2012	$ 11,463	$ 8,032	70%
June 30, 2013	$ 11,675	$ 6,190	53%
June 30, 2014	$ 7,523	$ 5,134	68%
June 30, 2015	$ 7,672	$ 9,547	124%
June 30, 2016	$ 5,911	$ 11,207	190%

Schedule of Funding Progress

Actuarial Valuation Date	Actuarial Value of Assets (a)	Actuarial Accrued Liability (AAL) (b)	Unfunded/ (Overfunded) AAL (UAAL) (b) - (a)	Funded Ratio (a)/(b)
January 1, 2007	-	$ 72,948	$ 72,948	0%
January 1, 2009	-	$ 76,492	$ 76,492	0%
January 1, 2009*	-	$ 97,703	$ 97,703	0%
January 1, 2011**	-	$ 89,872	$ 89,872	0%
January 1, 2013	-	$ 72,335	$ 72,335	0%
January 1, 2015	-	$ 51,658	$ 51,658	0%

* Updated to include the estimated effect of the Retirement Incentive Program

** Updated to incorporate new claim estimates and reduced disability rates based on historical trends

Net OPEB Obligation (NOO)

Actuarial Valuation Date	Fiscal Year End	Annual Required Contribution (a)	Interest on Existing NOO (b)	ARC Adjustment (c)	Annual OPEB Cost (a) + (b) + (c) (d)	Actual Contribution Amount (e)	Net Increase in NOO (d) - (e) (f)	NOO as of End of Year (g)
January 1, 2007	June 30, 2008	$ 11,014	$ -	$ -	$ 11,014	$ 4,880	$ 6,134	$ 6,134
January 1, 2007	June 30, 2009	$ 11,363	$ 307	$ (373)	$ 11,297	$ 5,293	$ 6,004	$ 12,138
January 1, 2009	June 30, 2010	$ 12,949	$ 607	$ (806)	$ 12,750	$ 6,242	$ 6,508	$ 18,646
January 1, 2009	June 30, 2011	$ 15,060	$ 932	$ (1,237)	$ 14,755	$ 6,138	$ 8,617	$ 27,263
January 1, 2011	June 30, 2012	$ 12,158	$ 1,363	$ (2,058)	$ 11,463	$ 8,032	$ 3,431	$ 30,694
January 1, 2011	June 30, 2013	$ 12,458	$ 1,535	$ (2,318)	$ 11,675	$ 6,190	$ 5,485	$ 36,179
January 1, 2013	June 30, 2014	$ 8,935	$ 1,447	$ (2,859)	$ 7,523	$ 5,134	$ 2,389	$ 38,568
January 1, 2013	June 30, 2015	$ 9,177	$ 1,543	$ (3,048)	$ 7,672	$ 9,547	$ (1,875)	$ 36,693
January 1, 2015	June 30, 2016	$ 7,795	$ 1,468	$ (3,352)	$ 5,911	$ 11,207	$ (5,296)	$ 31,397

Valuation Date	January 1, 2015
Actuarial cost method	Entry age normal, level percent of pay
Amortization method	20 years from date of establishment, closed, level percent of pay
Asset valuation method	N/A, no assets in trust
Actuarial assumptions:	
Discount rate	4%
Projected payroll increases	3%
Health care cost trend rate:	
Medical	7.75% graded to 5% over 6 years
Prescription Drugs	7.75% graded to 5% over 6 years
Vision	3%
Administrative Costs	3%

Plan membership:	January 1, 2015
Current retirees and surviving spouses	283
Current disabled	149
Current active members	10,851
Total	11,283

Note 8 – Operating Expenses by Function

Operating expenses by functional classification are summarized as follows (dollars in thousands):

June 30, 2016

Function	Compensation & Benefits	Supplies and Services	Depreciation	Scholarships, Fellowships & Student Awards	Total
Instruction	$ 607,245	$ 93,102	$ -	$ -	$ 700,347
Research	169,983	69,104	-	-	239,087
Extension and Public Service	87,280	45,913	-	-	133,193
Academic Support	88,641	50,937	-	-	139,578
Student Services	32,205	14,049	-	-	46,254
General Administration and Institutional Support	128,221	43,862	-	-	172,083
Physical Plant Operations and Maintenance	78,370	53,053	-	-	131,423
Depreciation	-	-	161,889	-	161,889
Student Aid	-	-	-	78,355	78,355
Auxiliary Enterprises	100,302	72,079	-	-	172,381
Total	**$ 1,292,247**	**$ 442,099**	**$ 161,889**	**$ 78,355**	**$ 1,974,590**

June 30, 2015

Function	Compensation & Benefits	Supplies and Services	Depreciation	Scholarships, Fellowships & Student Awards	Total
Instruction	$ 524,258	$ 98,199	$ -	$ -	$ 622,457
Research	159,195	62,909	-	-	222,104
Extension and Public Service	69,153	62,172	-	-	131,325
Academic Support	98,897	41,505	-	-	140,402
Student Services	38,582	9,091	-	-	47,673
General Administration and Institutional Support	111,520	33,006	-	-	144,526
Physical Plant Operations and Maintenance	76,855	55,247	-	-	132,102
Depreciation	-	-	157,751	-	157,751
Student Aid	-	-	-	72,079	72,079
Auxiliary Enterprises	140,347	76,878	-	-	217,225
Total	**$ 1,218,807**	**$ 439,007**	**$ 157,751**	**$ 72,079**	**$ 1,887,644**

Note 9 — Retirement Plans

Authorization. Authorization to establish retirement plans is stated in Indiana Code IC 21-38-7.

All Employees. University employees are participants in various retirement programs, including the Federal Insurance Contributions Act (FICA). During the years ended June 30, 2016 and 2015, the University's contribution to FICA was approximately $56,301,000 and $53,524,000, respectively.

Defined Contribution Plans. Certain employees of the University participate in defined contribution plans. Benefit provisions are established and/or amended by the Trustees. University defined contribution plans are all administered through Fidelity Investments. Plan contributions are made at the time the associated payroll is issued, so there is not a material outstanding liability at June 30, 2016 or 2015.

Faculty and Administrative/Professional Staff. Faculty, professional, and certain administrative employees of the University participate in the exempt employees' defined contribution plans. Faculty and management personnel participate immediately upon employment; others must satisfy a three-year waiting period. Effective January 1, 2011, the University contributes 10% of each participating employee's salary to the Purdue University 403(b) defined contribution retirement plan. Employee contributions are not required but may be made on a voluntary basis to the Purdue University 403(b) voluntary tax-deferred annuity plan and/or the Purdue University 457(b) deferred compensation plan. Those eligible to participate in the defined contribution plan also participate in the Purdue University 401(a) Profit Sharing Plan. This plan requires a mandatory employee contribution of 4% of their salary. Funds in all exempt employees defined contribution plans are immediately vested, so no forfeitures exist in these plans.

For the years ended June 30, 2016 and 2015, there were 7,201 and 6,884 employees, respectively, participating in the plans with annual pay equal to approximately $605,385,000 and $572,478,000, respectively. For the years ended June 30, 2016 and 2015, the University made contributions totaling approximately $59,249,000 and $56,445,000, respectively, to these plans.

Clerical, Service, and Operations/Technical Assistants. Clerical, service, and operations/technical assistants hired on or after September 9, 2013 and employed at least half-time participate in the non-exempt employees' defined contribution plan. Benefits-eligible employees in this category participate immediately upon date of employment. The University provides a base contribution of 4% of the participating employee's salary each pay period to the Purdue University 403(b) defined contribution retirement plan. This plan has a three year vesting period for this employee group, and there is not a material forfeiture balance at this time. Employee contributions are not required but may be made on a voluntary basis to the Purdue University 403(b) voluntary tax-deferred annuity plan. The University will match voluntary employee pre-tax contributions up to 4% of earnings each pay period. Employees may also contribute voluntarily to the Purdue University 457(b) Deferred Compensation Plan, but these contributions are not matched.

For the years ended June 30, 2016 and 2015, there were 1,615 and 1,088 employees, respectively, participating in the plan with annual pay equal to approximately $34,150,000 and $18,333,000, respectively. For the year ended June 30, 2016 and 2015, the University made base contributions totaling approximately $1,284,000 and $688,000, respectively, and matching contributions totaling approximately $1,043,000 and $540,000, respectively, to the plan.

Defined Benefit Plans. Certain employees of the University participate in defined benefit plans administered by other agencies. Actuarial information related to the University's portion of these plans are disclosed in the Required Supplementary Information (RSI) at the back of the Financial Report.

PERF. Regular clerical and service staff employed at least half-time and hired on or prior to September 8, 2013, participate in the Public Employees Retirement Fund (PERF), a retirement program administered by Indiana Public Retirement System (INPRS), an agency of the state of Indiana. PERF, as part of the implementation of GASB 67 changed from an agent to a cost-sharing, multiple-employer defined benefit plan effective July 1, 2013 based on 35 IAC 21-1-1, 35 IAC 21-1-2, and amended IC 5-10.1-1-11(b).

PERF was established to provide retirement benefits to plan members and beneficiaries. Benefit provisions are established and/or amended by the State of Indiana. The PERF retirement benefit consists of the sum of a defined pension benefit provided by employer contributions plus the amount credited to the member's annuity savings account. Employees were eligible to participate in this plan immediately upon employment and are fully vested in the defined benefit plan after 10 years of employment. The monthly pension benefits for members in pay status may be increased periodically for cost of living adjustments (COLA). Such increases are not guaranteed by statute and have historically been provided on an "ad hoc" basis and can only be granted by the Indiana General Assembly.

The required contributions are determined by INPRS Board of Trustees based on actuarial investigation and valuation in accordance with IC 5-10.2-2-11. For the years ended June 30, 2016 and 2015, the University was required to contribute 11.2% of the employee's salary. The employee contribution to the Annuity Savings Account in the amount of 3% of the employee's salary is being made by the University on behalf of the employee.

The financial statements of INPRS, including PERF, have been prepared using the accrual basis of accounting in conformity with generally accepted accounting principles as applied to government units. Oversight of INPRS' assets is the responsibility of the INPRS Board of Trustees. Indiana law requires the Board to establish investment guidelines and limits on all types of investments and take other actions necessary to fulfill its duty as a fiduciary for all assets under its control. Both pooled and non-pooled investments are reported at fair value. Benefits are recognized when due and payable to members or other beneficiaries. Benefits are paid once the retirement or survivor applications have been processed and approved. INPRS issues a publicly available financial report that includes financial statements, notes, and required supplementary information for the plan as a whole and for its participants. That report may be obtained by writing to: Indiana Public Retirement System, One North Capitol Ave., Suite 001, Indianapolis, IN 46204; or by visiting www.in.gov/inprs/annualreports.htm.

For the years ended June 30, 2016 and 2015, there were 3,410 and 3,967 employees, respectively, participating in PERF. The University's proportionate share of PERF's Net Pension Liability, based on covered payroll of approximately $120,126,000 was 2.50794% for the measurement date June 30, 2015, which was the date used for this financial report. The proportionate share of the Net Pension Liability as calculated by INPRS under GASB 68 guidance was approximately $81,962,000 and $74,323,000 as of June 30, 2016 and 2015.

The University made contributions to the plan totaling approximately $17,924,000 and $16,942,000 for the years ending June 30, 2016 and 2015, respectively. The amount of contribution made after the measurement date, which is shown as a deferred outflow was approximately $15,674,000 and $13,405,000 for the years ended June 30, 2016 and 2015, respectively. The proportionate shares of pension plan expense for the years ended June 30, 2016 and 2015 as calculated under GASB 68 guidance were approximately $16,136,000 and $6,924,000, less net amortization of deferred amounts of approximately $4,187,000 and $1,212,000, leaving a net pension expense of approximately $11,949,000 and $5,712,000.

The University also made a one-time supplemental contribution in August 2016 in the amount of $20,184,000 to the Indiana Public Retirement System toward the Unfunded Actuarial Accrued Liability pursuant to Indiana Public Law 241-2015. The liability at June 30, 2016 for this payment is included in Accounts Payable and Accrued Expenses, and additional disclosure is made in Note 5.

Actuarial calculations reflect a long-term perspective and the significant assumptions used in the actuarial valuation to calculate the total pension liability follow. The valuation date for assets was June 30, 2015, and the valuation date for liabilities was June 30, 2014 with standard actuarial roll forward techniques used to project the total pension liability at June 30, 2015. The amortization method and period are Level Dollar Closed over 30 years. The actuarial cost method is entry age normal (Level Percent of Payroll) cost. The employer required contribution is determined using an asset smoothing method. The actuarial assumptions include a 6.75% investment rate of return (net of administrative expenses), inflation rate of 3.0% per year, projected salary increases of 3.25% - 4.5% per year, and 1% per year cost of living adjustments, all based on the period of 5 years ended June 30, 2010, the most recent study date. Mortality rates were based on the 2013 IRS Static Mortality table for Males or Females, as appropriate, with adjustments for mortality improvements based on Scale AA.

The long-term return expectation has been determined by using a building-block approach and assumes a time horizon, as defined in the INPRS Investment Policy Statement. A forecasted rate of inflation serves as the baseline for the return expectation. Various real return premiums over the baseline inflation rate have been established and the long-term expected nominal rate of return has been determined by calculating a weighted average of the expected real return premiums for each asset class, adding the projected inflation rate, and adding the expected return from rebalancing uncorrelated asset classes.

		Geometric Basis
	Target Asset Allocation	**Long-Term Expected Real Rate of Return**
Public Equity	22.5%	5.3%
Private Equity	10.0%	5.6%
Fixed Income - Ex Inflation-Linked	22.0%	2.1%
Fixed Income - Inflation-Linked	10.0%	0.7%
Commodities	8.0%	2.0%
Real Estate	7.5%	3.0%
Absolute Return	10.0%	3.9%
Risk Parity	10.0%	5.0%

Total pension liability was calculated using the discount rate of 6.75%. The projection of cash flows used to determine the discount rate assumed the contributions would at the minimum be made at the actuarially determined required rates computed in accordance with the current funding policy, adopted by the Board. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (6.75%). Based on those assumptions, the plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefits to determine the total pension liability.

Net pension liability is sensitive to changes in the discount rate, and to illustrate the potential impact the following table presents the net pension liability calculated using the discount rate of 6.75%, as well as what each plan's net pension liability would be if it were calculated using a discount rate that is one percentage point lower (5.75%), or one percentage point higher (7.75%) than the current rate:

1% Decrease (5.75%)	Current (6.75%)	1% Increase (7.75%)
$ 137,296,712	$ 81,961,940	$ 55,563,781

As a result of GASB 68 implementation, new categories of deferred outflows and inflows of resources are required to be reported and disclosed, as follows:

Summary of Deferred Outflows and Inflows of Resources

(Dollars in Thousands)

	As of June 30, 2016	
	Deferred Outflows	**Deferred Inflows**
Differences between expected and actual experience	$ 4,385	$ 211
Net difference between projected and actual investment earnings on pension plan investments	17,223	9,606
Change of assumptions	8,635	-
Changes in proportion and differences between employer contributions and proportionate share of contributions	436	10,577
Contribution made after the measurement date	15,674	-
Total Deferred Outflows and Inflows	$ 46,353	$ 20,394

	As of June 30, 2015	
	Deferred Outflows	**Deferred Inflows**
Differences between expected and actual experience	$ -	$ 334
Net difference between projected and actual investment earnings on pension plan investments	-	14,444
Changes in proportion and differences between employer contributions and proportionate share of contributions	606	4,849
Contribution made after the measurement date	13,405	-
Total Deferred Outflows and Inflows	$ 14,011	$ 19,627

These deferred outflows and inflows of resources are required to be amortized over either a 4.5 or 5 year life, depending upon the nature of the item. Amortization of these items is presented in the following table:

Amortization of Net Deferred Outflows/Inflows of Resources	
2016	$ 2,279,524
2017	2,279,524
2018	1,419,590
2019	4,305,772
2020	-
Thereafter	-
Total	$ 10,284,410

Police/Fire. A supplemental pension program for police officers and firefighters (Police/Fire) was authorized by the Trustees on March 13, 1990, and was established on July 1, 1990. In conjunction with other retirement plans offered by the University, this plan provides police officers and firefighters employed by the University with a total retirement benefit that is comparable to the benefits received by municipal police and fire personnel in Indiana. Benefit provisions are established and/or amended by the Trustees. The program is an agent single-employer defined benefit plan, funded through group annuities, and administered through the Teachers Insurance and Annuity Association (TIAA). The plan provides for vesting after the completion of 10 years of covered employment, and employees are eligible for normal retirement benefits after the completion of 20 years of covered employment, and attainment of 55 years of age. The normal benefit payable under this plan is an amount equal to 50% of the annual base salary of a nonprobationary-level police officer at each campus, as in effect at the time of a member's retirement, reduced by the amount of any pension benefits payable under other University retirement programs, including TIAA-CREF and PERF. Employees covered by this plan are required to make contributions equal to 3% of the current salary for a nonprobationary-level police officer. University contributions are to be in such additional amounts as needed to maintain the plan on an actuarially sound basis. Financial reports related to this plan may be obtained by writing to: Abby Daniels, Public Records Officer; Purdue University, Hovde Hall, 610 Purdue Mall, West Lafayette, IN 47907-2040.

For the years ending June 30, 2016 and 2015, there were 104 and 104 employees, respectively, actively participating in Police/Fire. The University made contributions to this plan totaling approximately $696,000 and $1,030,000 for the years ending June 30, 2016 and 2015, respectively.

The pension benefit obligation was computed as part of an actuarial valuation performed as of July 1, 2015. The actuarial valuation was the projected unit credit actuarial cost method over 30 years. The actuarial assumptions include a 6.25% investment rate of return, projected salary increases of 2% per year, and 3% per year cost of living adjustments.

Three-Year-Trend Information (dollars in thousands)

Plan	Annual Required Contribution	Interest on Net Pension Obligation	Adjustment to Annual Required Contribution	Annual Pension Cost	Contributions Made [2]	Increase (Decrease) in Net Pension Obligation	Net Pension Obligation, Beginning of Year	Net Pension Obligation, End of Year	Percentage of APC Contributed
Police/Fire									
July 1, 2015[1]	837	38	(393)	483	725	(242)	(584)	(826)	150%
July 1, 2014	812	44	(271)	585	1,068	(483)	(101)	(584)	183%
July 1, 2013	780	70	180	1,030	1,307	(277)	176	(101)	127%

[1] Actuarial data for 2016 was not available at the time of this report.

[2] Police/Fire contributions include interest earnings.

Cooperative Extension Service. As of June 30, 2016 and 2015, there were 11 staff members with federal appointments employed by the Indiana Cooperative Extension Service and covered by the Federal Civil Service Retirement System. The University contributed $71,000 annually of the years ended June 30, 2016 and 2015 to this plan.

Note 10 – Discretely Presented Component Units

Summary financial information as of and for the years ended June 30, 2016 and 2015, for the University's discretely presented component units are presented in the tables below.

Discretely Presented Component Unit Statement of Financial Position
June 30, 2016 (Dollars in Thousands)

	Purdue Research Foundation	Ross-Ade Foundation	IPFW Foundation	Component Unit Total
Assets:				
Cash and Cash Equivalents	$ 11,043	$ 225	$ 296	$ 11,564
Accounts Receivable, Net	33,476	-	55	33,531
Other Assets	19,787	3	3	19,793
Investments	2,372,272	63,011	9,537	2,444,820
Lease Purchase Agreements	-	123,866	71	123,937
Construction in Progress	-	7,524	-	7,524
Notes Receivable, Net	9,116	1,079	-	10,195
Interest in Charitable Perpetual Trusts	14,068	-	-	14,068
Capital Assets, Net of Accumulated Depreciation	194,723	151	7,271	202,145
Irrevocable Trust	-	37,617	-	37,617
Total Assets	**2,654,485**	**233,476**	**17,233**	**2,905,194**
Liabilities:				
Accounts Payable and Accrued Expenses	22,968	4,419	77	27,464
Due on Split Interest Agreements	48,609	-	-	48,609
Deposits Held in Custody for Others	1,517,709	-	-	1,517,709
Bonds (Net), Leases and Notes Payable	145,751	227,116	-	372,867
Other Liabilities	19,578	-	-	19,578
Total Liabilities	**1,754,615**	**231,535**	**77**	**1,986,227**
Net Assets:				
Temporarily Restricted	633,375	1,941	4,036	639,352
Permanently Restricted	137,779	-	6,457	144,236
Unrestricted	128,716	-	6,663	135,379
Total Net Assets	**$ 899,870**	**$ 1,941**	**$ 17,156**	**$ 918,967**

Discretely Presented Component Unit Statement of Financial Position

June 30, 2015 (Dollars in Thousands)

	Purdue Research Foundation (as restated)	Ross-Ade Foundation	IPFW Foundation	Component Unit Total
Assets:				
Cash and Cash Equivalents	$ 13,994	$ 195	$ 211	$ 14,400
Accounts Receivable, Net	38,882	33	58	38,973
Other Assets	21,349	2	3	21,354
Investments	2,510,311	1,052	9,956	2,521,319
Lease Purchase Agreements	-	129,081	183	129,264
Notes Receivable, Net	10,546	1,079	-	11,625
Interest in Charitable Perpetual Trusts	15,677	-	-	15,677
Capital Assets, Net of Accumulated Depreciation	178,849	151	7,526	186,526
Total Assets	**2,789,608**	**131,593**	**17,937**	**2,939,138**
Liabilities:				
Accounts Payable and Accrued Expenses	25,477	-	17	25,494
Due on Split Interest Agreements	57,100	-	-	57,100
Deposits Held in Custody for Others	1,607,232	-	-	1,607,232
Bonds (Net), Leases and Notes Payable	124,223	129,620	-	253,843
Other Liabilities	19,672	-	-	19,672
Total Liabilities	**1,833,704**	**129,620**	**17**	**1,963,341**
Net Assets:				
Temporarily Restricted	695,258	1,973	4,061	701,292
Permanently Restricted	134,702	-	7,091	141,793
Unrestricted	125,944	-	6,768	132,712
Total Net Assets	**$ 955,904**	**$ 1,973**	**$ 17,920**	**$ 975,797**

Discretely Presented Component Unit Statement of Activities

For the Year Ended June 30, 2016 (Dollars in Thousands)

	Purdue Research Foundation	Ross-Ade Foundation	IPFW Foundation	Component Unit Total
Revenue and Support				
Amount Received for Purdue University Research Projects	$ 25	$ -	$ -	$ 25
Less Payments to Purdue University	(25)	-	-	(25)
Administrative Fee on Research Projects	-	-	-	-
Contributions	20,328	-	1,063	21,391
Income on Investments	18,188	4,684	416	23,288
Net Unrealized and Realized Gains	(33,333)	-	(727)	(34,060)
Change in Value of Split Interest Agreements	299	-	-	299
Increase in Interests in Perpetual Trusts	(1,609)	-	-	(1,609)
Rents	18,218	8	132	18,358
Royalties	4,122	-	-	4,122
Other	33,277	-	22	33,299
Total Revenue and Support	**59,490**	**4,692**	**906**	**65,088**
Expenses and Losses				
Expenses for the Benefit of Purdue University				
Contributions to Purdue University	19,951	-	1,461	21,412
Patent and Royalty	3,819	-	-	3,819
Grants	8,079	-	-	8,079
Services for Purdue University	2,188	-	-	2,188
Other	6,178	-	73	6,251
Total Expenses for the Benefit of Purdue University	**40,215**	**-**	**1,534**	**41,749**
Administrative and Other Expenses				
Salaries and Benefits	29,777	-	-	29,777
Property Management	15,931	-	116	16,047
Professional Fees	13,289	-	-	13,289
Supplies	1,482	-	-	1,482
Interest	5,669	4,480	-	10,149
Research Park	444	-	-	444
Other	8,717	244	20	8,981
Total Administrative and Other Expenses	**75,309**	**4,724**	**136**	**80,169**
Change in Net Assets	(56,034)	(32)	(764)	(56,830)
Net Assets, Beginning of Period	955,904	1,973	17,920	975,797
Net Assets, End of Period	**$ 899,870**	**$ 1,941**	**$ 17,156**	**$ 918,967**

Discretely Presented Component Unit Statement of Activities

For the Year Ended June 30, 2015 (Dollars in Thousands)

	Purdue Research Foundation (as restated)	Ross-Ade Foundation	IPFW Foundation	Component Unit Total
Revenue and Support				
Amount Received for Purdue University Research Projects	$ 3,591	$ -	$ -	$ 3,591
Less Payments to Purdue University	(3,591)	-	-	(3,591)
Administrative Fee on Research Projects	-	-	-	-
Contributions	67,427	974	479	68,880
Income on Investments	14,904	4,663	452	20,019
Net Unrealized and Realized Gains	16,801	-	(218)	16,583
Change in Value of Split Interest Agreements	(2,432)	-	-	(2,432)
Increase in Interests in Perpetual Trusts	(339)	-	-	(339)
Rents	16,771	8	120	16,899
Royalties	5,105	-	-	5,105
Other	33,587	-	27	33,614
Total Revenue and Support	**151,824**	**5,645**	**860**	**158,329**
Expenses and Losses				
Expenses for the Benefit of Purdue University				
Contributions to Purdue University	19,233	-	1,130	20,363
Patent and Royalty	3,654	-	-	3,654
Grants	52,595	-	-	52,595
Services for Purdue University	830	-	-	830
Other	3,596	-	65	3,661
Total Expenses for the Benefit of Purdue University	**79,908**	-	**1,195**	**81,103**
Administrative and Other Expenses				
Salaries and Benefits	27,108	-	-	27,108
Property Management	14,782	974	116	15,872
Professional Fees	10,880	-	-	10,880
Supplies	1,578	-	-	1,578
Interest	5,220	4,349	-	9,569
Research Park	2,541	-	-	2,541
Other	10,035	10	12	10,057
Total Administrative and Other Expenses	**72,144**	**5,333**	**128**	**77,605**
Change in Net Assets	(228)	312	(463)	(379)
Net Assets, Beginning of Period	956,132	1,661	18,383	976,176
Net Assets, End of Period	**$ 955,904**	**$ 1,973**	**$ 17,920**	**$ 975,797**

Note 11 — Contingent Liabilities and Commitments

Legal Actions. In the normal course of its activities, the University is a party in various legal actions. Although it is involved in a number of claims, the University does not anticipate significant losses or costs. After taking into consideration legal counsel's evaluation of pending actions, the University believes that the outcome thereof will not have a material effect on the financial statements.

Construction Projects. As of June 30, 2016 and 2015, contractual obligations for capital construction projects were approximately $199,677,000 and $139,064,000, respectively.

Natural Gas Procurement. The University has entered into various forward contracts to purchase natural gas at a specified time in the future at a guaranteed price. This activity allows the University to plan its natural gas costs for the year and to protect itself against an increase in the market price of the commodity. It is possible that the market price before or at the specified time to purchase natural gas may be lower or higher than the price at which the University is committed to buy. This would reduce or increase the value of the contract. The University could sell the forward contract at a loss or gain and then buy natural gas on the open market. The University is also exposed to the failure of the counterparty to fulfill the contract. The terms of the contract include provisions for recovering the cost in excess of the guaranteed price from the counterparty if the counterparty fails to deliver quantity at the guaranteed price at the specified time resulting in the University having to procure natural gas on the open market.



Required Supplementary Information

SCHEDULE OF PURDUE'S SHARE OF THE NET PENSION LIABILITY
INDIANA PUBLIC EMPLOYEE RETIREMENT FUND (PERF)
(Dollar Amounts in Thousands)
June 30,

	2015*	2014*	2013*
Proportion of the Net Pension Liability	2.5%	2.8%	3.0%
Proportionate Share of the Net Pension Liability	$ 102,146	$ 74,323	$ 103,102
Covered-employee payroll	$ 120,126	$ 138,081	$ 144,526
Proportionate share of the Net Pension Liability as a percentage of covered-employee payroll	84.8%	53.8%	71.3%
Plan fiduciary net position as a percentage of the total pension liability	77.3%	84.3%	78.8%

SCHEDULE OF PURDUE'S CONTRIBUTIONS
INDIANA PUBLIC EMPLOYEE RETIREMENT FUND (PERF)
(Dollar Amounts in Thousands)
June 30,

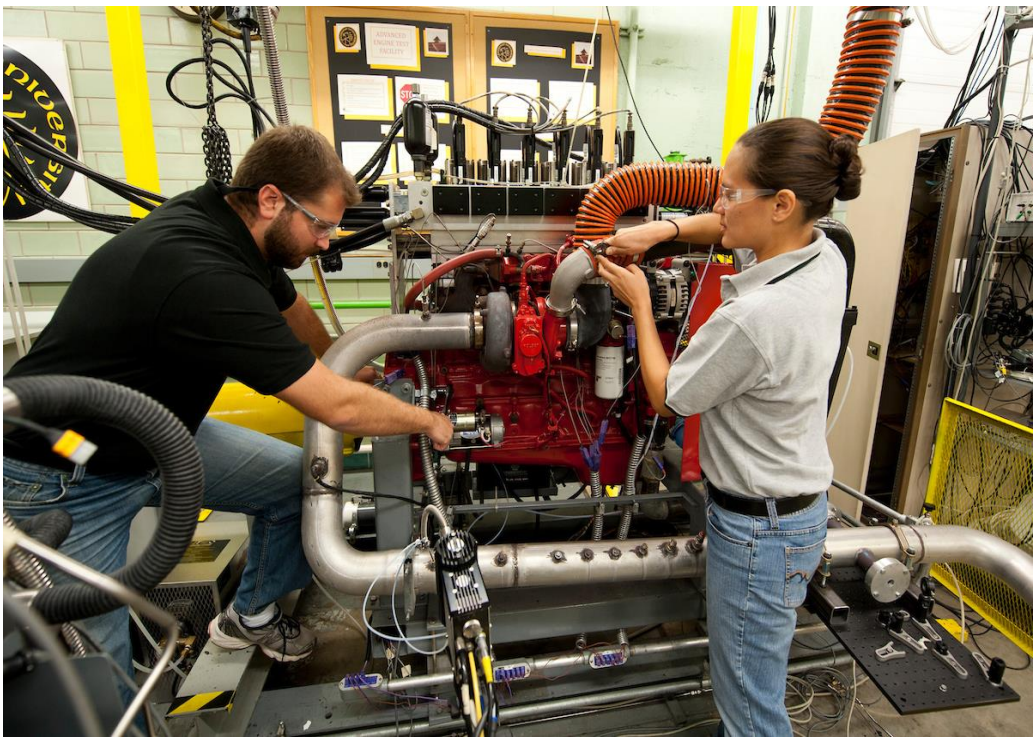
	2015*	2014*	2013*
Contractually required contribution	$ 13,431	$ 15,471	$ 13,894
Contributions in relation to the contractually required contribution	$ 13,431	$ 15,471	$ 13,894
Contribution deficiency	-	-	-
Covered-employee payroll	$ 120,126	$ 138,081	$ 144,526
Contributions as a percentage of covered-employee payroll	11.2%	11.2%	9.6%

**Based on INPRS previous fiscal year audit and report on allocation of pension amounts. Ie: FY2016 Purdue reported amounts based on INPRS FY2015 report.*

Required Supplementary Information
Retirement Plans--Schedule of Funding Progress Police/Fire Supplemental
Fiscal Year Ended June 30, 2016
(Dollar Amounts in Thousands)

Actuarial Valuation Date*	Actuarial Value of Plan Assets	Actuarial Accrued Liability	Total Unfunded (Excess) Actuarial Liability	Funded Ratio	Annual Covered Payroll	Liability to Payroll	Annual Pension Cost (APC)	Actual Contribution	Percentage of APC Contributed	Net Pension Obligation (Benefit)
Police/Fire Supplemental										
7/1/2005	16,209	18,724	2,515	86.6%	4,675	53.8%	822	825	100.4%	-
7/1/2006	17,595	19,074	1,479	92.2%	4,595	32.2%	623	846	135.8%	-
7/1/2007	19,679	19,984	305	98.5%	4,854	6.3%	528	645	122.2%	-
7/1/2008	20,014	21,441	1,427	93.3%	5,318	26.8%	685	573	83.6%	-
7/1/2009	19,026	22,190	3,164	85.7%	5,537	57.1%	899	670	74.5%	-
7/1/2010	20,163	23,131	2,968	87.2%	5,582	53.2%	956	878	91.8%	-
7/1/2011	22,560	26,385	3,825	85.5%	5,677	67.4%	1,182	976	82.6%	-
7/1/2012	23,438	27,329	3,891	85.8%	5,648	68.9%	1,286	1,166	90.7%	-
7/1/2013	25,809	27,780	1,971	92.9%	5,611	35.1%	1,030	1,307	126.9%	-
7/1/2014	-	-	-	102.0%	-	-9.8%	-	-	182.6%	-
7/1/2015	-	-	-	0.0%	-	0.0%	-	-	0.0%	-

*Data for 2016 not available from actuaries at date of issuance



Total In-State Enrollment by County

Fall, 2015-16 Academic Year

The overall (in-state and out-of-state) enrollment at Purdue University was 68,659 students for the 2015-16 fall semester. The breakdown was West Lafayette, 39,409, Calumet, 9,301, Fort Wayne, 12,719, North Central 6,158, Statewide Technology, 1,072. Enrollment numbers do not include 5,855 Purdue University students at Indiana University-Purdue University Indianapolis. Although students came to Purdue from all over the world, 64% system-wide came from within Indiana.



County	West Lafayette	Regional Campuses	Statewide Technology Locations	Total
Adams	62	521	4	587
Allen	706	6,778	1	7,485
Bartholomew	164	17	54	235
Benton	65	6	4	75
Blackford	15	28		43
Boone	408	9	3	420
Brown	15	3	6	24
Carroll	125	3	11	139
Cass	110	28	9	147
Clark	79	8	69	156
Clay	33	2		35
Clinton	125	9	11	145
Crawford	4		3	7
Daviess	21	2	2	25
De Kalb	70	604		674
Dearborn	102	6	2	110
Decatur	65	2	6	73
Delaware	95	37	16	148
Dubois	99	3	1	103
Elkhart	269	216	30	515
Fayette	18	1	12	31
Floyd	84	7	38	129
Fountain	67	2	4	73
Franklin	46	4	4	54
Fulton	65	119	1	185
Gibson	54	4	1	59
Grant	84	60	2	146
Greene	27	8	2	37
Hamilton	1,677	46	43	1,766
Hancock	217	14	10	241
Harrison	30	2	36	68
Hendricks	453	30	4	487

County	West Lafayette	Regional Campuses	Statewide Technology Locations	Total
Henry	66	12	12	90
Howard	238	19	66	323
Huntington	69	395		464
Jackson	70	5	14	89
Jasper	94	334		428
Jay	17	30	1	48
Jefferson	37	1	6	44
Jennings	10		5	15
Johnson	261	13	11	285
Knox	41	5	6	52
Kosciusko	161	602	2	765
La Porte	170	1,706	2	1,878
Lagrange	43	253		296
Lake	985	7,007	1	7,993
Lawrence	69	7	3	79
Madison	175	61	59	295
Marion	1,286	99	12	1,397
Marshall	131	116	14	261
Martin	8	1	2	11
Miami	68	25	10	103
Monroe	133	20	1	154
Montgome	117	3	4	124
Morgan	109	13	2	124
Newton	29	76	1	106
Noble	58	541		599
Ohio	2	1		3
Orange	22	2	6	30
Owen	22	2		24
Parke	24			24
Perry	17		1	18
Pike	12	2		14
Porter	407	2,639		3,046

County	West Lafayette	Regional Campuses	Statewide Technology Locations	Total
Posey	62			62
Pulaski	36	46		82
Putnam	63	2		65
Randolph	35	8	2	45
Ripley	65	7	3	75
Rush	32	3	2	37
Scott	10	2	9	21
Shelby	64	9	3	76
Spencer	38	2	1	41
St Joseph	648	239	102	989
Starke	27	184		211
Steuben	57	251	1	309
Sullivan	13	1	1	15
Switzerland	8			8
Tippecanoe	2,674	50	137	2,861
Tipton	45	2	11	58
Union	8	1	3	12
Vanderburg	184	8		192
Vermillion	16			16
Vigo	63	9	1	73
Wabash	61	251	4	316
Warren	41		3	44
Warrick	87	7	1	95
Washington	40	1	16	57
Wayne	64	10	38	112
Wells	54	399		453
White	137	24	4	165
Whitley	63	475		538
Unknown	3,160	57	50	3,267
Total	**18,260**	**24,617**	**1,022**	**43,899**

ACKNOWLEDGEMENTS

The following staff members of the Treasurer's Office prepared the 2015-16 Financial Report.

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The Higher Learning Commission
2016 Annual Institution Data Report
Financial Data Worksheet for Public Institutions
Purdue University - IPFW Including GASB 68 and Including IPFW Foundation (Component Unit)

Financial Ratios		FYE 6-30-16				FYE 6-30-15				FYE 6-30-14*				FYE 6-30-13				FYE 6-30-12			
Primary Reserve Ratio Calculation:		**Data**	**Strength**	**Weight**	**CFI**	**Data**	**Strength**	**Weight**	**CFI**	**Data**	**Strength**	**Weight**	**CFI**	**Data**	**Strength**	**Weight**	**CFI**	**Data**	**Strength**	**Weight**	**CFI**
Institution unrestricted net assets	+	50,189,343.0				56,779,791.0				58,416,203.0				69,281,134.0				69,062,849.0			
Institution expendable restricted net assets	+	22,467,598.0				12,137,897.0				4,972,779.0				8,649,046.3				4,254,120.3			
C.U. unrestricted net assets	+	6,662,731.0				6,768,000.0				6,920,000.0				7,280,000.0				0.0			
C.U. temporary restricted net assets	+	4,035,887.0				4,061,000.0				4,166,000.0				4,079,000.0				0.0			
C.U. net investment in plant	-	7,342,258.0				7,709,000.0				7,828,000.0				7,979,000.0				0.0			
Numerator Total		76,013,301.0				72,037,688.0				66,646,982.0				81,310,180.3				73,316,969.3			
Institution operating expenses	+	138,543,806.0				135,444,789.0				146,334,357.0				148,665,290.8				153,158,451.0			
Institution non-operating expenses	+	3,498,227.0				5,088,882.0				5,455,085.0				5,430,425.1				5,528,205.1			
Elimination of inter-entity amounts	+	(1,600,599.0)				(1,264,000.0)				(1,952,000.0)				(1,439,000.0)				0.0			
C.U. total expenses	+	1,670,499.0				1,323,000.0				1,991,000.0				1,516,000.0				0.0			
Denominator Total		142,111,933.0				140,592,671.0				151,828,442.0				154,172,715.9				158,686,656.1			
Primary Reserve Ratio =	÷	**0.535**	**4.022**	**0.35**	**1.41**	**0.512**	**3.853**	**0.35**	**1.35**	**0.439**	**3.300**	**0.35**	**1.16**	**0.527**	**3.965**	**0.35**	**1.39**	**0.462**	**3.474**	**0.35**	**1.22**
Net Operating Revenue Ratio Calculation:																					
Institution operating income (loss)	+	(66,236,332.0)				(60,236,734.0)				(68,427,447.0)				(67,316,047.8)				(68,750,398.0)			
Institution net non-operating revenues	+	70,699,112.0				68,058,059.0				58,972,401.0				66,308,451.9				69,109,019.9			
C.U. change in unrestricted net assets	+	(105,400.0)				(152,000.0)				(360,000.0)				166,000.0				0.0			
Elimination of inter-entity amounts	+	(1,600,599.0)				(1,264,000.0)				(1,952,000.0)				(1,439,000.0)				0.0			
Numerator Total		2,756,781.0				6,405,325.0				(11,767,046.0)				(2,280,595.9)				358,621.9			
Institution operating revenues	+	72,307,474.0				75,208,055.0				77,906,910.0				81,349,243.0				84,408,053.0			
Institution non-operating revenues (excl Cap & Endow)	+	74,197,339.0				73,146,941.0				64,427,486.0				71,738,877.0				74,637,225.0			
C.U. total unrestricted revenues	+	166,899.0				860,000.0				2,423,000.0				2,070,000.0				0.0			
Elimination of inter-entity amounts	+	(1,600,599.0)				(1,264,000.0)				(1,952,000.0)				(1,439,000.0)				0.0			
Denominator Total		145,071,113.0				147,950,996.0				142,805,396.0				153,719,120.0				159,045,278.0			
Net Operating Revenue Ratio =	÷	**0.019**	**1.462**	**0.10**	**0.15**	**0.043**	**3.330**	**0.10**	**0.33**	**-0.082**	**-4.000**	**0.10**	**-0.40**	**-0.015**	**-1.141**	**0.10**	**-0.11**	**0.002**	**0.173**	**0.10**	**0.02**
Return on Net Assets Ratio Calculation:																					
Change in net assets + C.U. change in net assets		16,819,951.0				9,130,725.0				815,430.0				2,920,981.0				2,553,185.0			
Total net assets + C.U. total net assets (beginning of year)		174,114,822.0				161,706,547.0				160,891,948.0				157,970,967.0				137,916,870.0			
Return on Net Assets Ratio =	÷	**0.097**	**4.830**	**0.20**	**0.97**	**0.056**	**2.823**	**0.20**	**0.56**	**0.005**	**0.253**	**0.20**	**0.05**	**0.018**	**0.925**	**0.20**	**0.18**	**0.019**	**0.926**	**0.20**	**0.19**
Viability Ratio Calculation:																					
Expendable net assets **Numerator Total =**		76,013,301.0				72,037,688.0				66,646,982.0				81,310,180.3				73,316,969.3			
Institution long-term debt (total project related debt)	+	121,800,226.0				124,866,753.0				127,745,846.0				134,891,732.0				141,200,505.0			
C.U. long-term debt (total project related debt)	+	0.0				0.0				0.0				47,000.0				0.0			
Denominator Total =		121,800,226.0				124,866,753.0				127,745,846.0				134,938,732.0				141,200,505.0			
Viability Ratio =	÷	**0.624**	**1.497**	**0.35**	**0.52**	**0.577**	**1.383**	**0.35**	**0.48**	**0.522**	**1.251**	**0.35**	**0.44**	**0.603**	**1.445**	**0.35**	**0.51**	**0.519**	**1.245**	**0.35**	**0.44**
COMPOSITE FINANCIAL INDICATOR SCORE (CFI)					**3.04**				**2.73**				**1.24**				**1.96**				**1.85**

Notes:

Data used to complete ratios should be based on the most recent audited financial statements.

We strongly encourage that the Commission's source document, Strategic Financial Analysis for Higher Education , 7th ed., Prager, Sealy & Co., LLC; KPMG LLP, be consulted while entering AIDU financial data.

http://www.nacubo.org/Products/Publications/Finance/Strategic_Financial_Analysis_for_Higher_Education_7th_Edition.html

If the strength factor score for any ratio is greater than or equal to 10, the strength factor score for that ratio is 10. If the strength factor score for any ratio is less than or equal to -4, the strength factor score is -4. If an institution has no long term debt, the Viability Strength Factor = 10.

The ratio calculations for public institutions should include the Component Unit (CU) data, if it is NOT already in your statements. Typically, this data is from foundations, which often use FASB. For further clarification see Strategic Financial Analysis for Higher Education , 7th ed.

For help completing this form contact: Michael Seuring 1-800-621-7440 ext 123 mseuring@hlcommission.org

The Higher Learning Commission
2016 Annual Institution Data Report
Financial Data Worksheet for Public Institutions
Purdue University - IPFW Including GASB 68 and Excluding IPFW Foundation (Component Unit)

Financial Ratios		FYE 6-30-16				FYE 6-30-15				FYE 6-30-14--Revised				FYE 6-30-13				FYE 6-30-12			
Primary Reserve Ratio Calculation:		**Data**	**Strength**	**Weight**	**CFI**	**Data**	**Strength**	**Weight**	**CFI**	**Data**	**Strength**	**Weight**	**CFI**	**Data**	**Strength**	**Weight**	**CFI**	**Data**	**Strength**	**Weight**	**CFI**
Institution unrestricted net assets	+	50,189,343.0				56,779,791.0				58,416,203.0				69,281,134.0				69,062,849.0			
Institution expendable restricted net assets	+	22,467,598.0				12,137,897.0				4,972,779.0				8,649,046.3				4,254,120.3			
C.U. unrestricted net assets	+																	0.0			
C.U. temporary restricted net assets	+																	0.0			
C.U. net investment in plant	-																	0.0			
Numerator Total		72,656,941.0				68,917,688.0				63,388,982.0				77,930,180.3				73,316,969.3			
Institution operating expenses	+	138,543,806.0				135,444,789.0				146,334,357.0				148,665,290.8				153,158,451.0			
Institution non-operating expenses	+	3,498,227.0				5,088,882.0				5,455,085.0				5,430,425.1				5,528,205.1			
Elimination of inter-entity amounts	+																	0.0			
C.U. total expenses	+																	0.0			
Denominator Total		142,042,033.0				140,533,671.0				151,789,442.0				154,095,715.9				158,686,656.1			
Primary Reserve Ratio =	÷	**0.512**	**3.846**	**0.35**	**1.35**	**0.490**	**3.687**	**0.35**	**1.29**	**0.418**	**3.140**	**0.35**	**1.10**	**0.506**	**3.802**	**0.35**	**1.33**	**0.462**	**3.474**	**0.35**	**1.22**
Net Operating Revenue Ratio Calculation:																					
Institution operating income (loss)	+	(66,236,332.0)				(60,236,734.0)				(68,427,447.0)				(67,316,047.8)				(68,750,398.0)			
Institution net non-operating revenues	+	70,699,112.0				68,058,059.0				58,972,401.0				66,308,451.9				69,109,019.9			
C.U. change in unrestricted net assets	+																	0.0			
Elimination of inter-entity amounts	+	0.0				0.0				0.0				0.0				0.0			
Numerator Total		4,462,780.0				7,821,325.0				(9,455,046.0)				(1,007,595.9)				358,621.9			
Institution operating revenues	+	72,307,474.0				75,208,055.0				77,906,910.0				81,349,243.0				84,408,053.0			
Institution non-operating revenues (excl Cap & Endow)	+	74,197,339.0				73,146,941.0				64,427,486.0				71,738,877.0				74,637,225.0			
C.U. total unrestricted revenues	+																	0.0			
Elimination of inter-entity amounts	+	0.0				0.0				0.0				0.0				0.0			
Denominator Total		146,504,813.0				148,354,996.0				142,334,396.0				153,088,120.0				159,045,278.0			
Net Operating Revenue Ratio =	÷	**0.030**	**2.343**	**0.10**	**0.23**	**0.053**	**4.055**	**0.10**	**0.41**	**-0.066**	**-4.000**	**0.10**	**-0.40**	**-0.007**	**-0.506**	**0.10**	**-0.05**	**0.002**	**0.173**	**0.10**	**0.02**
Return on Net Assets Ratio Calculation:																					
Change in net assets + C.U. change in net assets		17,583,697.0				9,592,834.0				383,430.0				2,366,981.0				2,553,185.0			
Total net assets + C.U. total net assets (beginning of year)		156,194,763.0				143,324,379.0				142,940,948.0				140,573,967.0				137,916,870.0			
Return on Net Assets Ratio =	÷	**0.113**	**5.629**	**0.20**	**1.13**	**0.067**	**3.347**	**0.20**	**0.67**	**0.003**	**0.134**	**0.20**	**0.03**	**0.017**	**0.842**	**0.20**	**0.17**	**0.019**	**0.926**	**0.20**	**0.19**
Viability Ratio Calculation:																					
Expendable net assets **Numerator Total =**		72,656,941.0				68,917,688.0				63,388,982.0				77,930,180.3				73,316,969.3			
Institution long-term debt (total project related debt)	+	121,800,226.0				124,866,753.0				127,745,846.0				134,891,732.0				141,200,505.0			
C.U. long-term debt (total project related debt)	+	0.0				0.0				0.0				0.0				0.0			
Denominator Total =		121,800,226.0				124,866,753.0				127,745,846.0				134,891,732.0				141,200,505.0			
Viability Ratio =	÷	**0.597**	**1.431**	**0.35**	**0.50**	**0.552**	**1.324**	**0.35**	**0.46**	**0.496**	**1.190**	**0.35**	**0.42**	**0.578**	**1.385**	**0.35**	**0.48**	**0.519**	**1.245**	**0.35**	**0.44**
COMPOSITE FINANCIAL INDICATOR SCORE (CFI)					**3.21**				**2.83**				**1.14**				**1.93**				**1.85**

Notes:

Data used to complete ratios should be based on the most recent audited financial statements.

We strongly encourage that the Commission's source document, Strategic Financial Analysis for Higher Education , 7th ed., Prager, Sealy & Co., LLC; KPMG LLP, be consulted while entering AIDU financial data.

http://www.nacubo.org/Products/Publications/Finance/Strategic_Financial_Analysis_for_Higher_Education_7th_Edition.html

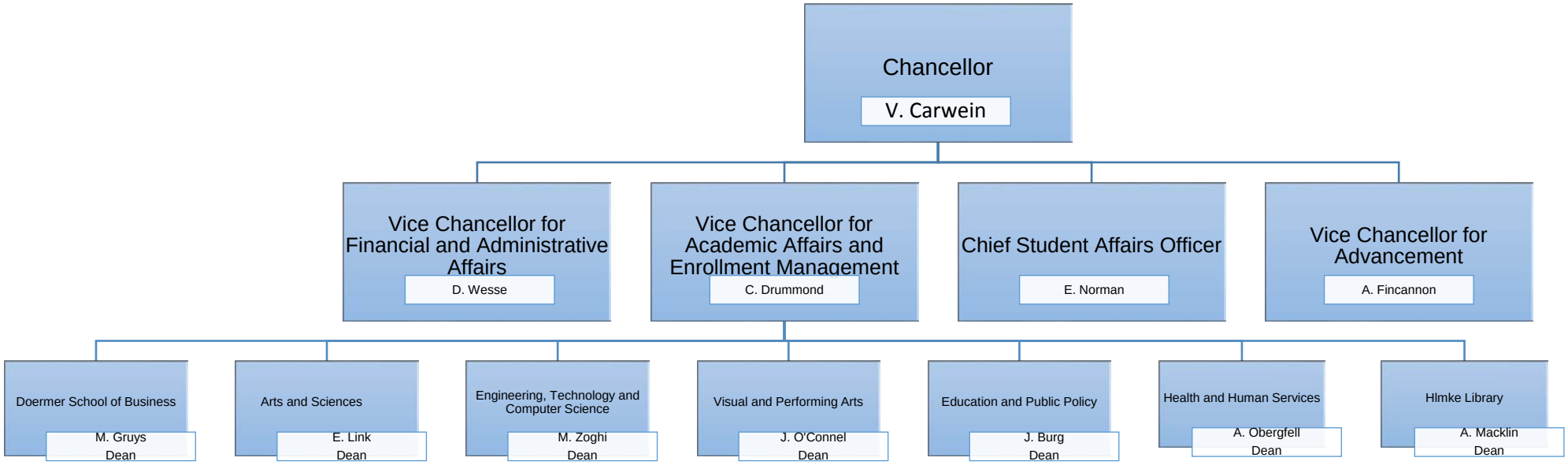
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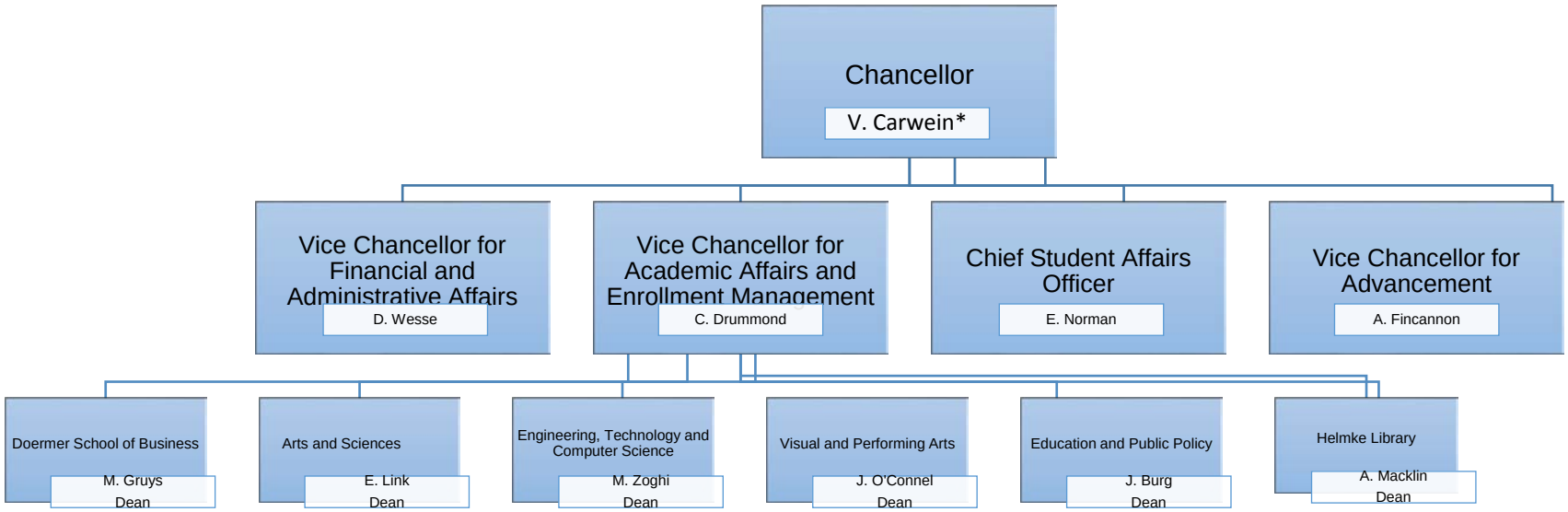
Transactional Document 7

IPFW Organizational Chart Current*



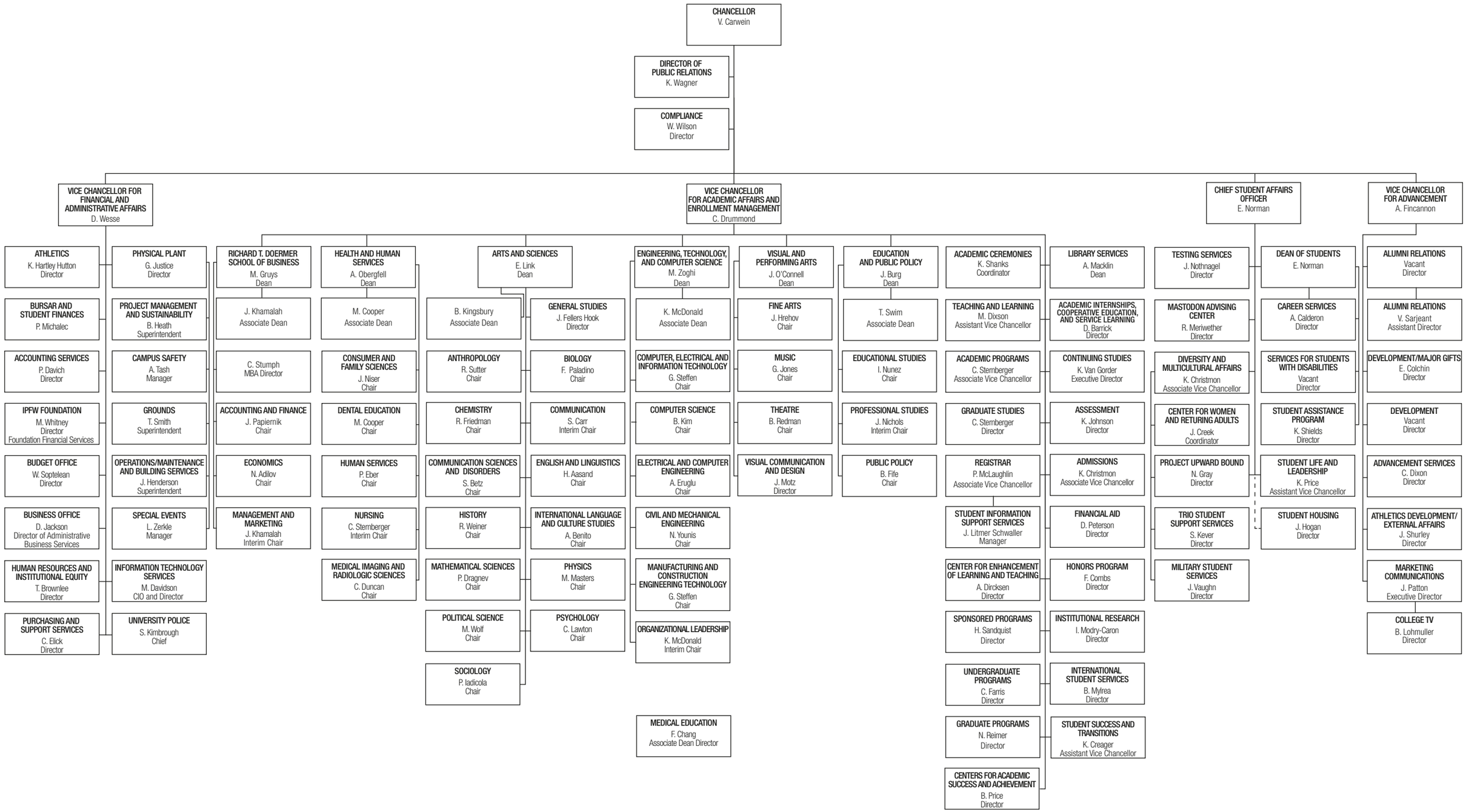
* The first two organizational charts provided are abbreviated to highlight the organizational change. The full organizational charts pre and post realignment follow.

Purdue Fort Wayne Projected Organizational Chart (Post Realignment)



* Vicky Carwein has announced her retirement. Presently, there is not a projected retirement date; however, we anticipate her retirement and subsequent hire of a new Chancellor sometime in the Fall 2017 Semester.

INDIANA UNIVERSITY–PURDUE UNIVERSITY FORT WAYNE **ORGANIZATIONAL CHART 2017**



16-01-880, 1192

IPFW is an Equal Opportunity/Equal Access University.

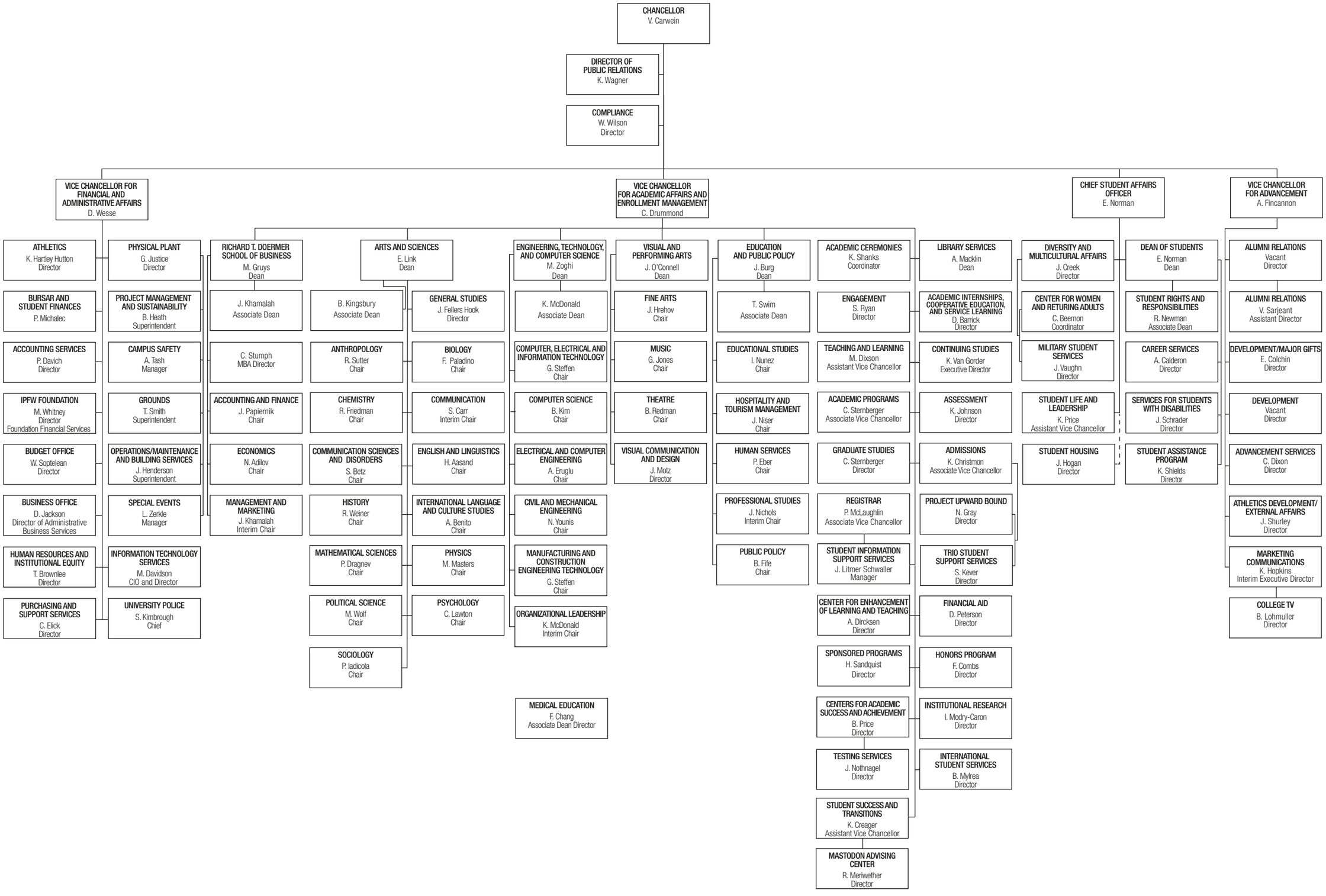
REV. 1/2017

INSTITUTIONAL EFFECTIVENESS, ASSESSMENT, AND ACCREDITATION

INDIANA UNIVERSITY–PURDUE UNIVERSITY FORT WAYNE

IPFW™

PURDUE UNIVERSITY FORT WAYNE (Draft) **ORGANIZATIONAL CHART 2018**



17-06-1091

Purdue University Fort Wayne is an Equal Opportunity/Equal Access University.

REV. 6/2017

Transactional Document 8

Lists of key administrators and governing board members, including qualifications and disclosure statements, at the institution and at each corporate level senior to the institution subsequent to the transaction. Identify any hiring or recruiting that must be done at these levels as a result of the transaction.

Purdue University Fort Wayne will be governed by the Purdue University Board of Trustees (BOT). The Board is made up of ten members, including a student. Indiana Code provides that the Board may do all acts necessary and expedient to put and keep Purdue University in operation and that the Board may make all bylaws, rules, and regulations required to conduct and manage Purdue University. All members of the Board serve three-year terms, with the exception of the student who serves for two years. The trustees' terms begin on July 1 and end on June 30. Indiana Code provides that the Board may do all acts necessary and expedient to put and keep Purdue University in operation and that the Board may make all bylaws, rules and regulations required to conduct and manage Purdue University.

Key Administrators Currently in Place

Indiana University Purdue University Fort Wayne

Position	**Personnel**
Purdue University President	Mitch Daniels
Chancellor	Vicky L. Carwein
Vice Chancellor for Academic Affairs and Enrollment Management	Carl N. Drummond
Vice Chancellor for Advancement	Angie Fincannon
Vice Chancellor for Financial and Administrative Affairs	David Wesse

=Key Administrator Vitae

The Honorable Mitchell Elias Daniels, Jr.
President, Purdue University

Address
Purdue University
Hovde Hall
610 Purdue Mall
West Lafayette, IN 47907

Telephone and E-mail
Office telephone: 765 494 9708
E-mail: president@purdue.edu

Education
J.D., Georgetown University Law Center, 1979
A.B., Princeton University, Woodrow Wilson School of Public and International Affairs, 1971

Professional Experience
- President, Purdue University, 2013-present
- Governor, State of Indiana, 2005-2013
- President George W. Bush's Cabinet, 2001-2003
    - Director of the Office of Management and Budget
- Eli Lilly and Company, 1990-2000
    - Senior Vice President of Corporate Strategy and Policy, 1997-2000
    - President of North American Pharmaceutical Operations, 1993-1997
    - Vice President of Corporate Affairs, 1990-1993
- The Hudson Institute, 1987-1990
    - Chief Executive Officer
- Baker & Daniels LLP, 1987-1990
    - Of Counsel
- President Ronald Reagan White House Staff, 1984-1987
    - Assistant to the President for Political and Intergovernmental Affairs
- National Republican Senatorial Committee, 1983-1984
    - Executive Director
- U.S. Senator Richard Lugar, Senate Staff, 1977-1982
    - Chief of Staff
- U.S. Senate Candidate Richard Lugar, 1976
    - Campaign Manager
- Indianapolis Mayor's Office, 1971-1975
    - Admin. Asst. to Mayor Richard Lugar

Public Service
- Robert Wood Johnson Foundation's "Commission to Build a Healthier America.", 2013-2014
- National Research Council, committee on human spaceflight, Co-Chair, February 2013-2014
- The Trilateral Commission, Member, January 2014-December 2020
- Commission on Presidential Debates, Board of Directors, 2014-2016
- Council on Foreign Relations, Task Force on Non-Communicable Diseases, Co-Chair, January 2014-present
- Committee for a Responsible Federal Budget, Co-chair, July 2015-present
- Urban Institute, Trustee, September 2015-present
- Aspen Institute, Aspen Prize Judge, 2015, 2017
- Aspen Institute Initiative on the Future of Work, Co-chair 2015-present
- American Academy of Arts and Sciences, Commission on the Future of Undergraduate Education, board member, November 2015-present

Corporate Boards

- Cerner Health Ventures, Board of Directors, January 2014-present
- Hulman & Company, Board of Directors, 2014-present
- Interactive Intelligence, Board of Directors, 2015-present
- Norfolk Southern, Board of Directors, November 2016-present

Awards and Recognitions *(Partial List)*

2006

- Public Official of the Year, Association of Defense Communities, for leadership in saving Indiana's defense assets
- Honorary Life Membership, Indiana State Rifle & Pistol Association
- Honorary American Degree, FFA
- Government Leader of the Year, Indiana Chamber of Commerce
- Public Official of the Year, American Council of Engineering Companies of Indiana
- National Council for Public-Private Partnerships' Leadership Award
- Outstanding Achievement Award and Project of the Year for Major Moves, American Road & Transportation Builders Association (ARTBA)
- President's Award, Wellness Council of Indiana

2007

- Honorary "Aggie" Award, the Indiana Mineral Aggregates Association
- 2007 Commissioner's Award, the Administration on Children, Youth, and Families, presented by the U.S. Dept of Health and Human Services
- President's Council on Physical Fitness and Sports medallion
- Elected to the Indiana Academy, which recognizes those who have "distinguished themselves in the advance of science, the arts, literature, culture, or scholarship and/or in service to or the philanthropic support of higher education in Indiana."
- Excellence in American Agriculture award, the Center for Food Integrity 2007 Summit, for commitment to the agricultural industry
- Annie Casey Foundation Award, recognizing unwavering commitment to Indiana families and children

2008

- Times Partners in Progress Award, Business and Industry Hall of Fame awards, presented by the Times of Northwest Indiana
- True Champion for Children Award, Prevent Child Abuse Indiana and The Villages, presented "in recognition of steadfast dedication to improving the lives of Indiana's vulnerable children"
- Selected for an award from Prevent Child Abuse America/Healthy Families America recognizing commitment to families and children
- The inaugural David R. Jones Lifetime Achievement Award at the Fund for American Studies Annual Conference in Washington, D.C. The award was created to recognize individuals who have made significant contributions to the ideas of freedom.
- The sole Red Coat recipient for the 2008 Mad Anthony's Charity Classic for Children
- Urban Innovator Award, the Manhattan Institute's Center for Civic Innovation
- Public Official of the Year, *Governing* magazine

2009

- The Champions of Diversity Award, 4th Annual Indianapolis Recorder and Indiana Minority Business Magazine Champions of Diversity Dinner and Awards Presentation
- Inducted into Dads Inc.'s Fatherhood Hall of Fame
- Silver Beaver Award, Boy Scouts Crossroads of America Council

2010

- International Citizen of the Year, International Center of Indianapolis
- 2010 Customer Service Excellence Award, American Association of Motor Vehicle Administrators
- The Ducks Unlimited Conservation Leadership Award
- Inaugural Medal for Distinguished Service to Education, The Woodrow Wilson National Fellowship Foundation
- Herman Kahn Award, the Hudson Institute

2011

- Inaugural State & Local Fiscy Award
- Meritorious Service Award, Indiana Pork
- Ducks Unlimited Wetland Conservation Achievement Award
- The Ronald Reagan Award, Harbour League
- The Najeeb Halaby Award for Public Service, presented during the Arab American Institute's Kahil Gibran "Spirit of Humanity" Awards Gala
- The Real Leader Award, State Budget Solutions
- The 2011 Friend of the Family Award, Indiana Family Institute
- The Odyssey Award, Center for Medicine in the Public Interest
- The 2011 Pathfinder Award, Indiana Sports Corporation
- Named Policy Chairman, Republican Governor's Association

2012

- Excellence in Government Award, Warsaw Chamber of Commerce
- Distinguished Service Award, The Bowen Center for Public Affairs, presented at the center's annual Institute on Political Participation
- Alexander Hamilton Award, Manhattan Institute
- Theodore Roosevelt Award, Indiana Wildlife Federation
- Legislator of the Year, Indiana Bowhunter Association
- Foundation for Excellence in Education Achievement Award
- International Motorsports Industry Show Achievement Award, presented by Tony Stewart
- Orr-O'Bannon Lifetime Achievement Award, Indiana Economic Development Association

2013

- Woodrow Wilson Award, Princeton University, the university's highest alumni honor.
- Bradley Award, the Lynde and Harry Bradley Foundation, awarded annually to recognize "innovative thinkers and practitioners."
- Hoosier of the Year, The Indiana Society of Chicago, given to "a person who, within their career, has served the state of Indiana with grace and distinction."

2014

- 2014 Senator Orrin Hatch Award for Advancing Healthy Aging, Alliance for Aging Research, given to individuals who have made significant contributions to health care throughout their career

2015

- World's Greatest Leaders, Fortune Magazine, one of 50 leaders recognized for their vision, effectiveness, commitment and courage to pioneer
- Savas Award for Public-Private Partnerships, Reason Foundation, awarded annually to honor those who "improved the cost-effective provision of public services through partnerships with private organizations"

2016

- The American Road and Transportation Builders Association, P3 Entrepreneur of the Year
- Overall P3 Champion, Performance Based Building Coalition InfraAmericas Conference
- American Liberty Award, The London Center for Policy Research

Commencement Addresses

- Maryville College (TN), May 15, 1988
- University of Indianapolis, May 19, 1990
- Anderson University, 1996
- Marian College, May 11, 2002
- Valparaiso Law School, May 21, 2005
- IUPUI Law School, May 14, 2006
- Ivy Tech Central Indiana, May 10, 2008
- Butler University, May 10, 2009
- Rose-Hulman Institute of Technology, May 30, 2009
- Franklin College, May 22, 2010
- Indiana University, December 15, 2012
- Purdue University, May 2013-present

Honorary Degrees

- University of Indianapolis, honorary *Doctor of Laws*, 1996
- Anderson University, honorary *Doctor of Laws*, 1996
- Marian College, honorary *Doctor of Public Service*, 2002
- Vincennes University, honorary *Doctorate of Laws*, 2006
- Butler University, honorary *Doctor of Laws*, 2009
- Rose-Hulman, honorary *Doctor of Humane Letters*, 2009
- Franklin College, honorary *Doctorate of Laws,* 2010
- Wabash College, honorary *Doctor of Laws*, 2011
- Bellarmine University, honorary *Juris Doctorate*, 2012

Books

- *Notes from the Road: 16 Months of Towns, Tales and Tenderloins,* 2004
- *Keeping the Republic: Saving America by Trusting Americans,* 2011
- *Aiming Higher: Words That Changed a State,* 2012

Major Speeches

- Republican speaker at the Gridiron Dinner, March 12, 2011
- The National Press Club, September 26, 2011
- Republican response to the President's State of the Union, January 24, 2012
- Department of Energy Innovation Summit Keynote, February 26, 2013
- National Academy of Engineering Keynote, "Re-engineering America: Not Just About Numbers", October 6, 2013
- Economic Club of Indiana Speaker Series, October 7, 2013
- 126th APLU Annual Meeting Opening Speaker, November 19, 2013
- Remarks to the Board of Directors, National Association of Manufacturers, March 13, 2014
- Keynote Address at the 2016 USDA Agriculture Outlook Forum, February 25, 2016

Congressional Testimony

- Senate Special Committee on Aging Medicare And Drug Benefit, February 8, 2000
- House Committee on Government Reform, June 21, 2000
- Senate and House Budget Committees, March 1-2, 2001
- House Subcommittee on Government Efficiency, Financial Management, and Intergovernmental Relations of the Committee on Government Reform, March 30, 2001

- Senate Budget Committee, July 12, 2001
- House Committee on Rules, July 25, 2001
- House Budget Committee, September 5, 2001
- House Ways & Means Committee, February 6, 2002
- House Appropriations Subcommittee on Treasury, Postal Service and General Government, March 14, 2002
- Senate Appropriations Subcommittee on Treasury, Postal Service and General Government, March 20, 2002
- Senate Committee on Governmental Affairs, April 11, 2002
- Senate Joint Printing Committee, July 10, 2002
- Committee on House Budget, July 17, 2002
- Senate and House Budget Committees, February 4-5, 2003
- House Appropriations Subcommittee on Transportation, Treasury, Postal Service and General Government, March 19, 2003
- House Subcommittee on Highways, Transit and Pipelines, May 24, 2006
- House Committee on Science, Space, and Technology, June 25, 2014
- House Subcommittee on Higher Education & Workforce Training, March 17, 2015
- Senate Committee on Finance, June 25, 2015
- Joint Economic Committee, Sept. 30, 2015
- Joint Economic Committee, Sept. 8, 2016

Columns and Articles

2004

- *Change leaders to reach potential; Mitch Daniels: Republican*, Indianapolis Star, September 26, 2004

2005

- *'Major moves' would benefit all Hoosiers*, South Bend Tribune, December 6, 2005
- *'Major moves' would help entire state.* Fort Wayne Journal-Gazette, December 16, 2005

2006

- *For whom the Road Tolls,* New York Times, May 27, 2006
- *One state's key to efficiency: private sector,* Investor's Business Daily, August 15, 2006
- *Connector concept deserves consideration*, Fort Wayne Journal-Gazette, November 24, 2006
- *New ideas keep state moving forward*, Indianapolis Star, November 26, 2006

2007

- '*Profit', 'private' aren't dirty words; Unhinging bureaucracy helps taxpayers*, Fort Wayne Journal-Gazette, January 2, 2007
- *Taxpayers benefit when government contracts with private businesses*, The Times of Northwest Indiana, January 2, 2007
- *FSSA contract with IBM is obvious answer to obvious nee*d, South Bend Tribune, January 3, 2007
- *Creating welfare system that benefits taxpayers*, Indianapolis Star, January 7, 2007

2008

- *We're poised to make property tax history*, Indianapolis Star, March 9, 2008
- *Legislators must side with taxpayers, not tax spenders*, The Times of Northwest Indiana, March 9, 2008

2009

- *Indiana entangled by too much government*, Journal & Courier, January 25, 2009
- *Changes will ease burden on NWI taxpayers*, The Times of Northwest Indiana, February 27, 2009
- *Indiana says 'no thanks' to cap and trap, no honest person thinks this will make a dent in climate change,* The Wall Street Journal, May 15, 2009

- *The coming reset in state government, my fellow governors and I are likely facing a permanent reduction in tax revenues,* The Wall Street Journal, September 3, 2009

2010

- *Responsibility for effecting change rests in hands of NWI residents*, The Times of Northwest Indiana, February 14, 2010
- *Hoosiers and Health Savings Accounts, An Indiana experiment that is reducing costs for the state and its employees*, The Wall Street Journal, March 1, 2010
- *We good Europeans: For now, we better start adjusting to our new status as good Europeans*, The Wall Street Journal, March 25, 2010
- *Hoosiers vs. Crony Capitalism, How my state took on the Obama bailout machine and restored the rule of law,* The Wall Street Journal, June 4, 2010
- *Time for emergency economic reform: How about a payroll tax holiday, funded by federal spending, hiring and pay freeze?,* The Wall Street Journal, September 8, 2010
- *What America can learn from China,* Ricochet, November 13, 2010

2011

- *Local government reform*, Indianapolis Star, January 18, 2011
- *Government for Internet Age, not frontier days,* The Times of Northwest, January 23, 2011
- *An ObamaCare appeal from the states*: *Twenty-one governors representing more than 115 million Americans have written to Kathleen Sebelius asking for more flexibility on health-care reform,* The Wall Street Journal, February 7, 2011
- *Northwest Indiana must seize this golden opportunity*, The Times of Northwest, February 20, 2011
- *We're reaping benefits of sports investments*, Indianapolis Star, June 20, 2011

2012

- *NWI is isolated from rest of Indiana,* The Times of Northwest Indiana, February 19, 2012
- *Welfare reform,* The Times of Northwest Indiana, August 28, 2012
- *The fracker's guide to a greener world,* The Wall Street Journal, November 11, 2012

2013

- *A real measure of higher ed success*, The Wall Street Journal, December 16, 2013

2015

- *How student debt harms the economy*, The Wall Street Journal, January 27, 2015
- *Could income-share agreements help solve the student debt crisis?,* Washington Post, August 20, 2015
- *America's Next Revolution (Book Review),* The Wall Street Journal, July 14, 2015

2016

- *Washington's wake-up call,* The Wall Street Journal, September 13, 2016

Vicky L. Carwein

carwein@outlook.com

EMPLOYMENT

Chancellor, Indiana University-Purdue University Fort Wayne	2012-Present
Chancellor, Washington State University Tri-Cities, Richland WA	2006-12
President, Westfield State College, Westfield, MA	2004-06
Chancellor, University Washington, Tacoma	1995-04
Dean, College of Health Sciences, University of Nevada, Las Vegas	1991-95
Faculty member and various leadership/administrative positions, Department of Nursing and College of Health Sciences, UNLV	1972-91
Department of Veteran's Affairs	1970-72
Charge Nurse, Recovery ICU, VA Hospital, Livermore, CA	

EDUCATION

Indiana University, Indianapolis, Indiana, PhD Nursing	1981
University of California, San Francisco, California, MS Nursing	1972
Indiana University, Indianapolis, Indiana, BS Nursing	1970

ORGANIZATIONAL AFFILIATIONS (selective list)

Coalition of Urban and Metropolitan Universities	2016-Present
Executive Committee	
American Association of State Colleges & Universities (AASCU)	2004-06
American Council on Education (ACE),Commission on Lifelong Learning	2005-09
NCAA, Division III, President's Council	2006
NCAA, Division I, Summit League Council of Presidents	2012-Present
President	2014-16
Association of Higher Education Multi Campus Administrators (formerly Western	1977–04
Association of Branch Campus Administrators)	
Vice President and President Elect	2003–04
Executive Committee	1997–04
Sigma Theta Tau, Held Chapter offices including president	1981–Present
Association of Nurses in AIDS Care	1988–96
Charter Member	1988
Fellowship Awards Committee	1991–93
Phi Kappa Phi	
International AIDS Society (IAS)	1988–98
Association of Schools of Allied Health Professions	1989–95
College of Health Deans	1990–95
Western Health Deans	1990–95
American Conference of Academic Deans	1995–98
Southern Nevada AIDS Research & Education Society (SNARES)	1994–95

PROFESSIONAL ACTIVITIES/COMMUNITY SERVICE/POSITIONS HELD (selected list)

Indiana

Quest Club	2015–Present
Board of Advisors, OrthoWorx University/Industry Advisory Board	2014–Present
Board of Directors, Parkview Health Committees: Executive, Compliance, Audit, Quality	2013–Present
Board of Directors, Greater Fort Wayne, Inc.	2013–Present
Board of Directors, Regional Opportunities Council, NEIRP	2012–Present
Board of Directors, Fort Wayne Allen County Alliance	2012–13
Board of Directors, Fort Wayne Philharmonic Committees: Strategic Planning, Governance	2014–Present

Washington

Rukelshaus Center Tri-Cities Governance Study Task Force	2011–12
National Nuclear Accrediting Board, Institute of Nuclear Power Operations (INPO)	2010–Present
Board of Directors, The Children's Reading Foundation of the Mid Columbia	2010–12
Board of Directors, Mid-Columbia Energy Initiative (MCEI) Chair, Education/Workforce Training Committee	2009–12
Board of Directors, Kadlec Regional Medical Center Member, Quality Improvement Committee; Legislative Advocacy Committee	2008–12
Corporate Nuclear Safety Review Board, Energy Northwest	2008–11
Co-chair, Tri-Cities March of Dimes annual "March for Babies	2008
Washington State Climate Advisory Team, Department of Ecology and Department of Community, Trade and Economic Development Agricultural Technical Working Group subcommittee	2007–09
Senior Level Development Program Board, Energy Northwest Keynote Speaker, Tri-Citian of the Year Award Ceremony 2006	2007–10
Board of Directors, TRIDEC (Tri-City Industrial Development Council)	2006–12

Massachusetts

Board of Trustees, Baystate Health Performance Improvement Committee and Credentials Committee	2005–06
Board of Directors, Economic Development Council of Western Massachusetts	2005–06
New England Council	2005–06
Board of Directors, Westfield Boys and Girls Club	2005–05

Washington

Pacific Area Council, Sea Education Association (SEA)	2001–04
Board of Directors, Puget Sound Center for Urban Bay Research	2000–04
Board of Trustees, Museum of Glass: International Center for Contemporary Art	1999–04
Board of Directors, Franciscan Health System – West	1999–01
Downtown Tacoma Investment and Development Task Force	1998–04
Board of Directors, Tacoma Club	1998–99

R/UDAT Implementation Task Force	1997–99
Technical Working Group, International Services Development Zone (ISDZ)	1997–99
Advisory Board, Regence Blue Shield Tacoma	1997–00
Board of Trustees, Pierce County Medical Bureau, Inc.	1996–97
Executive Council for a Greater Tacoma	1995–04
Invited Participant, First White House Conference on HIV & AIDS	1995
Honorary Co-Chair, Pierce County Aids Walk	1995

Nevada

Board of Trustees, Southern Nevada Area Health Education Center (AHEC)	1994–95
University of Nevada, School of Medicine/VA Deans Committee	1994–95
Leadership Las Vegas, Chamber of Commerce, Class of 1994	1994
Editorial Board, Healthy Nevadans 2000, Newsletter of the Nevada Department of Human Resources	1992–95
Board of Trustees, AIDS Hospice of Nevada Chair 1994-1995 Vice-Chair 1992-1994	1991–95
AIDS ETC Advisory Board, Southern NV Area Health Education Center (AHEC)	1990–95
Board of Directors, Nevada Donor Organ Referral Service (DORS)	1988–90
Nevada State Board of Nursing (Appointed by Governor) President 1989-1990, Vice President 1988-89	1987–90
State of Nevada Advisory Task Force on AIDS (Appointed by State Board of Health)	1987–95
Advisory Board, Department of Pastoral Care, Humana Hospital Sunrise Vice-Chairperson 1987-1991 Chair Person 1989-1991	1981–91
Volunteer Chaplain, Humana Hospital Sunrise	1981–93
Accreditation Site Visitor, National League for Nursing	1979–81

COURSES DEVELOPED and TAUGHT (selective list)

Undergraduate

Physical Assessment of the Adult
AIDS: An Interdisciplinary Perspective
Women as Health Care Consumers and Providers

Graduate

Nursing Models

UNIVERSITY and SYSTEM SERVICE (selective list)

Washington State University (system wide)

University Council (senior administration) Numerous senior level ad hoc, search committees and working committees to address specific topics/issues	2006

University of Washington (system wide)

Technology Advisory Committee	2003–04

Strategic Communications Council	2000
President's Advisory Committee on Diversity	1999–03
University Budget Committee	1998–04
Reorganization, Consolidation and Elimination of Programs (RCEP) Long Range Planning Subcommittee, Board of Deans	1998–00
Committee to Advise the President on Development Funding	1998
President's Cabinet	1997–04
Nursing Tri-Council	1996–98
Task Force on Enrollment Planning	1996
Board of Deans	1995–04
President's Council	1995–04
Chairperson, System-wide – Committee on Governance, Representation and Communications	1996–97

University of Nevada, Las Vegas

Academic Council (Council of Deans)	1990–95
Campus Committee on AIDS, Chair 1989-1992	1989–95
University Spokesperson on AIDS	1987–95

PUBLICATIONS

Carwein, V., Boyle, S., Idstrom, J., and Wark, M. "Capitalizing on Community: Turning Community Relations into the Biggest Asset of a New Campus,"Metropolitan Universities, Spring 2001, Vol. 12, No. 2, pp. 68-75.*

Carwein, V. and Sabo, C. "The Use of Alternative Therapies for HIV Infection: Implications for Patient Care," AIDS Patient Care and STDs, Vol. 2, No. 2, April 1997, pp. 79-85.*

Sabo, C. and Carwein, V. "HIV Disease and Women," Journal of the Association of Nurses in AIDS Care, Vol. 5, No. 3, May-June 1994, pp. 15-21. *

Carwein, V. Sabo, C., and Berry, D. "HIV Infection in Traditional Rural Communities," The Nursing Clinics of North America. Vol. 28, No. 1, March 1993, pp. 231-239. Invited manuscript. *

Carwein, V. and Berry, D. "HIV Issues for Rural Hospitals in U.S. Frontier Areas," The Journal of Rural Health, Vol., 8, No. 3, Summer 1992, pp. 221-226. *

Berry, D., Carwein, V. and Laundau, J. "A Strategic Approach to AIDS for Rural Communities," The Journal of Health Administration Education, Vol. 10, No. 1, Winter 1992, pp. 95-112. *

Ray, C. and Carwein, V. "AIDS in Nevada: An Update of Past and Future Income Losses and Other Economic Implications," Nevada Review of Business and Economics, Vol. XV, No. 2, Spring/Summer 1991, pp. 39-44. *

Carwein, V. and Ray, C. "The Effect of AIDS on the Price of Homes in San Francisco," The Journal of Real Estate Appraisal and

Economics, 1990,.Vol. 4, No. l, pp. 59-65.

Carwein, V. and Ray, C. "AIDS Related Income Losses and Implications for Policy Making," AIDS and Public Policy Journal, 1989, Vol. 4, No. 2, pp. 106-111. *

Carwein, V. and Ray, C. "AIDS Related Income Losses and Implications for Policy Making," Sociological Abstracts, Inc., 1989, Vol. 4, No. 2, pp. 106"-111.

Carwein, V. and Longley, C. "AIDS Dementia: Assessment and Interventions for Home Hospice Care," Caring, Vol. VIII, No. VI, June, 1989, pp. 21-27.

Bowles, C. and Carwein, V. "Developing AIDS Policies for Nursing and Health Professions Students," AIDS and Public Policy Journal, Vol. 3, No. 1, Winter 1988, pp. 32-38. *

Bowles, C. and Carwein, V. "Survey of Baccalaureate Nursing Schools' Guidelines/Policies on AIDS," Journal of Nursing Education, October, 1988, pp. 349-352. *

Ray, C. and Carwein, V. "The Economic Impact of Lost Income in Nevada due to AIDS," In AIDS and Nevada, Second Annual Report of Nevada Statewide AIDS Advisory Task Force, September, 1988.

Carwein, V. and Bowles, C. "AIDS Policy and Guidelines Development," Nurse Educator, March, 1988, pp. 14-16.*

Ray, C. and Canvein, V. "Calculating Lost Income from AIDS in Nevada," The Wall Street Journal, February 26, 1988, p. 17.

Ray, C. and Carwein, V. "The Economic Impact of Lost Income in Nevada Due to AIDS." Nevada Review of Business and Economics, Vol. XI, No. III, Summer 1987, pp. 2-4.

Carwein, V. "Home Hospice Care in Britain and the U.S." Caring, Vol. V, No. X, October, 1986, pp. 54-57.

Carwein, V. "Religious Commitment and Coping." Proceedings, VA Research Conference, Research Avenues of Visibility, 1982, pp. 77-98.

***Refereed**

PAPERS DELIVERED

Carwein, V., "Education for a High Tech Workforce," Panel presentation at South Sound Technology 2000 Conference, Tacoma, Washington, May 31, 2000.

Fought, S., Carwein, V., Boyle, S., Hopkins, R., Murakami, C. and Stewart, P. "Promise and Peril: One University System's Experience in Distance Learning," Panel presentation at the Pacific Regional Society for College and University Planning Conference (SCUP), Honolulu, Hawaii, March 22, 1999.

Carwein, V., Fought, S. and Boyle, S. "Governance Issues in Multi-Campus Universities," Podium presentation, National Association for Women in Education (NAWE) 83rd Annual Conference, Denver, Colorado, February 27, 1999.

Cochran, J., Sherman, J., and Carwein, V. "Accreditation and Branch Campuses," Panel Presentation, 1998 Western Association of Branch Campus Administrators Conference, Contra Costa, California, April 23, 1998.

Carwein, V., "Integrating the College with the Community," Invited podium presentation at The Association of Washington Community and Technical College Administrators Conference, Vancouver, Washington, July 28, 1997.

Carwein, V., "Women and HIV: Vulnerability and Empowerment," Podium presentation 2nd Annual AIDS Update Conference, Clark Co. Coalition HIV/AIDS Service Providers, Las Vegas, Nevada, August, 1996.

Sabo, C., Paterson, M., and Carwein, V. "A Standardized Clinical Assessment Tool on the Use of Alternative Therapies by HIV Positive Individuals," Poster presentation, XI International Conference on AIDS, Vancouver, B.C., July 1996. Abstract published in Abstracts Volume I, p.19.

Paterson, M., Carwein, V., and Sabo, C. "The Effect of Income on the Utilization of Alternative Therapies by HIV Positive Individuals," Poster presentation, XI International Conference on AIDS, Vancouver, B.C., July I996. Abstract published in Abstracts Volume I, p. 84.

Carwein, V., and Witt, R. "Delivery of a BSN Program to Rural Nevada Via Distance Education," Podium presentation, Association of Schools of Allied Health Professions 28th Annual Conference, Milwaukee, WI, October, 1995. Abstract published in Book of Abstracts, p. 4-1.

Sabo, C., Carwein, V., Paterson, M. "Uses of Alternative Therapies by People with HIV Infection," Podium presentation, Association of Nurses in AIDS Care 8th Annual Conference, Boston, MA, September, 1995. Abstract published in proceedings, p. 18.

Sabo, C., Yuhos, R., Carwein, V. "Nurse Mini Preceptorship in AIDS: Designing an Individualized Experience," Poster presentation, Association of Nurses in AIDS Care 7th Annual Conference, Nashville, TN, November, 1994.

Sabo, C., Michael, S., Carwein, V. "Photography as a tool in Assessment and Rapport Development in Clients with HIV Disease," Poster presentation, Association of Nurses in AIDS Care 6th Annual Conference, Los Angeles, November, 1993. Abstract published in Syllabus, p.38.

Ray, C., Carwein, V. Reich, R. "At Risk Infants: The Cost of the First 18 Months," Poster Presentation, IX International Conference on AIDS, Berlin, Germany, June 1993. Abstract published in Abstract Book, Vol. II, p. 918.

Sabo, C. and Carwein, V. "Issues Related to HIV Disease in Women," Poster presentation, Association of Nurses in AIDS Care, 5th Annual Conference, Walt Disney World, Florida, November, 1992, Abstract published in Syllabus, p. 50.

Carwein, V., Sabo, C., Berry, D. "HIV Nursing Care in Isolated U.S. Rural Areas," Poster presentation, VIII International Conference on AIDS, Amsterdam, the Netherlands, July, 1992, Abstract published in proceedings, Vol. 2, p. B241. Also presented at VI International Conference on AIDS Education, Washington, D.C., August, 1992.

Carwein, V., Sabo, C., Berry, D. "Issues of HIV Care in Rural Communities," Podium Presentation, Association of Nurses in AIDS Care 4th Annual Conference, New Orleans, LA, November, 1991.

Carwein, V., Berry, D. "AIDS Education in Rural Hospitals in the Western United States," Poster presentation, VII International Conference on AIDS, Florence, Italy, June, 1991, Abstract published in proceedings, Vol. II, p. 430. Also presented as poster, Association of Nurses in AIDS Care 3rd Annual Conference, Seattle, WA, November 1990.

Berry, D. and Carwein, V. "Educational Needs of Rural Western Hospitals," Poster presentation, Southwest Border Rural Health Research Conference, Tucson, Arizona, June, 1991.

Berry, D. and Carwein, V. "AIDS Issues for Frontier Hospitals in the Western United Sates," Poster presentation Challenging AIDS: The Second Decade, The National AIDS Update, San Francisco, CA, October, 1989. Also presented as poster, AIDS: The 3rd National Nursing Conference, New Orleans, LA September, 1989.

Carwein, V. and Ray, C. "Labor Productivity Losses to Nevada's and the American Economy Resulting from Premature Death Due to AIDS," Poster presentation, V International Conference on AIDS, Montreal, Canada, June, 1989. Abstract published in proceedings, p. 1055.

Carwein, V. and Berry, D. "AIDS Issues for Rural Hospitals in U.S. Frontier Areas," Poster presentation, V International Conference on AIDS, Montreal, Canada, June, 1989. Abstract published in proceedings, p. 396.

Ray, C. and Carwein, V. "Estimating Lost Income Due to Serious Illness: An Applied Aggregate Model," The American Economy of Economic and Forensic Experts Annual Meeting, Las Vegas, NV, April, 1989.

Carwein, V., and Longley, C. "AIDS Dementia: Assessment and Interventions for Home Hospice Care," Podium presentation, National Association for Home Care and Hospice Association of America, Annual Meeting, October, 1988.

Carwein, V. "AIDS Issues for Hospice Nursing," Invited presentation to Macmillan Nursing Association (Cancer nursing specialists) of Scotland, July, 1987.

Carwein, V. "AIDS Education: A University Interdisciplinary Course," Podium presentation, 9th Annual Conference on Interdisciplinary Team Care, New York, September, 1987. Published in proceedings, pp. 50-54.

Carwein, V. and Ray C. “Economic Impact of Lost Income Due to AIDS: A Model, “Podium presentation, Association of Allied Health Professions 20th Annual Meeting, Las Vegas, NV, November, 1987.

Carwein, V. and Bowles, C. "Survey of United States' Nursing Schools' Guidelines/Policies on AIDS," Poster presentation, 3rd International Conference on AIDS, Washington, D.C., June, 1987 and at Sigma Theta Tau's International Research Congress, Edinburgh, Scotland, July 1987. Abstract published in proceedings, p. 97 and p. 53. Also presented at Sigma Theta Tau Biennial Convention, San Francisco, CA, November, 1987,
Published in proceedings and presented at Association of Allied Health Professions 20th Annual Meeting, Las Vegas, NV, November, 1987.

GRANTS

Federal grants (Departments of Health and Human Services and Energy) 1994-1997 totaling $840,500 acquired for new program development (MS in Nursing and MS in Health Physics).

ACCREDITATION

Site visitor for National League for Nursing Accrediting Commission and co-author of seven (7) accreditation self-study reports while at UNLV.

Oversight of program accreditation, including ABET, AACSB, NCATE, health professions programs, theater and music; University of Washington, Tacoma, Westfield State Colleges, Washington State University, Tri-Cities and Indiana University Purdue University Fort Wayne.

HONORS/AWARDS

Legacy Leaders Award, Indiana University School of Nursing	2014
Business Woman of the Year, Westfield Chamber of Commerce, Westfield, MA	2005
Women of Achievement Award in Education, Las Vegas Chamber of Commerce, Las Vegas, NV.	1995
Distinguished Women of Southern Nevada	1993–95

PROFESSIONAL LICENSURE

Maintained active license to practice as a registered nurse since initial licensure in 1970.

FOREIGN TRAVEL

Professional and personal travel to 27 countries and all seven continents.

March 2017

Carl N. Drummond, Ph.D.

169 Kettler Hall
Office of Academic Affairs
Indiana University Purdue University Fort Wayne
Fort Wayne, IN 46805-1499

cell: 260-417-2011
ph: 260-481-6117
email: drummond@ipfw.edu

Career Objective: Executive Leadership in Higher Education

Summary of Qualifications:

Seventeen years of experience in academic administration
Leadership experience in enrollment management administration
Leadership experience in institutional accreditation and strategic planning
Commitment to use of quantifiable measures of performance
Strong advocate for accountability and excellence
Dedicated advocate for collaboration and consensus building
Record of success in expanding external funding

Professional Experience:

Employment:

2014 – Present Vice Chancellor for Academic Affairs and Enrollment Management, Indiana University-Purdue University Fort Wayne

Management of Six Schools and Colleges, Helmke Library, Division of Continuing Studies, Admissions, Registrar, Financial Aid, Student Information Systems
Total academic and enrollment management budget $44M
Led comprehensive review of academic programs and departments
Instituted academic departmental profiles
Established academic performance metrics for all departments
Instituted faculty position request process using quantitative and narrative input
Revised and regularized budgeting process
Oversight of move of Admissions Office and establishment of Student Services Center
Significant involvement in on-going dialogs regarding institutional governance
Launched *IPFW Connect*, academic affairs intellectual engagement magazine

2009- 2014 Dean, College of Arts and Sciences, Indiana University-Purdue University Fort Wayne

Co-Chair of University Strategic Planning Process
Co-Chair of Institutional continuing accreditation review (HLC)
Managed largest academic unit in the university, approximately 425 full and part time employees, annual operating budget of $17M, tuition revenue of approximately $80M
155 full time faculty, 30 continuing lecturers, and 12 researchers, post-Docs, and visiting faculty in 15 academic departments spanning the humanities, social sciences, sciences and mathematics
Established metrics for faculty research productivity
Developed data-driven management practices
Launched University-Community Connections (UC^2) intellectual engagement program
Managed faculty recruiting, hiring, reappointment, and promotion and tenure processes
Launched College Community Advisory Committee
Effectively managed enrollment changes during and after economic recession
Strong advocate for resource allocation to college priorities

2002-2009 Associate Vice Chancellor for Research and External Support, Indiana University-Purdue University Fort Wayne

Established Office of Research and External Support
Created strategic plan for unit operations
Established performance metrics and operational milestones
Doubled total university grants and contracts over six years ($4.3M from $2.1M)
Doubled value of federally funded awards over six years ($1.64M from $833k)
Doubled number of funded applications over six years (193 from 90)
Increased total number of grant applications by 47% over four years (294 from 199)
Doubled faculty generated F&A revenue in four years ($213k from $90k)
Managed $750k research support budget
Co-PI on $4.5M award in support of wireless and systems engineering programs
Created annual reports of research activity and faculty scholarly accomplishments
Established system of monthly reporting of all Office of Research and External Support activities
Led development of criteria for creation of Centers of Excellence and formation of new Centers
Led development of document establishing categories and rubrics for evaluating research

2000-2002 Office of Academic Affairs Fellow, Indiana University-Purdue University Fort Wayne

Conceptualized reorganization of research support services as part of strategic planning process
Coordinated program articulation course transfer agreements with Ivy Tech State College
Led task force on evaluation of support programs for first year students, precursor to First Year Experience Program
Led assessment of supplemental instruction program, Department of Mathematics

2016-Present Department of Physics, Indiana University-Purdue University Fort Wayne

2016-Present Professor of Earth and Planetary Science

1994-2016 Department of Geological Sciences, Indiana University-Purdue University Fort Wayne

2003-2016 Professor of Geology, 1998-2003 Associate Professor, 1994-1998 Assistant Professor

Memberships:

Phi Kappa Phi
Geological Society of America (Elected Fellow of the Society, 2000)
National Association of Geoscience Teachers

Education:

1994 — Ph.D. Geology, University of Michigan, Ann Arbor, Michigan
1991 — M.S. Geology, University of Michigan, Ann Arbor, Michigan
1988 — B.S. Geology, Minor Mathematics, James Madison University, Harrisonburg, Virginia

Honors:

2009 James Shea Award, for Outstanding Contributions in the form of Writing and/or Editing of Earth Science Materials, National Association of Geoscience Teachers.
2004 Rod Rose Outstanding Paper Award, for the manuscript: *Strategic Planning for Research Administration,* Journal of Research Administration, Society of Research Administration International.
2000 Elected Fellow of the Geological Society of America
2000 Enhancement of Learning Award, School of Arts and Science, IPFW.
2001-2008 Editor of the Journal of Geoscience Education

1998 James Lee Wilson Award, for Outstanding Achievement in Sedimentary Geology by a Young Scientist, Society for Sedimentary Geology (SEPM).
1998 Outstanding Paper Award, Journal of Sedimentary Research, for the 1996 manuscript*: Facies successions in peritidal carbonate sequences*, co-authored with B.H. Wilkinson and N.W. Diedrich.
1997 Sigma Xi Science Researcher of the Year, IPFW.
1995 Supervised John Meyer, Sigma Xi Outstanding Undergraduate Researcher, IPFW.
1993 Rackham Predoctoral Fellow, Rackham School of Graduate Studies, University of Michigan.
1993 John A. Dorr Memorial Award, University of Michigan, Department of Geological Sciences.
1992 Ermine Cowles Case Student Award for Outstanding Scholarship and Attainment in Research, University of Michigan, Museum of Paleontology & Department of Geological Sciences, for the manuscript*: Long term patterns of changing accommodation space, real or random?*
1991 Ermine Cowles Case Student Award for Outstanding Scholarship and Attainment in Research, University of Michigan, Museum of Paleontology & Department of Geological Sciences, for the manuscript*: Extremely ^{18}O depleted lacustrine carbonate as an indicator of paleo-elevation*.
1988 Outstanding Geology Major, James Madison University, Department of Geology.

Programatic Grants:

2010 *IPFW Strategic Languages Institute*, U.S. Department of Education Fund for the Improvement of Education, $260,000
2008 TOpS Grant, Lilly Endowment Inc. through the Community Foundation of Fort Wayne, $4,500,000
2006 *An Initiative to Promote Opportunity Through Educational Collaborations*, Lilly Endowment Inc., $60,000
2005 *An Initiative to Promote Opportunity Through Educational Collaborations*, Lilly Endowment Inc., $54,500
2005 *Ideas in Action - Innovation, Entrepreneurship, Excellence*, Lilly Endowment Inc., $8,800.
2004 *Undergraduate Research Support,* Indiana University, $4,000
2004 *Promoting Opportunity through Educational Collaborations*, Lilly Endowment Inc., $176,975.
2004 *Perkins Tech Prep Implementation Grant, Leo Junior-Senior High School*, $15,000.
2004 *Lilly interns for summer 2004*, Lilly Endowment Inc., $35,000.
2003 *Undergraduate Research Support*, Indiana University, $4,000.
2003 *IPFW initiative to promote opportunity through educational collaborations*, Lilly Endowment Inc., $40,000.
2003 *Opportunity for Indiana's Future*, Lilly Endowment Inc., $9,400.

Digital Contributions:

2013-2014 — *Sapre Aude – A Liberal Arts and Higher Education Blog* [www.sapreaudeipfw.wordpress.com]

Scholarship is Societal Sustenance (February 11, 2014)
The (mis?)Measurement of Academic Units (January 13, 2014)
Evaluating the Economics of Educational Mission (October 31, 2013)
Returning to Jonathan Baldwin Tuner's Educational Revolution (September 2, 2013)
The History and Future of Grades in Higher Education (August 9, 2013)
Academic Freedom and American Higher Education (July 26, 2013)

Publications:

***Scientific Research Publications*: [bold names are undergraduate student co-authors]**
2008 Drummond, C.N., and **Marlow, L.A.**, *Evaluating validity and reliability in high-resolution stratigraphic analysis,* in *Perspectives in Carbonate Geology: A Tribute to the Career of Robert Nathan Ginsburg*, International Association of Sedimentologist Special Publication, eds. Swart, PK, Eberli, GP & McKenzie, JA (Wiley-Blackwell, Oxford), Vol. 40, p. 361-372.
2006 Drummond, C.N., and Wilkinson, B.H., *Interannual variability in millennial climate proxy data*, Journal of Geology, v. 114, p. 325-339.
2004 Wilkinson, B.H., and Drummond, C.N., *Facies mosaics across the Persian Gulf and around Antigua – Stochastic and deterministic products of shallow-water sediment accumulation*, Journal of Sedimentary Research, v. 74, n. 4, p. 513-526.

2001 Drummond, C.N., and **Sheets, H.**, *Taphonomic reworking and stratal organization of tempestite deposition: Ordovician Kope Formation, Northern Kentucky*, Journal of Sedimentary Research, v. 71, p.621-627.

1999 Drummond, C.N., and **Dugan, P.J.**, *Self-organizing models of shallow water carbonate accumulation*, Journal of Sedimentary Research, v. 69, p. 939-946.

1999 Wilkinson, B.H., Drummond, C.N., Diedrich, N.W., and Rothman, E.D., *Poisson processes of carbonate accumulation on Paleozoic and Holocene platforms*, Journal of Sedimentary Research, v. 69, p. 338-350.

1999 Drummond, C.N., *Bed thickness structure of multi-sourced ramp turbidites*, Journal of Sedimentary Research, v. 69, p. 115-121.

1998 Wilkinson, B.H., Diedrich, N.W., Drummond, C.N., and Rothman, E.D., *Michigan hockey, meteoric precipitation, and rhythmicity of accumulation on peritidal carbonate platforms,* Geological Society of America Bulletin, v. 110, p. 1075-1093.

1998 Drummond, C.N. and **Sexton, D.N.**, *Fractal Structure of Stylolites*, Journal of Sedimentary Research, v 68, p. 8-10.

1997 Wilkinson, B.H., Drummond, C.N., Rothman, E.D., and Diedrich, N.W., *Stratal Order in Peritital Carbonate Sequences*, Journal of Sedimentary Research, v. 67, p. 1068-1082.

1997 Wilkinson, B.H., Drummond, C.N., Diedrich, N.W., and Rothman, E.D., *Biological mediation of stochastic peritidal carbonate accumulation*, Geology, v. 25, p. 847-850.

1996 Wilkinson, B.H., Diedrich, N.W., and Drummond, C.N., *Facies successions in peritidal carbonate sequences*, Journal of Sedimentary Research, v. 66, p. 1065-1078.

1996 Drummond, C.N., Wilkinson, B.H., and Lohmann, K.C, *Climatic control of lacustrine deposition in a tectonically active foreland basin: Cretaceous Peterson Limestone, Wyoming-Idaho Overthrust Belt, U.S.A.*, Sedimentology, v. 43, p. 677-689.

1996 Drummond, C.N., and Wilkinson, B.H., *Stratial Thickness Frequencies and the Prevalence of Orderedness in Stratigraphic Sequences,* Journal of Geology, v. 104, p.1-18

1995 Drummond, C.N., Patterson, W.P., and Walker, J.G.C., *Climatic forcing of carbon-oxygen isotopic covariance in temperate region marl lakes,* Geology, v.23, p. 1031-1034.

1994 Drummond, C.N., and Wilkinson, B.H., *Aperiodic Accumulation of Cyclic Peritidal Carbonate: Comment and Reply,* Geology, v. 22, p. 480.

1993 Drummond, C.N., Wilkinson, B.H., Lohmann, K.C, and Smith, G.R., *Effect of regional topography and hydrology on the lacustrein isotopic record of Miocence paleoclimate in the Rocky Mountains,* Palaeogeography Palaeoclimatology Palaeoecology, v. 101, p. 67-79.

1993 Drummond, C.N. and Wilkinson, B.H., *Carbonate cycle stacking patterns and hierarchies of orbitally forced eustatic sealevel change,* Journal of Sedimentary Petrology, v. 63, p. 369-377.

1993 Drummond, C.N., and Wilkinson, B.H, *On the use of cycle thickness diagrams as records of long-term sealevel change during accumulation of carbonate sequences,* Journal of Geology, v. 101, p. 687-702.

1993 Drummond, C.N., and Wilkinson, B.H., *Aperiodic Accumulation of Cyclic Peritidal Carbonate,* Geology, v. 21, p. 1023-1026.

1993 Drummond, C.N., Wilkinson, B.H., and Lohmann, K.C, *Rock-Dominated Diagenesis of Lacustrine Magnesian Calcite Micrite,* Carbonates and Evaporites, v. 8, p. 213-223.

<u>Pedagogical Research Publications</u>: [bold names are undergraduate student co-authors]

2008 Drummond, C.N., and **Markin, J.A.**, *An analysis of the bachelor of science in geology degree as offered in the United States*, Journal of Geoscience Education, v. 56, p. 113-119.

2000 Drummond, C.N., *Analyzing Fossil Morphology – Part I*, Journal of Geoscience Education, v. 48, p. 587-588.

2000 Drummond, C.N., *Analyzing Fossil Morphology – Part II*, Journal of Geoscience Education, .v. 48, p. 588-589.

2000 Drummond, C.N., and **Coates, J.W.**, *Exploring quantitative stratigraphy – Two case studies*, Journal of Geoscience Education, v. 48, p. 487-499.

2000 Drummond, C.N., *Technology and Teaching: Transforming instructional design in a general education science course*, Journal of the Art of Teaching, v. 7, p. 59-70.

1999 Drummond, C.N., *Skills for the future*, The Science Teacher, v 66, n. 4, p. 30-33.

1999 Drummond, C.N., *Facilitating Scientific Thoughtfulness for Non-Science Majors*, Journal of Geoscience Education, v. 47, p. 35-45.

1998 Drummond, C.N., *Foundations in Earth Science: Adventures in Nature and Mathematics*, Kendall/Hunt, Dubuque, Iowa, 141 p.

1996 **Turflinger, J.**, and Drummond, C., *Analysis of bubble sizes in vesicular basalt*, Journal of Geological Education, v.44, p. 22-26.

Academic Administration Publications:

2006 Drummond, C.N., *Visualization of academic efficiency and productivity*, Planning for Higher Education, v. 34, n. 3, p. 18-26.

2003 Drummond, C.N., *Strategic Planning for Research Administration*, Journal of Research Administration, v. 34, n. 2, p. 4-10.

Essays:

2002 Drummond, C.N., *Immanence and Configuration – Scale Dependence and the Transition from Periodic to Quasi-Periodic Behavior of Dynamic Systems*, Journal of Geoscience Education, v. 50, p. 346-348.

2002 Drummond, C.N., *Immanence and Configuration – Superposition and Soil Formation a Stratigraphic Paradox*, Journal of Geoscience Education, v. 50, p. 232.

2002 Drummond, C.N., *Immanence and Configuration – Assessing Proxies of Climate Change*, Journal of Geoscience Education, v. 50, p. 117-118.

2001 Semken, S., Drummond, C.N., and Harder, V., *In the spotlight: NAGT*, GSA Today, v. 11, n. 10, p. 53.

2001 Drummond, C.N., *Immanence and Configuration – Global Biogeochemical Cycling of Oxygen*, Journal of Geoscience Education, v. 49, p. 501.

2001 Drummond, C.N., *Immanence and Configuration – Orders, Organizations, and Hierarchy*, Journal of Geoscience Education, v. 49, p. 414-415.

2001 Drummond, C.N., *Immanence and Configuration – The Quest for Cause*, Journal of Geoscience Education, v. 49, p. 329.

2001 Drummond, C.N., *Immanence and Configuration – Temporal Fidelity and Time Partitioning in Stratigraphy*, Journal of Geoscience Education, v 49, p. 218-220.

2001 Drummond, C.N., *Immanence and Configuration – Patterns, Processes, and the Uniqueness of Time*, Journal of Geoscience Education., v. 49, p. 92-93.

Academic Editorials:

2008 Drummond, C.N., *A New Beginning for the Journal of Geoscience Education*, Journal of Geoscience Education, v. 56, p. 375.

2005 Drummond, C.N., *The Geosciences as an Employment Opportunity*, Journal of Geoscience Education, v. 53, p. 486.

2005 Drummond, C.N., *The Geology Department, The Administration, and the Roots of Failure and Success*, Journal of Geoscience Education, v. 53, p. 146.

2005 Drummond, C.N., *The State of the Journal 2005*, Journal of Geoscience Education, v. 53, p. 2.

2004 Drummond, C.N., *Education, Geoscience, and Databases – the Value of DLESE*, Journal of Geoscience Education, v. 52, p. 402.

2004 Drummond, C.N., *Competition, Education, and the Scientific Method*, Journal of Geoscience Education, v. 52, p. 310.

2004 Drummond, C.N., *The Greatest Field Trip Ever*, Journal of Geoscience Education, v. 52, p. 210.

2004 Drummond, C.N., *The State of the Journal, 2004*, Journal of Geoscience Education, v. 52, p. 110.

2004 Drummond, C.N., *Increasing Diversity in the Earth Sciences*, Journal of Geoscience Education, v. 52, p. 2.

2003 Drummond, C.N., *Carl Rogers and the Origin of Experiential Learning*, Journal of Geoscience Education, v. 51, p.462.

2003 Drummond, C.N., *Game-based Learning*, Journal of Geoscience Education, v. 51, p. 357.

2003 Drummond, C.N., *A Journal for all Geoscience Educators*, Journal of Geoscience Education, v. 51, p. 283.

2003 Drummond, C.N., *Do We Have a 20th or 21st Century Curriculum*, Journal of Geoscience Education, v. 51, p. 162.

2003 Drummond, C.N., *The State of the Journal*, Journal of Geoscience Education, v. 51, p. 2.

2002 Drummond, C.N., *Celebrating Excellence*, Journal of Geoscience Education, v. 50, p. 494.

2002 Drummond, C.N., *Joining the Revolution*, Journal of Geoscience Education, v. 50, p. 354.

2002 Drummond, C.N., *Teaching on the Edge of Chaos*, Journal of Geoscience Education, v. 50, p. 238.

2002 Drummond, C.N., *Intelligent Design and the Future of Science Education*, Journal of Geoscience Education, v. 50, p. 134.

2002 Drummond, C.N., *The Science of Teaching and Learning*, Journal of Geoscience Education, v. 50, p. 2

2001 Drummond, C.N., *The Significance of Systems*, Journal of Geoscience Education, v. 49, p. 420.

2001 Drummond, C.N., *Can Field Camps Survive?*, Journal of Geoscience Education, v. 49, p. 336.

2001 Drummond, C.N., *Ten Common Principles of Geoscience Departments – Part II*, Journal of Geoscience Education, v. 49, p. 224.

2001 Drummond, C.N., *Ten Common Principles of Geoscience Departments – Part I*, Journal of Geoscience Education, v. 49, p. 108.

2001 Drummond, C.N., *Defending Intellectual Integrity in the Face of Irrationality*, Journal of Geoscience Education, v.49, p. 2.

Research Grants:

2000 *Long-term patterns of carbonate accumulation*, The Petroleum Research Fund of the American Chemical Society.
1999 *Exploring the scaling structure of stratigraphic sections*, with **Alex James**, IPFW Undergraduate Research and Creative Endeavor Committee Summer Stipend for Research.
1999 *Development of an Integrated Systems-Based G100 Lecture Class*, Indiana University Purdue University Fort Wayne Instructional Development Grant.
1998 *Spatial analysis of modern carbonate depositional environments - Insights to the distribution and geometry of the Silurian reefs of Indiana*, with Natalie Drummond, Indiana Academy of Science Development Fellowships Program for Secondary Science Teachers.
1998 *Self-organization of shallow water carbonate accumulation*, Purdue Research Foundation Summer Faculty Research Grant.
1997 *Scientific thought: Theory and practice*, IPFW Honors Program Curriculum Development Grant.
1997 *Three-dimensional analysis of stylolite geometry*, Indiana University Inter-campus Research Grant.
1995 *Turbidite bed thicknesses, relations between power-law scaling and depositional system geometry*, The Petroleum Research Fund of the American Chemical Society.
1995 *Geomorphic analysis of fluvial landscuplting, Highland Rim Peneplain, Southern Indiana*, Purdue Research Foundation Summer Faculty Research Grant.

University Service:

Indiana University Purdue University Fort Wayne

2013-2014 Co-Chair, IPFW Strategic Plan.
2012-2013-Chair, College of Education and Public Policy Dean Search Committee.
2011-2012-Chair, College of Education and Public Policy Dean Search Committee.
2009-2010 – Co-Chair, IPFW HLC/NCACS Institutional Continuing Accreditation
2009-2014, Information Technology Policy Committee
2009-2014, First Year Council
2009-2014, Enrollment Management Task Force
2007-2008, Member, Vice Chancellor for Academic Affairs Search Committee
2002-2009 Academic Affairs Representative, Professional Development Subcommittee
2002-2009 Member, Strategic Planning and Review Council
2001-2002 Member Strategic Planning Task Force
2001-2002 Chair, Task Force on Attendance Patterns and Policies
2000-2001 Chair, Task Force on Developmental Classes
2000-2002 Member, Honors Council
1999-2000 Chair, Senate Subcommittee on Athletics
1999-2000 Chair, University Resources Policy Committee
1998-2001 Member, Faculty Senate
1999 Member, Athletic Director Search Committee
1998-2001 Member, University Resources Policy Committee
1997 Interim NCAA Compliance Coordinator
1997 Member, Ad Hoc Committee on Undergraduate Research
1995-1997 Member, Science Fair Committee
1995-2001 Member, Senate Subcommittee on Athletics
1995 Organization Committee of IPFW Summer Institute for Achieving Goals of General Education

College of Arts and Sciences

2009-2014, ex officio, Executive Committee
2009-2014, ex officio, Curriculum Committee
2009-2014, ex officio, Promotion and Tenure Committee
2001-2002 Member, Dean's Search Committee
1997-1999 Member, Student Affairs Committee

Department of Geosciences

1998 Production of Departmental Brochure
1997-1999 Chair, Committee for Review of Academic Programs
1994-2000 Library Resources Coordinator

Student Counseling and Advising

1994-2004 Routinely served as faculty advisor to students in the Department of Geosciences

University System

2010-2011-Member, Indiana University Blueprint for Regional Campuses Committee.
2002-2005 Member, Indiana University RUGS Intercampus and Research Support Fund Review Committee
1997-2000 Campus Representative to the Indiana University Graduate Council
1998-1999 Member, Distance Education Subcommittee of the Indiana University Graduate Council
1997-1998 Member, Grants and Awards Subcommittee of the Indiana University Graduate Council

Professional Service:

Offices/Positions Held

2011-2012 – Chair, Education Committee, Geological Society of America
2009-2013 – At large member, Education Committee, Geological Society of America
2007-2009 Associate Editor of *Numeracy*
2002-2013 Associate Editor of *American Journal of Undergraduate Research*
1999-2008 Editor of *Journal of Geoscience Education*
1999-2008 Member, Executive Committee of the National Association of Geoscience Teachers
2000 Co-Chair, Sedimentary Geology Research Symposium, Amer. Ass. Petroleum Geologists Ann. Mtg., New Orleans
2000 Co-Chair, Great Lakes Section of Society for Sedimentary Geology (SEPM) Research Sessions, North Central Section of the Geological Society of America Annual Meeting, Indianapolis, IN
1999 President of Great Lakes Section of Society for Sedimentary Geology (SEPM)
1999 Co-Chair, Technical Session, North-Central Geological Society of America Meeting, Champaign, IL.
1998 Co-Chair, Technical Session, Geological Society of America Annual Meeting, Toronto, CA.
1998 Co-Chair, Technical Session, North-Central Geological Society of America Meeting, Columbus, OH.
1997 Co-Chair, Technical Session, Geological Society of America Annual Meeting, Salt Lake City, UT.
1996 Co-Chair, Sedimentary Geology Division Research Symposium, Geological Society of America Annual Meeting, Denver.
1995 Co-Chair, Technical Session, Geological Society of America Annual Meeting, New Orleans, LA.
1994 Co-Chair, Technical Session, Geological Society of America Annual Meeting, Seattle, WA.

External Promotion and Tenure

2008 Reviewed promotion case for Michigan State University
2008 Reviewed promotion case for University of Wisconsin Milwaukee
2007 Reviewed promotion and tenure case for the University of Miami
2003 Reviewed promotion and tenure cases for University of Wisconsin Milwaukee and Western Michigan University.

David Wesse, Ph.D.

Fort Wayne, Indiana
Dwesse@alumni.lsu.edu
Phone: 260-445-2782

SUMMARY:

Broad-based upper level higher education manager with long-term experience in higher education financial, administrative, and support service operations at Indiana University Purdue University Fort Wayne, Louisiana State University at Alexandria, Northwestern University, Loyola University of Chicago and the University of North Florida; significant experience with KPMG Peat Marwick LLP, as part of their higher education consulting practice, with the Joint Commission on Accreditation of Healthcare Organizations and with the Reuben H. Donnelley Corporation.

Cumulatively, I have senior level higher education management or consulting experience at more than a dozen higher education institutions. In addition to now being Vice Chancellor for Financial and Administrative Affairs at Indiana University Purdue University Fort Wayne, and previously holding a similar vice chancellor position at Louisiana State University Alexandria, I have held senior level management positions at each of the following schools:

- The University of North Florida
- Northwestern University
- Loyola University of Chicago

Furthermore, with KPMG Peat Marwick Higher Education Consulting I have consulted at the following institutions:

- Clayton State University
- Columbia College, Chicago
- Fordham University
- University of Mississippi
- George Washington University
- Georgia State University
- Middle Tennessee State University
- The University of Washington
- The University of California (Berkeley)

EXPERIENCE:

Vice Chancellor Financial & Administrative Affairs, Indiana University Purdue University Fort Wayne
2014 to present

Reporting to my position are the Senior Business Manager, Director of Budget & Planning, Director of Accounting and Fiscal Systems, Bursar, IPFW Foundation

Business Manager, Human Resources Director, Office of Institutional Equity, Information Technology Services, Purchasing, Physical Plant, Athletics, and University Police.

My Vice Chancellor for Financial and Administrative Affairs position at Purdue University/Indiana University Fort Wayne, has twelve (12) direct reports with a collective total of three hundred and forty (340) positions.

Besides being Vice Chancellor for Financial and Administrative Affairs, I also serve as Chief Operating Officer of the Indiana University Purdue University Fort Wayne Foundation and as the Treasurer of the Northern Indiana Innovation Center (Business incubator).

Indiana University Purdue University Fort Wayne has an enrollment of more than 13,000 total students, with an overall annual budget of $183,239,990. It is the largest university in northeast Indiana. It has a campus of 688 acres with more than 40 buildings and structures with 2,668,078 square feet of building space. It offers more than 200 academic options. Academically it is composed of five colleges and one school:

- College of Arts and Sciences
- College of Engineering, Technology, and Computer Science
- College of Health and Human Services
- College of Visual and Performing Arts
- College of Education and Public Policy
- Richard T. Doermer School of Business

IPFW has over 55,000 alumni and more than 1,600 faculty and staff.

Significant accomplishments include:

- Since June 1, 2014, there have been $2,204,183 in cuts or reallocations in the units that report to me. Included in these cuts are twelve (12) positions that have been eliminated or reduced, in the Vice Chancellor for Financial and Administrative Affairs areas, since June 1st. As a result of evaluation of functions within these units, a series of organizational adjustments were evaluated in order to provide efficiencies, improved effectiveness and cost savings. These adjustments reflect changes in lines of reporting within divisions and re-alignment of position responsibilities.
- As part of a continuing effort to focus on its institutional mission and meeting the challenges of its budgetary environment, the men's and women's Division 1 tennis teams were eliminated as of the 2014-15 athletic year. This provided $450,000 for reallocation and reinvestment in university programs focused on student success, retention, and recruitment. This action was part of an ongoing effort to realign university resources toward the university's primary mission. This decision was made on the recommendations of external consultants and an internal review. This action reflected a rebalancing of institutional priorities while

remaining committed to NCAA Division 1 athletics. The goal was to provide the greatest benefit to support the overall institutional mission while making the least impact on student-athletes and staff members in a challenging budgetary environment.

- It was determined that Information Technology Services would report to the Vice Chancellor for Financial and Administrative Affairs. The role of the CIO is to support the strategic positioning of the university. The key to the success of this area is to focus on collaboration as IPFW balances the demands of technology for academic and administrative purposes.
- As of July 1, 2014, to flatten the IPFW administrative organization, eliminate an administrative reporting level, streamline processes and allow for greater engagement, cost savings and efficiencies, the IPFW Comptroller area was restructured, with the Comptroller position being eliminated. The IPFW Bursar, Senior Business Manager, Accounting and Foundation Manager report to Vice Chancellor for Financial and Administrative Affairs. Doing this simplified the organizational structure by eliminating a layer of management, increasing the number of direct reports.
- In conjunction with the above, to better reflect the importance of an enhanced budget process and to address the significant budgetary challenges facing IPFW, the existing Associate Comptroller position was converted to a Director of Budget and Planning position. This position reports directly to the Vice Chancellor for Financial and Administrative Affairs. Doing this better reflected the importance of budget planning within the IPFW organizational structure.
- After much investigation and analysis, it was determined that it would be in the best interest of the university to continue to self-operate its Printing Services. The Printing Services supervisor retired. By eliminating this supervisory position, and combining Printing Services and Mail Services under one supervisor, plus outsourcing specialty printing, like envelopes, IPFW achieved savings and efficiencies without outsourcing.
- A series of renovations were made to campus dining that transformed the facilities from a few branded national chain options to concept-based dining featuring fresh, healthy food options. The renovations were a result of input gathered from surveys and discussions with students, faculty, and staff as well as input from the IPFW Food Services Committee to create a modern and fresh dining experience. The food venues on campus were remodeled to provide a contemporary high quality space for gathering and dining. Multiple seating configurations are available for students, faculty, and staff. Food serving spaces were configured to accommodate a wide variety of food offerings and to allow options from full “home cooked meals” to “grab and go” sandwiches, salads, fruit, and beverages.
- Because of the increased resource demands associated with nationally-accredited professional programs, IPFW established a differential tuition rate for classes in its business, computer science, engineering, and nursing departments. Most schools charge differential tuition rates based

on a student's major, which results in those students paying more for all of their courses, even their general studies requirements. Instead, IPFW applies the differential rate to classes in the four departments, regardless of a student's major. These specific programs have strong experiential learning components, such as clinical teaching settings, which are more costly to deliver than standard classroom instruction. Funds from differential tuition go directly to supporting student success in the related areas.

Vice Chancellor Finance & Administrative Services, Louisiana State University Alexandria
2003 to 2014

Reporting to the Vice Chancellor were the Assistant Vice Chancellor for Finance & Administrative Services, Director of Accounting Services and Bursar Operations, Executive Director of Facility Services, Chief Information Officer, Senior Accountant, C.P.A. and Director of Procurement Services and Property Management.

Significant accomplishments include:

- Coordinating the approval, funding, construction, furnishing and occupancy of the LSU Alexandria classroom and office building, the Multi-Purpose Academic Center.
- Spearheading acquisition of the following for the university:
  - Learning Center of Rapides Parish
  - Alexandria Museum of Art
  - Allied Health Education Center
  - Business Education Center
- Responsible for market research study, planning, request for proposals, approval, bonding, construction and furnishing of Louisiana State University Alexandria's first residential housing.
- Planning, request for proposals, approval, bonding, construction, renovation and furnishing of expansion and renovation of the LSUA Student Center.
- Planning, request for proposals, approval, bonding and construction of LSUA ball fields.
- Planning, request for proposals, approval, bonding and construction of LSUA's golf clubhouse restaurant.
- Installation of network fiber between all buildings on the LSUA campus.
- Planning for major drainage transformation of the LSUA campus.
- Renovation and enhancement of the LSUA Testing Center.
- Expansion of parking on campus.
- Design and construction of LSUA walking trail.

Southern Association of Colleges and Schools Commission on Colleges (SACS COC)
On behalf of the Southern Association of Colleges and Schools Commission on Colleges (SACS COC) served as a member of numerous on-site and off-site accreditation committees that evaluate institutions seeking reaffirmation of accreditation with the commission:

- Chipola College
- Dalton State College
- Darton State College
- Daytona State College
- Dyersburg State
- Georgia Gwinnett College
- Gulf Coast College
- Middle Georgia State College
- Midland College
- Motlow State
- Nashville State
- Northwest Florida State College
- Polk State College
- Santa Fe College
- South Texas College
- Walters State

University of North Florida
Jacksonville, FL
Assistant Vice President for Administration and Finance
2000 – 2003

Responsibilities included budgeting, financial reserves, overhead determination and assessment, and business planning. I provided leadership and fiscal oversight of a number of entities, including a special emphasis on budget planning and control of resources including salaried positions, rate, cash and space. I served as the primary resource concerning fiscal, operational, programmatic and administrative issues. In addition, I worked collaboratively to expand entrepreneurial opportunities for the benefit of the University of North Florida campus community.

Significant accomplishments include:

- University of North Florida budgeted activities were required to use a 3-Year Budget Plan Budget Plan. Expenditure categories were expanded to show sub-categories for expenditure types that are most appropriate to specific needs. All of the plans were located in condensed workbooks that automatically updated when information was entered on the core worksheets. This new budget process was designed to give managerial information so that University of North Florida leaders could make informed decisions.
- Required the generation of verifiable University of North Florida auxiliary business plans, with periodic reports against plan. Accountability and authority were placed appropriately with performance reports generated.
- Implemented an activity survey that was used to proportionately determine the indirect overhead percentage that would be charged to each University of North Florida auxiliary and local fund unit. The percentage overhead

rate ranges from 0%-6% dependent upon the amount of support the unit receives – as determined by an activity survey and other objective measures. The funds derived from the above were used to develop three new, centralized reserves that could be drawn on for institutional priorities and as a kind of safety net for the University of North Florida. These reserves included:

- A University Reserve - This pooled University reserve fund is utilized for capital projects such as major equipment replacement, remodeling facilities, and other purposes.
- An Operating Reserve - This consolidated operating reserve pool is used to address funding shortfalls to the University and to support unforeseen situations in University accounts when a unit encounters expenses that cannot be covered from its own operational reserves.
- A Start-Up Reserve - A centralized start-up fund is used to give incentive support to promising UNF auxiliary initiatives.

- A bookstore contractor offered the University of North Florida what amounted to a $1,000,000 "signing bonus" - $500,000 to eventually place the Bookstore in the University of North Florida Student Life Center and a separate $500,000 gift to the University of North Florida.

KPMG Peat Marwick, LLP, Higher Education Consulting
Dallas, TX
Manager Higher Education Consulting
1997-2000

I served the strategic, technological and organizational change needs of higher education, supporting institutions in meeting their goals through high quality, objective assistance with strategic, operational and technological planning and implementation. I worked exclusively with colleges and universities offering very real benefits and value to various institutions of higher education. At the same time I gained a great deal of valuable information and knowledge from both KPMG and the institutions I served.

In my role with KPMG Peat Marwick I served the following institutions:

- The University of California (Berkeley)
- Clayton State University
- Columbia College, Chicago
- Fordham University
- George Washington University
- Georgia State University
- Middle Tennessee State University
- The University of Mississippi
- The University of Washington

Significant accomplishments included:

- Georgia State University, Atlanta – At Georgia State University I developed business plans indicating the goals, objectives, operational strategies and financial requirements for food services and vending, bookstore, parking and transportation, housing, their health and student center and other units.
- University of Washington, Seattle – At the University of Washington I implemented a higher education customer service assessment system. This survey measured customer satisfaction and operational performance and supported continuous improvement programs.
- Middle Tennessee State University – At Middle Tennessee State University I developed a strategic business plan for student housing.
- Clayton State College – At Clayton State University I led a strategic planning effort.
- Fordham University is an independent Jesuit university with two principal campuses in New York City. Fordham has four undergraduate colleges and six graduate and professional schools, including Arts and Sciences, Law, Social Service, Education, Business Administration, Religion and Religious Education. As part of an effort to create a culture of excellence, Fordham University initiated a "Pathway to Excellence" program. The three primary goals of this program, as stated in Fordham's strategic plan for technology were to:
  - Improve and simplify policies and procedures, eliminating activities that do not add value and taking advantage of improvements that new technology enables.
  - Provide access to service and information at a standard of quality and cost competitive with other institutions.
  - Continue the establishment of a technology platform that provided effective support for Fordham's administration.

  Process redesign was selected as the means to achieve Fordham's objectives. As a result of this effort, Fordham focused its efforts on system integration and automation. It moved toward its goal of a virtual community to make it easy as a means of encouraging staff to participate.

Northwestern University
Evanston, IL
Director of General Services Administration
1981-1997

Position held responsibility for a $30 million annual budget and 20 financial, support and auxiliary units. Multiple National Association of College and University Business Officer award-winning cost reduction initiatives were initiated that saved the University more than $2 million annually.

Significant accomplishments included:

- The Northwestern University Bursar reported to this position. The Bursar managed the processing and deposit of more than $800 million dollars on

behalf of Northwestern. Established a new Bursar cashiering system at Northwestern that allowed for electronic input in the financial system directly from the cashier window. This innovation eliminated costly double keying (cashier & data entry), reducing errors, speeding the process and eliminating costs.

- On-line deposits over the network were also initiated. As a result of this any area at Northwestern can send deposits to the Bursar via the computer network. Electronically transmitting deposits directly from the initiating department to the Bursar eliminated triple keying (initiating department, cashier & data entry), reducing errors, speeding the process and eliminating costs.
- Northwestern University was purchasing natural gas from a local utility, resulting in higher prices. Formed a consortium with Loyola University and the University of Chicago to purchase natural gas at the wellhead. As a result natural gas costs were reduced by more than 20% over a two-year period.
- Oversaw the $22 million construction of two separate parking facilities and implemented a tiered increase in parking rates for users of the new facilities.
- Worked with students, faculty and staff to renovate and improve the Northwestern University Bookstore.

Joint Commission on Accreditation of Healthcare Organizations
Oak Brook Terrace, IL
Administrative Manager
1979-81

Loyola University Medical Center
Maywood, IL
Administrative Manager
1976-79

Reuben H. Donnelley Corporation
Chicago, IL
Administrative Manager
1974-76

REPRESENATIVE ACCOMPLISHMENTS:

- Managed the implementation of institution-wide software systems.
- Managed comprehensive procurement, payroll, and capital planning, calendar and communications business process redesign efforts for a major private university.
- Redesigned the procurement system at multiple institutions and instituted an electronic purchasing system and a financial on-line deposit system.
- Developed a comprehensive, higher education customer service assessment

system that is used to measure business, support service, facilities and auxiliary operations. This system measures customer satisfaction and operations performance and supports continuous improvement programs.
- Reduced costs, and improved service quality, by restructuring and re-engineering several business, administrative, support, purchasing, auxiliary and financial areas.
- Developed business plans indicating the goals, objectives, operational strategies and financial requirements for food services and vending, bookstore, parking and transportation, housing, health center and student center at a major public university.
- Established the use of a single all-purpose card, with a banking option, for student/faculty/staff use in a university setting. Networked with a local bank, the program generates more that $150,000 annually in revenues, with realized savings of more than $300,000.
- Developed innovative parking facilities and operation plans that substantially increased revenues and customer satisfaction.
- Reduced costs and increased revenues by instituting a centralized travel program, including use of a corporate card for faculty and staff; and created an on-site travel center.
- Provided professional and direct services to Fordham University, Georgia State University, Northwestern University, Clayton State College and University, Loyola University of Chicago, Columbia College, Middle Tennessee State University and others.
- Reduced the size of office supply store's warehouse by over 80%, cutting inventory by over $300,000 and saving over $360,000 per year.
- Cut natural gas costs by more than 20%.
- Cut maintenance cleaning costs by 15%.
- Cut Purchasing related costs by more than $600,000 annually – by restructuring and by instituting a new system-wide electronic purchasing system.

ARTICLES AND PRESENTATIONS:
Authored multiple articles related to higher education business operations, administrative, auxiliary and support services and has given presentations to professional and higher education associations.

EDUCATION
PhD – Louisiana State University, Baton Rouge, LA
Master's Degree – Loyola University of Chicago
Bachelor's Degree – Illinois State University, Normal, IL
Associate's Degree – South Suburban College, South Holland, IL,

CERTIFICATION
Certified Administrative Manager (C.A.M.)

ACADEMIC HONORS AND AWARDS

- Lambda Epsilon Honor Society
- Phi Theta Kappa Honor Society
- Gamma Sigma Delta Honor Society
- Excellence in Journalism Award
- Six national awards from the National Association of College and University Business Officers
- Service recognition award from the Riverdale Public Library District

PROFESSIONAL ACTIVITIES

- President of the Administrative Management Society, Chicago
- Member of the Certified Administrative Manager (C.A.M.) National Board of Regents
- Member of Central Association of College and University Business Officers (CACUBO) committees
- Member of the National Association of College Auxiliary Services (NACAS)
- Member of Association of College Administration Professionals (ACAP)
- Founded the Chicago Area Business and Support Service Administrators (CABSSA)
- Founded Big Ten Business and Support Service Administrators
- Member of Association of College Administration Professionals

COMMUNITY ACTIVITIES

- Served on the board of the Better Business Bureau of Chicago and Northern Illinois (BBB)
- Served as president of the Kiwanis Club of Central Louisiana
- Board member of the Alexandria Metropolitan Foundation
- Elder, Redeemer Lutheran Church
- Rotary

REFERENCES:

Upon request

Eric M. Norman, Ed.D

2905 Grey Oaks Boulevard, Fort Wayne, IN 46814
302.540.2065

EDUCATION

Ed.D.	University of Delaware, Newark, DE Educational Leadership in Administration and Policy Dissertation: Analysis of the Greek Five Star Chapter Evaluation Program	2003
M.Ed.	University of Delaware, Newark, DE Student Affairs Practice in Higher Education	1999
M.A.	Washington College, Chestertown, MD Psychology, Concentration in Counseling	1995
B.A.	University of Delaware, Newark, DE Psychology, 1991	1991

PROFESSIONAL EXPERIENCE

Chief Student Affairs Officer and Dean of Students
Indiana University–Purdue University Fort Wayne (IPFW), 2017 - Present

Responsibilities:
Reporting to the Chancellor, lead the Division of Student Affairs, which includes: CARE Team, Career Services, Center for Women and Returning Adults, Community Service, Cultural Programming and Services, Dean of Students, Diversity and Multicultural Affairs, Greek Life, Intramurals, IPSGA, Leadership Development, LGBTQ Resource Center, Mediation, Military Student Services, National Student Exchange, Operations, Services for Students with Disabilities, Student Assistance Program (counseling), Student Handbook, Student Housing, Student Life and Leadership, Student Organizations, Student Rights and Responsibilities, Student Travel, The Big Event, and The Learning Center (child care). Budget development and management for $2.5 M and 86 staff members.

Leadership/Institutional Involvement:
- Serve as the Chief Conduct Officer and Deputy Title IX Officer
- Serve on Faculty Senate, Purdue Educational Policy Committee, Crisis Management Committee, and Advisory Council
- Chair the Athletic Compliance Committee

Selected Achievements:
- Leading the transition of Student Housing to direct university operation, including the implementation of StarRez Software
- Realign programs and management due to the separation of Purdue University and Indiana University

- Set priorities for the division through the University Strategic Alignment Process (USAP)
- Bridges to Education, Principle Investigator, award of $65,000 from Anthony Wayne Services Foundation, 2017 – 2018

Interim Chief of Staff - Office of the Chancellor/Associate Vice Chancellor & Dean of Students
Indiana University–Purdue University Fort Wayne (IPFW), March 2016 – December 2016

Responsibilities:
Supervised and managed the Office of the Chancellor, including Communications, Chancellor Events, University Council, and Community Council, in addition to the AVC/DOS responsibilities. Budget development and management for $6.6 M and 31 staff members.

Leadership/Institutional Involvement:
- Served as direct liaison between the Indiana University and Purdue University Boards of Trustees and the IPFW Community Council
- Represented the Chancellor on committees, boards, and at community events
- Oversaw budget for the Office of the Chancellor and Foundation accounts
- Networked with legislators, senators, and other elected and appointed officials
- Served as the primary point of contact for any university administrative concerns
- Reviewed and proofed all University communication, including press releases, policy statements, and newsletters.
- Member of the Indiana Chamber of Commerce Higher Education Committee, and Northeast Indiana Chamber of Commerce

Selected Achievements:
- Conducted a comprehensive review and revision of the Code of Student Rights, Responsibilities & Conduct
- Initiated Religious Leaders Summit
- Directed the Omnibus Lecture Committee and IPFW Fall Bus Tour

Associate Vice Chancellor & Dean of Students
Indiana University Purdue University Fort Wayne (IPFW), July 2014 – December 2016

Responsibilities:
Provided leadership and direction for: Assessment in Student Affairs, Career Services, Services for Students with Disabilities, Student Assistance Program (counseling), Student Handbook, Student Rights and Responsibilities, and Suicide Prevention. Provided budget development and management for $1.0 M and 27 staff members.

Leadership/Institutional Involvement:
- Served as the Chief Conduct Officer and Deputy Title IX Officer
- Advocated for students and mediated concerns between students, faculty, and staff
- Fostered collaborative relationships across campus and maintained a visible profile
- Advised faculty regarding policies and procedures relating to students
- Reviewed and made determinations for all Late Full Withdrawal petitions

- Partnered with outside agencies to promote student engagement, leadership, and civic responsibility
- Developed and assessed alcohol and other drug education and remediation initiatives to ensure compliance with federal regulations including the DOE Drug Free Schools and Campus Act Biennial Review
- Administrated, interpreted, and educated on campus wide assessments, including Student Satisfaction Inventory (SSI), National Survey of Student Engagement (NSSE), and the Indiana Substance Use Survey
- Chair: CARE Team, Day of Remembrance, and Religious Leaders Committee
- Committee Member: New Student Orientation, Financial Literacy, LGBTQ National Health Fair, Sexual Assault Prevention Coalition, and University Counsel

Selected Achievements:

- Formulated, revised, and implemented Purdue system-wide policies and protocols to ensure compliance with the Office for Civil Rights, the Department of Education, the Clery Act, and Title IX
- Secured additional funding through grants, revenue generation, and corporate sponsorships
- Established and developed: Men Advocating and Cultivating Healthy Choices (M.A.C.H.O.); Alpha Delta Phi; and Active Minds peer-based leadership programs
- Developed and participated in University and Division Strategic Alignment Process
- Implemented and coordinated student tracking systems to improve case management including: Banner, MAP-Works, JobZone, and AdvisorTrac

Awards

- Purdue University Focus Award for commitment to diversity and disability accessibility, 2016

Consultations

- The College of New Jersey, 2015, Council for the Advancement of Standards in Higher Education (CAS) Reviewer. Consulted as an External Reviewer to examine all policies and practices, including office and reporting structure, to provide an unbiased perspective for Fraternity and Sorority Life.
- University of Illinois – Urbana Champaign, 2015, Facilitated review of Dean of Students office structure and organization

Dean of Students

Indiana University Purdue University Fort Wayne (IPFW), April 2011 – June 2014

Responsibilities:

Reported to the Vice Chancellor for Student Affairs and directly supervised: Services for Students with Disabilities, Student Assistance Program (counseling), Student Rights and Responsibilities, and The Learning Center (child care). Budget development and management for $1.6 M and 36 staff members.

Leadership/Institutional Involvement:

- Served as Chief Conduct Officer, Deputy Title IX Officer, and CARE Team Chair, while overseeing all student disciplinary referrals, complaints, and University Appeals
- Fostered collaborative relationships across campus and maintained a visible profile while providing education, outreach, and in-service training
- Formulated, revised, and implemented policies and protocols to ensure compliance with the OCR, DOE, the Clery Act, and Title IX
- Advised faculty regarding policies and procedures governing students, including academic and personal misconduct, grade appeals, harassment claims, and student grievances
- Reviewed and made determinations on all Petitions for Late Full Withdrawals
- Developed University and Department strategic planning initiatives
- Served on: University Counsel, Student Affairs Leadership Team, Communicator Board, and Study Abroad Emergency Planning Committee

Selected Achievements:

- Initiated CARE Team
- Developed comprehensive suicide prevention program with educational outreach
- Secured additional funding through grants, revenue generation, and corporate sponsorships
- Researched, selected, and promoted student health insurance program
- Piloted and supported campus-wide LGBTQ Resource Center and bi-annual National Queer Health Fair
- Established and developed the Deans Diplomats, a peer-based leadership program
- Created campus wide Day of Remembrance memorial program
- Formulated and chaired Religious Leaders Consortium

Engagement:

- Bridges to Education, Co-Principle Investigator, award of $80,000 from the US Department of Education, 2013 - 2016
- Community Partners Against Suicide (ComPASS) , Co-Principle Investigator, $285,000 SAMSHA Grant, 2011 – 2016
- Student Perceptions of College Drinking at IPFW, SAMHSA Research Study, Co-Principle Investigator, 2012 –2015

Awards:

- Award of Diversity, IPFW Diversity Council, 2014

Consultations:

- Manchester University: Facilitated Student Activities Leadership Roundtable, 2014.
- The College of New Jersey: Consulted and facilitated Greek Leadership Retreat, 2012
- Fashion Institute of Technology: Presented “Understanding Millennials”, 2012

Limited Term Lecturer

Indiana University Purdue University Fort Wayne (IPFW), 2013 – Present

- Consumer and Family Sciences, College of Health and Human Services, CFS 39900: Career and Personal Development

- Organizational Leadership, College of Engineering, Technology, and Computer Science, OLS 25200: Human Relations in Organizations

Associate Dean of Students and Director of Student Advocacy & Accountability
Louisiana State University, June 2006 – April 2011

Responsibilities:
Reported to the Associate Vice Chancellor/Dean of Students and directly led the Office of Student Advocacy and Accountability. Budget development and management for $300,000 and nine staff members.

Leadership/Institutional Involvement:
- Contacted students in crisis to arrange necessary resources and family support and collaborated with Residence Life, LSU Police Department, and the Counseling Center to ensure services for students in crisis were addressed holistically
- Investigated and adjudicated approximately 1,500 behavioral infractions annually
- Consulted with Athletics, Compliance, and Greek Life on case review
- Facilitated programs and workshops across the campus community on academic and non-academic integrity issues to educate constituents regarding policies
- Researched, created, implemented, and evaluated remediation programs and developed procedures for tracking and monitoring of sanction completion
- Counseled staff members and students on professional development opportunities
- Wrote Policy Statements and Presidential Memoranda as necessary
- Utilized technology via web page and publications to maximize services. Hosted open forums and focus groups to identify areas of need
- Chaired the Campus Protocol Committee and C.A.R.E. Team
- Committee involvement: Student Emergencies Committee, First Year Advisory, Student Media Board, Information Technology Security and Policy Advisory, Council of Associate and Assistant Deans, and the Felony Review Committee

Selected Achievements:
- Revised, reformulated, and led the expansion of Judicial Affairs to become the Office of Student Advocacy & Accountability
- Established and facilitated the Campus Protocol Committee
- Revised the LSU Code of Student Conduct and the LSU Commitment to Community
- Advocated for, secured, and hired new C.A.R.E. (Communicate, Assess, Refer, Educate) Manager position and supervised that position and University function
- Provided guidance and supervision including instruction on quantitative and qualitative research methods and statistics to Student Life Assessment Coordinator
- Utilized assessment strategies to determine unit effectiveness, including piloting the national assessments: NASCAP & STARR

Consultations:
- Innovative Educators, Webinar: "Reframing the Role of Student Conduct." 2011
- Missouri University of Science and Technology: Provided on-site consultation to the Division of Student Affairs including a review of policies, procedures and operations

for adjudicating and mediating Registered Student Organization issues. 2009.

- Valdosta State University, Guest Lecturer: Organization and Governance in Higher Education (LEAD 7800). 2009
- PAVE Systems Feedback Panel: Served on a committee that reviewed operations of conduct software to improve user satisfaction. 2008
- Texas Tech University: Council for the Advancement of Standards in Higher Education (CAS) Reviewer, Consulted as an External Reviewer to examine all policies and practices, including office structure and reporting structure, to provide an unbiased perspective for Student Judicial Programs. 2007

Director of Fraternity and Sorority Life, Student Programs/Residential and Dining Programs

Virginia Polytechnic Institute & State University, July 2003 – July 2006

Responsibilities:
Reported to the Associate Vice President for Student Affairs and directly established and supervised a new, independent Office of Fraternity & Sorority Life. Budget development and management for $230,000 and six staff members.

Leadership/Institutional Involvement:

- Advised, monitored, and evaluated 65 fraternities & sororities, representing 3,000 students
- Led, supervised, and advised IFC, PhC, NPHC, and UCFS (Multicultural & Special Interest) Councils and trained all officers
- Managed and responded to on-call emergencies
- Mediated concerns, adjudicated behavioral infractions, and decided formal appeals from the Office of Judicial Affairs for entire student body
- Communicated with national, regional, local, alumni, faculty, and chapter advisers, as well as housing corporation members, University members and local residents
- Researched and developed programs that encouraged the awareness and development of a vibrant community for the overall fraternal experience
- Facilitated and presented at retreats, conferences, classes, and campus functions to educate constituencies across departments and coordinate efforts
- Participated in and supported University strategic planning, diversity, recruitment, and retention initiatives
- Developed parent and alumni programming
- Committee involvement: Chair of the Greek Life Advisory Committee, Alcohol Abuse Task Force, University Policies on Student Life Review Committee, SAIL Leadership Committee, Hokie Hi Committee, Student Affairs Leadership Team, Care Team, Campus Climate Group, Sexual Violence Prevention Council, and Staff Development

Selected Achievements:

- Implemented and administered the Standards of Greek Excellence Program
- Initiated Greek Council and Town Hall meetings
- Partnered with The Women's Center to write and administer VAWA grants for the Women's Health Advocate Program and the Women's Sexual Violence Prevention Program

Consultations:

- University of Maryland, Baltimore County: Student Life Greek Summit, 2005
- Beta Theta Pi Men of Principle Institute: Miami University of Ohio, 2005

Affiliated Assistant Professor

Virginia Polytechnic Institute & State University, July 2003 – July 2006

Department of Educational Leadership and Policy Studies, College of Liberal Arts and Human Sciences

- EDHL 4964: Leadership in Organizations
- ELPS 5314: Theories and Appraisal of College Student Development (HESA)
- ELPS 5324: Programming Interventions for Promoting College Student Development (HESA)

Assistant Director for Fraternities, Sororities, Registered Student Organizations, & Leadership

University of Delaware, July 2002 – June 2003

Responsibilities:
Reporting to the Associate Director of the Student Centers, supervised the Center for Fraternity and Sorority Life. Budget development and management for $200,000 and six staff members.

Leadership/Institutional Involvement:

- Monitored and evaluated the operation of 35 fraternities and sororities.
- Advised over 180 Registered Student Organizations
- Administered and revised the Greek Five Star Chapter Evaluation Program
- Designed and advocated for new revenue opportunities from external sources
- Collaborated with multiple departments to coordinate events and volunteer efforts.
- Advised IFC, PhC, NPHC, Multicultural, Presidents, and Special Interest Council.
- Adjudicated behavioral infractions
- Committee involvement: Chair of the Team Leadership Committee; Student Spirit Committee; and Homecoming

Selected Achievements:

- Initiated the design and implementation of the Student Leadership Transcript
- Directed "Up 'til Dawn" fundraiser for St. Jude Children's Research Hospital
- Expanded fall and spring Activities Nights and the Leadership Awards Banquet
- Initiated All Presidents Council and Special Interest Councils

Awards:

- Dean Tim Brooks Award for Student Advocacy, 2003

Acting Coordinator for Fraternity and Sorority Life

University of Delaware, January 2002 – July 2002

Responsibilities:

Reported to the Associate Director, Student Centers, supervised the Center for Fraternity and Sorority Life. Budget development and management for $125,000 and two staff members.

Leadership/Institutional Involvement:

- Monitored and evaluated the operation of 35 fraternities and sororities
- Designed and advocated for new revenue opportunities from external sources
- Adjudicated behavioral infractions and mediated concerns from chapters, governing councils, administration, and community members
- Committees: Ex Officio for the Five Star Task Force and Rho Lambda

Selected Achievements:

- Administered and revised the Greek Five Star Chapter Evaluation Program
- Designed and advocated for new revenue opportunities from external sources

Awards:

- Outstanding Registered Student Organization Adviser Award, April 2002

Program Coordinator for Leadership Development

University of Delaware, June 1999 – July 2002

Responsibilities:

Reported to the Associate Director of the Student Centers and supervised 180 Registered Student Organizations. Developed comprehensive leadership program offerings. Budget development and management for $190,000 and four staff members.

Leadership/Institutional Involvement:

- Researched, developed, implemented, and evaluated co-curricular leadership programs
- Adjudicated behavioral infractions and mediated concerns from chapters, governing councils, administration, and community members
- Planned and administered Activities Nights and the Leadership Awards Banquet
- Committees: Student Leadership Development Counsel, MAC-LINK Leadership Consortium, Holocaust Education Committee, and National Collegiate Alcohol Awareness Committee

Selected Achievements:

- Researched and designed ARISE comprehensive assessment instrument for Student Organizations
- Series created: Leadership in Film; Brown Bag Lunch; Emerging Leaders; and Engaged Leadership
- Conference Coordinator for Leadership 2000

Awards:

- SOLAR Award for Outstanding Contributions to Student Activities, 2000
- Golden Key National Honor Society Inductee, 2000

Adjunct Faculty

University of Delaware, 2001 – 2003

- Department of Consumer Studies, College of Education and Human Development, CNST 267: Real Life

Assistant Men's and Women's Swim Coach

University of Delaware, 1998 – 2003

Responsibilities:

- Advised athletes on course selection and scheduling
- Developed swim practices, weight training programs, and stroke mechanic techniques
- America East Conference Champions, Men's Swim Team, 1998 – 2000

Administrator/Aquatics Specialist

American Red Cross in Delaware, Health and Emergency Services, 1994 – 1997

Responsibilities:

- Coordinated all statewide health, safety, and emergency management classes
- Managed inventory, scheduling, and registration systems
- Organized, budgeted for, and conducted national training for instructors
- Recruited, trained, and scheduled volunteers for chapter sponsored courses

Rehabilitation Counselor

Horizon House Inc., Delaware, 1993 – 1994

Responsibilities:

- Provided crisis intervention, lifetime living, coping skills, and career counseling
- Maintained reports clients with mental health challenges
- Monitored medication management
- Conducted case and chart reviews and testified regarding client status as needed

Crisis Counselor

Family Services of Cecil County, Maryland, 1993 – 1994

Responsibilities:

- Provided individual counseling and crisis intervention assistance to clients
- Monitored and administered medications

Assistant Men's and Women's Swim Coach and Instructor

Washington College, 1992 – 1994

Responsibilities:

- Assisted with the design and implementation of the swim team season programs
- Monitored team members academic progress through counseling and advisement

PUBLICATIONS

Norman, E., Price, K, Gardner, J., Samuels, G., Zieziula, A., & Vazquez-Barrios, C. (March 2015). Self-Injurious Behavior and Institutional Protocols. ASCA Whitepaper.

Biddix, J. P., Matney, M., Norman, E., & Martin, G. (2014). The Value of Fraternities and Sororities for Students and Institutions. ASHE Higher Education Report Series. San Francisco: Jossey Bass.

Norman, E. (2008). The Struggles of Research in Fraternity and Sorority Life. Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors. 3(1), p. VI-IX.

PROFESSIONAL MEMBERSHIP AND SERVICE

American College Personnel Association (ACPA)

- Annual Convention Program Reviewer, 2006–2009, 2011–2013, 2016
- ACPA Grow Career Development Program Mentor, 2014
- Newcomer Mentor, 2008
- Conference Volunteer, 2007
- Chair, Greek Affairs/AFA Liaison, 2004–2006
- Student Affairs Directorate, 2003–2007

Association of Fraternity/Sorority Advisors (AFA)

- Research and Assessment Coalition, 2003 - Present
- Annual Meeting Program Reviewer, 2012
- Oracle: The Research Journal for the Association of Fraternity/Sorority Advisors
    - Peer Review Board, Member, 2010–Present
    - Editor, 2008–2010
- Order of Omega Case Study Judge, 2005–2007, 2009
- ACPA Liaison, 2004–2006

Association for Student Conduct Administrators (ASCA)

- Mental Health Community of Practice, Co-Chair, 2015-Present
- Program Reviewer, September 2012, 2013, 2014, 2015
- Committee memberships: Diversity Action, Research, Substance Abuse, 2007–Present
- Research Committee, 2007–Present
- ASJA/FEA Joint Committee on Fraternal Organizational Conduct, 2007–2010
- Louisiana State Representative for Circuit 5, 2007–2010
- Council for the Advancement of Standards in Higher Education (CAS), 2007–2009
- Dissertation of the Year Award Committee, 2007–2009

National Association of Student Personnel Administrators (NASPA)

- Disability Concerns Knowledge Community, Member, 2006–Present
- Scholar-Mentor Program, Mentor, 2010–Present
- Annual Convention Program Reviewer, 2006–2016

- NASPA IV-East Conference Program Reviewer, 2012, 2013
- NASPA Mental Health Conference Reviewer, 2012
- NASPA Alcohol, Other Drug Abuse, & Violence Prevention Conference Reviewer, 2012

The National Conference on Race and Ethnicity in American Higher Education (NCORE)

- Local Universities Roundtable, 2013

NATIONAL PRESENTATIONS

Addressing the Needs of Students with Intellectual Disabilities, ACPA Annual Convention, Columbus, OH, March 2017

Using Statistics to Inform Student Affairs Practice: A Hands-On Session, ACPA Annual Convention, Columbus, OH, March 2017

CARE Team Structures, Policies, Procedures & Learning Outcomes: Findings from the Field, ASCA Annual Conference, Jacksonville, FL, February 2017

Addressing Suicidal and Self-Injurious Behavior on College Campuses, ASCA Webinar, July 2015

Navigating the Shifting Roles and Responsibilities of the Dean of Students: Historical and Emerging Trends, NASPA national Conference, New Orleans, LA, March 2015

Self-Injurious Behavior and Institutional Protocols: Working Through Conflicting Governmental Policies, NASPA national Conference, New Orleans, LA, March 2015

Fraternity Research to Advising Practice: A Collaborative Learning Session, ACPA National Convention, Indianapolis, IN, March 2014

Sororities in Focus: Exploring Trends, Informing Practice, ACPA National Convention, Indianapolis, IN, March 2014

Researchers & Practitioners: A Collaborative Workshop on Fraternity Involvement, NASPA National Conference, Baltimore, MD, March 2014

The Non Con: Establishing Professional Development with Constraints, NASPA National Conference, Orlando, FL, March 2013

Is the Value of Fraternities Still Questionable?, NASPA National Conference, Orlando, FL, March 2013

Assessment Initiatives to Address Students of Concern, NASPA National Conference, Phoenix, AZ, March 2012

Dean of Students Pathways: Historical and Emerging Trends, NASPA National Conference, Phoenix, AZ, March 2012

Paths to Deandom: Changing the Dean of Students Wayfinding, NASPA National Conference, Phoenix, AZ, March 2012

Crossing Bridges with Academic and Student Affairs, Indiana Student Affairs Association Conference, Fort Wayne, IN, October 2011

Identify Your Purpose: Moving Beyond Middle Management, NASPA National Conference, Philadelphia, PA, March 2011

The Next Move: Planning Your Career in Student Affairs, NASPA National Conference, Chicago, IL, March 2010

Writing for Publications Using Fraternity & Sorority Life Populations, AFA National Convention, New Orleans, LA, November, 2009

Reframing the Role of Student Conduct, NASPA National Meeting, Seattle, WA, March 2009

Delaware's Greek Chapter Assessment Program Five Years After Implementation, ACPA National Convention, Atlanta, GA, March 2008

Providing a Compass: Trends and Opportunities in Fraternity & Sorority Research & Assessment, NASPA National Convention, Boston, MA, March 2008

Partnerships for Positive Outcomes, NASPA National Convention, Washington, DC, March 2006

Partnerships for Positive Outcomes, ACPA National Convention, Philadelphia, PA, April 2006

Fraternity and Sorority Life Research: Directions, Initiatives, and Ideas, ACPA National Convention, Nashville, TN, April 2005

Implementing Fraternity and Sorority Life Assessment Programs, ACPA National Convention, Nashville, TN, April 2005

Fraternity and Sorority Life Issues Roundtable, ACPA National Convention, Nashville, TN, April 2005

Controlled Expansion - Maximizing Your Community While Addressing the Concerns, SEIFC, Atlanta, GA, February 2005

Join my chapter…We Have Great Parties! And Other Effective Marketing Strategies, SEIFC, Atlanta, GA, February 2005

We Are All About Scholastics…We Have Mandatory Study Hall, SEIFC, Atlanta, GA, February 2005

Research Initiative Roundtable, Facilitator, AFA Annual Convention, November, 2004

Five Years of Five Star: Assessing Delaware's Greek Chapter Evaluation Program, Atlanta, GA, April 2003

Emblems of Quality Chapters, AFA National Convention, November, 2003

BOARD INVOLVEMENT AND COMMUNITY SERVICE

- Drugs and Alcohol Consortium (DAC), Northeast Indiana, Member, 2011 – Present
    - Higher Education Committee – Coordinate education and outreach efforts across higher educational institutions in Indiana
    - Research Committee – Coordinate community based grants and research studies
- NAACP – Indiana State Conference Health Summit, 2016
- Indiana Chamber of Commerce – Business Higher Education Committee, 2016 – Present
- Regional Chamber of Commerce – Policy Committee, 2016
    - Higher Education Working Group
- Erin's House for Grieving Children, Board of Directors – An organization that offers grief support and education, 2011 – Present
    - Fund Development Committee
- Headwaters Counseling, Board of Directors – A non-profit, out-patient counseling agency, 2012 – Present
    - Resource Development Committee
    - Marketing Committee
- Parkview Foundation, "Cookin' Men" Mobile Mammography Fundraiser, Chef, 2013 – Present

Purdue University Board of Trustees and Profiles:

Sonny Beck:

Lawrence “Sonny” Beck was appointed to the Board of Trustees on July 19, 2013. He is the CEO of Beck’s Superior Hybrids in Atlanta, Indiana, where his business philosophy emphasizes quality, service, and the importance of agronomic research to the future well being of the American farmer. Under his direction, Beck’s Superior Hybrids has grown to become the largest family-owned, retail seed company in the United States.

Beck is a Purdue alumnus, having earned a Bachelor of Science degree in agronomy and a Master of Arts degree in agricultural economics. When he graduated with his bachelor’s degree in 1962, he became the first College of Agriculture student to receive Purdue's G. A. Ross Award, presented annually to the outstanding graduating senior man and awarded based on scholarship, leadership, service, and character. Beck was also awarded the Purdue University Distinguished Agriculture Alumni Award in 1992, and he received an Honorary Doctorate of Agriculture from Purdue University in 2007.

Beck currently serves on the Indiana Chamber of Commerce Board of Directors. He is also vice president of the Purdue Ag Alumni Seed Improvement Association and a founding member of the Purdue FarmHouse Fraternity Foundation board. Beck has held a variety of other leadership positions within the agriculture industry, including president of the American Seed Trade Association, president of the Indiana Crop Improvement Association, a charter member of the Indiana State Department of Agriculture Advisory Board, and a member of the Purdue Agriculture Dean’s Advisory Council.

Michael Berghoff (Chairman)

Michael Berghoff was appointed to the Board of Trustees on July 1, 2009 and is currently chairman of the board. He is founder and president of the Lenex Steel Corporation, the largest steel fabricator in the region, which is headquartered in Indianapolis. He is a 1985 graduate of Purdue with a bachelor's degree in industrial management.

Before starting Lenex, Berghoff worked in management positions at Haden Construction in Detroit; Broad, Vogt & Conant, a steel fabrication company in Detroit; and Ferguson Steel in Indianapolis. As a student, Berghoff served as chairman of the Purdue Student Publishing Foundation and president of Theta Chi fraternity.

Berghoff has held many leadership positions in community and professional organizations, having served as president of the Purdue Theta Chi alumni corporation, president of the St. Simon the Apostle Parish, a member of the Cathedral High School Board of Directors, and chairman of the board of directors for Young President's Organization. He is currently a member of the board of directors for the Indiana Chamber of Commerce, a member of the Indiana University-Purdue University Indianapolis (IUPUI) Board of Advisors, and chair of the Indiana University-Purdue University Fort Wayne (IPFW) Community Advisory Council.

JoAnn Brouillette

JoAnn Brouillette was appointed to the Board of Trustees in July 2006. She is managing partner and president of Demeter LP, a privately owned grain and commercial warehouse business headquartered in Fowler, Indiana. She earned a Bachelor of Arts degree from Hanover College in 1983, majoring in business. Brouillette was an admissions counselor at Hanover before beginning her career at Demeter, where she held various merchandising and management positions before assuming her current position in 1996.

Brouillette serves on the board of directors of the Indiana Chamber of Commerce. Her local leadership includes service as a trustee for the Lafayette Area Catholic Schools Foundation, and she is a member of the regional advisory board for Lafayette Bank and Trust and board of directors for MatchBOX Coworking Studio. Additionally, Brouillette is a member of the board of directors for the Indiana Sports Corporation, Midwest Ag Finance, and the National Grain and Feed Association. Brouillette formerly served on the Governor's Council on Physical Fitness and Sports, the Indiana Ag Advisory Committee, Purdue's Athletic Advisory Committee, and the Greater Lafayette Commerce board of directors.

Brouillette's achievements include being awarded the AgriVision Award from the State of Indiana in 2010 and being appointed to the Advisory Committee for Trade Policy and Negotiation by President George W. Bush in 2003 and again in 2005. She was also named to the Silver Anniversary Team of the Indiana Basketball Hall of Fame in 2004.

Vanessa Castagna

Vanessa Castagna was appointed as one of three alumni trustees in February 2013. She received her Bachelor of Science in psychology and speech communication from Purdue in 1971. She has been a retail leader and executive for 38 years, working for blue chip Fortune 50 retail companies, and she is a key retail consultant and advisor to private equity and investment companies.

Castagna is the former chairwoman of Mervyn’s Department Stores, and former CEO and chairwoman of JCPenney Stores, Catalogue and Internet. She began her career with Federated Department Stores and has held senior-level merchandising and operating positions with Wal-Mart and Target stores. She also has been a member of Cerberus Capital Management’s operations team and is the former independent director for Levi Strauss and Co. and Speed Commerce.

Currently, Castagna serves as an independent director on the board of Carter’s/Oshkosh, is an advisor and consultant for ‘My Next Season,” and serves as member and past chairman of the Purdue University Band and Orchestras Advisory Board. She was recently recognized by the Purdue President’s Council for spearheading a fundraising effort that resulted in a $1.5 million endowment of the AL G. Wright Chair of University Bands.

Her former affiliations include the advisory board of the School of Business at Southern Methodist University, the National Minority Supplier Development Council, and the Women’s

Leadership Council of the United Way of Metropolitan Dallas. Castagna is a past participant in Purdue's Old Masters program.

Castagna has also volunteered with organizations that positively impact children's lives, including the Children's Miracle Network, NYU Medical Center's Rusk Institute, the Boys and Girls Clubs of America "AfterSchool" Program, the American Cancer Society, the American Red Cross, March of Dimes, and the United Way.

Castagna has been honored many times within the retail and apparel manufacturing industry. She was recognized as an industry leader by the Young Menswear Association, as its award recipient in recognition of her outstanding support of educational opportunities for young individuals studying for careers in the apparel industry. She has been listed among Fortune Magazine's "50 Most Powerful Women in Business" four times and on Forbes Magazine's "The 100 Most Powerful Women" list twice.

Malcom DeKryger

Malcolm S. DeKryger earned a masters degree from Purdue's College of Agriculture in 1983, and was appointed to the Board of Trustees in July 2016. He is the president and co-owner of Belstra Milling Company, an independent livestock feed manufacturer located in DeMotte, Indiana that works closely with six Belstra Group pig farms and several large dairy farms owned by local families in the Fair Oaks, Indiana area. He is also a part-owner and the primary developer of all Belstra Group pig farms.

Additionally, Mr. DeKryger is the general contractor and manager of "The Pig Adventure," a working hog farm at Fair Oaks Farms that educates visitors on the pork industry. He has previously served as a member of the board of Indiana Pork Producers, and has received a number of awards for his commitment to upholding ethical farming practices including the Outstanding Community Involvement and Neighbor Relations award from the Indiana Soybean Alliance in 2008, an animal welfare award from the Indiana Veterinary Medical Association in 2014 and the Environmental Stewardship award from the National Pork Board in 2010. He was also named a "Master of the Pork Industry" in 2013 by National Hog Farmer magazine.

The Purdue College of Agriculture named him a Distinguished Animal Sciences Alumnus in 2008 and a Distinguished Ag Alumnus in 2012. He has served on the College of Agriculture Dean's Advisory Council and in 2012, he and his wife, Donna, established a scholarship for Purdue students in the Department of Animal Sciences. They are also frequent supporters of the Purdue Musical Organizations and the Purdue Varsity Glee Club.

Michael Klipsch

Michael Klipsch was appointed to the Purdue Board of Trustees by Governor Mike Pence on May 11, 2015. A Purdue alumnus, he earned a Bachelor's degree in industrial management in 1985. He also holds a JD with honors from Indiana University.

Mr. Klipsch had a 20 year career with Klipsch Group, a family owned and operated holding company for a wide variety of consumer electronic brands; including most notably the Klipsch brand. Mr. Klipsch was a 3rd generation family member of the internationally renowned audio manufacturer of loudspeakers and headphones founded in 1946 by Paul Klipsch.

Klipsch held a wide variety of executive positions including president, chief operating officer and chief counsel. Beyond his role of managing all legal affairs, strategic partnerships and manufacturing during his entire tenure at the company, Klipsch's major contributions included creating a global supply chain capability to manage sourcing and sales to over 40 countries. Further launching the Klipsch brand into the headphone market in 2007, he helped position the company as one of today's leading headphone manufacturers, building on the Indianapolis-based company's legacy of excellence.

After selling Klipsch Group in 2011 to a public company, Mr. Klipsch departed the company in late 2015 to pursue new entrepreneurial opportunities including co-founding Klipsch-Card Athletic Facilities, LLC, which is in the business of developing and managing state of the art sports parks and fieldhouses, with the first being the Grand Park Fieldhouse in Westfield, Indiana, which opened January, 2016, and through Klipsch Sound Investments pursuing investments in multi-family housing communities and other strategic private equity investments.

He began his career at the law firm of Bingham Summers Welsh and Spilman (now Bingham Greenebaum Doll LLP) achieving partnership. His nine years of law practice focused on complex business transactions, debt/equity offerings, business reorganizations, and international law. After his time at Bingham Summers he worked at Klipsch Lanham & Associates which managed a wide variety of portfolio companies including Shane Co. Jewelers, Overhead Door Company franchises in Indianapolis and Cincinnati, National Guest Homes, and Hospital Affiliates Development Corporation. Mr. Klipsch was chief counsel and held a variety of other executive positions at Klipsch Lanham and each of its portfolio companies.

Klipsch is actively involved in the community, volunteering in organizations such as the American Cancer Society, Make-A-Wish Foundation, Boy

Gary Lehman

Gary Lehman was appointed to the Board of Trustees on August 14, 2010. He is the retired chairman of the board of Oerlikon Fairfield and president of Oerlikon AG-Americas. He is the founder of Cannelton Group, a firm specializing in providing management services to under-performing, privately held manufacturing companies, and he has also held executive leadership positions with John Deere, Federal Mogul Corp, ITT Industries and Philips Electronics.

Mr. Lehman is a 1974 graduate of Purdue with a bachelor's degree in industrial management. He also holds an MBA with honors from Case Western University, where he was the recipient of the Eaton Scholarship and a member of Beta Gamma Sigma International Honor Society.

In the local community, Mr. Lehman serves on the boards of several civic and business organizations. These include the Indiana Chamber of Commerce, Indiana Manufacturers

Association, North Central Health Services, and Ivy Tech Corporate College, and he is chairman of the board of Greater Lafayette Commerce. He serves on the board of directors for First Merchants Corporation, Ash Access Technology, Inc., and SCP Limited Inc., as well as the advisory board for Lafayette Bank and Trust. Mr. Lehman was the 2008 campaign chairman for United Way of Greater Lafayette and is the past president of the Sagamore Council of the Boy Scouts of America.

Cameron Mann

Cameron Mann was appointed to the Purdue Board of Trustees by Governor Mike Pence on May 11, 2015, to serve a two-year term as the student trustee beginning July 1, 2015. She is a senior double majoring in Agricultural Communication and Agribusiness with a concentration in marketing.

Mann grew up in Cloverdale, Indiana on her family's farm, where her passion for agriculture first developed. Today, she shares that passion with others through her involvement in many extracurricular groups on campus, such as the Purdue Foundaton Student Board, Collegiate Farm Bureau, and the College of Agricluture Ag Week Task Force. She holds numerous leadership positions, including her role as secretary of the Barbara Cook Chapter of Mortar Board and as a youth ambassador for the Indiana Pork Producers. In 2012, she was elected to a one-year term as president of the Indiana FFA Association.

Mann is also a Cargill Global Scholar and a member of the Purdue University Dean's List. As the student trustee, she follows her guiding saying, "Remember to possess a mind to work and a heart to serve."

Thomas Spurgeon (Vice Chairman)

Thomas Spurgeon was elected by the Purdue Alumni Association in 2005 to serve as one of three alumni trustees and is currently vice chairman of the board. Spurgeon is an entrepreneur who built companies throughout the United States and most recently served as president and CEO of Lincoln Office in Peoria, Illinois, one of the country's largest distributors of Steelcase furniture. He is now a consultant to the company.

Spurgeon is a native of Columbus, Indiana and graduated from the Purdue University Industrial Management program in 1961 as a Distinguished Military Graduate. Following military service, he earned an MBA from Indiana University and was honored as a member of the Beta Gamma Sigma international honor society, and then completed the Stanford University Executive Program. This education provided the foundation for a variety of business opportunities, beginning with Cummins Engine Company. He developed his entrepreneurial interest while serving in two wholly owned subsidiaries of Cummins, and his last position with the company was General Manager of Sales and Service, North America. These experiences led to consecutive ownership and management of three companies — Gott Corporation, COSCO and Lincoln Office.

During his career, Spurgeon has served on various corporate and community boards. Presently, he serves on two corporate boards and is a trustee for Methodist Hospital in Peoria, Illinois. He has also served on the Board of Trustees of Bradley University and the advisory board for the Indiana University School of Business, and he has been an instructor at both Indiana University and Bradley University. Spurgeon continues to be active with his fraternity, Phi Gamma Delta, as well.

Mr. Spurgeon's service to Purdue has included membership on the 2000-2007 Campaign for Purdue steering committee and the Purdue Athletic Advisory Council. He also serves on the executive committee of the Purdue Alumni Association Board of Directors and has chaired its Strategic Planning Task Force. In addition, Spurgeon served as president of the Purdue Alumni Club of Peoria and chairman of the Purdue Alumni Club of Central Illinois. In 2002, he received the President's Council Distinguished Pinnacle Award, and in October 2008, he received the Purdue Alumni Citizenship Award.

In addition to donating for the construction of Hanley Hall, Spurgeon's generosity has resulted in three facilities on the Purdue campus bearing his name — the Tom Spurgeon Golf Training Center, the Spurgeon Hall of Spirit in the Dauch Alumni Center, and the Spurgeon Club at Mackey Arena.

Don Thompson

Don Thompson was appointed to the Board of Trustees on July 1, 2009. In 1984 he earned a Bachelor of Science degree in Electrical Engineering from Purdue University. He was also awarded an honorary Doctorate in Science degree from Excelsior College in Albany, New York.

Thompson began his career at Northrop Corporation in 1984 and went on to a 25-year career with McDonald’s Corporation, where he served as President and Chief Executive Officer from 2012-2015. He joined McDonald’s in 1990 as an electrical engineer and later held a variety of key leadership positions within the company, including regional vice president, division president and chief operating officer, president of McDonald's USA, and president and COO of McDonald's Corporation. Thompson helped drive business results and global strategic innovation across the McDonald’s organization.

In addition to serving on the Purdue University Board of Trustees, Thompson serves on the board of directors for the Northwestern Memorial Hospital and is a member of the Commercial Club of Chicago, The Economic Club of Chicago, World Business Chicago, and the Arthur M. Brazier Foundation. He has also served on the board of directors for Ronald McDonald House Charities and Exelon Corporation.

Thompson has been recognized for his leadership and passion by the Illinois Holocaust Museum (2012 Humanitarian Award), the Executive Leadership Council (2010 Corporate Award), the Trumpet Foundation (2008 Corporate Executive Award) and Black Enterprise (2007 Corporate Executive of the Year).

Section C: Institutional Statement

1. Explain the mission of the institution before the transaction. How will the mission change subsequent to the transaction? If the current mission will continue, how will the institution with new buyers or investors support the mission under new control or structure?

Mission Prior to the Change in Organization:

> Indiana University-Purdue University Fort Wayne (IPFW) is a comprehensive university that provides local access to globally recognized baccalaureate and graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region.
>
> The current mission of IPFW was expanded with the designation of IPFW as a Multi-System Metropolitan University in 2015 by the Indiana Commission for Higher Education. The Commission charged IPFW with:
>
> > Carrying out all of higher education's traditional values in teaching, research, and professional service, as well as providing leadership to a metropolitan region by using its resources to improve the region's quality of life. I 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 is now being designated a Multisystem Metropolitan University.

Mission for Fort Wayne Campus after Realignment Process

> The agreement does not change the mission of the University. The designation as a Multi-System Metropolitan University will likely be changed to a designation as a Metropolitan University because of the consolidation of all programs within a single entity. Purdue University Fort Wayne will continue to serve a leadership role in the metropolitan region through advancing the quality of life through resource development, focusing on affordable access to quality education, and striving to increase college completion rates and productivity. There is no change in ownership and the institution remains an independently accredited and Purdue managed University.

2. Outline the educational programs that the institution offers and explain how those programs will be continued and supported subsequent to the transaction. Identify any new programs the parties intend to initiate in the next five years and how these programs will be developed and by whom. Explain the learning and support resources for current and future programs. Include an academic plan prepared by the institution and the proposed buyers or investors that outlines planned academic programs and support services for the next five years.

> Presently, IPFW offers degrees through seven Colleges. Purdue University is "designated as the responsible corporation with full power, authority and responsibility to

manage and operate IPFW for the benefit of Indiana University and Purdue University…" The agreement assigns "…academic, research, and public service missions to Indiana University and Purdue University as mutually agreed upon from time to time and approved by the respective Boards of Trustees." Updated program assignments are listed annually in the University Bulletin. IPFW currently offers programs in the following colleges and departments:

IPFW Educational Programs Prior to Reorganization

College of Arts and Sciences
- Department of Anthropology and Sociology (merger in progress)
- Department of Biology
- Department of Chemistry
- Department of Communication
- Department of Communication Sciences and Disorders
- Department of English and Linguistics
- Department of Geosciences (Department closed prior to realignment)
- Department of History
- Department of International Language and Culture Studies
- Department of Mathematical Sciences
- Department of Philosophy
- Department of Physics
- Department of Political Science
- Department of Psychology
- General Studies Program
- Gerontology Program
- International Studies Program
- Lesbian, Gay, Bisexual, and Transgender Program
- Peace and Conflict Studies Program
- Women's Studies Program

Richard T. Doermer School of Business
- Department of Accounting and Finance
- Department of Economics
- Department of Management and Marketing
- Division of Continuing Studies

College of Education and Public Policy
- Department of Educational Studies
- Department of Professional Studies
- Department of Public Policy

College of Engineering, Technology, and Computer Science
- Department of Computer Science
- Department of Computer, Electrical, and Information Technology
- Department of Civil and Mechanical Engineering
- Department of Electrical and Computer Engineering
- Department of Manufacturing and Construction Engineering Technology
- Department of Organizational Leadership and Supervision
- Military Science Program (ROTC)

College of Health and Human Services
- Department of Hospitality and Tourism Management
- Department of Dental Education
- Department of Human Services
- Department of Nursing
- Department of Medical Imaging and Radiologic Sciences

Department of Labor Studies
College of Visual and Performing Arts
- Department of Fine Arts, Visual Communication and Design (in process of merger)
- Department of Music
- Department of Theatre

The realignment process as approved by the respective Boards of Trustees provided for a transition of all non-health science programs that were not Purdue mission from IU mission to Purdue mission and transition of the Nursing Program to an Indiana Mission program as allowed by the management agreement and as historically accepted by HLC. Purdue University continues to "manage" all programs until the realignment effective date of July 1, 2018. On July 1, 2018, Purdue University will manage all Purdue University Fort Wayne programs. The Health Sciences Programs (i.e. Nursing, Radiology, and Dental Programs) will be offered in Fort Wayne as an additional location of IUPUI.

The curriculum, faculty, and degree requirements for students moving from Indiana University mission programs to Purdue University Mission programs will not change. The educational programs formerly recognized as Indiana University Mission will be continued in their same form as Purdue University Programs. Indiana University will confer degrees to students currently enrolled in IU programs who complete their degrees in the timeline established as part of the Program Transfer Agreement (TD 1). Purdue University will confer degrees to all future students completing degree requirements. Students who initially enrolled in an Indiana University Program that is transitioning to a Purdue University Program prior to the change in organization will have the option of receiving either an Indiana University or Purdue University for a period of three years from the effective date of the change in organization. After that period expires, all future degrees offered by the Purdue University Fort Wayne campus will be conferred by Purdue University.

On the effective date of the change, Nursing, Radiography and Medical Imaging, and Dental Programs will be solely managed as an additional location of IUPUI. Students enrolled in the Nursing Program prior to July 1, 2018 will complete their degrees which will be conferred by Purdue subject to the terms of the Program Transfer Agreement (TD1).

The agreement specifies one change in the provision of educational offerings. The significant change is the separation of the health sciences programs from Purdue

management and their subsequent affiliation as an additional location of Indiana University-Purdue University Indianapolis. IUPUI is an independently accredited regional university managed by IU as the responsible corporation with full power, authority and responsibility to manage and operate IUPUI. Presently, the IPFW College of Health and Human Services includes departments (i.e. Department of Hospitality and Tourism Management and Department of Human Services) that will remain Purdue University Fort Wayne Programs. These departments will be housed in the current College of Education and Public Policy. It is anticipated that the College of Education and Public Policy will change its name to better represent the programs housed within the college.

The educational offerings after the change are reflected in their respected Colleges and Departments below:

PFW Educational Programs Effective July 1, 2018

College of Arts and Sciences
- Department of Anthropology and Sociology (merger in progress)
- Department of Biology
- Department of Chemistry
- Department of Communication
- Department of Communication Sciences and Disorders
- Department of English and Linguistics
- Department of Geosciences (Department closed prior to realignment)
- Department of History
- Department of International Language and Culture Studies
- Department of Mathematical Sciences
- Department of Philosophy
- Department of Physics
- Department of Political Science
- Department of Psychology
- General Studies Program
- Gerontology Program
- International Studies Program
- Lesbian, Gay, Bisexual, and Transgender Program
- Peace and Conflict Studies Program
- Women's Studies Program

Richard T. Doermer School of Business
- Department of Accounting and Finance
- Department of Economics
- Department of Management and Marketing

Division of Continuing Studies

College of Education and Public Policy
- Department of Educational Studies
- Department of Professional Studies
- Department of Public Policy
- Department of Hospitality and Tourism Management

Department of Human Services
College of Engineering, Technology, and Computer Science
Department of Computer Science
Department of Computer, Electrical, and Information Technology
Department of Civil and Mechanical Engineering
Department of Electrical and Computer Engineering
Department of Manufacturing and Construction Engineering Technology
Department of Organizational Leadership and Supervision
Military Science Program (ROTC)
Department of Labor Studies
College of Visual and Performing Arts
Department of Fine Arts, Visual Communication and Design (in process of merger)
Department of Music
Department of Theatre

The change in organization in which the Health Science programs are transferred from IPFW to IUPUI will coincide with the effective date of the agreement, July 1, 2018 subject to HLC approval of the change in organization. At that time, management and control of the three health science programs (Department of Nursing, Department of Dental Education, and Department of Medical Imaging and Radiologic services) will transfer to IUPUI and a consortium agreement will be established allowing IUPUI Health Science students who are resident to the Fort Wayne additional location to complete courses required for IU associate and baccalaureate degrees at the Fort Wayne campus. The Student Services Agreement (TD 1, Appendix C) provides the framework for the Consortium Agreement. It is anticipated that the physical location of the Fort Wayne branch of the IUPUI campus will remain in their current Fort Wayne campus location for at least three years coinciding with the initial timeframe of the consortium agreement. It is also assumed that Purdue University Fort Wayne will offer, beginning in Fall 2018 service courses defined in the Student Services Agreement include general education courses as defined by the state mandated general education agreement and courses outside of the health sciences that are part of the pre-professional curricula of Health Sciences departments for an initial three year period. The balance of the current educational offerings will be continued at the Fort Wayne Campus as Purdue Programs.

The authority to change programs between institutions existed prior to the Plan for Realignment. The implementation plan as described in the Agreement and the Timeline for the realignment assures that programs will be moved in accordance to that agreement in a manner that facilitates operational continuity prior to the July 1, 2018 date. On July 1, 2018 and subject to approval by the Higher Learning Commission, the Indiana Legislature, and the Board of Trustees of Purdue University and the Board of Trustees of Indiana University, the Health Science Programs will become an additional location of the clinical schools based at IUPUI. The balance of academic programs will continue as Purdue University Fort Wayne operating as an independently accredited regional

institution. Once the realignment is complete, the Chancellor continues to serve as the Chief Executive Officer of the campus reporting to the President of Purdue University just as prior to the realignment.

3. Explain the current delivery mode(s) (on-ground, on-line, etc.) of the institution's programs. Outline plans to change or expand any of the delivery modes and timeframe for such changes or expansion.

IPFW presently delivers instructional programs on-site and online. Traditional credit hour courses are delivered primarily in 16 week semesters. Other accelerated sessions are offered in traditional credit hour modalities including intersession and summer sessions.

No changes in delivery mode are anticipated upon the change in organization.

4. Provide the current student enrollment by department and modality (on-ground, on-line, iTV, etc.) at the institution. Outline plans in progress to support students through the transition and to assist students who may need or want to be transferred and taught-out if existing programs will be terminated or modified in the next twelve (12) months. Describe the anticipated student body subsequent to the transaction, the plans and targets for recruitment, and the basis on which these plans are deemed attainable.

Enrollment by department and/or major and modality is provided in (Appendix I). There are no plans to terminate of modify IU programs moving to PFW. Students will, however, for a period of three years be allowed the option to have either an IU or Purdue degree. While this is not a true "teach out" as the programs will continue in their current curricular configuration after the transition to Purdue University Fort Wayne, it is represented as a "teach out" in the Program Transfer Agreement (TD 1, Appendix B).

5. Identify the projected enrollment for each quarter or semester for the next five years by campus, additional location or distance modality or correspondence by department at each degree level.

The Change in Organization impacts student enrollment to the extent that new and future Health Sciences Students admitted in fall 2018 forward will be enrolled as students of IUPUI on the effective date of the realignment (planned for July 1, 2018). Students admitted and enrolled in programs that transition to IUPUI prior to July 1, 2018 will transition pursuant to the Program Transfer Agreement (TD 1).

Purdue University Fort Wayne Administration does not anticipate the elimination of programs due to the realignment. However, subject to metrics established as part of the USAP Process prior to its coupling in the realignment process, programs could be consolidated or eliminated. For degree granting academic units, USAP was operationalized through a set of viability metrics established as a part of the program review process for academic units that are included in the Annual Departmental Report. Performance relative to the metrics could lead to a process in which some programs could be combined and/or eliminated to ensure the financial health of the institution. This

process exists independent of the change in organization process as it is the continuation of the strategic plan implementation as operationalized by Action Plan 41.

The Program Transfer Agreement (TD 1) describes how students will be supported in the transition and details options for students throughout the transition. Because the Purdue University Fort Wayne programs are autonomous with curricula and degree requirements determined at the campus level that remain distinctive from Purdue West Lafayette academic programs, and the faculty and students will remain the same, there are no changes anticipated. Students currently enrolled programs that led to Indiana University degrees prior to the change in organization, will be given the option (for a period of three years from the effective date of the realignment) to receive either an Indiana University or Purdue University degree. Appendix J projects enrollment on a semester by semester basis. It assumes historical trends persist and does not account for anticipated outcomes of the implementation of recently adopted retention strategies.

Students currently enrolled in IU Degree Programs that are transitioning to Purdue University will continue their degree programs and have the option of receiving either an IU or Purdue Degree. Because the current curricula of programs at IPFW are distinctive, established by the faculty of IPFW, and will remain the same after the realignment of programs and the continuation of the Purdue University Fort Wayne as an independent regionally accredited Purdue campus, there is no change in degree requirements for students currently in IU Programs that transfer to Purdue as a result of the realignment agreement. Therefore, no major changes in enrollment by departments comprising the Fort Wayne campus are anticipated after the realignment. However, total institutional enrollment will decrease as a result of the agreement moving the Health Sciences Programs and by association students in those programs to IUPUI. These reductions in students are accompanied by reductions in workforce as employees currently working in Health Sciences will become employees of IUPUI.

To address the challenges of decreased enrollment on the Fort Wayne Campus resulting from the realignment of Health Sciences from the Fort Wayne Campus to IU Medical School and IUPUI, The Fort Wayne Campus is increasing its efforts to enhance the effectiveness of our enrollment management efforts. The initial efforts include:

1. The Enrollment Management Plan (Appendix K).
2. A First Year Taskforce focused on increasing the retention of first time students.
3. Addition of a requirement for developing and monitoring Enrollment Management Plans for all academic departments as part of the Annual Academic Departmental Review and Program Review Process (Appendix L)
4. Increased support for Enrollment Management through Institutional Research development of Dashboards to support data driven decision making as it relates to enrollment management. (Access available in Resource Room for Site Visit).
5. Institution wide efforts to improve the current advising model in ways that optimize the effectiveness through a hybrid model combining professional and faculty advising.

6. Provide the marketing plan for the institution for the next five years after the closing. How will the institution market to new or continuing students as well as to different populations of students?

N/A. The institution is not closing.

7. Provide the business plan for the next five years after the closing. How will the institution assure it can meet its debt or other financial obligations? What improvements or expansions to technology or infrastructure will be necessary to sustain financial operations, support current or planned enrollment increases, new educational programming, etc., and what will be the source of the funds? If the institution intends to use funds provided by an investor(s), what is the evidence of the investors' commitment to continue to provide funds over time to sustain operations and expansion?

N/A. The institution is not closing

8. Describe immediate and long-range strategic planning for the institution and at the parent or corporate level as contemplated by the transaction and how it will affect the institution.

The most recent long term strategic plan "IPFW Plan 2020" (Appendix G) was initiated in 2014. The implementation of the plan was supported through a University Strategic Alignment Process which was implemented over a two year period following the completion of Plan 2020. USAP defined and framed and required a department/program/division strategic planning process that produced Unit Level Strategic Alignment Reports for 2014-15 (Appendix E) and 2015-16 (Appendix F). Unit level reports will be available in the resource room at the time of the visit. Unit level reports served to streamline the ongoing implementation of the plan and to institutionalize immediate strategic planning through the development, monitoring, and assessment of action plans. These USAP reports from across the university, the change in organization, and executive input from the Chancellor and Vice Chancellors informed the development of Action Plan 41 (Appendix H).

Academic Program Review was modified to include goals, metrics, and assessment strategies developed through USAP and an Administrative Program Review Process for implementation beginning in fall 2017.

The new Academic Program Review process is comprised of annual reporting for five years leading to a self –study conducted in years six and seven which forms the basis of constructing a departmental strategic plan informed by a review of internal and external feedback which provides the basis for the development of strategic initiatives for the next five year period. The self-study is completed over an 18 month period and includes an external peer review. The final review by the College Dean and VCAA provides additional feedback to the unit. The Process is communicated through OAA Memorandum 16-2 (Appendix M) and 16-3 (Appendix N).

Consistent with the aim of the Institutional Model for Assessment, a Chancellor appointed Institutional Program Review Committee was established as part of Action

Plan 41 to develop a program review process for all administrative units to include the cumulative annual assessment plans completed during the period, annual department/program review report focused on progress to achieving strategic indicatives, and a self- study completed every seven years. The administrative program review process will replicate the academic process with goals and outcomes appropriate to the specific administrative unit. Support and training is provided by the Office of Assessment and Institutional Program Review. A template document is provided to administrative units to ease completing the report and ensure consistency across departments and units (Appendix O). This process, building on Plan 2020 and USAP will continue after the change in organization.

9. Explain the governance and management structure at the institution and at the parent or corporate level as contemplated by the transaction and how it will affect the institution.

A full description of the post realignment governance and management structure is described in the Introduction. The Post Realignment Organizational Chart is provided as Transactional Document 5.

10. Explain the knowledge of and experience in higher education, or with accreditation, of any of the buyers, investors or other key parties in the transaction. Include key administrators in place or being hired.

The transaction is a change in organization in which the governance structure of Purdue University Fort Wayne remains as an independent and accredited regional campus with management oversight provided by Purdue University. The qualifications of our key administrators is provided as part of Transactional Document 6.

11. Describe the current faculty including the number of faculty members in each department, a summary of their qualifications, the nature of their employment relationship (tenured, union, etc.) at the institution, and plans in progress to terminate, retain, or supplement those faculty members after the completion of the transaction. Provide numbers of full- and part-time faculty before the transaction and numbers anticipated within one year of the transaction. Provide drafts of all employment agreements or employment documents anticipated for update at or subsequent to closing as well as evidence that faculty have seen the draft documents and provided an acceptance or rejection of an offer of employment.

Current Faculty Profiles (Appendix P) describe the current faculty. A dashboard providing detail by academic unit will be available online in the resource room. We do not anticipate changes in current faculty as a result of the change in organization other than the reduction attributable to the realignment of Health Sciences departments from Purdue University Fort Wayne to IUPUI. 52.6% of Undergraduate Course Sections have less than 15 students enrolled and 73.7% of all Graduate Course Sections have less than 12 students enrolled. This supports a position that the institution is positioned to sustain current enrollment levels and has capacity for additional enrollment levels at the current faculty staffing levels.

To simplify review and enhance coherence, the following section combines responses to questions 12 and 14. This was done because assessment was discussed by our evaluation team on the 2010 visit in the advancement section. As we did not have a five year review, this section addresses the issues. In addition, dual enrollment faculty qualifications and the need to examine the administration of graduate programs because of growth were discussed in the advancement section.

12. Explain the institution's current efforts to assess student learning and what efforts will be undertaken subsequent to the transaction to ensure continuity or improvement of these efforts.

14. Outline how the institution has been working to address any challenges identified by the last comprehensive evaluation team and any issues to have been addressed in upcoming Commission monitoring. How will the transaction assist the institution in resolving the issues identified by the Commission?

IPFW's most recent evaluation visit was in 2010. All Criteria were met. However, the advancement section made recommendations in four areas:

1. Assessment
2. Distance Education
3. Graduate Education
4. Records

Assessment: The institutional actions taken to address the recommendations are described in the following section.

The Advancement Section of the 2010 Comprehensive Review stated that "While IPFW has made substantial progress in assessment since the last visit, the team heard many comments about the spatially fragmented and episodic nature of assessment. Considerable institutional attention needs to be paid to assessment…" Progress was made in the subsequent years in assessment activity. This was especially true for academic units, primarily in the College of Arts and Sciences (COAS) that were not professionally accredited. In this period, COAS required annual departmental assessment, engaged a College Level Assessment Committee in reviewing the departmental reports, and monitored progress on recommendations to the departments made by the College Level Assessment Committee. The majority of other programs and departments in the balance of colleges were professionally accredited and provided evidence of assessment at the time of their comprehensive review. In addition, a new assessment plan for general education was implemented with the revision of general education required to comply with a newly enacted statewide general education core.

While assessment activity was broad and became less episodic during the immediate years after the 2010 Comprehensive Review, institutional leadership felt the need to increase the emphasis on authentic assessment aimed at improving institutional performance. A new Assessment Director was hired in November 2014 and the Assessment Council was reconfigured and reconvened in December 2014. The Director

led the Assessment Council in a planning and design process for a comprehensive assessment plan. The assessment plan for student learning was initially submitted to the Educational Policies Committee (EPC) in May 2015. EPC reviewed the policy and submitted it to the Senate in fall 2015. IPFW Senate passed the proposal as SD 15-6 in fall 2016 (Appendix Q). SD 15-6 serves as the formal communication of the institutional assessment plan.

With the new plan drafted, IPFW applied to and was accepted in the HLC Assessment Academy as part of the 2015 Cohort. The Academy Proposal was written prior to the hire of the new Director and the development of the new Assessment Plan. The academy application identified three areas of general education as its focus, written communication, oral communication, and mathematics. The Proposal was refocused at the summer academy program to reflect progress made on institutional assessment and work already completed on improving assessment in general education. The Academy Team focused on refining and developing an implementation plan for the new Assessment Plan.

The design of the institutional assessment plan was grounded in an academic unit (department or program) assessment that mapped student learning outcomes achievement expected of students at graduation to a progression of achievement levels (relative to those outcomes and at predetermined levels) as students progressed through commonly required courses (basically the core) or other common required learning experiences (e.g. internships, practicum, etc.). The basic design is illustrated in Figure 1.

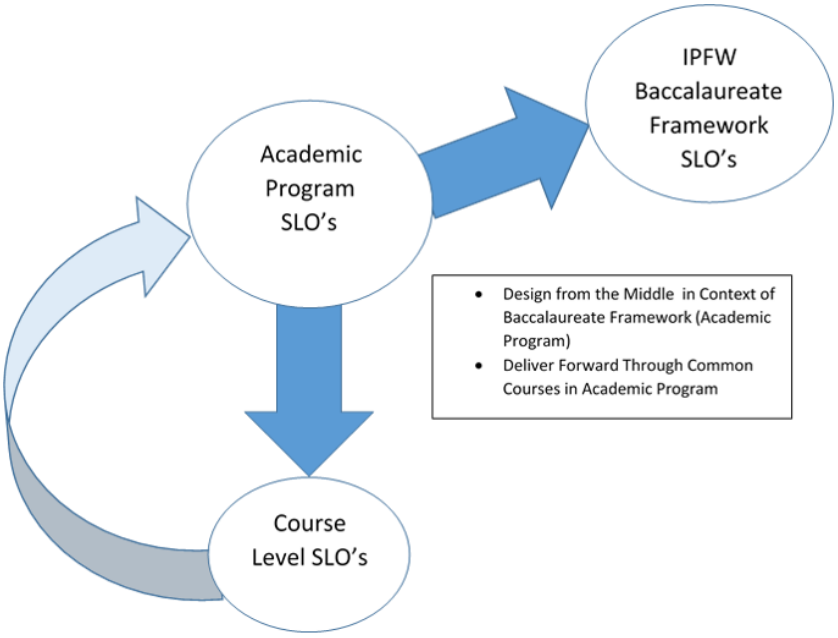


Figure 1: IPFW Programmatic Assessment Model

This basic design was the foundation for developing a comprehensive scaffolded assessment model (Figure 2) at the programmatic level. The integration of the

Baccalaureate Framework in both General Education Assessment and Programmatic Assessment is assessed as part of the Programmatic Report and reviewed in the College Level Assessment Evaluations. The Annual Assessment Report Template for Academic Units requires each unit to prepare a report organized in the following sections:

A. Section 1: Student Learning Outcomes for Program
B. Section 2: Curricular Map for Program and the Baccalaureate Framework Map from Baccalaureate Framework Goals to Departmental Outcomes
C. Section 3: Departmental Assessment Plan
D. Section 4: Assessment Results including Reassessment of Changes Made from prior Assessments
E. Conclusions, Next Steps, and Communication

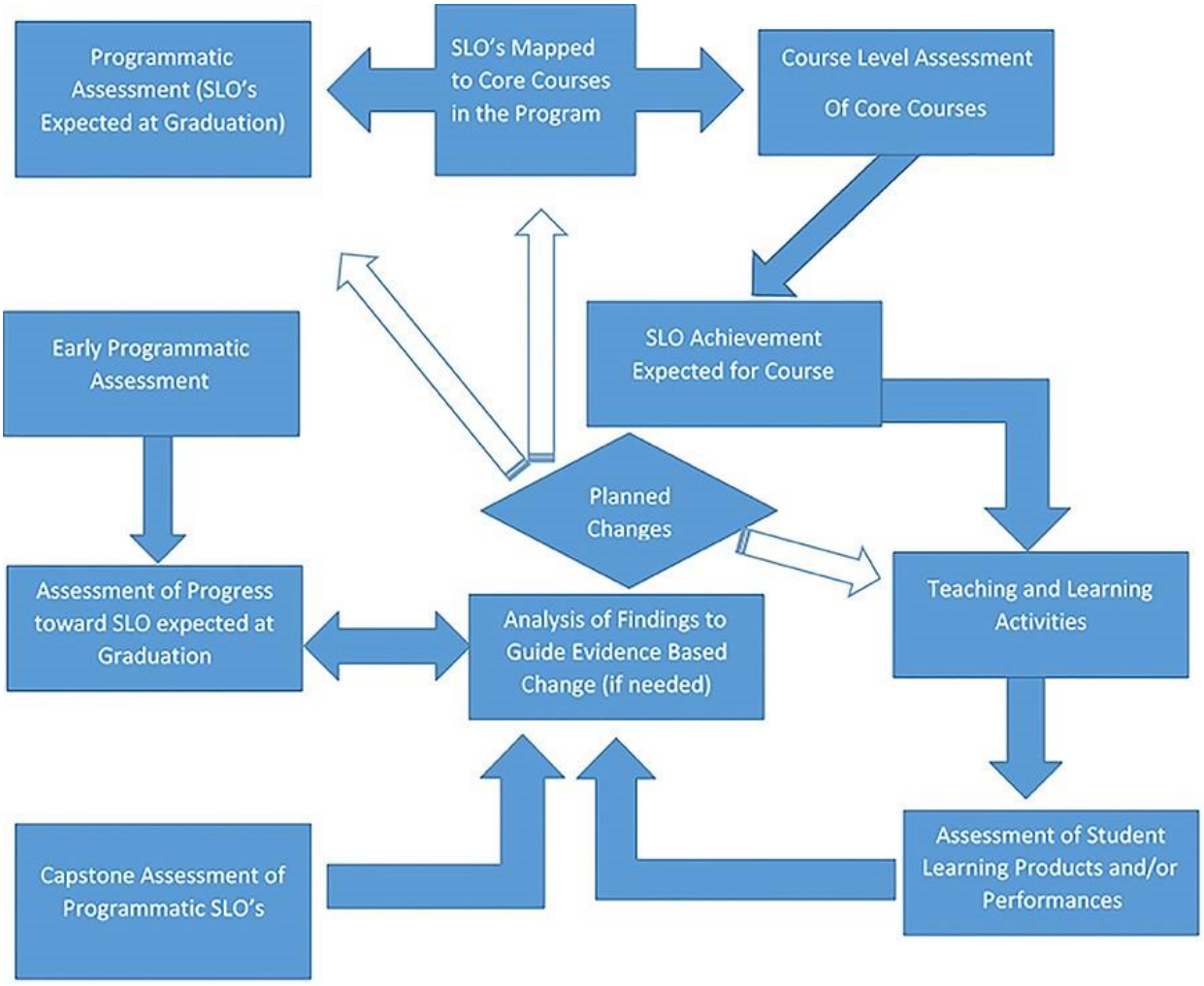


Figure 2: Programmatic Assessment Scaffold

The Annual Assessment Report is prepared by a group of faculty in the academic unit and forwarded to their College Level Assessment Committee. The College Level

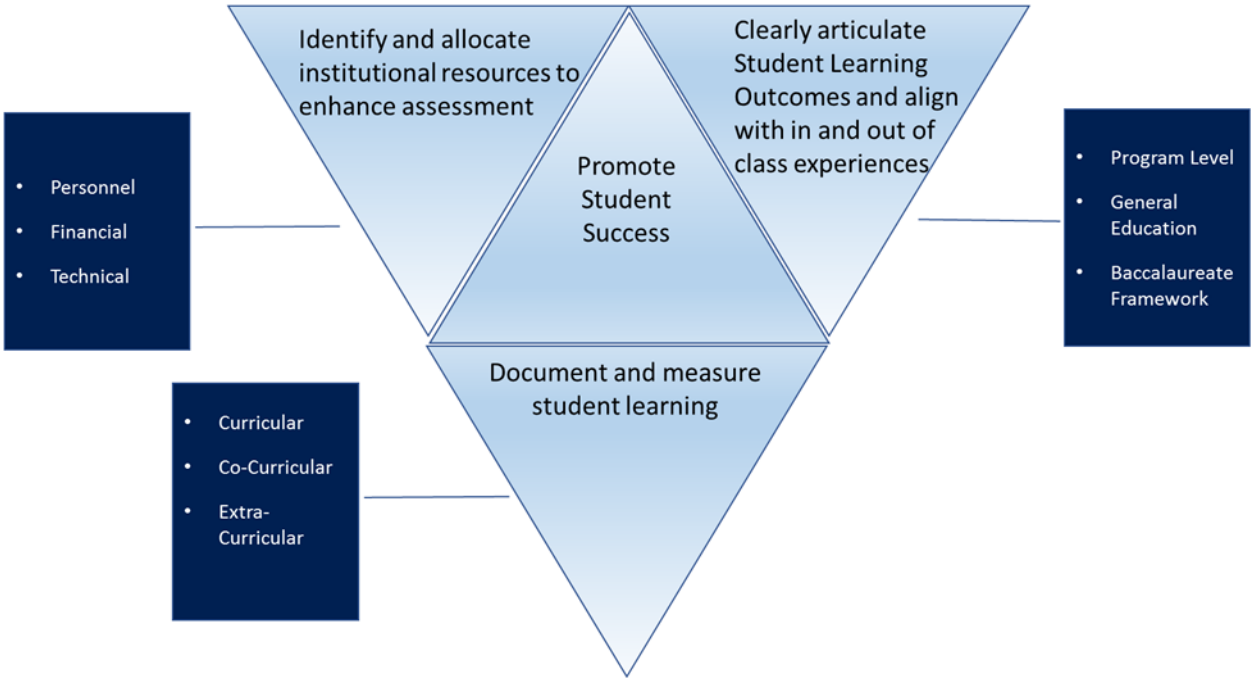
Assessment Committee uses a set of rubrics that were initially defined in Appendix D of SD 15-6 (see Appendix Q) to provide a formative assessment of each program assessment report. The College Level Assessment Committee summarizes their evaluation in departmental letters which are forwarded to the Chair of each department along with the scored rubrics. Each College completes the College Level Review Report guided by the College Level Review Report Template (Appendix R) and attaches Departmental Letters and the scored rubrics. The report, letters, and rubrics are forwarded to the University Assessment Council for review and the University Assessment Council evaluates the college level assessment activities to prepare and forward feedback to the Dean of each College and the VCAA.

Institutional level assessment is enhanced through multiple initiatives. First, the integration of the Baccalaureate Framework in the departmental level assessment reports provides assessment of common and distinctive outcomes expected of all graduates. The institution participates in NSSE on a three year cycle to understand student perceptions of learning and student behaviors and attitudes that impact student learning. The Student Destinations Survey is administered annually to examine the relationships between college graduation and employment after graduation.

The implementation began in fall 2015-16 following a phased plan. In 2015-16, Units were required, at a minimum to provide the first three sections of the report (SLO's, Curricular Maps, and Assessment Plans. In 2016-17, units were required to submit assessment reports to their College Level Assessment Committees. All departmental assessment reports, college level reports, and the institutional level reviews of the reports are available for review through College Assessment Links provided at: http://ipfw.edu/offices/assessment/reports/reports-program.html. Physical copies will be available in the resource archive during the site visit.

The Assessment Academy Work expanded on the work by the Academic Affairs Assessment Council to include curricular, co-curricular, and extra-curricular assessment of student learning as well as assessment of how non-academic and student affairs areas contribute to student and institutional success. An Institutional Model for Assessment was developed at the Academy as illustrated below in Figure 3.

Figure 3: IPFW Institutional Model for Assessment



Details on the Academic Assessment Plan, current assessment results (institutional, programmatic, and general education), the assessment handbook, assessment workbook, assessment templates, assessment training materials, are available on the Assessment Website consistent with the Transparency Initiative of The National Institute for Learning Outcomes Assessment (www.ipfw.edu/assessment). All resources will be made available to the review team in the resource room at the time of the site visit.

Distance Education:

The Advancement Section of the 2010 review recommended Department Chairs refine the evaluation of distance education courses to align with face to face courses and to add elements specific to online courses. Improving the evaluation and quality of online courses is a major area of focus for the Center for the Enhancement of Learning and Teaching. The center promotes assessment driven course design using the "Quality Matters" rubric. A faculty peer model was implemented and led by Fort Wayne Campus faculty members trained in using the QM Rubric. CELT developed a campus application of the Rubric as a set of design standards and online course review that provides avenues to document teaching effectiveness. CELT offers Certificates of Achievement in Continuous Improvement of Online Course Design Process to reward faculty members in support of the QM Model.

In 2015-16 10 reviews were completed, 3 were in progress, and 7 certificates were awarded, and 7 Certificates were in progress. All online courses are being encouraged to

adopt “Class Climate” as the primary course evaluation tool. 80% of units offering online courses are now using “Class Climate” as their class evaluation instrument.

Graduate Education:

The advancement section also noted the growth in graduate programs and recommended IPFW evaluate infrastructure support and consider differential faculty load for graduate faculty. Graduate Programs were reassigned as part of a reorganization of the VCAA office and the Directorship of Graduate Programs was assigned to one of the Associate Vice Chancellors. The result has been positive as it provides continuity between baccalaureate and graduate programs in support of our mission as a regional comprehensive metropolitan university. In this context, the majority of graduate programs are more applied and build on existing baccalaureate programs. Therefore, a more integrated model encouraging pipelines from baccalaureate to graduate education is best supported in the current structure.

The Graduate Directors looked at the load and differentiation as part of our USAP project between 2014 and 2016. Their evaluation suggested that load differentiation was not a good idea and not needed at this time. They supported their recommendation citing that graduate courses typically have lower enrollment and few have a thesis requirement.

The final comment on the advancement section was a recommendation to improve the storage of information in easily accessible files. A new Director of Assessment and new Director of Institutional Research have been hired in the last two years. They are developing new procedures, reports, dashboards, and web interfaces that will provide improved access to information for all constituencies.

The processes in place will continue after the change in organization. The following section briefly summarizes continuing compliance with Eligibility Requirements including the Core Components.

Records:

Records are presently being organized in categorical files on a website to ensure ease of access. Institutional Research and the Office of Assessment are leading an effort to standardize naming conventions for files as a basis for an electronic filing system within shared network drives. Shared network drives are used to ensure the security of files and the systematic back up of electronic materials. In addition, multiple institutional reports are presently being populated in dashboards. Dashboards with sensitive university information reside behind the university firewall and require user authentication for access. In preparation for the site visit, a virtual resource room is being developed to provide access to records for the site visitation team.

Question 13 is answered out of order as described earlier. This was done to increase document coherence.

13. Explain how the institution will continue to meet each of the Eligibility Requirements and each of the Criteria for Accreditation, including each Core Component, subsequent to the completion of the transaction. (If the transaction intends to consolidate another institutional entity into the structure of an institution affiliated with the Commission, the narrative must establish that the accredited institution will have sufficient academic and corporate control of the other component as outlined in the Commission's Eligibility Requirements.)

Criterion One. Mission: The institution's mission is clear and articulated publically; it guides the institution's operations.

Purdue University Fort Wayne meets the criteria as demonstrated through fulfillment of the Core Requirements as discussed below.

1A. The institution's mission is clear and articulated publicly; it guides the institutions operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

The mission of the university is broadly understood by the institution and guides its operations. The mission of IPFW will remain after the change in organization as "…a comprehensive university that provides local access to globally recognized baccalaureate and graduate programs that drive the intellectual, social, economic, and cultural advances of our students and our region". The mission is longstanding and evolving. In 2015, the Indiana Commission for Higher Education's (ICHE) "Policy on Indiana University Purdue University Fort Wayne" (Appendix S) tied the mission of IPFW to the Greater Fort Wayne Metropolitan Area through a specially designated charge to "carry out all of higher education's traditional values in teaching, research, and professional service, as well as, providing leadership to a metropolitan region by using its resources to improve the region's quality of life". The Fort Wayne Campus will continue as a regional campus that serves the Metropolitan and surrounding areas of Fort Wayne.

This mission has developed over time through shared governance processes evidenced by its evolution through Fort Wayne Senate within the framework of the state legislated role for the university. SD 91-6 (Appendix T) sets forth the basic language of the mission and SD 99-19 (Appendix U) articulated an extension of the mission through a statement of purpose. SD 15-18 (Appendix V) recognizes the ICHE designation of the Fort Wayne campus as a multisystem metropolitan university.

The organizational changes resulting from the realignment agreement does not change the mission of the Fort Wayne Campus. Rather, it provides for the acquisition of the Health Sciences Programs (Nursing, Medical Imaging/Radiology, and Dental Education) by IUPUI while maintaining the current mission for the Fort Wayne Campus. IUPUI Students pursuing Health Sciences degrees will be served by the Purdue University Fort Wayne Campus

through ancillary agreements to provide physical space and a consortium agreement to provide general education plus a limited menu of additional service courses required for health sciences degrees.

2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

The academic programs are consistent with the mission of a regional comprehensive university. The institution offers both liberal arts focused degrees in traditional disciplinary areas and more professionally oriented degrees delivered in the context of traditional American Liberal Education ideals. These programs primarily serve students residing in the region, many of whom are first generation and Pell eligible. The menu of student services are consistent with this population with units in both Student Affairs and Academic Affairs focused on supporting student success. CASA, Mastodon Advising, Career Services, Center for Women and Returning Adults, Services for Students with Disabilities, Military Student Services, Student Assistance Program, and Student Success and Transitions are some of the large menu of services provided for students that are specifically aligned with our regional mission.

3. The institution's planning and budgeting priorities align with and support the mission.

The Purdue University Fort Wayne campus historically and consistently supports its mission through mission and budget processes. Vision 2020 is the most recent strategic plan. Vision 2020 (Appendix G) set forth a 10 year forward thinking plan focused on fostering student success, promoting the creation, integration, and application of knowledge, defining a metropolitan vision of the Fort Wayne Campus as a regional hub for intellectual, cultural, and economic advancement in the context of global competition, and improving stakeholder involvement in and the quality and efficiency of the organization. Vision 2020 was enhanced through the University Strategic Alignment Process (USAP -https://www.ipfw.edu/usap/) that focused sharply on ensuring student and institutional success through aligning resources and budgetary processes with the future needs of the university and the community it serves as evidenced in Action Plan 41 (Appendix H).

1B. The Mission is articulated publically.

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

The Mission, Values, and Vision are clearly articulated through multiple Institutional Documents and the Institutional Website. To ensure the continued shared understanding of the Fort Wayne Campus Mission, a renewed commitment to communicating that mission is a key component of the transition plan. IPFW advancement is working with the Executive Staff and consulting with the HLC Liaison to ensure the mission is clearly articulated in all materials. In addition, IPFW is presently meeting with faculty and staff

to develop plans and strategies to optimize mission achievement throughout the transition process. These formal discussions focus on involving the community in defining how best to structure the educational programs and student programming in ways that maximize institutional efficiency and effectiveness to better support student success. In addition, the process provides an opportunity to consider how best to clarify and operationalize the metropolitan focus of our mission. Details of the progress are available through the website created to share information with the broader community (https://www.ipfw.edu/offices/oaa/realignment/university-realignment.html).
Optimizing mission achievement was a critical goal of the recently completed University Strategic Alignment Process. The USAP Process aligned mission achievement with strategic planning and budget priorities. Within this process, all academic and enrollment management areas, student support services units, and budget, finance, and administrative service areas produced evaluations of unit performance relative to mission and developed plans to describe how they will increase both their effectiveness and efficiency in achieving their mission. The USAP Process extended through two years. Two annual reports were completed including unit level action plans.

2. *The mission document or documents are current and explain the extent of 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.*
   The mission statement clearly identifies the institution as comprehensive university focused on providing local access to high quality undergraduate and applied graduate degrees aligned to the needs of the community. The mission was enhanced and focused through its designation as a metropolitan university by the Indiana Legislature. This designation provides clarity on our charge to serve the metropolitan region through high quality instruction, cultural enhancement through high quality arts programming, research activity applied to the needs of the metropolitan area, partnerships with the community to enhance economic development, and service to the community.

   This emphasis is highlighted in the Goals and Metrics of the Strategic Plan as described below:

   Goal 1: Foster Student Success.

   Metric Areas:

   - Retention, persistence, and graduation rates
   - Post-graduation success
   - Achievement of learning outcomes
   - A more diverse campus.

   Goal 2: Promote the Creation, Integration, and Application of Knowledge.

   Metric Areas:

- Peer-reviewed scholarly products
- Students participating in research and scholarly activity
- Internal and external academic collaborations

Goal 3: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competiveness.

Metric Areas:

- Intellectual, cultural, and artistic events
- Regional, national, and global collaborations
- Consultations supporting regional business and industry

3. *The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provide.*

The mission, vision, and values of the university demonstrate the commitment of the university to creating an environment that "…enhances learning by recognizing the inherent worth of all individuals and celebrating differences of culture, background, and experience among all individuals and groups." The emphasis on fostering student success is especially important given our emphasis on serving students of the metropolitan region, many of whom represent underserved and first-generation students. The metrics listed above for student success were developed to recognize and to engage in specific actions aimed at increasing the success of students. Specifically the strategic plan was operationalized through this set of metrics to accomplish the following:

"Student participation in high-impact instructional practices and advising interventions will be increased. IPFW will support the development of activities and experiences that celebrate multiculturalism and the broad array of human differences, and promote programs featuring international and interdisciplinary curricula."

1.C. The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.

The Mission, Vision, and Values clearly express IPFW's commitment to the diversity of society as described as creating "an environment that enhances learning by recognizing the inherent worth of all individuals and celebrating differences of culture, background, and experience among all individuals and groups (https://www.ipfw.edu/about/strategic-plan/mission-values-vision.html).

Support in achieving this institutional aim is formally vested in the Office of Diversity and Multicultural Affairs. This office "…collaborates with campus and community partners to create and sustain a living, learning, and working community that is sensitive,

inclusive, and responsive to diversity and the advancement of institutional success." (www.ipfw.edu/odma)

The Baccalaureate Framework addresses the institutions role in a multicultural society in its "Sense of Community" Frame. It states "Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international communities. In so doing, students will demonstrate a commitment to free and open inquiry and mutual respect across all cultures and perspectives".

2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

The Office of Diversity and Multicultural provides specific support for students and the university community. They achieve their mission through programs aimed at providing support systems for underrepresented students, programs aimed at recruiting underrepresented students, and programs to increase the retention of underrepresented students. The office also serves as an advocate for underrepresented students to work with appropriate officials to maintain a positive connection and working relationship between the university and diverse groups. The Human Resources Division actively promotes affirmative action in all recruiting materials.

The Office of International Education promotes cross-cultural awareness and seeks to build mutual respect through providing a venue for cultural, educational, and social events for students, faculty, and the community-at-large.

1.D. The institution's mission demonstrates a commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

The Fort Wayne campus is a regional university charged with serving the Northeast Region of Indiana. The vision statement states that "IPFW will be the University of Choice for citizens of northeast Indiana". This regional service commitment is articulated through the statements of values for the institution. They are:

- Access to affordable and high quality programs and services
- An environment of open intellectual inquiry, mutual respect, shared governance, and civility,
- An environment that enhances learning by recognizing the inherent worth of all individuals and celebrating differences of culture, background, and experience among all individuals and groups.
- A multifaceted and mutually beneficial collaboration with Fort Wayne and the greater northeast Indiana region.

The commitment to serving the public good is enhanced by the designated status of the institution as one of Indiana's two metropolitan universities. The designation "…recognizes IPFW's unique role in the regional economy" (Appendix S).

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

The primary mission of the Fort Wayne campus, as stated in its mission, values, and reflected in its planning and resource allocation is its educational responsibilities. The strategic planning processes, and strategic alignment processes demonstrated the commitment to the universities educational responsibilities as well as its commitment to ensure resources were properly allocated across academic and administrative units to ensure the ongoing concern of the institution.

The development of performance metrics based on program demand illustrated our commitment to being good stewards of public funds while meeting community needs for high quality educational programs. In effect, the performance metrics help the institution align resources to community needs through ensuring scarce resources are used to their best ends. These metrics are formalized into the annual reporting processes for all departments.

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs in its mission and capacity flow.

The recognition of the state of the Fort Wayne campus's unique relationship to the Fort Wayne region is reflected in its recognition as an independent regional institution and strengthened in its recognition as a metropolitan institution. The recognition supports the notion of the institution's primary obligation to provide educational opportunities, service activities, and scholarly contributions in service to the region.

A Community Council for the University serves to facilitate the university's achievement of its mission and goals as described on the Chancellor's webpage: (www.ipfw.edu/offices/chancellor/cac) The University engages with the community and external constituencies. The Community Council serves to support IPFW in these relationships and to facilitate closer engagement with the community, act as a community builder, serve as a resource, engage as a center of influence, and participate in fundraising and resource acquisition.

The Community Research Institute serves the community through promoting the growth and vitality of the region and serves as a portal linking expertise residing on the Fort Wayne Campus with the needs of public, private, and non-profit leaders in northeast Indiana. CRI actively seeks to promote and support initiatives that help meet workforce needs for the region.

The Office of Engagement assists businesses interested in collaborative research and technical assistance projects with IPFW faculty. Collaborations range from governmental nonprofit groups such as Fort Wayne City Utilities, Allen County Government, and Northeast Indiana Regional Partnerships, to private locally owned companies across a range of industries such as Alliance automation, Crossroads Courier Inc., Fort Wayne Metals Research Projects, and Trelleborg Sealing Solutions.

The Centers of Excellence provide outreach and engagement opportunities to the northeast region through faculty research expertise, experiential learning opportunities for students, and multidisciplinary collaboration for external projects.

The Office of Academic Internships, Cooperative Education, and Service Learning coordinates cooperative education, academic internships, and service learning opportunities for students. These opportunities engage the community with Fort Wayne students in mutually beneficial relationships.

Criterion Two. Integrity: Ethical and Responsible Conduct: The Institution acts with integrity, its conduct is ethical and responsible.

The Fort Wayne Campus meets the criteria as demonstrated through compliance with the core components.

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

The Fort Wayne Campus has consistently demonstrated ethical and responsible conduct as documented in its most recent comprehensive study in 2010 and enhanced in its commitment to ethical and responsible conduct in the strategic plan and through the University Strategic Alignment Process. Highlights of procedures to ensure continuing ethical and responsible conduct is provided in the following paragraphs.

The Fort Wayne Campus is dedicated to ensuring ethical and responsible conduct in all activities and operations. The University Civility Statement emphasizes that civility mutual respect, fairness and politeness, and a concern for the common good is required of all members in the community.

The Office of Financial and Administrative Affairs ties financial integrity to their support of the mission of the university emphasizing ethical and responsible conduct through its stewardship of university resources. The Fort Wayne financial management is vested in Purdue University. Purdue's financial statements include information from the Purdue as well as other Purdue campuses. The Fort Wayne camps funds are accounted for separately from other Purdue funds, and the campus budget is developed and controlled locally. The Fort Wayne campus comptroller's office is responsible for assuring that financial transactions comply with Purdue policies and processes. Internal reporting and internal auditing are performed by Purdue University who works with the Indiana State Board of Accounts to provide audit reports required by federal and state law.

The Fort Wayne Campus established the office of Ethics and Compliance to ensure all students and employees receive fair and equal treatment in a diverse and inclusive environment free of discrimination and harassment providing leadership to the IPFW community through policies and practices and ensuring compliance with such policies and practices. (https://www.ipfw.edu/equity/)

2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

The Institutional Bulletin, admissions website, college costs disclosure (Appendix W) and a descriptive page about the university (http://www.ipfw.edu/about/) provide evidence of the Fort Wayne campus's commitment to open communication with constituents including students, parents, faculty, staff, community, and other constituents. The Institutional Bulletin provides descriptive information on programs, requirements,

faculty and staff, and institutional control. HLC status is provided on the Institutional Website as required by Assumed Practices in the "About" the Institution Page. All professionally accredited programs list their accreditation affiliation on their websites and in the Bulletin. The institutional bulletin and admissions page on the institutional website clearly state the potential costs to students including tuition and fees, housing, food, transportation, books and supplies, and personal and miscellaneous expenses. Estimated Costs of Attendance is calculated annually and provided for download through the University Website. The tuition schedule specifies the current cost per credit hours for students taking class part time as well as the cost per credit hour for distance learning and is provided in the Bulletin and on the Bursar Webpage.

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

The Fort Wayne Campus is an autonomous regional institution managed by Purdue University. As such, its governing board is the Purdue Board of Trustees. The Purdue Board of Trustees. The Purdue Board of Trustees adheres to a code of ethics and the Board is charged to ensure the integrity of University operations and functions. Purdue University's most recent self-study in 2010 demonstrated their commitment to integrity and ethical operations.

The policies of the Purdue Board of Trustees (BOT), as established by the State of Indiana, ensure the autonomy of the board and acknowledge the Board's ability to manage all universities within the Purdue University System. The BOT code of ethics stresses that the BOT responsibility to understand how Purdue University functions which includes understanding the priorities of its regional institutions and responsibility to act in ways that enhance both the Purdue University system and the individual institutions within the system.

2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

The policies of the BOT recognize the primary role of the Trustees to act in the best interest of internal and external constituencies. They are expected to exercise their best judgement in decision-making taking into account the best interests of internal and external constituencies.

3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Trustees comply with conflict of interest policies and requirements prescribed in their Bylaws and under state law. They are required to refrain from accepting duties, incurring

obligations, accepting gifts or favors, engaging in private business or professional activities when there is, or would appear to be, a conflict or incompatibility between their private interests and the public interests of the State and Purdue University.

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The BOT will provide oversight for Purdue Northwest but will expect the administration and faculty to manage the day-today operations of the university and the curriculum. Delegation of authority is clearly outlined in Purdue University System policy.

2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning

Freedom of expression and the pursuit of truth are core values of the institution. This is articulated through multiple university statements. The core values of the university include freedom of inquiry, intellectual honesty, freedom for the open expression of ideas and opinions within the limits that protect the rights of others, and respect for the views and dignity of the other person. (http://bulletin.ipfw.edu/content.php?catoid=42&navoid=1354)

As part of Purdue University, the Fort Wayne campus adheres to the Purdue University system-wide policy on academic freedom which states faculty members "…shall have full freedom as a researcher, scholar, or artist", and that faculty "…shall have freedom in the classroom in discussing his/her subject (http://www.purdue.edu/policies/human-resources/b-48.html).

Freedom of expression follows The Purdue University's statement on commitment to Freedom of Expression (http://www.purdue.edu/purdue/about/free-speech.html) which "…guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of the University, the University fully respects and supports the freedom of all member of the University community "to discuss", in the words of former University of Chicago President Robert M. Hutchins, "any problem that presents itself".

2.E. The institution's policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Oversight and support services to ensure the integrity of research and scholarly practice conducted by faculty, staff, and students is provided through the Office of Sponsored Programs.

Purdue University's Office of Research and Purdue University's Institutional Review Board provide oversight of research and scholarly activity through the IRB process. All researchers in IRB protocol are required to complete training and certification through the CITI Online Training Program.

The Fort Wayne Campus provides additional support through faculty consultation of e experienced, trained, research peers.

Student services to ensure integrity are supported through the Sponsored Programs Office.

2. Students are offered guidance in the ethical use of information resources.

Helmke Library supports students in the ethical use of information resources through individual training, web based information and training, classroom based services, and information literacy training modules.

3. The institution has and enforces policies on academic honesty and integrity.

The Purdue University Fort Wayne Campus policies on academic honesty and integrity are defined and supported. Senate Document 85-18 (Appendix X) as amended specifies academic regulations:

Student responsibilities and rights are also defined in SD 85-18 and communicated to students in the IPFW Student Handbook.

Criterion Three. Teaching and Learning Quality, Resources, and Support: The institution provides high quality education, whenever and however its offerings are delivered.

IPFW meets the expectation as demonstrated through achievement of the core competencies described below. .

3A. The institution's degree programs are appropriate to higher education

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

The implementation of the new assessment plan and requirements for the annual assessment report enhance the quality of the education The review process includes a college level and university level review ensuring that peers evaluate quality. This process is described fully in the discussion of Criterion Four. The Academic Program Review Process is described in the Office of Academic Affairs (OAA) Memo 16-2 (Appendix M) and OAA Memo 16-3 (Appendix N). The requirement for annual reviews and a periodic externally peer reviewed self-study ensures the appropriateness of degrees. The majority of programs outside of the College of Arts and Sciences are professionally

accredited and in good standing. For those programs, the requirements of the professional accreditors provide assurance of quality.

Dual enrollment of high school students is coordinated through and assessed by Distance and Continuing Education through its Collegiate Connection Program. The Division of Continuing Studies manages Collegiate Connection ensuring high school teachers meet educational requirements, providing training for both University Faculty and High School Faculty leading dual enrollment courses, and monitoring compliance with HLC and State requirements for instructor qualifications.

The Division maintains professional accreditation through the National Alliance of Concurrent Enrollment Programs (NACEP). The review process for NACEP includes a peer review which ensures quality and compliance with national standards. The Division was the first institution in Indiana to achieve accreditation from NACEP in 2010 and is preparing for its periodic Comprehensive Visit in 2017.

2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Learning Goals are articulated and differentiated for undergraduate, graduate, post-baccalaureate, and certificate programs. All academic programs are required to define learning goals in terms of expected learning outcomes in the annual assessment report. Academic Units are required to demonstrate quality by academic program level (e.g. separate reporting for undergraduate programs, graduate programs, and certificate programs). The report is reviewed by the College Level Committees, Assessment Council, and Director of Assessment. The annual assessment reports, reviews of reports, and an institutional level analysis of educational quality is completed by the Office of Assessment and reviewed by the VCAA and Educational Policies Committee of the University Senate. Reports are posted online. All information is available for public review consistent with NILOA standards at on the Assessment Website and will be made available for review in the Site Visit Resource Room.

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations.

The assessment process described above and detailed in Criterion Four applies to all programs and delivery methods. Its scaffolding of course to program to institutional level ensures consistency and rigor of program quality and learning goals is reviewed at the College and Institutional Level. The Academic Program Review requirement of an external peer review ensures that the standards are consistent with peer institutions further supporting the claim that the level of learning is appropriate at degree level.3

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

By state mandate, the general education program is aligned with Indiana's Statewide General Education Core. Institutionally, it is framed within the IPFW Baccalaureate Framework ensuring it aligns with mission, and appropriate to undergraduate degrees at the Fort Wayne Campus. The adoption of a statewide core by Indiana in support of a statewide articulation agreement also requires participation in the Indiana Core Library.

2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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 publically 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 discussed in 3.B.3.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

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)

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

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 (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.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Faculty and students are engaged in contributions to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission. Evidence of this contribution is provided in the following links:

Opus: Research and Creativity of Faculty and Students: http://opus.ipfw.edu/

Student Research and Creative Endeavor: https://www.ipfw.edu/offices/sponsored-programs/resources/student-research--creative-endeavor.html

Productions, Concerts, and Exhibits in the College of Visual and Performing Arts: https://www.ipfw.edu/departments/cvpa/

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the

curriculum and expectations for student performance, establishment of academic credentials for instructional staff; involvement in assessment of student learning.

The Fort Wayne Campus ensures the number and quality of faculty are sufficient to fulfill the teaching and non-teaching roles including oversight of curriculum and expectations for student performance through multiple policies and processes.

Faculty are required to hold either a terminal degree in the discipline, a Master's Degree with 18 graduate credit hours in the discipline or meet the tested experience threshold established by SD 15-15 (Appendix Y). SD 15-15 required that to hire faculty on the basis of "tested experience" "…a minimum threshold, consistent with HLC policy for considering skill sets, types of certifications or additional credential, and experiences that would meet tested experience requirements for specific disciplines and programs" are reviewed by the Faculty Affairs Committee and applied consistently during the hiring process and included in faculty member's documentation of offer of employment. Further the responsibility to ensure that faculty continue to be qualified is vested in the College and Department. Documentation is required and maintained at the College of appointment.

The Annual Academic Department Review and the newly adopted Annual Administrative Program Review require departments, programs, and units to demonstrate continuous quality improvement. As part of that review, academic and administrative units demonstrate the sufficiency of staffing. Academic Units are required to submit an annual report consisting of the Annual Departmental Report, the Annual Assessment Report, and Departmental Profile. The profile details the qualifications of faculty and provides data on faculty workload. OAA Memo 16-2 (Appendix M) and OAA Memo 16-3 (Appendix N) describe the requirements for the annual and seven year program review requirements.

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

The institution ensures all faculty are qualified and reviews qualifications upon application, offer, acceptance, and contract renewal. Faculty qualifications for Tenured and Tenure Track Faculty are centrally stored in the VCAA Office. Faculty qualifications for Continuing Lecturers, Clinical Instructors, and Limited Term Lecturers are maintained by the College in which they are appointed.

The College Deans and Department Chairs have primary responsibility to ensure the continuing qualification of faculty in academic programs they deliver. Oversight of and Guidance for the Colleges and Departments are provided by the Associate Vice Chancellor for Teaching and Learning. The Director of Assessment and Accreditation provides consultation to the Assistant Vice Chancellor on qualification issues related to HLC Accreditation.

IPFW has developed faculty qualifications descriptions for all dual-credit courses. The Fort Wayne Campus has established criteria consistent with the evolving HLC policy on qualified faculty and is implementing the new requirements on a schedule to bring the institution into full compliance by September 1, 2022 as allowed by the extension of time to meet compliance granted by HLC (Appendix Z). The Indiana Commission for Higher Education is partnering with all Indiana Higher Education Institutions to help bring dual enrollment into compliance as it relates to faculty qualifications. Additional detail on monitoring of faculty qualifications is provided in response to 4.A.4.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

The College Deans are responsible for the annual review of all faculty and instructors in their Colleges as specified. Each College requires an annual review of all faculty based on criteria deemed essential to the department, college, and university.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The annual review process at each College assures that instructors are current in their disciplines. Support is provided for travel to scholarly conferences for tenure and tenure track faculty members. The Institution provides teaching support the Center for the Enhancement of Learning and Teaching through workshops, a Fall and Spring Teaching Conference, Learning Communities, training and help in implementing the use of educational technologies, and additional programs focused on enhancing online teaching and learning environments. In addition, CELT assists faculty in documenting their teaching leading to certificates demonstrating a commitment to quality teaching as demonstrated through documented practice.

The Alliance for Teaching Enrichment is a new organization supporting faculty most interested in student success, quality instruction, and advancing the academic mission of the university. This faculty driven initiative provides avenues for professional peer support and development related to our teaching mission.

The Office of Sponsored Programs provides support and developmental opportunities for faculty engaged in or seeking opportunities to engage in sponsored research.

The Institute for Research, Scholarship, and Creative Endeavors provides support mechanisms including funding and training to faculty and students for research, scholarly activities, and creative endeavors. This faculty driven initiative provides seed funding through small grants for travel and research and creative activity support

5. Instructors are accessible for student inquiry.

Instructors provide office hours to assist students, assist with academic advising, and provide other support as appropriate. Office hours are posted on syllabi.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities are appropriately qualified, trained and supported in their professional development.

Staff members providing support to students are qualified. Professional advisors are provided training and continuing professional development. They work with faculty advisors through the advising council. In addition, advising council works to ensure all advisors are provided the information and training needed to ensure student success. The Student Affairs leadership team including the Dean of Students, and Associate Provost of Student Life hold terminal degrees in higher education and/or student affairs and ensure that their staff are adequately trained. Offices across the student affairs division serve students representing the diversity of our student body including offices focused on serving students with disabilities, veterans, international students, and underrepresented students. Tutoring services are provided by Faculty members through departmental efforts and through CASA. CASA provides tutoring training for peer tutors and maintains a staff of specialized tutors for courses across multiple disciplines. Professional development provided for student support areas includes funding for professional conferences, local professional development opportunities, and other training opportunities as needed.

3.D. The institution provides support for student learning and effective teaching

1. The institution provides student support services suited to the needs of its student population.

The Centers for Academic Success and Achievement (CASA) provide tutoring, supplemental instruction, writing assistance, a math testing center, a program for ESL students, and other services geared to best serve the population of the Fort Wayne Campus.

The university is committed to continual improvement of a multi-layered advising infrastructure geared at supporting student success. Presently a university wide assessment of advising is underway to determine how best to serve our students.

Student Success and Transitions provides services aimed at increasing student success through student orientation, advising, transfer services, and other services.

The Center for the Enhancement of Learning and Teaching, and The Alliance for Teaching Enrichment support faculty development activities aimed at improving instruction and learning.

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.

The Purdue University Fort Wayne Campus provides learning support and preparatory instruction based on student achievement prior to admission and testing services. State

policy restricts the delivery of remedial coursework to the state Community College system, Ivy Tech. Therefore, students needing remediation are referred to Ivy Tech.

Students admitted to the Fort Wayne Campus are directed to Placement Testing upon admission. Upon activating their "myIPFW" account, first time students are directed to take the "Writing Guided Self Placement", "Reading Placement", "Math Placement", and "Foreign Language Placement" tests.

The results from these tests and the academic achievement information are provided to the advisor for the initial advising visit. Students who have completed English composition and/or mathematics courses at previous institutions are referred to their advisor for placement. The advisor and student use this information to select the academic path that best supports their major or pathway.

Learning support for students is provided through The Centers for Academic Success and Achievement (CASA). CASA houses tutoring services, Supplemental Instruction, the Writing Center, the Math Test Center, and Group Study Rooms. To facilitate additional formal and informal interactions between faculty and students focused on student learning and achievement, learning commons areas were designed and constructed in Kettler Hall in 2015-16. These new areas feature open study areas, technology enhanced study stations, and closed study areas available by reservation.

The Student Success and Transitions Pathways Program was designed and implemented to allow students a targeted approach to choosing a major. The focus of the program is clustering common major areas that share common requirements to increase the likelihood students persist and complete degrees in a timely manner.

3. The institution provides academic advising suited to its programs and the needs of its students.

Academic Advising is provided by Faculty Members and Professional Advisors in the major area of study upon a student's acceptance into the major area of study. The Mastodon Advising Center advises students through their acceptance to the university to acceptance into their major department. Advisors are supported through resources and training to ensure that advising is professionally and consistently delivered. The Assessment Council is charged by the VCAA to provide training and support, to evaluate and report on the effectiveness of advising on the Fort Wayne Campus, to develop policies and practices consistent with best practices in advising, and to recognize and reward high quality advising efforts.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning.

The institution provides high quality learning infrastructure and resources necessary to support effective teaching and learning. The recent renovation of the library updated its capacity and utility as a technology enabled learning space. Recently an emphasis on Open Space Learning Centers in common areas has been emphasized consistent with the

needs of a campus serving largely nonresidential students. Direct student support for learning is available through multiple services offered by the Centers for Academic Support and Achievement and support for Faculty interested in improving their teaching is provided by the Center for Excellence in Teaching.

5. The institution provides to students guidance in the effective use of research and information resources.

Students are provided guidance in the effective use of research and information sources in formal classroom settings as part of research projects and through services provided by the Helmke Library. Purdue OWL and training for utilizing Purdue OWL are provided by the library. In addition, the library offers training sessions for individual students and on a group basis for students in a course if requested by a faculty member. In addition, multiple online tutorial materials were developed by and available through the library.

3.E. The Fort Wayne campus fulfills the claims it makes for enhanced educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Fort Wayne Campus students are engaged in multiple co-curricular activities that align with our mission as a regional metropolitan university and both residential and non-residential students. The Division of Student Affairs through the Student Life department engages students in transformative out-of-class learning experiences consistent with the Fort Wayne Vision Statement that integrate with their study, tie their educational pursuits to service in the community, celebrates differences in culture, background, and experience, and support the highest ethical standards of equity, fairness, transparency, and academic integrity.

2. The institution demonstrates any claims it makes about contributions to its students' experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

The Fort Wayne Campus claims for enhancing a student's educational experience are formalized in the Baccalaureate Framework. The Baccalaureate Framework is formally integrated and assessed in all academic programs including general education as required by the institutional assessment plan defined in SD 15-6.

Criterion Four. Teaching and: Evaluation and Improvement: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

The Fort Wayne Campus meets the criterion as demonstrated through achievement of the core competencies.

4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.

The Purdue University Fort Wayne Campus demonstrates responsibility for the quality of educational programs through the program review process. Academic Programs are reviewed on a seven-year cycle. Each year, all academic programs produce an Annual Assessment Report and an annual department/program quality report. The department/program report replaces the University Strategic Alignment Report (USAP) beginning in 2016-17. The newly designed annual department/program report includes sections on enrollment management and program viability. These sections were added to more closely align with and evaluate progress toward goals and outcomes defined in the Strategic Plan and Action Plan 41. The Annual Assessment Report is reviewed by a college level committee and the Director of Assessment. The department/program report describes the department or program's enrollment, departmental goal and outcome alignment with the strategic plan, resource alignment with departmental goals and outcomes, enrollment and retention reports aligned with the academic program metrics developed as part of the USAP process, and departmental/faculty/student achievements for the period. Every seven years, academic programs/departments prepare a comprehensive study of the department and engage in an external peer review process.

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

The Purdue University Fort Wayne Campus evaluates all credits it transcripts in accordance with SD 85-18 (Appendix X) to ensure that awarded credits reflect college level work at the appropriate level. Semester Credit Hours are the unit of measure for the completion of college level work. The Fort Wayne Campus follows Purdue University Guidelines for Credits (Appendix AA). 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. Definitions of each are provided in the Credit Hour Guidelines.

3. The institution has policies that assure the quality of the credit it accepts in transfer.

Institutional policy requires an official transcript of prior work from an institution that is accredited by a regional accrediting association, and limits transfers to student work that earned a C- or better. Credits are awarded, where appropriate, in accordance with the statewide transfer library or institutionally negotiated articulation agreements as equivalent to similar courses offered by the Fort Wayne Campus.

New courses are proposed through a remonstrance process that ensures the quality, rigor, and need for the course are reviewed. The process is described in a flowchart (Appendix BB).

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 assures 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.

Authority for the curriculum is jointly maintained consistent with shared governance principles. Courses and Academic Programs are approved through a remonstrance process which requires faculty review at multiple stages for approval. Prerequisites for courses are determined by the academic unit consistent with the progression of their curriculum. All curricula are mapped and programs assessed to ensure quality through the required Annual Assessment Plan requirement which includes multiple levels of review.

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 Division of Continuing Studies provides oversight, training, and support. The Division of Continuing Studies 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 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 (Appendix Z) 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 degree at least one level higher than the level of the course offered. The Division of Continuing Studies 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. A study of College and Department compliance with documenting qualifications for both Dual Credit Instructors and Limited Term Lecturers was conducted in summer 2016 and a report produced to clarify processes to ensure continued compliance (Appendix CC).

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. Accredited Programs are listed in Table 1 below:

Table 1: 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, http://www.abet.org	• A.S.-ARET • A.S.-CET • A.S.-EET • A.S.-IET • A.S.-MET
Accredited by the Engineering Technology Accreditation Commission of ABET, http://www.abet.org	• 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 Dental Association/Commission on Dental Accreditation	• Certificate in Dental Assisting • A.S. in Dental Hygiene • A.S. in Dental Laboratory Tech. • B.S. in Dental Hygiene
American Music Therapy Association (AMTA, formerly NAMT)	• B.S. in Music Therapy
Joint Review Committee on Education in Radiologic Technology (JRCERT)	• A.S. in Radiography • B.S. in Medical Imaging
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
National Council for Accreditation of Teacher Education (NCATE) and Indiana Department of Education/Division of Professional Standards	• B.S. in Education • M.S. in Education
National League for Nursing Accrediting Commission (NLNAC)	• A.S.-Nursing • B.S.-Nursing • M.S.-Nursing

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g. Peace Corps and Americorps).

The Fort Wayne campus evaluates the success of its graduates following graduation. The First Destination Survey is administered by Career Services and 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 most recent (2016) survey results are provided (Appendix DD). Prior year reports are available on the Career Services Website (https://www.ipfw.edu/offices/career/resources/).

Evaluation of graduates and their professional success after graduation is the responsibility of the Colleges and Departments. Documentation of graduate success is part of the Comprehensive Program Review and Annual Program Review.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The Fort Wayne Campus requires all academic units and the general education program to communicate their goals and expected outcomes, processes for assessing student learning in Sections 1, 2, and 3 of the Annual Assessment Report. The Annual Assessment Report Outline guides the academic unit annual reporting requirement. The

College Level Assessment Committees evaluate the assessment using the College Level Review Template. Both the Annual Assessment Report Template and the College Level Template were discussed and provided in the earlier discussion of the assessment plan.

The annual assessment reports will be available on the site visit and are publically available by College and academic unit at: http://ipfw.edu/offices/assessment/reports/reports-program.html.

2. The annual assessment report requires all academic units and the general education program to assess achievement relative to outcomes and track assessment results, interventions, and re-assessment results in section 4.

3. Section 5 of the report demonstrates how academic units are using information to improve student leaning and program quality and how they are communicating student achievement relative to outcomes and programmatic plans to improve student learning to internal and external stakeholders.

4. Faculty are involved in all aspects of the assessment process. The Assessment Plan was approved by University Senate consistent with shared governance principles, the assessment process is driven upward from the academic department or program to the College to the University Level review engaging multiple faculty in each process. The processes and methodologies are clearly described in the Assessment Handbook (Appendix EE), Assessment Workbook (Appendix FF), and tools for implementing the plan are provided through the Assessment Templates available for review at: ipfw.edu./assessment/.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

The Fort Wayne Campus is increasing its focus on retention, persistence, and completion rates. This commitment began with the expansion of the Vice Chancellor of Academic Affairs position to the Vice Chancellor of Academic Affairs and Enrollment Management. As part of that expansion, student affairs divisions charged with enrollment management were consolidated in the Academic Affairs area to better coordinate a program focused on retention to degree completion. An enrollment management plan has been developed (Appendix J) to guide the ongoing effort. A First Year Taskforce has been formed to support success in the critical first year of college. The CIRP is being administered in summer 2017 to inform the development of programs aimed at increasing student retention and persistence in the first year. NSSE is conducted on a three year cycle to provide insight on factors associated with student success and to compare the Fort Wayne Campus to similar institutions for the purpose of institutional

learning and improvement of the learning environment. Finally, goals and metrics for student retention and graduation are included as part of the Annual Departmental Review as well as a requirement to produce, monitor, assess, and evaluate a departmental level enrollment management plan.

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

The Office of Institutional Research (OIR) collects and analyzes persistence and completion data to meet a number of reporting requirements. The basis of this reporting starts with OIR census data collection procedures combines data elements from a variety of sources into a central repository for further research and analysis purposes. Externally, the OIR annually reports retention and graduation to IPEDS, Indiana Higher Education Commission (ICHE), and Consortium for Student Retention Data Exchange (CSRDE) longitudinal retention and graduation rate study, Student Achievement Measure (SAM) benchmarking survey, and various guidebook surveys. Internally, the OIR produces a 'student flow model' that tracks student cohort progression and completion disaggregated by student demographic, pre-collegiate academic performance, financial aid variables, major declaration, and other factors known to influence student retention and graduation.

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Data is being gathered to guide academic decision making related to persistence, retention, and graduation rates. The Program Review Process is formalizing enrollment management plans that include assessment and evaluation of activities related to enrollment management as part of the departmental annual reports. This expands the initial emphasis included as part of the 2nd iteration of the USAP Annual Report. Graduation and retention are included as a major metric of the departmental viability report and will be included as part of the Annual Departmental Reports. Institutional Research is developing Dashboards to provide reliable data on performance and in support of the metrics for program viability.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

Since the industry-wide standard is to follow federal reporting standards, the OIR implements these definitions on a semester-by-semester basis through our census data collection procedures. The important federal reporting definitions implemented is our identification of new student cohorts, student self-reported race and ethnicity, degree-seeking status used in the determination of Title IV financial aid funding, and the timing of the data collection process. Using these IPEDS definitions as the foundation of retention and graduation rate analysis, internal reports simply expands upon analysis reported to external agencies, such as the 'student flow model' noted above.

Criterion Five. Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

The Fort Wayne Campus meets Criterion Five as described below:

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

IPFW financial resources come from a broad range of sources, including state appropriations, student fees, gifts, grants, contracts, and auxiliary enterprises. The university's budget for 2016–17 included the following components:

Table 2: Sources of Funds — General Funds Budget 2006–17

Category	**Amount of Funding**
State Appropriations (General)	$42,430,293
State Appropriations (Fee Replacement)	$4,252,847
Student Fee Income	$58,149,169
Interest Income	$1,492,934
Other Income	$2,232,041
TOTAL GENERAL FUNDS	**$108,557,284**

In 2016-17, 43 percent of the university's general funds came from state appropriations, 53.6 percent came from student fees, with the remaining 3.4 percent coming from interest and other income.

Post Realignment Financial Security and Stability

The Ancillary Agreements provide for an orderly transition following the Realignment Effective Date of 7/1/2018. These agreements serve to support financial security and stability through defining the terms of the ongoing relationship between the Fort Wayne Campus and IUPUI as separate entities. The Purdue University Fort Wayne Campus will offer and deliver, and IUPUI will procure and pay Purdue for, various services to IU for

such term as may be provided in an applicable ancillary agreement. The Board's realignment agreement specifies that IUPUI will not seek alternative means of acquiring such services except to the extent otherwise provided through an ancillary or other agreement. Each ancillary agreement pertaining to such services will be for a term of three years, at the end of which it will automatically become evergreen with a two-year notice of termination provision, which notice may only be exercised during the notice window of June 1 – June 30 of each year.

The Fort Wayne Campus will offer and provide to Indiana Academic Mission (IUPUI) students at the Fort Wayne Campus those general education classes, courses and programs within a Purdue Academic Mission required by such students in order to fulfill their degree requirements (in addition to those required within their Indiana Academic Mission degree program).

Consistent with the arrangement and subject to the provisos described in the preceding paragraphs, students enrolling at the Fort Wayne Campus in a major, degree or program within an Indiana Academic Mission will be expected to enroll in the general education classes, courses and programs offered by Purdue at the Fort Wayne Campus.

IU will procure and pay The Fort Wayne Campus for, such general education classes, courses and programs for a period of time consistent with the term arrangements described in the preceding paragraphs.

2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Table 3: Allocation of Funds — 2016-17

Uses of Funds	**% of General Funds Budget**
Instruction/Department Research	46.7%
Physical Plant	14.6%
Staff Benefits	3.0%
Support Areas*	12.1%`
Student Services	3.1%
Central Services	10.9%
Fee Remissions	4.7%
Debt Service	4.9%
TOTAL	**100.0%**

*Support Areas include General Administration and General Institutional Services

The current Management Agreement specifies that Purdue University is responsible for financial affairs at IPFW. Under this arrangement, the IPFW request for state appropriations is submitted through Purdue University. IPFW is, however, a separate line item in the state budget appropriation bill. With the realignment, concerning the Fort Wayne Campus, there will be an unbroken continuity of the present fiduciary responsibilities. The Fort Wayne Campus will be under the same management practices as before the realignment without interruption to the same policies, practices and procedures which currently exist under present Management Agreement.

Other Financial Resources.

Overhead funds derived from Grants and Contracts are used to provide matching funds for future grants and to support research activities in other areas. Among the several auxiliary enterprises, Student Housing and Parking Operations are the largest. Income from parking fees is dedicated to the continued improvement of roadways and parking facilities. Gifts to IPFW through Advancement have averaged $5.3 million a year over the last 5 years. These gifts are used for the purposes designated by the donors, including student scholarships, endowed chairs, departmental support, projects, and modest amounts of discretionary funds.

3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

IPFW developed Plan 2020 in 2014 as a long range strategic initiative to align the University Mission and Goals. It developed a set of metrics across four categories deemed vital to ensure the institution maximizes its resources, and is accountable for developing and managing those resources in service to four primary goals. These goals were: a) Foster Student Success, b) Promote the Creation, Integration, and Application of Knowledge, c) Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competiveness, and d) Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization.

Upon adoption of the strategic plan, the University Strategic Alignment Process was initiated to specifically align university resources based on data and strategic level planning. This two year process engaged each academic and administrative unit in the University in developing Strategic Action Plans and Unit Level Metrics. The continuing assessment and evaluation of progress relative to these metrics, as well as the development, measurement, evaluation, and continued use of assessment and data analysis to continually improve operations was developed into Annual Administrative Reviews for each administrative units and Annual Academic Program Reviews for each academic unit. Further, a Programmatic Self-Study process was refined for academic units to include the annual assessment reports, departmental annual reports, and departmental profiles. The departmental annual reports include reporting on the specific viability metrics focused on ensuring the economic "viability" of academic units. A

parallel process is being developed for the Administrative Units and will begin in fall 2017.

4. The institution's staff in all areas are appropriately qualified and trained.

The financial affairs leadership, management, and staff meet educational and experience standards appropriate to their positions. All senior leadership has multiple years of experience in either Higher Education or the non-profit sectors.

***5.** The institution has a well-developed process in place for budgeting and for monitoring expense.*

The operating budget process begins with the Office of Budget and Planning working with Administration to project revenues for the upcoming period. Based on expected revenues, an expenditure budget plan is developed through a process that provides opportunities for widespread input. Operating with budget guidance provided to them, unit and department heads submit their requests to their deans/directors, who then prioritize the requests and pass them on to their respective vice chancellors. At the appropriate time, the chancellor and vice chancellors submit their respective area budgets to Budget and Planning. This information is then shared with the University Budget Committee. This committee is comprised of representatives from across the university and includes both faculty (6 in total, 1 from each college), staff (6) and representatives from Student Body Government (1), Budgetary Affairs Subcommittee (1) Faculty Senate (1) and the Budget Office (1). The Chancellor and Vice Chancellors present their respective budget proposals and requests to this committee. Based upon funds available, the committee makes recommendations to the chancellor to help prioritize the requests for inclusion in the budget plan. Ultimately, the budget plan is submitted to the Purdue University Board of Trustees for approval. Following approval, budget allocations to departments are made. The departments and schools have a significant degree of autonomy in authorizing expenditures.

Typically, the first priority to be addressed in the budget plan is that of unavoidable cost increases, e.g., utilities and staff benefits (promotion increments, Social Security, group insurance, and retirement programs). The consideration of other priority needs, such as salary increases, supply budget increases, library and technology support, new positions, and program initiatives follow. Depending upon expected revenues for the period and overall campus priorities, reallocation of existing budget resources are factored into the budget plan. The state also provides (a) new facility funds through a somewhat separate capital budgeting process and (b) renovation funds through a formula that considers amounts of space, age of facilities, and infrastructure.

State appropriation is crucially important to the campus revenue budget, and thus also to the campus expenditure budget. State appropriation for the operating budget comprises approximately 43 percent of total general fund revenues, a percentage that is the same as it was in the 2009-10 budget year.

5B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The governing board for the Fort Wayne Campus will continue to be the Purdue University Board of Trustees. The Indiana Commission for Higher Education (ICHE) is the state's coordinating board and provides the overall framework for public institutions in Indiana. While the Fort Wayne Campus operates with a some autonomy in its financial operations and a great deal of autonomy in its academic operations, the Board of Trustees provides oversight and support. The chancellor, university senate, and student government provide regular updates to the Board of Trustees to inform decisions that affect the Fort Wayne Campus. The Purdue University Board of Trustees periodically convenes their Board Meeting on the Fort Wayne Campus which increases their knowledge of the institution.

2. The institution has and employs policies and procedures to engage its internal constituencies - including its governing board, administration, faculty, staff, and students - in the institution's governance.

The Fort Wayne Campus has and employs policies and procedures to engage its internal constituencies in institutional governance. The University Senate actively engages faculty through the development and implementation of academic policies consistent with a traditional operational paradigm of shared governance. The Administrative and Professional Staff Advisory Council and Clerical Staff Advisory Committee provide avenues for active representative participation in the governance process. Student Government formulates policies governing the activities and welfare of the student body and serves in an advisory capacity for university administration and faculty. The Purdue University Board actively engages internal constituents through regular inclusion in agenda items and periodic meetings on the Fort Wayne Campus.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy and processes through effective structures for contribution and collaborative effort.

The Fort Wayne campus involves administration, faculty, staff, and students in setting academic requirements, policy and processes through the bodies listed in "2" above. In addition, curriculum committees at the college level, the general education sub-committee, the assessment council, actively engage in approval of advancing proposed changes and additions to courses and programs through a remonstrance process. The University Senate actively engages in policy development and implementation through the approval of Senate Documents. The Vice Chancellor of Academic Affairs regularly engages in the development and implementation of policy related to academic operations. Formal assessment and program review processes are operational for both academic and

administrative affairs engaging all units in a continuous improvement process that informs policy, procedures, and academic requirements.

5.C. The institution engages in systemic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.

The recent implementation of a strategic plan followed by a two year strategic alignment process (USAP) demonstrates the intentionality of the Fort Wayne Campus in aligning resources with missions and priorities. This process led to unit level plans across all academic and administrative units which form the basis for ongoing development and evaluation of performance relative to those plans through the Administrative Program Review Process and Academic Program Review Process discussed throughout this application for change in organization.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

The Program Review Process, Assessment Process, and Budget Processes are aligned and provide the foundation for evaluating programs and using results of the evaluation of operations to inform planning and budgeting. The assessment of student learning is one of three major documents included in the annual departmental review for academic units and along with specific performance metrics for enrollment management informs planning and budgeting. The newly adopted Administrative Program Review evaluates the operational performance of administrative units with metrics, planning and budgeting.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituency groups.

The foundation of all the planning processes engages both internal and external constituents. The Chancellor's office convenes both a University Council and the Community Council. The University Council engages the Chancellor and each Vice Chancellors' direct reports to discuss upcoming projects, give updates, and engage in important discussions across multiple levels of management. The University Council fosters close ties with the community, region, and state. Academic Program Review requires an external peer review process to ensure the quality and relevance of academic programs on campus. The USAP process engaged the campus broadly in planning and that engagement continues through the program review processes established to sustain processes related to strategic initiatives and goals of the university. Multiple colleges and programs engage community councils to help ensure alignment of academic programs with the needs of external constituents.

4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

The USAP process specifically created a framework for planning on a basis of a sound understanding of current capacity. The Annual Program Review Processes for both Academic and Administrative Units specifically require planning that anticipates impacts of both internal and external events. The focus of the current metrics in the Academic Program Review Annual Report is on enrollment management recognizing the impact of changes in enrollment on departmental viability. Recent actions to consolidate and, in some cases, discontinue specific low-enrollment programs based on metric performance demonstrate the commitment to ensuring long term institutional health.

5. Institutional planning anticipates emerging factors such as technology, demographic shifts, and globalization.

The strategic planning process, USAP process, and evolution of USAP to Academic and Administrative Program Review requires units to anticipate and plan based on both the current and projected environments they operate in. This includes understanding how technological change impacts the institution from an operational perspective as well as from an academic program planning perspective. Changes in the population demographic dynamics of the Fort Wayne Region are regularly considered in relationship to enrollment management and program development.

5. D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.

As evidenced in detail through the assessment and program review processes discussed, the institution is focused on leveraging evidence to improve performance. From an operational perspective, the operationalization of the Strategic Plan through USAP to annual reporting through the Program Review Process are critical to institutional decision making. The ongoing development of institutional dashboards by the Office of Institutional Research to support evidence based decision making ensures that the institution continues to evolve its capacity for informed action.

2. The institution learns from its operational experience and applies that learning to improve institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Organizational learning and action are a focal point of the program review and assessment strategies at the Purdue Campus. The foundation for both is a philosophy of using assessment and evaluation information to continually improve unit and institutional performance. The informal but intentional integration of assessment and institutional research activities further supports an environment focused on evidence based practice, organizational learning, and continuous improvement.

Table 4: Appendices

Appendix	Document	Page(s)
A	Amended Management and Academic Mission Agreement	
B	LSA Report	
C	Management Agreement Amendment 1	
D	Management Agreement Amendment 2	
E	2014-15 USAP	
F	2015-16 USAP	
G	Plan 2020 (IPFW Strategic Plan 2014-2020)	
H	Action Plan 41	
I	Current Enrollment by Modality (Fall 2016)	
J	Projected Enrollment	
K	Enrollment Management Plan	
L	Annual Program Review Template	
M	OAA Memorandum 16-2	
N	OAA Memorandum 16-3	
O	Administrative Program Review Draft Outline and Implementation Timeline	
P	Faculty Profiles	
Q	SD 15-6	
R	College Level Assessment Report Review Template	
S	ICHE Policy on IPFW	
T	SD 91-6	
U	SD 99-19	
V	SD 15-18	
W	College Costs Disclosure	
X	SD 85-18	
Y	SD 15-15	
Z	HLC Letter Extending Compliance Timeframe for Dual Credit Instructor Qualifications	
AA	Purdue University Guidelines for Credits	
BB	Remonstrance Flowchart	
CC	Study on Dual Credit and Limited Term Lecturers	
DD	First Destinations Study	
EE	Assessment Manual	
FF	Assessment Handbook	

Appendix A:
Amended Management and Academic Mission Agreement

AMENDED MANAGEMENT AND ACADEMIC MISSION AGREEMENT
INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

THIS AMENDED **AND RESTATED** MANAGEMENT AND ACADEMIC MISSION AGREEMENT (the "Agreement") dated as of July 1, 2013, extends for one year and **amends and restates** that certain Management and Academic Mission Agreement originally entered into effective July 1, 2008 (**the "Prior Agreement"**), between THE TRUSTEES OF INDIANA UNIVERSITY (Indiana) and THE TRUSTEES OF PURDUE UNIVERSITY (Purdue) to provide for the management, operation and academic mission of Indiana University-Purdue University Fort Wayne. **As amended and restated, this Agreement supersedes the Prior Agreement.**

1. Effective Date. On and after July 1, 2013, (effective date) the campus of Indiana University and Purdue University in Allen County, Indiana and its regional sites (IPFW) shall be managed as provided in this Agreement. This Agreement becomes effective immediately upon approval of the Trustees of Purdue University and Indiana University, and ends on June 30, 2014, unless terminated mutually by Indiana and Purdue before that date.

2. Responsible Corporation. Purdue is hereby designated as the responsible corporation with full power, authority and responsibility to manage and operate IPFW for the benefit of Indiana University and Purdue University and do all things necessary and proper for that purpose. In the management and operation of IPFW, Purdue shall act in its own name and shall not act or be deemed to act as the agent of Indiana University; Purdue hereby indemnifies and agrees to hold harmless Indiana University against any cost, expense, loss, damage or liability whatsoever on account of any undertaking, act or omission on the part of Purdue with respect to the management and operation of IPFW under this Agreement (excepting therefrom those acts or omissions on the part of Indiana University pertaining to its responsibilities under this Agreement).

3. Assignment of Academic Missions. Indiana University and Purdue University shall be assigned specific academic, research and public service missions in the operation of IPFW as mutually agreed upon from time to time and approved by the respective Boards of Trustees. The current assignment of missions is as follows:

   A. Indiana University has been assigned the following academic mission areas:

      (1) Allied Health Sciences
      (2) Business
      (3) Dental Education
      (4) Economics
      (5) Education, including Health, Physical Education and Recreation*
      (6) English and related disciplines
      (7) Fine Arts
      (8) General Studies
      (9) Geosciences
      (10) History
      (11) Informatics
      (12) International Language and Culture Studies
      (13) Labor Studies
      (14) Liberal Studies
      (15) Library and Information Sciences
      (16) Radiography
      (17) Music
      (18) Political Science
      (19) Public Policy
      (20) Sociology and Anthropology
      (21) Women's Studies

**Purdue University has curriculum authority over all secondary education programs offering majors in disciplines of their mission assignments. Indiana University acts in a service capacity*

in these areas where Purdue has the mission. With regard to minor areas, the teacher certification endorsements will be under the control of that University which awards the degree.

B. Purdue University has been assigned the following academic mission areas:

(1) Agriculture and related disciplines
(2) Audiology and Speech Sciences
(3) Biology and related disciplines
(4) Chemistry
(5) Communication
(6) Computer Science
(7) Consumer and Family Sciences
(8) Engineering
(9) Engineering Technologies
(10) Hospitality Management
(11) Human Services
(12) Mathematics (including Statistics)
(13) Nursing
(14) Organizational Leadership and Supervision
(15) Philosophy
(16) Physics
(17) Psychology
(18) Theatre
(19) Women's Studies

C. Mission Responsibility and Authority. The institution which holds the mission in a particular profession or disciplinary field (1) shall have full control of all curricula in the field, including extensions thereof, (2) shall award all credit and degrees (associate, baccalaureate, professional and/or graduate) in the field, and (3) shall supply all services or support courses in that field required by students pursuing degrees in a different field with the other institution, and (4) shall approve the appointment of the dean or director of a school, college, or division,

but in the case of a school, college, or division containing missions of both Universities, such an administrative appointment will be approved by the Presidents of both Universities. With the exception of certain professional degrees (e.g. Nursing and Business), Master's and doctoral education programs are system-wide responsibilities of Indiana University and Purdue University. Existing assignments of responsibility for secondary mission areas, including the Library, will continue unchanged.

D. New Departments and Programs. When new departments and programs are created the appropriate Indiana University or Purdue University academic mission area will be proposed by IPFW and approved by either Indiana University or Purdue University, as appropriate. Indiana University or Purdue University will then secure required state approvals.

4. Administration. The Chancellor is the Chief Executive Officer of the Fort Wayne Campus. He/She will be appointed and employed by Purdue University with approval of Indiana University and will report to the Purdue President. All other administrative officers will also be appointed and employed by Purdue University.

5. Faculty. Purdue will appoint and employ all new full-time and part-time faculty members, including those who function in Indiana University mission areas. All faculty functioning in Indiana University mission areas shall hold regular faculty appointments (not adjunct appointments) at Indiana University, and shall hold or earn campus-specific tenure at Indiana University. Academic rank designations and changes therein from time to time, for personnel functioning in Indiana mission areas, shall be specified by Indiana; and for such person, initial salary levels, and subsequent adjustments will be established by Purdue University in consultation with Indiana University. All members of the faculty, regardless of their initial appointment, will continue to earn or have campus-specific tenure. All new appointees will be on the Purdue pay and benefits plan; continuing Indiana University faculty will have the option to select the Purdue program if they so desire.

6. Students.

   A. Admissions and Student Records. All students will be admitted as either Indiana or Purdue students in accordance with the degree program elected by the student and using the standards of Indiana and Purdue. Academic records will be maintained and documentation furnished as required by each institution for the granting of degrees.

   B. Fees. Purdue shall establish, charge, and collect all tuition, fees and other charges from students and others using the facilities of IPFW.

   C. Student Organizations and Discipline. Purdue shall be responsible for all policies related to student matters. IPFW student rights, responsibilities and standards of conduct will be established by campus administrators in consultation with the student and faculty government organizations and with the IPFW Community Advisory Council and shall be consistent with the principles established by Purdue and Indiana Universities.

   D. Student Financial Assistance. Purdue shall manage all student financial assistance policies, including those related to awarding scholarships, grants and loans to students. Funds may be made available for financial aid purposes by both Indiana and Purdue. Purdue shall be responsible for the collection of long-term student loans.

7. Administrative Clerical and Service Personnel. All administrative, clerical and service personnel of IPFW shall be employed by Purdue which shall be solely responsible for such personnel.

8. Vacation and Other Benefits to Indiana Personnel. All Indiana personnel, including faculty, who are subsequently employed by Purdue shall be given credit for past service

to Indiana whenever such service is a factor in determining salaries, wages and fringe benefits, and all such personnel shall be entitled to all vacation and sick leave earned.

9. Business Operation. From and after the effective date, Purdue will continue to be responsible for all business operations of IPFW. On the effective date, Purdue will continue all responsibility and liability for accounting, purchasing, contracts, fiscal management and control, telephone operations, parking facilities, safety and security, custodial services, building maintenance, building operations and insurance and utility charges for services rendered after the effective date. The foregoing are examples of areas of Purdue responsibility and not limitations. Purdue's role in the business operation of IPFW shall be construed broadly to undertake all things necessary and proper for the benefit of Indiana University and Purdue University.

10. IPFW Senate. The IPFW Senate will be delegated the usual responsibilities of shared governance, including review and recommendation of policies and procedures regarding the curriculum, the academic calendar and other appropriate faculty and student matters.

11. IPFW Community Advisory Council. The IPFW Community Advisory Council will consist of up to fifteen members, serving three-year staggered terms. The Presidents of Indiana and Purdue and the Chancellor will each appoint five members of the Council. One member appointed by each President shall be a Trustee of Indiana or Purdue. Three members shall be alumni of IPFW. The operative needs of the Council shall be provided by the Chancellor's office, including but not limited to, clerical, meeting facility and minor budgeting items. The Council will annually elect its own officers. The Council will meet periodically to perform its responsibilities under this Agreement and advise the Chancellor on matters relevant to IPFW including, but not limited to, campus operations, future development and budget requests to the state.

12. Sponsored Programs. Purdue will administer sponsored programs under the existing policies and procedures. Indirect costs recovered from grants and contracts awarded to the Fort Wayne Campus shall be a part of the operating funds for the Fort Wayne Campus.

13. Patents and Copyrights. All patents and copyrights resulting from discoveries, inventions and material conceived or prepared prior to July 1, 1993, by Indiana or its personnel shall remain the property of Indiana. All subsequent patents and copyrights related to the activities of IPFW personnel shall be the property of Purdue.

14. University Coordination. The Presidents will continue to consult regularly regarding recommendations made by the Chancellor on all major matters such as, budgets, key personnel appointments, benefit policies, legislative issues, including appropriation requests, major capital improvements and community concerns. The Trustees of Indiana and Purdue, recognizing the need for IPFW to develop unique policies and practices in support of its own mission, ask the Presidents to encourage within the University systems opportunities for flexibility and autonomy and ask the Chancellor to consult regularly with the IPFW Community Advisory Council about such policies and practices.

15. Binding Effect. This Agreement shall be legally binding upon Indiana and Purdue when authorized and approved by the respective Boards of Trustees and executed by duly authorized officers.

Executed_____
The Trustees of Purdue University

By _____
Mitchell E. Daniels, Jr.
President

Attest:

ss: _____
Janice A. Indrutz
Corporate Secretary

By _____
Al V. Diaz
Executive Vice President
for Business and Finance and Treasurer

Executed _____
The Trustees of Indiana University

By _____
Michael A. McRobbie
President

Attest:

ss: _____
Robin R. Gress
Secretary

By _____
MaryFrances McCourt
Treasurer

Appendix B:
LSA Report

INDIANA LEGISLATIVE SERVICES AGENCY (LSA)

REPORT ON ROLE AND GOVERNANCE OF INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE (IPFW)

George T. Angelone
January 15, 2016

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Report on Role and Governance of Indiana University-Purdue University Fort Wayne (IPFW)

1 EXECUTIVE SUMMARY

The Indiana General Assembly directed the Legislative Services Agency (LSA) to evaluate the role and governance of Indiana University-Purdue University Fort Wayne (IPFW) and potential models for its role and governance. IPFW, like Indiana University Purdue University Indianapolis (IUPUI), a student attending IPFW can earn a degree from Purdue University (Purdue) or Indiana University (IU).

In order to carry out the dual purpose of assisting Purdue and IU with a parallel study of the role and governance of IPFW and assisting LSA with its study, the 2015 Chair of the Legislative Council, Senator David Long, formed a working group consisting of representatives of the universities and the community. The working group developed a proposal in which it recommends that Purdue and IU continue their presence in Fort Wayne under a new governance model. The proposal recommends replacement of the present shared governance model "with a clear designation that Purdue University will be the governing entity of the campus." The proposed model would realign the academic mission areas assigned to each university, with IU focused on fewer academic mission areas and principally in health service fields. IPFW would become a campus in the Purdue system. In those academic mission areas in which IU is assigned responsibility, IU would have sole operating and management responsibility. In addition, Purdue and IU would commit to enhancing the educational and research opportunities in Fort Wayne, including the development of an inter-professional medical education center, and to providing additional educational services supportive of the medical device and advanced manufacturing sectors of the Northeast Indiana economy. The proposal and comments from the Chancellor of IPFW appear in this report as appendices.

Based on evaluation of data and the proposal of the working group, LSA makes the following findings and recommendations:

- ROLE: For over a decade, the Commission for Higher Education has established, and Purdue and IU have agreed to support, clear goals and policies for IPFW, which include expanding both baccalaureate and master's degree programs, being involved in research projects and activities that support local and regional economic development, and improving student success and degree completion.
- PERFORMANCE: Over the past decade, the external and internal governance structures for IPFW have not produced substantial growth in the areas of teaching and research that are important for the well-being of Northeast Indiana and its citizens, for example, a gap in offered bachelor's, master's, and doctoral or professional degrees affecting at least 17 occupational fields and 15 degree and certificate programs.
- REALIGNMENT PROPOSAL: The realignment proposal from the IPFW Working Group presents a clear, specific path toward improving the delivery of teaching and research services in Northeast Indiana.

- TRANSITION TEAM: A transition team directly responsible to the Presidents of Purdue and IU, with substantial consultation from IPFW faculty, staff, and students and the Northeast Indiana community, is necessary to work through the policy, funding, and operational issues related to the realignment proposal.
- PARALLEL STATE REVIEW: A parallel evaluation by the Commission for Higher Education is necessary to evaluate how best to adapt state policies related to funding, program approval, and mission differentiation in order to accomplish the delivery of teaching and research services to Northeast Indiana.

2 STATUTORY AUTHORITY

The Indiana General Assembly enacted legislation, codified in IC 2-5-21-9, that directed the LSA to evaluate, in 2015, the role and governance of IPFW and potential models for the role and governance of IPFW. The statute provides that the study may cover any subject that is relevant to the role or governance of IPFW. IC 2-5-21-9 directs that LSA's final report be distributed to the Legislative Council before January 16, 2016.

IC 21-26-5-6 requires Purdue and IU, in consultation with the Chancellor of IPFW, the IPFW Community Council, and the IPFW Faculty Senate, to conduct a parallel study to evaluate the role and governance of IPFW and explore options for improvement of its role and governance. Purdue and IU were directed to coordinate the study with the evaluation conducted under IC 2-5-21-9. IC 2-5-21-9 directs that the LSA report include, as an appendix, any role and governance proposals or plans recommended by and agreements entered into by Purdue or IU (see Appendices E, F, and G).

3 INTRODUCTION AND REASONS FOR STUDY

IPFW is a public university campus located in Fort Wayne, Indiana. Although IPFW has been delegated substantial operational autonomy, Purdue is solely responsible for managing and operating IPFW under an agreement entered into between the Boards of Trustees of Purdue and IU. Based on Fall 2015 total headcounts, IPFW is the sixth largest public university campus in Indiana that grants four-year bachelor's degrees, slipping from fifth largest in 2014.[1] IPFW is accredited at the institutional level by the Higher Learning Commission.[2] IPFW has also taken voluntary steps to obtain accreditation for specific programs and departments from 15 national organizations[3]. In addition, IPFW's community involvement qualifies it for inclusion with only 340 other public and private higher education institutions in the Carnegie Community Engagement Classification.[4]

Like students enrolled at IUPUI, students enrolled at IPFW are eligible to take classes and use curricula leading to a degree awarded in the name of Purdue or IU. Table 1 summarizes the level and number of degrees offered and the number of degrees awarded in the 2014-2015 academic year.[5]

Table 1. Degrees Awarded at IPFW in the 2014-2015 Academic Year

Level of Degree (Number of degree titles offered)	IU	Purdue	TOTAL
Certificate (30)	84	13	97
Associate (13)	128	103	231
Bachelor's (62)	729	645	1,374

Table 1. Degrees Awarded at IPFW in the 2014-2015 Academic Year			
Level of Degree (Number of degree titles offered)	**IU**	**Purdue**	**TOTAL**
Master's (22)	118	47	165
TOTAL	1,059	808	1,867
* Some degree programs also offer specialization areas not separately counted in this table.			

Despite the goals and policies set by the Indiana Commission for Higher Education (ICHE) and acknowledged by Purdue and IU, implementation of management initiatives (particularly under the direction of the current chancellor), improvements in IPFW's financial position (see examples in Appendix H), and support from the citizens of Northeast Indiana:

- IPFW has seen no substantial growth or negative growth in degree-seeking enrollment, in the number of master's degrees granted, in research funding, and in charitable giving.
- IPFW has a lower IPEDS or "student right to know" graduation rate than its peers and IUPUI but ranks better when students who transfer from IPFW to another college are counted.
- Time to completion for most full-time graduates from IPFW is 150% to 200% longer than the "normal time" to complete degree programs.
- Addition and expansion of degree programs at IPFW have lagged behind the needs of businesses, government, and nonprofit entities in Northeast Indiana for qualified graduates at the bachelor's, master's, and doctoral and professional degree levels, with the gap impacting at least 17 occupational fields and 15 degree and certificate programs.

In response to these and other issues, the Indiana General Assembly commissioned legislative study committees in 2012[6] and again in 2013[7] to study the governance and operation of IPFW. In addition, IPFW and other nonprofit groups in Northeast Indiana have commissioned a number of reports that either have recommended that adjustments in campus services, governance, and financing be instituted at IPFW or more generally recommended that educational resources be devoted to unmet needs of the business and larger Northeast Indiana community. These reports include a 2013 study summarized in a report entitled "Talent Resource Considerations Aligned to Regional Employers" (CHORUS Report)[8] and a 2014 study entitled "IPFW Roles and Governance Report" (PolicyAnalytics Report).[9]

4 CURRENT ROLE

IPFW provides local access in Northeast Indiana to a highly skilled university faculty, with all the benefits that accrue from bringing this valuable human resource into close proximity to the people they serve. A secondary benefit arising from its current governance arrangement has been that IPFW provides local access in Northeast Indiana to the resources available through the larger Purdue and IU systems, including the opportunity to earn a Purdue or an IU degree. To this extent, IPFW has a unique mission that is not duplicated by the main campus of Purdue University at West Lafayette (PU-WL), the main campus of Indiana University at Bloomington (IU-BL), or any other public or private institution in Indiana.

IPFW's most visible educational service, and the service to which most of its resources are devoted, is the delivery of teaching services, with emphasis at the undergraduate level. Since 1972, IPFW has nearly doubled the total number of credit hours taught in Fort Wayne, currently providing 268,099 credit hours of teaching services as reported in IPFW's "2014-2015 Statistical Profile."[10] Since 1988, IPFW has also

increased the number of continuing education course hours it delivers by over 400%, currently offering 49,735 course hours.[11]

IPFW's students almost exclusively live in Northeast Indiana. In the last five years, for example, Allen County residents made up between 51.1% and 53.2% of the students enrolled in IPFW, and students from surrounding counties accounted for between 30.1% and 32.7% of IPFW's total enrollment. Less than 5.6% of the students came from outside Indiana.[12]

Shifts in the degree-related services provided by IPFW have shifted with changes in state policy:

- With the creation of Ivy Tech Community College of Indiana (Ivy Tech), the number of associate degrees awarded by IPFW has decreased. IPFW awarded a high of 668 associate degrees in 1984 but was down to 264 associate degrees in 2014.[13]
- With increased emphasis on permitting high school students to take college level classes, IPFW's nondegree-seeking enrollment has increased from 386 students in Fall 2000 to 3,442 students (27.06% of its 12,719 total student enrollment) in Fall 2015.[14] All of the increase in the number of nondegree-seeking students has come from enrolling high school students in dual credit courses. Dual credit courses are taught primarily to high school students in a high school building by high school teachers throughout the regular school day. IPFW is required to approve the individuals who will teach the dual credit courses and monitor the quality and delivery of dual credit instruction, but the school corporation is responsible for hiring and compensating the personnel.[15] Through IPFW's Collegiate Connection™, some high school students may take classes on the IPFW campus or through an online arrangement. Fees are discounted for classes taken at a high school and for some other courses. Course completion and course grades are maintained for the student on a college transcript and, at the election of the student, may be transferred to an institution other than IPFW. [16] Table 2 summarizes the growth of nondegree-seeking students at IPFW.[17]

Table 2. Headcount of Nondegree-Seeking Students Enrolled in IPFW

	2000	2009	2011	2012	2013	2014	2015
High School Dual Credit	-	-	1,903	2,438	3,047	3,298	3,323
Undergraduate/Other	247	791	50	78	86	62	91
Graduate	139	75	47	44	35	25	28

With increased state emphasis on graduating students with bachelor's degrees, that number has increased at IPFW. Over the last 15 years, the number of bachelor's degrees awarded through IPFW has increased by 92.7% from a low in 2001 of 713 to 1,374 in 2015.[18]

Over the same 15 years, the number of graduate degrees awarded through IPFW has not grown. The number of awarded master's degrees has oscillated between lows of 163 in 2005 and a high of 257 in 2012 and 2013. The median or midpoint (as calculated in MS Excel) for the number of graduate degree annually awarded through IPFW is 210. All of the awarded graduate degrees were at the master's degree level.

5 CURRENT GOVERNANCE STRUCTURE

IPFW is accountable to five levels of governance:

- The Indiana General Assembly.
- Controls, policies, and guidelines established by ICHE.
- For accreditation purposes, standards set by the Higher Learning Commission (HLC), a nongovernmental accrediting entity.
- Controls, policies, and guidelines established for the Purdue University System by the President of Purdue and the Board of Trustees of Purdue. For the limited purposes specified below in this report, IPFW is also subject, in courses leading to a degree from IU, to the academic standards established for the IU system by the President of IU and the Board of Trustees of IU.
- Internal controls, policies, and guidelines established at IPFW under the leadership of IPFW's chancellor.

As a public, state educational institution, IPFW is subject to the general policies and budgets enacted by the Indiana General Assembly. By law, IPFW is also subject to the policies set by ICHE. ICHE has authority to approve new programs and recommend capital and operating budgets for IPFW to the Indiana General Assembly. ICHE's current policies concerning IPFW are summarized in the document entitled "Policy on Indiana University Purdue University Fort Wayne," which was adopted on June 11, 2015.

For purposes of obtaining recognition as an accredited university, IPFW voluntarily seeks to meet the criteria specified by HLC. IPFW is fully accredited by HLC and has been since 1974 (41 years). HLC is an independent corporation, whose predecessor was founded in 1895 as one of six regional institutional accrediting bodies in the United States. HLC accredits degree-granting postsecondary educational institutions in the North Central region of the United States.

IPFW is governed as part of the Purdue system as the result of a management agreement between the Board of Trustees of Purdue and the Board of Trustees of IU[19] (Management Agreement).[*] With nearly 75,000 students, the Purdue system is one of the largest university systems in the United States. Its main campus is in West Lafayette (PU-WL). It includes a regional campus in Hammond (Purdue Calumet (PU Cal)), a regional campus in Westville (Purdue North Central), a statewide technology program (Purdue Polytechnic Institute), extension centers, technical assistance programs (TAP), technology parks, and continuing education programs. Purdue is currently working on a merger of PU Cal and Purdue North Central.

Purdue has ultimate authority and responsibility to manage and operate IPFW for the benefit of Purdue and IU. IPFW's chancellor is appointed by Purdue, with the approval of IU. Purdue has the authority and responsibility for:

- Appointing and employing all full-time and part-time IPFW faculty members and support staff, including faculty who teach courses leading to a degree from IU.

[*] The current version of the management agreement is entitled *Amendment No. 1 to the Amended Management and Academic Mission Agreement Indiana University-Purdue University Fort Wayne*. The current management agreement was extended by action of the Indiana General Assembly to be effective through June 30, 2016. (See, IC 21-26-5-5).

- Conducting IPFW business operations.
- Establishing IPFW policies related to student affairs.
- Managing IPFW student financial assistance policies.
- Constructing and maintaining IPFW property.
- Administering grants, contracts, and other sponsored programs for IPFW.

The main campus of Purdue provides a number of centralized services to IPFW, and the Board of Trustees for Purdue approves budgets and overall policies for IPFW. The Board of Trustees of Purdue assigns responsibilities related to academic affairs, finance, ethics and compliance, research and partnerships, and public affairs to executive vice presidents on the main campus who report directly to the President of Purdue, and responsibility for legal matters to the legal counsel located on the main campus of Purdue.

Although the Board of Trustees of Purdue and Purdue's president have ultimate authority and responsibility to manage and operate IPFW, the Board of Trustees of Purdue has delegated many programmatic and operational responsibilities to the IPFW chancellor, as executive officer of IPFW. These include:

- Programmatic mission and responsibilities of organizational units.
- Budget development and management in accordance with Purdue policy and guidelines and all applicable statutes in collaboration with the treasurer and chief financial officer.
- Employment and appointment actions for all staff, other than direct reports, in collaboration with the treasurer and chief financial officer.
- All other operational duties related to the management of the areas of responsibility not otherwise assigned to another executive office of Purdue by its board of trustees.
- Matters related to intercollegiate athletics with respect to IPFW.[20]

IU has no responsibility for the management of IPFW or for those academic mission areas assigned to Purdue by the current Management Agreement. Its only obligation is for those academic mission areas assigned by the current Management Agreement to IU. In those designated academic mission areas, the Management Agreement authorizes IU to:

- Establish curricula.
- Award all credits and degrees.
- Supply services or support courses in fields required by students pursuing degrees from IU.
- Approve all new departments and programs.

The Management Agreement provides for consultation between the Presidents of Purdue and IU on all matters related to IPFW, including budgets, key personnel appointments, benefit policies, and legislative issues, including appropriation requests, major capital improvements, and community concerns. However, the IU staff members serving on the IPFW Working Group (see Section 9 of this report) indicated that IU is not fully informed with respect to the proposed budgets or finance matters related to IPFW.

Within this framework, the Management Agreement assigns specific academic, research, and public service missions for IPFW to Purdue and IU. Table 3 sets forth the current mission assignments specified in the Management Agreement for each university.

Table 3. Purdue and IU Responsibilities for IPFW Mission Areas	
Purdue Responsibilities	**IU Responsibilities**
Agriculture & related disciplines	Allied health sciences
Audiology & speech sciences	Business
Biology & related disciplines	Dental education
Chemistry	Economics
Communication	Education, including Health, Phys. Ed. & Recreation
Computer science	English & related disciplines
Consumer & family sciences	Fine arts
Engineering	General studies
Engineering technologies	Geoscience
Hospitality management	History
Human services	Informatics
Mathematics (including statistics)	International language & culture studies
Nursing	Labor Studies
Organizational leadership & supervision	Library & information sciences
Philosophy	Radiography
Physics	Music
Psychology	Political science
Theater	Public policy
Women's studies	Sociology & anthropology
	Women's studies

As discussed in the PolicyAnalytics Report, Purdue and IU manage their campuses differently.[21] Chancellors in the Purdue system report directly to the President of Purdue. They have day to day operations autonomy. Within the IU system, campuses operate under a shared, uniform vision for advancing student access and addressing educational goals. All campuses except IUPUI report to an executive vice president for academic affairs, who is responsible for maintaining a channel of communication between the chancellors and the President of IU. The Chancellor of IUPUI reports directly to the President but must comply with the policies and practices applicable to other campuses in the IU system.

With respect to governance of mission areas, Purdue has given IPFW authority to control its undergraduate academic programs within the mission areas assigned to Purdue by the Management Agreement but graduate level control is retained at West Lafayette. IU requires IPFW to go through the same approval process for undergraduate and graduate programs that applies to the other regional campuses operated in the IU system. Descriptions of Purdue and IU program approval processes and documentation processes are contained in Appendices A, B, C, and D.

IU operates a center for the Indiana Statewide Medical Education System on the IPFW campus. The Indiana University School of Medicine-Fort Wayne is separate from IPFW and is outside the scope of the current Management Agreement. However, over the past few years, discussions of potential inter-professional and interdisciplinary collaborations between and among a number of programs and departments at IPFW and the school of medicine have occurred and continue. Good working

relationships have developed with ideas of joint programing, joint degree offerings, research collaborations, inter-professional patient care, and innovative centers of excellence under consideration.

Purdue operates a separate Technical Assistance Program (TAP) adjacent to the IPFW campus and the Northeast Campus of IVY Tech. TAP provides technical assistance, performance improvement, and technology adoption initiatives to increase profitability for manufacturing, healthcare, and service industries, and to improve the productivity of the state and local government. Most of TAP's current initiatives are managed by Purdue's Manufacturing Extension Partnership (MEP) and Purdue Healthcare Advisors (PHA).[22] Among its projects, TAP works with the nonprofit Northeast Indiana Innovation Center, Inc., which is a certified technology park that is also located adjacent to the IPFW and IVY Tech campuses.

Purdue also operates a separate cooperative extension service facility south of the IPFW campus on Crescent Avenue. The mission of the Allen County Cooperative Extension Service is to provide practical, research-based information programs and services in the areas of agriculture and natural resources, health and human sciences, economic and community development, and 4-H youth development.[23]

6 PAST PERFORMANCE

Historical trends show no substantial growth or negative growth in degree-seeking enrollment, the number of master's degrees granted each year, research funding, and charitable giving, all areas that impact performance of IPFW's core mission. IPFW's graduation (completion) rates for 2014 and 2015 rank IPFW in the middle of all Indiana state educational institutions and below comparable institutions. Employer surveys and an LSA analysis suggest that the addition and expansion of degree programs at IPFW have lagged behind the needs of businesses, government, and nonprofit entities in Northeast Indiana for qualified graduates at the bachelor's, master's, and doctoral degree levels, with the gap impacting at least 17 occupational fields and 15 degree and certificate programs. To date, only one type of doctoral degree is offered through IPFW as part of a collaboration with PU-WL and PU-Cal.

6.1 ENROLLMENT

The number of students enrolled in IPFW and classified as either new or returning freshmen peaked in 2002 at 5,365. In every subsequent year, except 2009 and 2010, freshman enrollment declined. In Fall 2015, the number of new freshmen increased by 75 over Fall 2014, but the number of returning freshmen declined from 2014 by 407 for a net decline of 332 students. Similarly, the overall undergraduate degree-seeking student population at IPFW peaked in 2010 at 11,836 and subsequently declined to 8,746. Graduate degree-seeking enrollment peaked in 2002 at 713 and has since declined to 531. Figure 1 illustrates enrollment trends.[24]

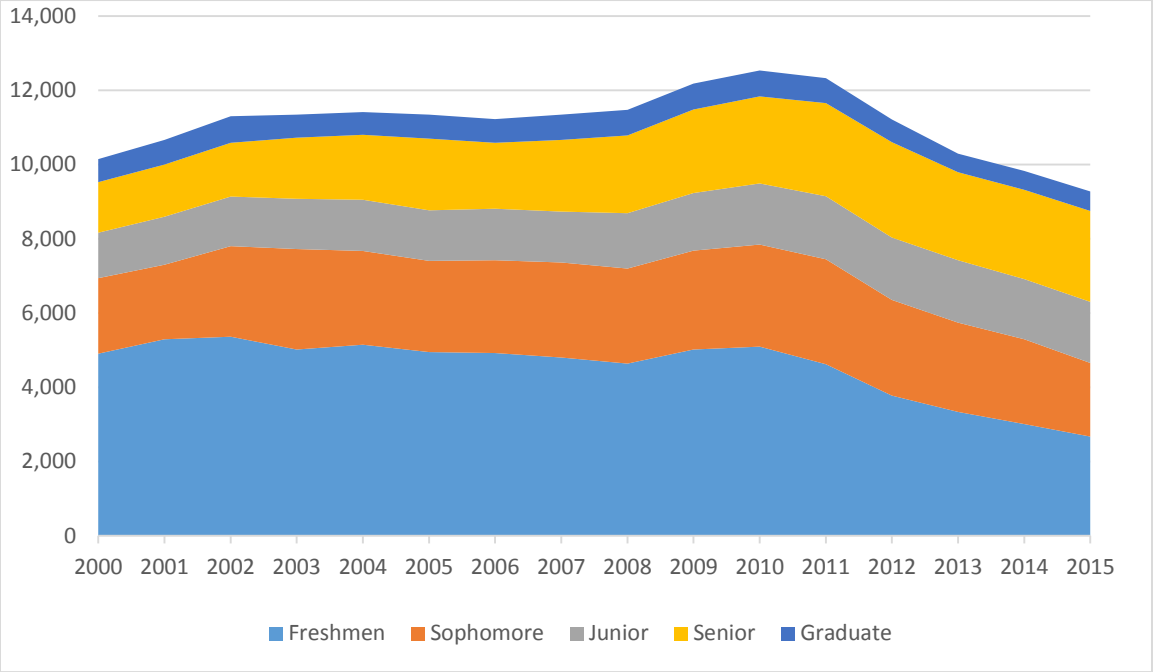


Figure 1. Headcount of Degree-Seeking Students Enrolled in IPFW

By comparison, while during the period 2011-2015 IPFW's total headcount enrollment (degree-seeking students plus nondegree-seeking students) decreased by 11%, total headcount statewide for all four-year state educational institutions increased 1.3%.[25] Both IPFW's undergraduate degree-seeking student population and the total state undergraduate degree-seeking student population declined in this period. However, IPFW's decline appears to be greater. IPFW's undergraduate degree-seeking student enrollment (which includes some nonresident students) decreased 24.7% while the number of resident undergraduate degree seeking students statewide decreased 19.4%.[26]

6.2 Number of Graduates

The number of bachelor's degrees awarded at IPFW has substantially increased in the last 15 years. In the academic year ending in 2000, IPFW awarded 782 bachelor's degrees. In 2015, IPFW awarded 1,274 bachelor's degrees. However, the rapid growth over the last 15 years is slowing. No substantial growth has occurred over the last three years.[27] See Figure 2 for the undergraduate graduation trend over the last four years.

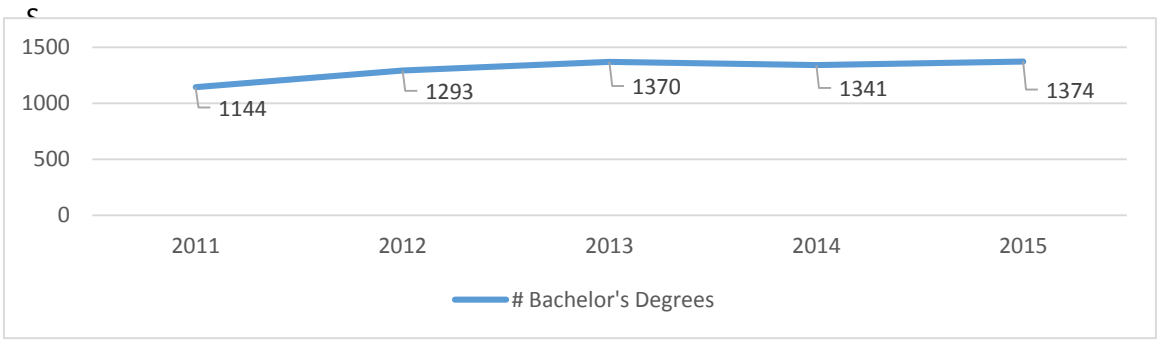


Figure 2. Number of Bachelor's Degrees Awarded by IPFW

Slow to no growth has been the trend in the awarding of master's degrees for a longer period. Over 15 years, the number of master's degrees awarded through IPFW has oscillated around 210. Figure 3 illustrates the trend.[28]

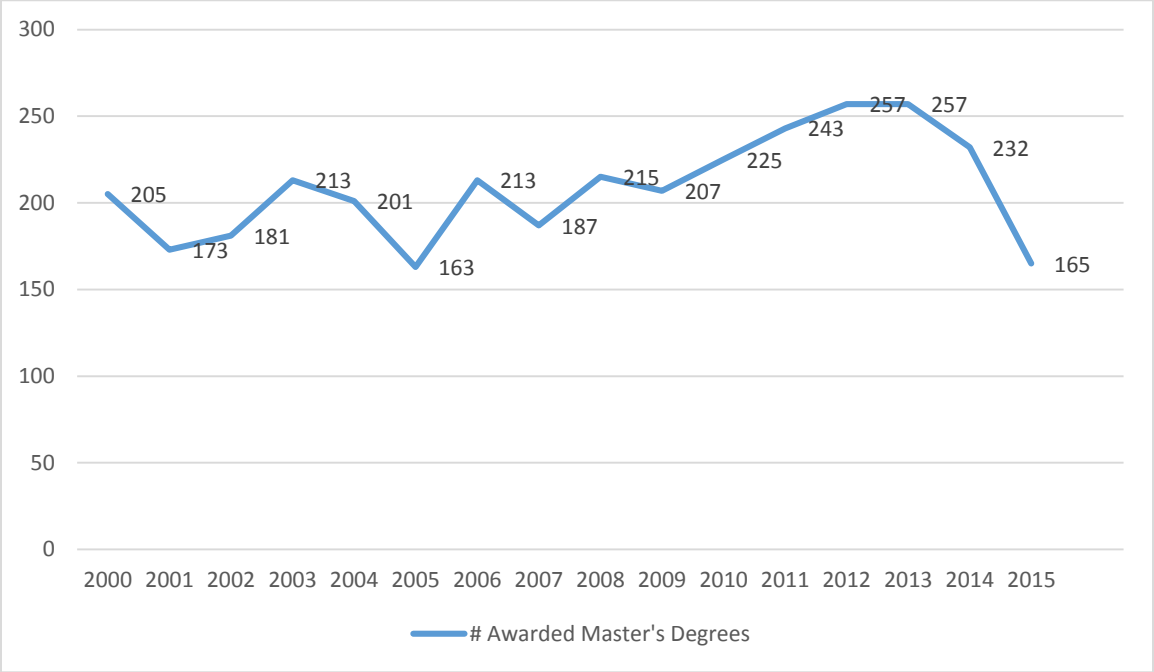


Figure 3. Number of Master's Degrees Award by IPFW

6.3 Undergraduate Elapsed Time to Graduation

In spite of the fact that most degree-seeking students enrolled in IPFW are "full-time" students, substantially all students who graduate take 150% to 200% of the "normal time" to complete a degree program. For those seeking a bachelor's degree, this means that most students take between six and eight years to graduate. Only about one in four first-time, full-time students who start school at IPFW complete an undergraduate level degree within four years. Based on unadjusted completion rates published in 2015 by ICHE[29] (see Subsection 6.4 on "graduation rates" for discussion of adjusted figures), of those who start school at IPFW in 2006 and obtained a degree by 2014, only 26% obtained that degree at IPFW or after transferring to

another school within four years. See Figure 4.

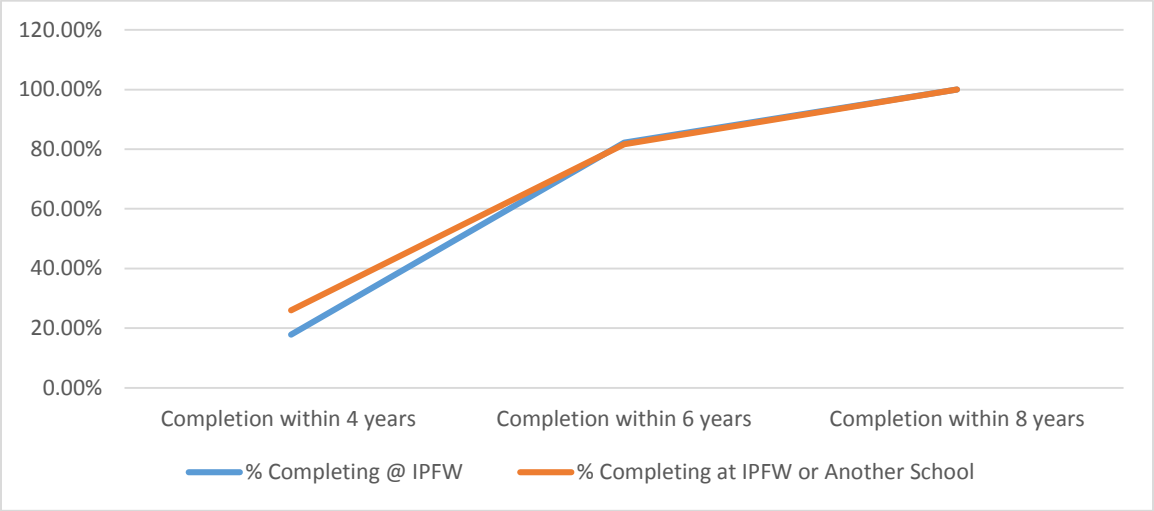


Figure 4. Percentage of IPFW Graduates Completing Degree Programs Before Elapse of 4, 6, and 8 Years

The consequence is that businesses and other organizations needing skills that a course of study leading to a bachelor's degree brings cannot ordinarily expect to acquire the services of a fully qualified IPFW graduate from the Class of 2016 until sometime between 2022 and 2024. IPFW's "on-time" graduation rate for students who entering IPFW in 2005 was 6.5% and for students who entered IPFW in 2010 was 8.6% for a five year increase of 2.1 percentage points. In comparison, "on-time" graduation rates for state public universities as a whole increased 6.7 percentage points. For IU-SE the increase was 3.9 percentage points, for PU-Cal the increase was 5 percentage points, and for IUPUI the increase was 8.4 percentage points.[30]

The majority of degree-seeking undergraduate students enrolled in IPFW fall within the category of "full-time" students. (The reverse is true for degree-seeking graduate students.) Table 4 sets out the number of degree-seeking students enrolled in IPFW for the 2015 Fall Semester.[31]

Table 4. Full-Time and Part-Time Status of IPFW Degree-Seeking Students for Fall 2015 Semester

Level of Degree	Full-Time Students	Part-Time Students	TOTAL
Undergraduate	6,595	2,151	8,746
Graduate	137	394	531
TOTAL	6,732	2,545	9,277

Full-time student status at IPFW does not guarantee that a student will graduate within the "normal time" for a bachelor's degree. Undergraduate students are considered to be full-time students when enrolled in 12 or more credit hours during a semester and part-time students when enrolled in 11 or fewer credit hours during a semester. Graduate students are considered to be full-time students when enrolled in eight or more credit hours during a semester and part-time when enrolled in seven or fewer credit hours during a semester.[32] A minimum of 120 credit hours are required for a bachelor's degree. Averaging 24 credit hours each year in some combination during fall semester, spring semester, and summer school terms will result in only 96 credit hours after four years. Although the student would attain a classification as a "senior," the student would need to acquire another 24 credits in a fifth year of study to graduate.

6.4 GRADUATION RATES

IPFW's graduation rates (completion rates) are average for Indiana's public universities but below the graduation rates for IUPUI and the IPEDS or "student right to know" graduation rates for "comparable" public universities. The latest figures from ICHE indicate that after eight years, six out of every ten first-time, full-time students who start college at IPFW with the goal of obtaining a bachelor's degree will not obtain a bachelor's degree either at IPFW or another college or university. (See discussion later in this section concerning adjusted graduation rates.) Only one of every ten students will have obtained a bachelor's degree within four years at IPFW[33]

Statistics concerning graduation rates for colleges and universities are ordinarily based on the number of first-time, full-time students who begin a course of study at the college or university. Some IPFW students are not counted in reported graduation rates. Transfer students, who are not counted in IPFW statistics, account for 13% and 16% of student matriculants in Fall 2013 and Fall 2014.[34] One-third of the undergraduate degree-seeking students enrolled in IPFW are part-time students (see Table 4, above). Of the freshman class in the 2015 Fall Semester count only 350 of 2,675 were part-time students.

IPFW and other educational institutions annually report graduation rates and other data to the National Center for Education Statistics (NCES). NCES makes graduations rates and other school data available to the public through the College Navigator[35] search feature of the Integrated Postsecondary Education Data System (IPEDS). The IPEDS graduation or "Student Right to Know"[36] rate tracks the progress of students who began their studies as full-time, first-time degree or full-time, first-time certificate-seeking students to see if they complete a degree or other award such as a certificate within 150% of "normal time" for completing the program in which they are enrolled (e.g., 6 years for a bachelor's degree). Not all students at the institution are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate.

The Carnegie Classification of Institutions of Higher Education (Carnegie Classification™) is a framework for identifying similar colleges and universities for educational and research purposes. It uses a six dimension categorization scheme to identify "comparable" colleges and universities. All accredited, degree-granting colleges and universities in the United States represented in the IPEDS system are eligible for inclusion in the Carnegie Classifications™. Accreditation status is based on information provided by the United States Department of Education Office of Postsecondary Education. The current classifications are time-specific snapshots of institutional attributes and behavior based on data from 2008 to 2010.[37]

IPFW is categorized in the Carnegie Classification™ system as follows: [38]

Table 5. Carnegie Classification™ for IPFW

Classification	Category
Undergraduate Instructional Program	Balanced arts & sciences/professions, some graduate coexistence
Graduate Instructional Program	Post-baccalaureate: Arts & sciences-dominant
Enrollment Profile	Very high undergraduate

Table 5. Carnegie Classification™ for IPFW	
Classification	**Category**
Undergraduate Profile	Four-year, medium full-time, selective, higher transfer-in
Size and Setting	Four-year, medium, primarily nonresidential
Basic (Description)	Master's Colleges & Universities: Larger Programs

Its "basic" classification generally includes institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees during the year, but excludes special focus institutions and tribal colleges. IPFW shares the same "basic" classification as the University of Southern Indiana, PU-Cal, the University of Indianapolis, Butler University, Indiana Wesleyan University, Indiana University-Southeast (IU-SE), and Valparaiso University. If "enrollment profile," "size and setting," and "basic description" are added as lookup criteria, only PU-Cal and IU-SE are comparable. IU-SE and PU-Cal differ from IPFW in the following respects: IU-SE's "undergraduate profile" categorization describes IU-SE as "inclusive," not "selective"; and PU-Cal's "undergraduate instructional program" categorization describes PU-Cal as "professions plus arts & sciences, some graduate coexistence," not "balanced arts & sciences/professions, some graduate coexistence."[39]

IPFW's currently reported IPEDS or "Student Right to Know" graduation rate is 16% lower than PU-Cal's rate and 18% lower than IU-SE's rate. See Figure 5.[40]

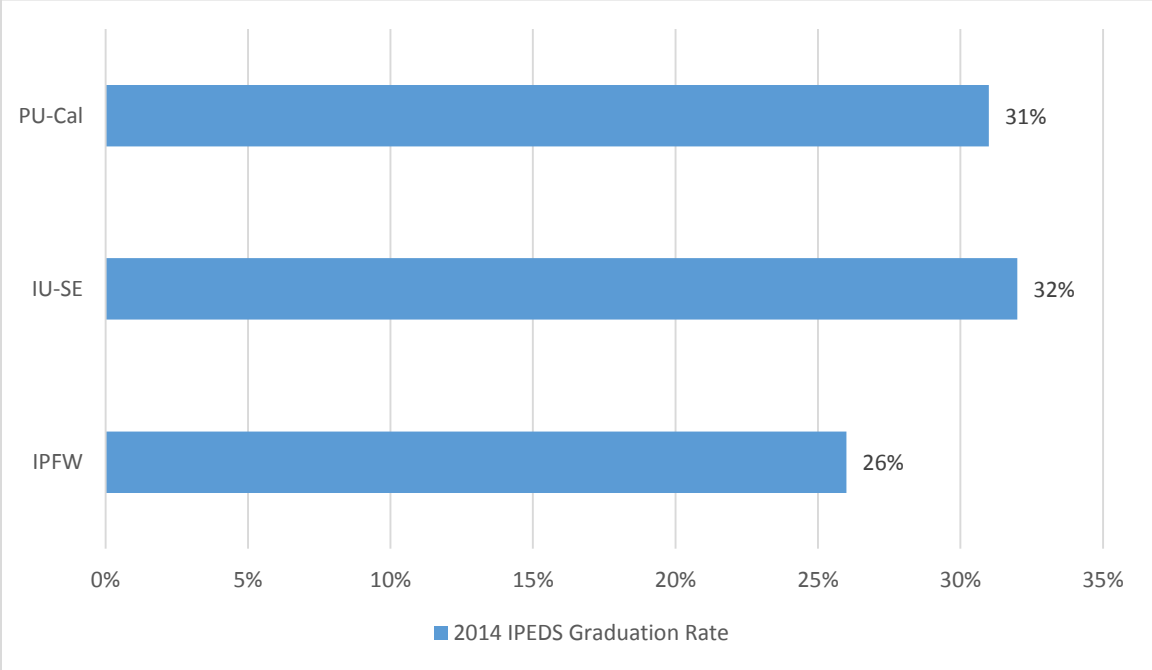


Figure 5 IPEDS Graduation Rate for Comparable Indiana Public School

ICHE has taken additional steps, not reflected in nationally collected graduation data, to trace the graduation success of students who begin a course of study at a state educational institution and then transfer to another college or university. Table 6 shows IPFW's cumulative six-year and eight-year graduation rates for both groups of students, based on the number of individuals graduating in 2014.[41]

TABLE 6. Degree Completion Rate in 2014 for First-Time, Full-Time IPFW Students			
	Same Campus & Degree Level	**Different Campus & Same Degree Level**	**Cumulative Completion Rate**
Completed in 6 Years	25.4%	4.4%	29.8%
Completed in 8 Years	30.9%	5.3%	36.3%

This statistic differs from the completion rates published by ICHE for IPFW. The published rate is 40.6% after six years and 49.7% after eight years.[42] The published rates differ from the above bachelor's degree graduation rate because the published completion rates represent students who complete any degree at any campus. For purposes of the published rate, a student who abandons her or his efforts to obtain a bachelor's degree and obtains a two year associate degree instead is considered to have completed a degree. When ICHE was asked by LSA to recalculate completion rates to exclude completion of a different degree level, ICHE provided the completion rates contained in Table 5.[43]

For comparison purposes Table 7 provides graduation data, calculated in the same manner, based on the number of individuals graduating in 2013.

TABLE 7. Degree Completion Rate in 2013 for First Time, Full-Time IPFW Students			
	Same Campus & Degree Level	**Different Campus & Same Degree Level**	**Cumulative Completion Rate**
Completed in 6 Years	26.4%	3.9%	30.3%
Completed in 8 Years	32.0%	4.5%	36.5%

Table 8[44] presents the results of using the same revised calculation approach (i.e., excluding students awarded a different degree level than the degree level they originally sought) to compare the cumulative graduation rates for IPFW against all of Indiana's public universities. The table shows IPFW's graduation rates are slightly below the median or midpoint (as calculated in MS Excel) for all state public universities and below the graduation rates of IUPUI, another primarily nonresidential campus.

Table 8. Cumulative Degree Completion Rate for Full-Time Public University Students (Same Campus or another College or University)				
College or University	**6 Year Completion Rate**		**8 Year Completion Rate**	
	2013	**2014**	**2013**	**2014**
Ball State	60%	62.5%	63.6%	65.6%
ISU	46.1%	45.5%	49.9%	49.4%
IU-BL	73.2%	76.7%	76%	78.9%
IU-East	19%	26.8%	25.1%	30.9%
IU Kokomo	22.4%	25.1%	29%	29.7%
IU-Northwest	24.4%	23.8%	28.5%	31.3%
IPFW	30.3%	29.8%	36.5%	36.3%
IUPUI	35.1%	41.2%	40.9%	46.9%
IU-South Bend	24.6%	26.1%	31.1%	34.3%
IU-SE	27.8%	27.7%	33.9%	33.4%

Table 8. Cumulative Degree Completion Rate for Full-Time Public University Students (Same Campus or another College or University)				
College or University	**6 Year Completion Rate**		**8 Year Completion Rate**	
	2013	**2014**	**2013**	**2014**
Purdue-Cal	30.7%	31.7%	36.6^	37.4%
Purdue-North Central	25.3%	29.5%	33.3%	33.9%
Purdue-WL	70.3%	71.5%	73.4%	74.4%
USI	39.7%	41.3%	44.5%	45.4%
MEDIAN (as calculated in MS Excel)	30.5%	30.8%	36.6%	36.9%

6.5 Research Funding

IPFW's 2015-2016 undergraduate bulletin describes IFPW's research effort as follows:

> IPFW stresses a constructive relationship between teaching and research. Most IPFW faculty members devote 25 percent of their effort to research. Faculty regularly acquire support for creative endeavor in the form of external grants and contracts of about $5 million a year.[45]

The National Science Foundation surveys postsecondary educational institutions and research funding entities to track research and development (R&D) funding. For purposes of these surveys, R&D is defined as creative work conducted systematically to increase the stock of knowledge (research) and the use of this stock of knowledge to devise new applications (development). R&D covers the following three activities:

- Basic research is undertaken primarily to acquire new knowledge without any particular application or use in mind.
- Applied research is conducted to gain the knowledge or understanding necessary to meet a specific, recognized need.
- Development is the systematic use of the knowledge or understanding gained from research directed toward the production of useful materials, devices, systems, or methods, including the design and development of prototypes and processes.

R&D does not include:

- Public service grants or outreach programs.
- Curriculum development (unless included as part of an overall research project).
- R&D conducted by university faculty or staff at outside institutions that is not accounted for in the institution's financial records.
- Estimates of the proportion of time budgeted for instruction that is spent on research.
- Capital projects (i.e., construction or renovation of research facilities).
- Non-research training grants.
- Unrecovered indirect costs that exceed the institution's federally negotiated facilities and administrative (F&A) rate.[46]

Based on a survey conducted in 2015, the National Science Foundation reports that in fiscal year 2014, IPFW expended $7.882 million dollars on R&D. Of the amount spent in fiscal year 2014, 41% was spent on basic sciences, 15% on engineering, and 44% on the humanities and other non-science and non-engineering projects.[47] The survey attributed the expended funds to the following sources:

- $1.479 million from the federal government.
- $0.745 million from state and local government.
- $4.127 million from institutional funds.
- $0.021 million from business.
- $0.586 million from nonprofit organizations.
- $0.924 million from other sources.[48]

IPFW's R&D expenditures in fiscal year 2014 ranked IPFW 345th out of 890 institutions included in the survey.[49] According to the National Science Foundation data, IPFW's research expenditures are declining. Figure 6 charts the decline over the four most recent reported fiscal years.[50]

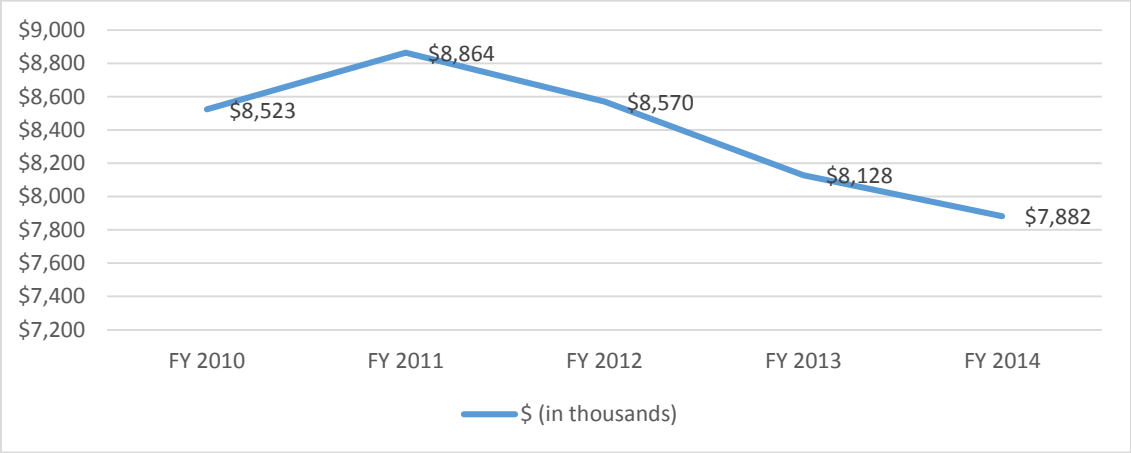


Figure 6. R&D Expenditures at IPFW

6.6 Charitable Giving

The amount of charitable giving received can greatly affect the capacity of an institution to provide services desired by a community. Gift giving for the benefit of IPFW is difficult to track because it can be reported by a number of different entities (e.g., IPFW Foundation; Indiana University Foundation; Purdue Research Foundation), aggregated with other funds, or reported across more than one accounting period. The partial data available from the consolidated financial statements for Purdue and IPFW's statistical profiles suggest the gift giving trend for the benefit of IPFW shows generous donations but stagnant or declining aggregate growth. See

Figure 7.

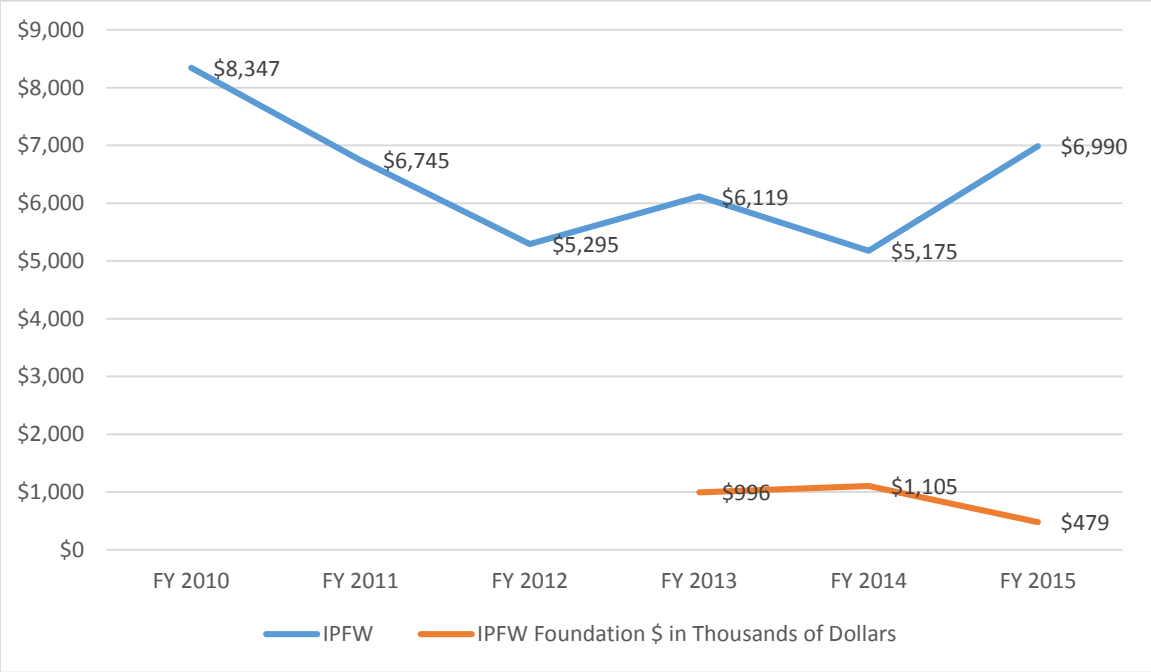


Figure 7. Charitable Giving for IPFW

6.7 ALIGNMENT

Numerous surveys[51] have proposed that there are unmet educational needs in Northeast Indiana that are impacting economic, social, and cultural advances in that area. Several of these surveys, including the CHORUS Report and the PolicyAnalytics Report, had substantial funding support from IPFW, or IPFW staff involvement. An analysis conducted by LSA[52] matched graduation data, principally from the IPEDS database, with employment projections, principally from the Indiana Department of Workforce Development (DWD). The analysis confirms that there is a gap between the number of job openings in Northeast Indiana and the number of qualified graduates from colleges and universities in Northeast Indiana in at least 17 occupational fields and 15 degree programs at the bachelor's, master's, and doctoral or professional degree levels.

The LSA analysis looked for the largest projected annual employment gaps in Northeast Indiana over the next three years. Table 9 identifies 17 occupational fields in which the gap is likely to be 10 or more between the number of projected job openings and the number of qualified graduates, after making an adjustment for the assumption that some graduates will take a job outside of Northeast Indiana.

Table 9. Occupations in NE Indiana with Gap between Job Openings and Number of Graduates from Public & Private Universities in the Region with Qualifying Degree	
Mechanical engineers	Software developers (applications)
Industrial engineers	Child, family & school social workers

Table 9. Occupations in NE Indiana with Gap between Job Openings and Number of Graduates from Public & Private Universities in the Region with Qualifying Degree	
Accountants and auditors	Loan officers
Marketing research analysts	Financial managers
Sales representatives, wholesale & manufacturing (technical & scientific products)	Medical & clinical laboratory technologists
Computer systems analysts	Occupational therapists
Recreation workers	Pharmacists
Healthcare practitioners & technical workers	Physical therapists
Security, commodity & financial services sales agents	

Although gaps still exist, over the last 15 years IPFW has increased the number of degrees it offers to partially meet the demand in Northeast Indiana. For example, IPFW currently offers 22 master's level degree programs, a net increase of five more than it did in 2000-2001.[53] During this period, IPFW dropped its Master of Science (M.S.) degree in Chemistry and added the following master's level degree programs:

- Master of Public Management (M.P.M) degree in Public Management.
- Master of Science in Education (M.S.Ed.) degree in Special Education.
- Master of Science in Engineering (M.S.E.) degree in Engineering.
- Master of Science (M.S.) degree in Organizational Leadership and Supervision.
- Master of Science (M.S.) degree in Technology.
- Master of Science (M.S.) degree in Nursing.

In addition, a Master of Science in Education (M.S.Ed.) degree in School Administration was replaced by a Master of Science in Education (M.S.Ed.) degree in Educational Leadership and a Master of Science (M.S.) degree in Biology was replaced by a Master of Science (M.S.) degree in Biological Sciences.

On May 19, 2014, ICHE approved PU-WL, PU-Cal, and IPFW to collaboratively offer a Doctor of Nursing Practice (DNP) degree. Under the approved proposal, the system-wide collaboration will use the accredited curriculum from West Lafayette and expand distance online access to their courses. Some of the course work and practicum residency experience will be obtainable in Fort Wayne through IPFW.[54] IPFW enrolled its first class of students in the program in Fall Semester 2015 with 10 students.[55] The program is not expected to be self-sustaining in the first five years in which it is offered, operating at a total net loss of $1,099,359.[56]

Table 10 lists 10 new degree and certificate programs that IPFW's Chancellor Vicky Carwein[57] suggested (as a nonexclusive list) are needed at IPFW to meet demand in Northeast Indiana.

Table 10. New Degree Programs Suggested by IPFW to Meet Regional Needs	
Program Area	**Degree**
Materials science	Bachelor of Science Master of Science
Industrial engineering	Bachelor of Science Master of Science

Table 10. New Degree Programs Suggested by IPFW to Meet Regional Needs	
Program Area	**Degree**
Supply chain management	Bachelor of Science
Health care-certified registered nurse anesthestist	Master of Science
Health care-family nurse practitioner	Graduate Certificate
Leadership	Doctor of Philosophy
Actuarial sciences	Bachelor of Science
Insurance, corporate risk management, and specialty insurance concentrations	Bachelor of Science in Business

Table 11 lists four educational programs that IPFW's Chancellor Vicky Carwein suggested (as a nonexclusive list) are needed to be expanded at IPFW to meet demand in Northeast Indiana.

Table 11. Program Expansion Areas Suggested by IPFW to Meet Regional Needs	
Program Area	**Degree**
Computer system analysts, software developers & cyber security analysts	Bachelor of Science
Communications science & disorders (approved but not implemented)	Master of Science
Nursing	Bachelor of Science
Nursing-family nurse practitioner	Master of Science

The list of occupational fields and degree programs listed in Tables 9, 10, and 11 above are most likely not all of the educational programs that could be expanded or added to benefit Northeast Indiana. Although not showing up in the occupational field gap data from DWD, Dr. Michael J. Mirro and Dr. William R. Cast, as part of the discussions of the IPFW Working Group (see discussion below), observed that the future of medical research will likely require an interdisciplinary approach that includes collaboration with a faculty and students engaged in a fifteen new degree program for IPFW: biomedical engineering.

7 STATE AND UNIVERSITY TEACHING AND RESEARCH POLICIES IMPACTING IPFW

ICHE policies have been memorialized in a long line of policy documents adopted by the ICHE governing body. These documents include the May 23, 2001 policy document entitled "Agreement for the Continued Development of the Regional Campuses of Indiana University and Purdue University, and IUPUI" and the November 14, 2003 policy document entitled "Indiana's Framework for Policy and Planning Development in Higher Education." In the 2001 Agreement, ICHE specifically directed Purdue and IU to review master's degree opportunities at IPFW and other regional campuses to "strengthen the programmatic coherence at each regional campus in relation to the regional need, quality of life, fiscal viability, and student selected graduate programs designed to meet local employment needs" and to increase the number of students enrolled at IPFW and their other regional campuses who have

"completed the Core 40 curriculum or earned an Academic Honors Diploma" in high school. In the 2003 Framework, ICHE returned to the issue of master's degree programs and said "[w]hile no policy change is needed, the state should facilitate the timely approval of such degrees when there is a compelling case based on local need." In addition in the 2003 framework, ICHE stated that it expected future enrollment growth to occur primarily at IPFW and the other regional campuses and that all state educational institutions should "expand applied research activities, particularly efforts that are directly linked to regional and state needs." These policies were reiterated in documents such as the March 2010 policy document entitled "Regional Campus Roles and Missions" and the October 10, 2013 restatement of policy entitled "Policy on Regional Campus Roles and Missions."

Over the years, these documents transferred IPFW's responsibility to offer associate degrees and stand-alone, noncredit remedial classes to Ivy Tech Community College and directed IPFW to establish effective partnerships with high schools to improve both completion and on-time graduation by increasing the number of students who enter college with credits earned in high school through dual credit, concurrent enrollment or Advanced Placement. The most significant changes in ICHE's policies have been with respect to its clarification of IPFW's responsibilities to conduct research and to offer doctoral programs. In its 2003 framework, ICHE generically stated that Indiana's colleges and universities should expand applied research activities, particularly efforts that are directly linked to regional and state needs. ICHE clarified its research policies applicable to IPFW and other regional campuses in 2013 policy with the statement "[r]esearch and scholarly activities related to faculty teaching responsibilities and local and regional needs are of special significance at regional campuses." ICHE's policies with respect to doctoral programs originally were not supportive. The 2003 framework was silent with respect to IPFW's authority to offer doctoral degrees, addressing, instead, policy on offering master's degrees. However, in its 2013 policy statement, ICHE said "[u]nder exceptional circumstances aligned to workforce demand, a Regional Campus 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." With the June 11, 2015 adoption of its "Policy on Indiana University Purdue University-Fort Wayne," ICHE expanded IPFW's research authority to "facilitate both basic and applied research primarily but not limited exclusively to research having the potential to advance the quality of life in the region in which IPFW is located and the competitiveness and recognition of the region's individuals, businesses, and other entities in global commerce and affairs" and expanded IPFW's doctoral program authority to permit IPFW to "offer professional doctoral degrees that are offered in disciplines needed in the metropolitan area."

Both Purdue and IU have issued documents supportive of the delivery of programs at IPFW to meet regional needs. Both Purdue and IU agreed to the terms of the "Agreement for the Continued Development of the Regional Campuses of Indiana University and Purdue University, and IUPUI."

A study issued by IU in January 26, 2005 went further with respect to doctoral programs and suggested:

> IPFW: There is a high interest in research and in the advanced degree needs of the region…Located in Indiana's second largest city, yet far away geographically from other large population centers, IPFW should be allowed to introduce a small number of specialist and doctoral programs to meet regional needs, especially if this is done in collaboration with IU Bloomington, IUPUI, or another institution.[58]

As recently as August 19, 2014, President Mitch Daniels confirmed Purdue's commitment to IPFW. In a statement reported in *The Indianapolis Star*, he is quoted as saying:

> Purdue's position on this subject, which I have stated many times, is to align precisely with the direction of the Commission for Higher Education. As you correctly point out, research and scholarly activities, as defined and authorized by the Commission's policy, are extremely important to the needs of your local and regional economies.[59]

8 IPFW'S NEW DESIGNATION AS A "METROPOLITAN UNIVERSITY"

In the 2015 Budget Bill, the Indiana General Assembly directed ICHE to designate IPFW as a "multisystem metropolitan university." By statute, only IPFW fits the statutory criteria for "multisystem metropolitan university." According to P.L.213-2015, the following six dimensions define a multisystem metropolitan university:

- The university has a public facility that operates primarily in a city that is classified as a second class city under IC 36-4-1-1.
- The university was managed by Purdue on January 1, 2015.
- The university serves a diverse student body, 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.
- The university provides students with an opportunity at one campus to engage in an educational course of study that leads to a postsecondary educational degree from Purdue or IU, or both.
- The university is administered as a core campus that emphasizes the significance and complementarity of the core campus to the main campuses of Purdue and IU.
- The university is endowed with the resources and authority, necessary or appropriate, to carry out all of higher education's traditional values in teaching, research, and professional service, and, in addition, to provide leadership to a metropolitan region by using its human resources and financial resources to improve the region's quality of life.[60]

Prior to the enactment of P.L.213-2015, the term "metropolitan university" did not have a legal meaning in Indiana. The term did not appear in statute. As the ICHE Commissioner testified to the state legislative Regional Campuses Study Committee on October 23, 2013, the term also had no administrative meaning.

The term "metropolitan university" (also known as "urban university") is not conferred by an outside organization as are other classifications such as the Carnegie Classification™. The term can be traced to the title of a Declaration of Metropolitan Universities signed in 1990 by the presidents of 49 universities. In that document, the university presidents proclaimed allegiance to a "new" model for public educational institutions that differs from the traditional comprehensive research university and liberal arts models for the delivery of educational services. The declaration and the new model became the unifying theme for an organization of universities called the Coalition of Urban and Metropolitan Universities (CUMU). The CUMU and a sister voluntary membership organization called the Coalition of Urban-Serving Universities[61] study and publish information on metropolitan and urban universities. CUMU is headquartered at Towson University in Towson, Maryland, and its journal, "Metropolitan

Universities Journal", is published by IUPUI. IUPUI and Indiana University Northwest are members of CUMU. IPFW is not.

In an article entitled "Aligning Missions with Public Expectations: The Case of the Metropolitan Universities" in *Metropolitan Universities: An Emerging Model in American Higher Education*, Dr. Paige E. Mulhollan, then President of Wright State University, presented the following definition of "metropolitan university":

> The model is called the "Metropolitan University", defined in its simplest terms as an institution that accepts all of higher education's traditional values in teaching, research, and professional service, but takes upon itself the additional responsibility of providing leadership to its metropolitan region by using its human and financial resources to improve the region's quality of life.

Dr. Mulhollan and other writers on the subject argue that the primary focus of a metropolitan university is on aligning the activities of the institution to meet the most pressing problems of the metropolitan region in which the university is located (such as improving public education, delivering efficient healthcare, and building economic competitiveness). Community engagement and service must not be an isolated function of a single department but must be fully integrated into every facet of the university's mission, goals and objectives, strategies, management and operations, capital expenditure decisions, performance management and costing systems, and definitions of success. Dr. Barbara A. Holland, editor of the *Metropolitan University Journal*, and an international authority on "service learning" (an approach to providing internship, cooperative assignment, and other types of experiential learning), suggests that the level of a university's commitment to community engagement and service should be measured by the degree to which community service is integrated into all aspects of:

- The university's mission.
- Its promotion, and hiring policies.
- Its organization structure.
- Its student programs and curricula.
- Its level of faculty involvement.
- Its involvement of the community in defining, conducting, and evaluating research and teaching.
- Its public relations and communications messaging.[62]

9 DISCUSSIONS & PROPOSALS OF IPFW WORKING GROUP

At the request of LSA and Senator David Long, 2015 Chair of the Legislative Council, which oversees LSA, representatives of Purdue and IU, the IPFW chancellor, members of the IPFW Community Council, and the President of IPFW's Faculty Senate were asked to serve as a working group to present proposals to Purdue, IU, and LSA concerning the future role and governance structure for IPFW. Nine individuals agreed to serve. Soon after, the IPFW Working Group added a tenth student member. The following officials and groups are represented on the IPFW Working Group:

- Chancellor of IPFW (Chancellor Vicky Carwein).

- Four members of the IPFW Community Council (Michael Berghoff, Dr. William R. Cast, Dr. Michael J. Mirro, John Sampson) with one member also serving on the Board of Trustees of Purdue (Michael Berghoff) and one member serving on the Board of Trustees of IU (Dr. Michael J. Mirro).
- President of the IPFW Senate (Dr. Andrew Downs).
- One representative appointed by the President of Purdue University (Julie Griffith) and one representative appointed by the President of Indiana University (Michael Samples, with Jeffery Linder as alternate).
- The IPFW Student Body President (Wade Smith).
- Executive Director of the Legislative Services Agency (George T. Angelone).

Michael Berghoff served as Chair of the IPFW Working Group.

The members of the IPFW Working Group regularly met in Fort Wayne and consulted by conference call throughout the summer and fall of 2015. The IPFW Working Group primarily relied on the wealth of information that already had been generated by the Indiana General Assembly, IPFW, and its community partners, such as the Northeast Indiana Regional Partnership, to carry out its study. To the extent that there were gaps in the information or a need to validate work that had already been completed, the IPFW Working Group looked to other sources of information, such as DWD, and Purdue, IU, IPFW, LSA, and the Northeast Indiana community in order to compile the needed information. The IPFW Working Group met twice with the full IPFW Community Council.

The IPFW Working Group discussed a broad range of issues and received proposed recommendations from its members in five key areas:

- Adoption of a long-term governance structure for IPFW.
- Expansion of the role and responsibilities of the IPFW Community Council.
- Implementation of new and expanded certificate and degree offerings tailored to the specific needs of Northeast Indiana.
- Revision of the state funding formula and tuition policies applicable to IPFW
- Management of other obstacles deterring development of IPFW as a multisystem metropolitan university.

9.1 Discussions Concerning Governance

The IPFW Working Group reviewed the potential of four different governance models for their capacity to further the mission of IPFW:

- Governance Model 1: Continuance of the current shared governance model and current allocation of mission areas set forth in the Management Agreement.
- Governance Model 2: Transfer of management and operating responsibilities for IPFW from the Purdue system to the IU system with continuation of the current allocation of mission areas set forth in the Management Agreement and governance in accordance with the policies that uniformly apply to the regional campus administered in the IU system.

- Governance Model 3: Elimination in Fort Wayne of the governance responsibilities, resource access programs, and degree programs of Purdue and IU and the establishment of a separate university with total control over its programmatic and operational functions.
- Governance Model 4: Realignment of the mission area responsibilities assigned to Purdue and IU with transfer of ultimate management and operating authority from Purdue to IU over the mission areas assigned to IU and clear designation of Purdue as the governing entity for mission areas not assigned to IU.

For the reasons set forth in the final recommendations of the IPFW Working Group (APPENDIX E), the majority of the Working Group members concluded that Governance Model 4 has the greatest potential for furthering the mission of IPFW as a Metropolitan University and fully meeting the needs of Northeast Indiana. APPENDIX F contains comments of Chancellor Vicky Carwein to the Final Report of the IPFW Working Group and APPENDIX G contains Chancellor Carwein's proposed revisions to the Final Report.

9.2 Discussions Concerning IPFW Community Council

The IPFW Community Council, formerly named the IPFW Community Advisory Council, was established under the Management Agreement to foster close ties between IPFW, its alumni, the community, the region, and the state. The Council is comprised of members of business, civic, and education communities as well as alumni who have an interest in IPFW and one Board of Trustee member each from IU and Purdue. The chancellor of the campus serves as an ex-officio member of the Council and its committees.

Members of the IPFW Community Council recommended to the IPFW Working Group that the advisory responsibilities of the IPFW Community Council be expanded to specifically provide for input and advice from the IPFW Community Council at all stages, beginning at the earliest possible stage of development and approval, concerning all relevant aspects of the following:

- New programs in the academic mission areas assigned to IPFW, particularly with respect to any matter that will promote the expedited implementation of new programs needed by Northeast Indiana.
- New projects, such as the leadership center.
- Capital projects.
- Agendas related to matters requiring legislative action.

They also recommended that the IPFW Community Council:

- Be given authority to make direct recommendations to the Presidents and Boards of Trustees of Purdue and IU.
- That the Boards of Trustees of Purdue and IU regularly meet with the IPFW Community Council members and the legislative members from Northeast Indiana.
- That the Presidents and Boards of Trustees of Purdue and IU facilitate increased interaction and engagement of IPFW, in particular, and the Purdue and IU systems, in general, with the Northeastern Indiana community, its legislative delegation, and its business community.

9.3 Discussions Concerning Degree Offerings and Course and Approval Process Modifications

Chancellor Carwein provided the IPFW Working Group with a nonexclusive list of new and expanded programs that, based on studies carried out by IPFW and others since at least 2010, she suggested are particularly critical for IPFW to offer as soon as possible to meet current workforce needs in Northeast Indiana. See, Tables 10 and 11.

The IPFW Working Group attempted to find reasons why, if the list of needed new and expanded courses was known or knowable, IPFW staff had not more aggressively taken the formal steps needed to obtain approvals from Purdue, IU, and ICHE to offer the needed programs. The IPFW Working Group noted that a number of universities in Northeast Indiana had successfully initiated new and expanded programs during the period from 2010 to the present. A member suggested that the informal and formal program and degree approval processes, policies, and documentation requirements in place in the Purdue and IU systems and at ICHE contributed to the problem. (Chancellor Carwein provided descriptions of the procedures and documentation needed to make programmatic changes at IPFW. See, APPENDICES A, B, C, and D.) He urged that obstacles, including internal processes that harmfully affect IPFW's ability to request a course of study, and external factors regarding existing mission differentiation policies, be eliminated. He made the following specific suggestions to advance a more market oriented solution to offering and approving new and expanded programs:

- Establish time limits at every stage of the review process. For example, possibly:
    - Limiting the administrative institutions' approval times to 3 to 6 months and giving the administrative institution first chance to offer the requested course of study. If the administering institution exceeds its allotted review period, IPFW or the requesting regional campus could explore, within budget limitations, other partnerships for the course of study. If offered separately the course need not carry the name of the administrative institution. Degree credit would be determined by the appropriate dean supervising the degree sought.
    - Limiting ICHE's approval process to 3 to 6 months with options to continue under alternate approval guidelines, including reasonable budget limits, if ICHE exceeds its allotted review period.
- Include appeal or review processes for denials at each stage of the approval process.
- Provide clear working guidelines not only for denial of a proposed new or expanded program but also what is needed for approval.
- Grant authority for campuses in the Purdue or IU system to offer courses of study in concert with other campuses in the system and other state educational institutions, including Ball State University, Indiana State University and, perhaps, Western Governors University. Partnerships with private institutions should also be permitted.
- Establish policies that encourage student financing through cooperative study paid through partnerships with Industries that would offer one to two year paid job internships in the disciplines being supported. Existing programs would be configured to appeal both to employers and students through revisions of financial support and expected graduation times.

- Conduct periodic studies of the history of new course offerings and discontinued courses as well as enrollment fluctuations in those courses to identify trends. For example, studying the rise and fall of master's degrees in education or the shortage of healthcare workers contrasted with public university offerings and expansion of existing programs.

9.4 Discussions Concerning Funding

IPFW staff members serving on the IPFW Working Group offered data indicating that ICHE's goal of shifting associate degree programs to Ivy Tech Community College from IPFW has left IPFW responsible for degrees that are more expensive to produce (e.g., BA, BS, MA, MS, DNP) without compensating increases in state appropriations.

The IPFW staff members also presented a preliminary estimate that at least $8.6 million in additional funds from the state are needed annually to provide for new and expanded degree programs, to improve graduation rates, and to replace obsolete information technology infrastructure:

- $3 million dollars is needed to provide for high priority new and expanded degree programs as follows:
  - $1.5 million dollars to meet the expenses of expanding IPFW's capacity to deliver regionally essential academic programs at the bachelor's level and above.
  - $1.5 million dollars to support multidisciplinary programs for these academic degree areas.
- $3.6 million dollars is needed for services to aid in student success, including:
  - Enhancing the quality of dual credit and concurrent enrollment programs.
  - Expanding capacity to deliver cooperative education and internships.
  - Expanding the support services in critical courses such as gateway mathematics courses.
  - Adding staff in student affairs and enrollment management to meet recruiting and retention needs.
- $2 million dollars in additional funds to meet ongoing information technology infrastructure needs.

Residential full-time equivalent, or FTE, is a measure of enrollment used to compare the quantity of teaching services provided by and appropriations authorized for state public universities. Figures provided by ICHE[63] indicate that IPFW's level of state appropriation funding was:

- 4.27% below the median or midpoint for state appropriation per FTE (as calculated in MS Excel) in fiscal year 2015 and will be 4.27%% below the median or midpoint for state appropriation per FTE (as calculated in MS Excel) in fiscal year 2017 when compared to comparable state public universities as determined using the Carnegie Classification™ scheme.

- 3.97% below the median or midpoint for state appropriation per FTE (as calculated in MS Excel) in fiscal year 2015 and will be 5.33% below the median or midpoint for state appropriation per FTE (as calculated in MS Excel) in fiscal year 2017 when compared to all four-year state public universities.
- At the median or midpoint for state appropriations per FTE (as calculated in MS Excel) when those four-year state public universities that are classified in the Carnegie Classification™ scheme as "doctoral universities" (i.e., research universities) are excluded.
- 2.22% above the median or midpoint for state appropriations per FTE (as calculated in MS Excel) in fiscal year 2015 and will be 1.16% above the median or midpoint for state appropriations per FTE (as calculated in MS Excel) in fiscal year 2017 when compared to those four-year state public universities that the Carnegie Classification™ scheme categorizes as having a campus with a primarily nonresidential student population (i.e., a primarily computer campus).

By comparison, state appropriation funding for IUPUI per FTE was $4,636. Table 12 compares state appropriations per FTE for all state educational institutions for state Fiscal Year 2015 only.

Table 12. FY 2015 State Appropriations per Full-Time Equivalent Measure of Enrollment

State Educational Institution	FTE	Approp. per FTE: All	Approp. per FTE: Exclude Research Campuses	Approp. per FTE: Commuter Campus	Approp. Per FTE: Comparable Campus
IU-BL	22,651	$8,158			
IU-East	2,141	$4,198	$4,198	$4,198	
IU-Kokomo	2,296	$5,255	$5,255	$5,255	
IU-Northwest	4,187	$3,993	$3,993	$3,993	
IUPUI	20,697	$4,636		$4,636	
IU-South Bend	4,821	$4,616	$4,616	$4,616	
IU-SE	3,469	$5,504	$5,504	$5,504	$5,504
PU-WL	19,369	$8,566			
PU Cal	5,265	$5,288	$4,616	$4,616	$4,616
PU North Central	2,717	$4,952	$5,504	$5,504	
IPFW	8,103	$5,062	$5,062	$5,062	$5,062
Ball State	15,467	$7,892			
ISU	8,233	$8,175			
USI	7,956	$5,556	$5,556		
MEDIAN (MS Excel)		$5,272	$5,062	$4,952	$5,288
IPFW-% Diff. From MEDIAN		-3.97%	0%	+2.22	-4.27%

The LSA analyzed various proposals for increasing the amount of funding distributed to IPFW from state appropriations awarded under ICHE's performance funding formula. None of the proposals raised $8.6 million dollars. The suggestion made by President Daniels[64] to apply the high impact (STEM or Science, Technology, Engineering and Mathematics) incentive component

in the performance funding formula for Tier 1 research institutions to IPFW raised only an additional $318,729, assuming no impact on other funding categories or other state public universities resulting from reallocation of budget appropriations to this category. The proposal in the PolicyAnalytics Report to modify the "4-year on-time degree completion pay-off" incentive in the performance funding formula to provide an incentive to IPFW and the regional campuses for students who complete a degree in six years would have raised no additional dollars had it been in effect in the current state two-year budget cycle and would most likely not raise additional dollars in the next two-year state budget cycle. The completion component of the formula requires a school to demonstrate, using a three year rolling average, that graduation rates are improving before the school is eligible for additional state appropriations based on the number of students graduating. The trend for IPFW's six-year graduation rate does not meet this criteria.

The IPFW staff members serving on the IPFW Working Group suggested that ICHE make the following funding formula changes equitably for all state public universities:

- Tying base funding to types of degrees granted (i.e., cost of degree production), information technology needs, and student success, based on student profiles.
- Changing performance funding metrics to include or adjust the following factors:
    - Degree completion metrics other than increase in the number of degrees awarded.
    - At-risk degree completion.
    - Student persistence.
    - On-time graduation metrics other than increase in the number of on-time degrees awarded.
    - Institutionally defined measures.

9.5 Discussions Concerning Management Obstacles

The IPFW staff members serving on the IPFW Working Group also recommended the following operational changes:

- The IPFW Foundation changes its role and function to that of an actively managed foundation performing functions such as, but not limited to, the following:
    - The development of a fundraising role, including annual goals.
    - Fiduciary responsibility for funds and assets donated to the IPFW Foundation and responsibility for directing the purposes for which IPFW Foundation funds and assets shall be used.
- Purdue allows IPFW to seek out and secure the most cost effective options for goods and services. It is expected that seeking out cost effective options includes seeking input from Purdue.
- Purdue and IU permit and assist IPFW in implementing a single, combined student transcripting system analogous to what exists at IUPUI.
- Purdue, in consultation with IPFW, evaluates the implementation and development of an online submission/tracking process for undergraduate and graduate programs.

- Purdue and IU, in consultation with IPFW, undertake a study to improve videoconferencing services within and between the Purdue and IU systems.
- IPFW creates and operates a separate alumni organization that is independent of the Purdue and IU system-wide alumni organizations. Efforts by IPFW to recruit members will include invitations to join the IPFW, Purdue, and IU alumni associations. Membership dues will come to IPFW and be dispersed according to members' wishes. On a regular basis, IPFW will transfer data regarding alumni to Purdue and IU as appropriate. Finally, IU will transfer current alumni data for alumni who attended IPFW to IPFW by the end of the first quarter of 2016. This will be a one-time transfer of information because IPFW will begin maintaining its own database of alumni no later than the end of the first quarter of 2016.
- Purdue establishes a program of raising the visibility of its regional campuses and IPFW in a manner similar to IU, including putting information about IPFW prominently on Purdue's main website.
- Purdue and IU establishes similar programs to forward undergraduate and graduate information to IPFW, using as a template Purdue's approach of automatically forwarding to IPFW applicants information for individuals who qualify for admission to undergraduate programs at PU-WL but are denied admission.

9.6 REALIGNMENT PROPOSAL

The final recommendations of the IPFW Working Group are attached to this report (APPENDIX E). Comments submitted by Chancellor Carwein are attached as APPENDICES F and G. The final recommendations do not incorporate all of the issues or recommendations presented to the IPFW Working Group but rather focus on a vision for the future governance of IPFW and realignment of the academic, research, and community service mission areas assigned to Purdue and IU. The proposal recommends replacement of the present shared governance model for IPFW "with a clear designation that Purdue University will be the governing entity of the campus." The proposed model would realign the academic mission areas assigned to Purdue with IU focusing on fewer academic mission areas, principally in health service fields. IPFW would become a campus in the Purdue system. In those academic mission areas in which IU is assigned responsibility, IU would have sole operating and management responsibility.

The Boards of Trustees of Purdue and IU reviewed the recommendations in December 2015. The IPFW Working Group presented the proposal to the IPFW Community Council in January 2016.

10 FINDINGS AND RECOMMENDATIONS

The comments made in this section are solely the thoughts of the author of this report and are not the policy positions of the Indiana General Assembly or any of its members. The ideas are presented only for the purpose of discussion.

10.1 Role: For over a decade, ICHE, has established, and Purdue and IU have agreed to support, clear goals and policies for IPFW, which include expanding both baccalaureate and master's degree programs, being involved in research projects and activities that support local and regional economic development, and improving student success and degree completion.

ICHE policy documents supportive of improving and expanded teaching, adding and expanded master's degree programs, and conducting research at IPFW date back to at least 2001. Purdue and IU agreed to these goals and made subsequent statements supportive of them. An IU study in 2005 went further and suggested that specialist and doctoral programs might be useful for IPFW to offer. The only ICHE policies that substantially changed since 2001 are:

- Policies transferring IPFW's responsibility to offer associate degrees and stand-alone, noncredit remedial classes to IVY Tech.
- Policies directing IPFW to establish effective partnerships with high schools to improve both completion and on-time graduation by increasing the number of students who enter college with credits earned in high school through dual credit, concurrent enrollment or Advanced Placement.
- Policies authorizing IPFW to engage in more basic and other research that is not necessarily tied to local and regional needs.
- Policies authorizing IPFW to offer professional doctoral degrees.

Policies encouraging IPFW to enroll more college-ready students, conduct applied research, and provide programs leading to master's degrees of significant local and regional interest have been in place for at least a decade.

10.2 Performance: Over the past decade, the external and internal governance structures for IPFW have not produced substantial growth in the areas of teaching and research that are important for the well-being of Northeast Indiana and its citizens, for example, a gap in offered bachelor's, master's, and doctoral or professional degrees affecting at least 17 occupational fields and 15 degree programs.

Despite the policies set by ICHE, acknowledgement of these policies in the Purdue and IU systems, implementation of management initiatives, (particularly under the direction of the current IPFW Chancellor), improvements in IPFW's financial position, and support from citizens of Northeast Indiana:

- IPFW has seen no substantial growth or negative growth in degree-seeking enrollment, in the number of master's degrees granted, in research funding, and in charitable giving.
- IPFW has a lower IPEDS or "student right to know" graduation rate than its peers and IUPUI but ranks better when students who transfer from IPFW to another college are counted.
- Time to completion for most full-time graduates from IPFW is 150% to 200% longer than the "normal time" to complete degree programs.

- Addition and expansion of degree programs at IPFW have lagged behind the needs of businesses, government, and nonprofit entities in Northeast Indiana for qualified graduates at the bachelor's, master's, and doctoral and professional degree levels, with the gap impacting at least 17 occupational fields and 15 degree and certificate programs.

Comparative data suggests that IPFW has room for improvement in these matters. To the extent these matters are important to the well-being of Northeast Indiana and its citizens, IPFW needs governance system changes to provide sufficient external and internal direction setting, policy and strategy decision-making, performance oversight and monitoring, and accountability to drive IPFW toward resolution of these issues.

10.3 Realignment Proposal: The realignment proposal developed by Purdue and IU for IPFW presents a clear, specific path toward improving the delivery of teaching and research services in Northeast Indiana.

The proposed realignment proposal in the report of the IPFW Working Group calls for replacement of the present shared governance model "with a clear designation that Purdue University will be the governing entity of the campus." The proposed model would realign the academic mission areas assigned to Purdue with IU focusing on fewer academic mission areas, principally in health service fields. IPFW would become a campus in the Purdue system. In those academic mission areas in which IU is assigned responsibility, IU would have sole operating and management responsibility.

More importantly, the proposal proposes that Purdue and IU commit to making additional investments in Fort Wayne to meet the needs of Northeast Indiana.

The IPFW Working Group proposes that IU commit to do the following:

- IU shall enhance its health science and medical education offerings and will assess the feasibility of adding a School of Public Health to this campus. If a School of Public Health is added in Fort Wayne, Purdue and IU would continue to collaborate in the same way as currently practiced in the current IPFW College of Health and Human Services.
- IU will be responsible for the Medical School and related programs and each university will seek to preserve and enhance close collaborations in areas of mutual interest.
- IU commits to, in close consultation with Purdue, IPFW, and the citizens of Northeast Indiana and the Indiana General Assembly, pursuing the establishment of an inter-professional medical education center adjacent to its regional medical school.
- IU will commence efforts to expand medical research offerings through its Fort Wayne facilities, with the offerings to be aligned with local needs. IU's medical programs and Purdue's engineering programs will collaborate to advance the orthopedics device industry in Fort Wayne and will help establish Fort Wayne as an "innovation hub" for this particular industry.

The IPFW Working Group proposes that Purdue University commit to do the following:

- Purdue commits to collaborating with IU, IPFW, and local industries in Northeast Indiana on research related to orthopedic devices. PU-WL has a long history of research in this

area, and several graduates of Purdue's Weldon School of Biomedical Engineering are working for orthopedic devices companies in Northeast Indiana. In addition, faculty at PU-WL will work with IPFW engineering faculty to develop fundamental biomedical engineering courses which, over time, can form the foundation for a minor or major in Biomedical Engineering at IPFW if there is sufficient demand to warrant a formal program.

- PU-WL will continue to collaborate with IPFW and industry in Northeast Indiana in the area of advanced manufacturing. IN-MaC, the Indiana Next Generation Manufacturing Center, based at PU-WL, is supported by the State and is committed to advancing education and workforce development, statewide technology adoption, and research in manufacturing. IN-MaC currently has three projects at IPFW and is seeking opportunities to expand its involvement in Northeast Indiana.

The realignment proposal offers a clear and specific description of a potential future for IPFW that includes additional useful educational resources for Northeast Indiana. It brings a level of certainty, clarity, and accountability that could benefit the development of stronger programs in Northeast Indiana.

10.4 Transition Team: A transition team directly responsible to the Presidents of Purdue and IU, with substantial consultation with IPFW faculty, staff, and students and the Northeast Indiana community, is necessary to work through the policy and operational issues related to the realignment proposal.

The realignment proposal from Purdue and IU concedes that a joint transition team, including faculty, staff, and administrative officials from the two flagship campuses and IPFW, is necessary to prepare for implementation of the proposal. The provisions of IC 21-26-5-6 requiring Purdue and IU to review the role and governance of IPFW directed them to develop qualitative and quantitative findings concerning the opportunities, costs, and risks of changing the governance structure for IPFW. With the development of this realignment proposal, that analysis can begin. Numerous student, personnel, financial, operational, educational, and community policy issues still need to be addressed.

Traditionally, Purdue has delegated substantial operational autonomy for IPFW to its chancellor. With respect to this transition team, the ultimate responsibility for its success resides in the Boards of Trustees of Purdue and IU. Strong leadership and public support for the realignment proposal, particularly from the president of each university and their cabinets, will be essential to achieving a successful result and aligning accountability with responsibility. In addition, implementation of a successful transition could be benefited by freely involving the talent located at the main campuses for Purdue and IU in solving some of the more difficult issues facing the delivery of teaching and research services in Northeast Indiana. The Presidents of Purdue and IU must actively manage the performance of the transition team. The transition team should evaluate what parts of Purdue's decentralized management style have impeded progress in Northeast Indiana and realign its internal governance system to implement more effective

external and internal direction setting, policy and strategy decision-making, performance oversight and monitoring, and accountability practices and policies to drive IPFW toward resolution of these issues.

The realignment proposal does not expressly commit to implementing solutions at IPFW to drive degree completion rates upward and time to degree completion statistics downward. Nor does the proposal directly address how to better connect students with regional employers. These are matters that the transition team or other associated teams can address. Similarly, how to fund the expansion and addition of needed degree and research programs in Northeast Indiana is a matter that can be addressed by the transition team.

The Metropolitan University model for IPFW, which was adopted in 2015 by the General Assembly as a model for IPFW, promotes the expansion of community partnerships as a beneficial objective and changing internal governance practices and policies to encourage these partnerships. The alignment proposal commits to having a community advisory council but does not:

- Elaborate on what formal and informal structures should be adopted to involve community leaders in guiding the future success of Purdue and IU programs in Northeast Indiana.
- Address how to integrate employer involvement in the educational process and student success through paid internships, cooperative study, and other experimental educational learning arrangements and scholarships.
- Address what practices and policies internal to the Purdue and IU programs in Northeast Indiana should be adopted to encourage orientation toward community needs.

These are issues that should be addressed by the transition team in substantial consultation with IPFW faculty and community leaders.

Urgency in completing the most important phases of the transition process may be a factor that the transition team considers. ICHE will require budget proposals to be submitted in 2016 and the General Assembly will adopt a budget for the next biennium in early 2017. Just as importantly, delay will push the benefits of realignment further into the future. The transition team can evaluate how best to expedite the priorities in Northeast Indiana at the university level and at the state level.

10.5 Parallel State Review: A parallel evaluation by the Commission for Higher Education is necessary to evaluate how best to adapt state policies related to funding, program approval, and mission differentiation in order to accomplish the delivery of teaching and research services in Northeast Indiana.

Immediate initiation of parallel ICHE staff and member evaluation of some or all of the issues related to the IPFW realignment proposal would accelerate implementation of the proposal. For over a decade, ICHE goals and policies have been supportive of efforts to improve graduation

rates, reduce the time it takes to obtain a degree, and align the teaching and research efforts of campuses such as IPFW with economic, social, and cultural needs of the region the campuses serve. The realignment proposal seeks specific results with respect to the teaching and research services provided in Northeast Indiana. ICHE should consider what adaptions in its policies and funding formulas should be made to implement, achieve, and sustain the results proposed in the realignment proposal, particularly given that IPFW's state funding per FTE is 4.27% below comparable state educational institutions and IPFW will have additional costs to improve graduation rates and implement the expanded and additional degree programs that align with the economy in Northeast Indiana. With respect to the expansion and addition of degree programs. ICHE should work with Purdue and IU to determine if there is an approach to program approval that can decrease the total time necessary to move a degree program idea into IPFW's curricula. The solutions may be useful to all other state educational institutions. Some of the projects that ICHE has already initiated, such as the study of part-time students, the study of education through cooperatives, internships, and other experiential learning arrangements, and the report on the community college system, may have application to IPFW, particularly with respect to building a business model for IPFW that accomplishes the state's educational objectives in Northeast Indiana in a sustainable and affordable manner.

Evaluation and oversight reports, by their nature, tend to focus on unresolved issues. As a result, these reports devote less space to detailing the praiseworthy efforts and initiatives of their subject. With respect to IPFW, there are many remarkable people and programs at IPFW. Members of the Fort Wayne and Northeast Indiana community have made substantial contributions to moving IPFW forward. Some of these accomplishments are described in Appendix H. This report is not critical of these efforts. Its sole aim is to identify possible future changes that can enhance these efforts.

It should be noted that some trend data reviewed in Section 6 of this report does not reflect the impact of management initiatives undertaken by the current IPFW chancellor. In particular, any improvements occurring in undergraduate elapsed time to completion or in graduation rates will not be reflected in the published data until 2018 or later.

The author wishes to acknowledge the special contributions to this report made by current members of the LSA staff, Karen Firestone Rossen and Chuck Mayfield, and former member Stephanie Wells. The author appreciates the cooperation that the staffs of ICHE, the main campuses of Purdue and IU, and IPFW have given the author. Finally, the author wishes to thank the members of the IPFW Working Group who devoted substantial time and talent to review these issues and develop a proposed road map for the future of IPFW.

11 APPENDIX A: PROGRAM APPROVAL MATRIX

IPFW GENERAL MATRIX FOR THE ADMINISTRATIVE APPROVAL PROCESS FOR NEW ACADEMIC PROGRAMS

	Source: IPFW Updated-8/7/15	Contingent Approvals	Academic Unit Approvals							University System Approvals						External Approvals	
			Dept	College	Remonstrance	Other Campus Approvals	Faculty Senate	VCAA	Chancellor	Other System Approvals	Purdue Provost/ President	Purdue Board of Trustees	IU ALC	IU EVP	IU Board of Trustees	ICHE	HLC
IU Programs	New Degree Level		Yes	Yes	Yes	Graduate SC	Yes	Yes	Yes	APPEAR			Approval	Approval	Approval	Action	Yes
	UG Certificates: New	Notes a & c	Yes	Yes	Yes	Curr Rvw SC	Yes	Yes	Yes	APPEAR			Approval	Approval	AAR	RSA	
	Grad Certificates: New	Notes a & c	Yes	Yes	Yes	Graduate SC	Yes	Yes	Yes	APPEAR			Approval	Approval	AAR	RSA	
	UG Degrees: New	Notes a & b	Yes	Yes	Yes	Curr Rvw SC	Yes	Yes	Yes	APPEAR			Approval	Approval	Action	Action	
	Grad Degrees: New	Notes a & b	Yes	Yes	Yes	Graduate SC	Yes	Yes	Yes	APPEAR			Approval	Approval	Action	Action	
	Degrees (additional in same discipline)	Note a	Yes	Yes				Yes	Yes	APPEAR*			Approval	Approval	Action	RSA	
	UG Degrees: New, Online (>50%)*	Note a	Yes	Yes	Yes	Curr Rvw SC	Yes	Yes	Yes	APPEAR*			Approval	Approval	Action	Action	
	Grad Degrees: New Online (>50%)*	Note a	Yes	Yes	Yes	Graduate SC	Yes	Yes	Yes	APPEAR			Approval	Approval	Action	Action	
	UG Degrees: Existing, to be offered Online (>50%)	Note a	Yes	Yes	Yes	Curr Rvw SC	Yes	Yes	Yes	APPEAR			Approval	Approval	AAR	RSA	
	Grad Degrees: Existing, to be offered Online (>50%)	Note a	Yes	Yes	Yes	Graduate SC	Yes	Yes	Yes	APPEAR			Approval	Approval	AAR	RSA	
	UG Degrees: Dual Degrees (both Existing)		Yes	Yes	Yes	Curr Rvw SC	Yes	Yes	Yes	APPEAR			Info	Info	AAR		
	Grad Degrees: Dual Degrees (both Existing)		Yes	Yes	Yes	Graduate SC	Yes	Yes	Yes	APPEAR			Info	Info	AAR		
	Degrees and Cert: Name Change		Yes	Yes				Yes	Yes	APPEAR			Approval	Approval	AAR	RSA	
	Cert/ Degree/ Major/ Tracks/ Concentrations/ Specialization: Termination		Yes	Yes				Yes	Yes	Appear			Info	Info	Info	Info	
	UG Majors/ Tracks/ Concentrations/ Specializations: New	Note a	Yes	Yes	Yes	Curr Rvw SC	Yes	Yes	Yes	Appear			Approval	Approval	AAR		
	Grad Majors/ Tracks/ Concentrations/ Specializations: New	Note a	Yes	Yes	Yes	Graduate SC	Yes	Yes	Yes	Appear			Approval	Approval	AAR		
	Majors/ Tracks/ Cencentrations/ Specializations: Name Change		Yes	Yes				Yes	Yes	Appear			Approval	Approval	AAR		
	UG Minor: New		Yes	Yes		Curr Rvw SC	Yes	Yes	Yes	Appear			Info	Info			
	Grad Minor: New		Yes	Yes		Graduate SC	Yes	Yes	Yes	Appear			Info	Info			
	Minors: Name change		Yes	Yes				Yes	Yes								
PU Programs	New Degree Level		Yes	Yes		Graduate SC	Yes	Yes	Yes		Approval	Approval				Action	Yes
	UG Certificates: New	Notes a & c	Yes	Yes		Curr Rvw SC	Yes	Yes	Yes		Approval	Approval				RSA	
	Grad Certificates: New	Notes a & c	Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School	Approval	Approval				RSA	
	UG Degrees: New	Notes a & b	Yes	Yes		Curr Rvw SC	Yes	Yes	Yes		Approval	Approval				Action	
	Grad Degrees: New	Notes a & b	Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School	Approval	Approval				Action	
	Degrees (additional in same discipline)	Note a	Yes	Yes				Yes	Yes		Approval	Approval				RSA	
	UG Degrees: New, Online (>50%)	Note a	Yes	Yes		Curr Rvw SC	Yes	Yes	Yes		Approval	Approval				Action	
	Grad Degrees: New Online (>50%)	Note a	Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School	Approval	Approval				Action	
	UG Degrees: Existing, to be offered Online (>50%)	Note a	Yes	Yes		Curr Rvw SC	Yes	Yes	Yes		Approval	Approval				RSA	
	Grad Degrees: Existing, to be offered Online (>50%)	Note a	Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School	Approval	Approval				RSA	
	UG Degrees: Dual Degrees (both Existing)		Yes	Yes		Curr Rvw SC	Yes	Yes	Yes		Approval	Approval					
	Grad Degrees: Dual Degrees (both Existing)		Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School	Approval	Approval					
	Degrees and Cert: Name Change		Yes	Yes				Yes	Yes		Approval	Approval				RSA	
	Cert/ Degree/ Major/ Tracks/ Concentrations/ Specialization: Termination		Yes	Yes				Yes	Yes		Info					Info	
	UG Degree Tracks: New	Notes a & b	Yes	Yes		Curr Rvw SC	Yes	Yes	Yes								
	Grad Degree Tracks: New	Notes a & b	Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School							
	UG Majors/ Concentrations/ Specializations: New	Notes a & b	Yes	Yes		Curr Rvw SC	Yes	Yes	Yes		Approval	Approval					
	Grad Majors/ Cencentrations/ Specializations: New	Notes a & b	Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School	Approval	Approval					
	Majors/ Tracks/ Cencentrations/ Specializations: Name Change		Yes	Yes			Yes	Yes	Yes		Approval	Approval					
	UG Minor: New		Yes	Yes		Curr Rvw SC	Yes	Yes	Yes								
	Grad Minor: New		Yes	Yes		Graduate SC	Yes	Yes	Yes	Grad School							
	Minors: Name change		Yes	Yes			Yes	Yes	Yes								

Please note with regard to the Board of Trustees: Administrative Action Report (AAR) items are information-only. Although Trustees do "accept" the items on the report, it is not an "approval". Action items must be APPROVED by the Trustees BEFORE they can

Programmic Notes

(a) Contingent Approvals:
1. University Graduate School: If degree(s) is (are) conferred by the graduate school.
2. Office of Continuing Studies: if offered online. Contact OCS before preparing proposal.
3. Office of Intenational Studies: if offered through partnerships outside US.

(b) ICHE Program Approvals:
1. ICHE approval is not necessary unless listed separately in ICHE inventory. If a 'new major' is to be separately reported to ICHE, follow 'new degree' process. "New majors" in BA areas and in BS in Education areas are usually reported separately; other BS majors are usually not reported separately.
2. If a degree already exists and an additional designation is being added (e.g., adding a BS option where a BA is already approved), it is submitted to ICHE for Routine Staff Approval (RSA).

(c) Per HEOA (Higher Education Opportunity Act), certificates must be categorized as to whether students are eligble to receive federal student aid solely through enrollment in the certificate program.

APPEAR-Academic PRogram Proposal, Evaluation, and Review system

* Existing IU programs moving to online are put in Appear as ne UG or Grad degrees

12 APPENDIX B: NEW ACADEMIC STRUCTURE APPROVAL MATRIX

IPFW GENERAL MATRIX FOR THE ADMINISTRATIVE APPROVAL PROCESS FOR NEW ACADEMIC STRUCTURES

		Campus Approvals					University Approvals						External Approvals		
	Source: IPFW Updated-8/7/15	Contingent Approvals	Dept	College	Other Campus Approvals	VCAA/ Chancellor	Other System Approvals	Purdue Provost/ President	Purdue Board of Trustees	IU ALC	IU EVP	IU Board of Trustees	ICHE	HLC	**Structural Notes**
Structural	Branch or Extension: New	Note d						Approval	Approval				Action	Yes	**(d) Campus-based centers report as information-only; University-wide centers are reviewe by the ALC, and require approval by EVPs (and consultation with VP research if research-based**
	School/College: New						APPEAR (f)	Approval	Approval	Approval (f)	Approval (f)	Action (f)	Action		**(e) Board of Trustees Agenda Item only if it involves substantial funding, otherwise it is an Administrative Action Report (AAR) item.**
	School/College: Name Change						APPEAR (f)	Approval	Approval	Approval (f)	Approval (f)	Action (f)	Info		**(f) If IU MIssion Programs are included.**
	Department: New						APPEAR (f)	Approval	Approval	Approval (f)	Approval (f)	AAR (f)			
	Department: Name Change						APPEAR (f)	Approval	Approval	Approval (f)	Approval (f)	AAR (f)			APPEAR-Academic PRogram Proposal, Evaluation, and Review system
	Department: Transfer to a different School/College						APPEAR (f)	Approval	Approval	Approval (f)	Approval (f)	AAR (f)			
	Centers: New	Notes d & e													
	Ceners: Name Change														

GENERAL INFORMATION:
Please note with regard to the Board of Trustees: Administrative Action Report (AAR) items are information-only. Although Trustees do "accept" the items on the report, it is not an "approval". Action items must be APPROVED by the Trustees BEFORE they can continue through the process. Programs cannot be advertised or announced prior to their last level of required approval.

13 APPENDIX C: DOCUMENTATION FOR PURDUE PROPOSALS, CHANGES & TERMINATIONS

		Degrees: Dual Degrees (both Existing)			x											x	x
		Degree and Cert: Name Change		x	x											x	x
		Cert/ Degree/ Major/ Track/ Concentrationh/ Specialization: Termination														x	x
		Degree Tracks: New												x		x	x
		Majors/ Concentrations/ Specialization: New	x		x					x	x			Form 25		x	x
		Majors/ Tracks/ Concentrations/ Specializations: Name Change		x	x											x	x
		Minors: New	x							x	x		x			x	x
		Minors: Name Change		x												x	x
		Transcription Notations														x	x
Purdue	Under-graduate																
		New Degree Level	x		x	x		x	x	x	x					x	x
		Certficates: New	x		x					x	x				x	x	x
		Degrees: New	x		x	x		x	x	x	x					x	x
		Degrees: Additional in same discipline	x		x	x		x	x	x	x					x	x
		Degrees: New, Online (>50%)	x		x	x		x	x	x	x					x	x
		Degrees: Existing, to be offered Online (>50%)	x		x											x	x
		Degrees: Dual Degrees (both Existing)			x											x	x
		Degree and Cert: Name Change		x	x											x	x
		Cert/ Degree/ Major/ Track/ Concerntration/ Specialization: Termination														x	x
		Degree Tracks: New												x			
		Majors/ Concentrations/ Specializations: New	x		x					x	x			x		x	x
		Majors/ Tracks/ Concentrations/ Specializations: Name Change		x	x											x	x
		Minors: New	x							x	x		x			x	x
		Minors: Name Change		x												x	x
		Transcription Notations														x	x

14 APPENDIX D: DOCUMENTATION FOR IU PROPOSALS, CHANGES & TERMINTATIONS

Updated 8/7/15		IPFW REQUIRED DOCUMENTATION FOR NEW PROPOSALS, CHANGES, AND TERMINATIONS (IU Programs Only)															
School	Degree	Proposal Type	New Degree Cover Sheet	Name Change Cover Sheet	Purdue Board of Trustees (BOT) Transmittal Form	IPFW Program Pre-Proposal	Graduate ICHE Brief Proposal	UG ICHE Brief Proposal	ICHE Full Proposal	Library Resource Questionaire	Liaison Library Memo	IU On-Line Pre-Proposal >50%	IPFW Request for New Minor	IPFW Request for New Major, Track, Concentration, or Specialization	IPFW Reqeust for New Certificate	Memo from Chair to Dean & AssocVC	Memo from Chancellor
IU	Graduate																
		New Degree Level	X			X	X		X	X	X	X			X	X	X
		Certficates: New	X							X	X	X				X	X
		Degrees: New	X			X	X		X			X				X	X
		Degrees: Additional in same discipline	X			X	X		X			X				X	X
		Degrees: New, Online (>50%)	X			X	X		X			X				X	X
		Degrees: Existing, to be offered Online (>50%)										X				X	X
		Degrees: Dual Degrees (both Existing)														X	X
		Degree and Cert: Name Change		X												X	X
		Cert/ Degree/ Major/ Track/ Concentration/ Specialization: Termination														X	X
		Majors/ Tracks/ Concentrations/ Specializations: New	X											X		X	X
		Majors/ Tracks/ Concentrations/ Specializations: Name Change		X												X	X
		Minors: New	X							X	X		X			X	X
		Minors: Name Change		X												X	X
		Transcription Notations														X	X
IU	Under-graduate																
		New Degree Level	X			X		X	X	X	X	X				X	X
		Certficates: New	X					X	X	X	X	X			X	X	X
		Degrees: New	X			X		X	X	X	X	X				X	X
		Degrees: Additional in same discipline	X			X		X	X	X	X	X				X	X
		Degrees: New, Online (>50%)	X			X		X	X	X	X	X				X	X
		Degrees: Existing, to be offered Online (>50%)										X				X	X
		Degrees: Dual Degrees (both Existing)														X	X
		Degree and Cert: Name Change														X	X
		Cert/ Degree/ Major/ Track/ Concerntration/ Specialization: Termination														X	X
		Majors/ Tracks/ Concentrations/ Specializations: New	X							X	X			X		X	X
		Majors/ Tracks/ Concentrations/ Specializations: Name Change		X												X	X
		Minors: New	X								X					X	X
		Minors: Name Change		X												X	X
		Transcription Notations														X	X

15 APPENDIX E: FINAL REPORT OF THE IPFW WORKING GROUP (DECEMBER 15, 2015)

The Working Group finds that the shared campus model for managing Indiana University-Purdue University Fort Wayne, created more than 50 years ago, should be revised to align the institution more closely with the economic needs of the Northeast Indiana region and to better serve the community and in particular, students. The new model would require a management structure that is more streamlined, efficient and accountable. The Working Group, therefore, makes the following findings and recommendations:

1. The shared management model that has been in operation at Indiana University-Purdue University Fort Wayne for many years, in its current form, is not fully meeting the needs of Northeast Indiana.

2. The present shared management model should be replaced with a clear designation that Purdue University will be the governing entity of the campus, and that the present Indiana University-Purdue University Fort Wayne shall undergo a name change to reflect the fact that the Fort Wayne campus is a Purdue campus.

3. Indiana University shall continue to offer selected courses and degree programs at Purdue University Fort Wayne, though as a separate university. The courses and degrees will be primarily those closely related to Indiana University's continuing mission in Fort Wayne as set forth in paragraphs 4 and 5 below.

4. Indiana University shall maintain and enhance its health science and medical education offerings and will assess the feasibility of adding a School of Public Health to this campus. If a School of Public Health is added to Purdue Fort Wayne, IU and Purdue would continue to collaborate in the areas of Health and Human Services.

5. Indiana University will be responsible for the Medical School and related programs and each university will seek to preserve and enhance close collaborations in areas of mutual interest. IU will be responsible for undergraduate Nursing, as well as the existing IU School of Social Work. If a new School of Public Health is established, then Indiana University will be responsible for that school, as well. Purdue University Fort Wayne will continue to offer its Doctor of Nursing Practice and Master of Science in Nursing degree programs in collaboration with other Purdue campuses, as approved by the Indiana Commission for Higher Education. This arrangement also offers the opportunity for collaboration between IU and Purdue flagship campuses, as well as Purdue University regional campuses.

6. Indiana University commits to, in close consultation with Purdue University, Purdue University Fort Wayne, and the citizens of Northeast Indiana and the Indiana General Assembly, pursuing the establishment of an inter-professional medical education center adjacent to its Regional Medical School.

7. Indiana University will commence efforts to expand medical research offerings through its Fort Wayne facilities, with said offerings to be aligned with local needs. Indiana University's medical programs and Purdue's engineering programs will collaborate to advance the orthopedics device industry in Fort Wayne and will help establish Fort Wayne as an "innovation hub" for this particular

industry. Purdue commits to collaborating with Indiana University, IPFW and local industries in Northeast Indiana on research related to orthopedic devices. Purdue-West Lafayette has a long history of research in this area, and several graduates of Purdue's Weldon School of Biomedical Engineering are working for orthopedic devices companies in Northeast Indiana. In addition, faculty at Purdue-West Lafayette will work with IPFW Engineering faculty to develop fundamental biomedical engineering courses which, over time, can form the foundation for a minor or major in Biomedical Engineering at IPFW if there is sufficient demand to warrant a formal program.

8. Purdue-West Lafayette will continue to collaborate with IPFW and industry in Northeast Indiana in the area of advanced manufacturing. IN-MaC, the Indiana Next Generation Manufacturing Center, based at Purdue-West Lafayette, is supported by the State and is committed to advancing education and workforce development, statewide technology adoption, and research in manufacturing. IN-MaC currently has three projects at IPFW and is seeking opportunities to expand its involvement in Northeast Indiana.

9. All Indiana University schools, programs, and course offerings at Fort Wayne will initially be under the administrative direction of the Indiana University Regional Medical School and under the academic direction of the respective Indiana University school. Indiana University will review the appropriate organization and accreditation status of the IU schools and programs, both individually and collectively, and implement changes as needed, in accordance with IU policies and procedures. All degrees awarded by these schools will be Indiana University degrees. Purdue University Fort Wayne has extensive course offerings in chemistry, biology, etc. that would normally be required for an Indiana University health sciences degree. Rather than duplicate courses in Fort Wayne, the Indiana University Regional Medical Center and Purdue University Fort Wayne will work collaboratively to offer courses necessary to complete degree requirements.

10. Indiana University shall establish a Community Council to educate, connect, advise, and support the Indiana University research and degree programs at Fort Wayne.

11. All remaining schools, programs and course offerings at the Purdue University Fort Wayne campus shall be under the direction of Purdue University. All degrees awarded by Purdue University Fort Wayne will be Purdue degrees. New degree programs will be approved through the Purdue University process and submitted to the Commission for Higher Education by Purdue.

12. Nothing in this report will preclude a future agreement between Indiana University and Purdue University, with the advice and guidance of their respective area Community Councils, to allow an additional realignment between the two universities of some of the schools, programs, and courses offered at Purdue University Fort Wayne. Nothing in this report will preclude a future proposal by Purdue University or Indiana University to add new schools or programs at Fort Wayne in subject areas related to their areas of focus as outlined in this report, and the universities agree to consult in the formulation of any such proposal.

13. Purdue University Fort Wayne shall be permitted to have a separate alumni association and separate fundraising foundation. Graduates of the various programs shall have the right to choose whether they want to join or continue membership in the alumni association, as appropriate, of Purdue University and/or Indiana University and/or Purdue University Fort Wayne.

14. Purdue University will continue its work with the Community Council to educate, connect, advise and support the Purdue University research and degree programs at Fort Wayne.

15. Indiana University students will have Indiana University transcripts which will be aligned with the Indiana University statewide student information system. Indiana University will use its student information technology systems to implement and operate the Indiana University transcript and student information program(s).

16. Purdue University students will have Purdue University transcripts which will be managed by Purdue University and Purdue University Fort Wayne. Purdue University and Purdue University Fort Wayne will provide the technology system(s) to implement and operate Purdue University Fort Wayne transcript and student information program(s).

17. Indiana University and Purdue University will work together to assure that interactions between their respective information systems exchange relevant information in a timely and reliable manner, and provide a convenient and accurate student, faculty, and administrative experience with rosters, transcripts, and grades.

18. All future Purdue University Fort Wayne operational and administrative issues that are solely those of Purdue University and the Fort Wayne campus will be resolved between Purdue University and Purdue University Fort Wayne.

19. The management agreement executed by Indiana University and Purdue University will be amended to reflect the changed status of the various degree programs. Additionally, IC 21-26-4 will also be amended or repealed, if appropriate, to reflect the new status of the College of Visual and Performing Arts.

20. All faculty and staff members whose employment (and, for faculty, academic appointments) move from Purdue University to Indiana University, and vice versa, shall be held harmless in the transition of appointment from one university to the other. So, for example, a person holding campus-specific tenure at Indiana University would hold campus-specific tenure at Purdue University (and vice versa); a person who is three years into the tenure-probationary period at Purdue University would be three years into the tenure-probationary period at Indiana University (and vice versa); and so on.) Likewise, subject to reasonable time limitations, students currently enrolled in an academic program shall have the option to continue in that program as currently configured, including the degree of the university currently responsible for the degree.

21. The state appropriation for Indiana University-Purdue University Fort Wayne presently in existence for the 2015-17 biennium will remain until the end of the current biennium. Future separate budget requests from the Indiana University Regional Medical School and Purdue University Fort Wayne will reflect the level of support required for the newly structured entities.

22. Purdue University and Indiana University shall establish the necessary joint transition teams in order to implement the above changes that will include faculty, staff, and administrative officials from Indiana University, Purdue University, and Indiana University-Purdue University Fort Wayne.

The Working Group believes that its findings and recommendations, as well as the commitments made here by Purdue University, Indiana University and the Fort Wayne campus, offer a positive way forward for the Fort Wayne campus, as well as the students and citizens of Northeast Indiana.

16 APPENDIX F: IPFW ADDENDUM TO BE INCLUDED WITH RECOMMENDATIONS OF WORKING GROUP FROM CHANCELLOR CARWEIN (JANAURY 8, 2016)

This addendum accompanies the final set of recommendations as formally approved by the working group on December 15, 2015 by a vote of 6 -2. This addendum represents the views and recommendations of the Chancellor, Vice Chancellors, and Faculty leadership of IPFW. A number of major issues and questions are raised by the recommendations and are detailed below along with suggestions of how to address them. The leadership of IPFW strongly advises that due diligence be performed before a final decision is made to implement the recommendations.

First and foremost, the recommendation to transition the undergraduate nursing program to Indiana University is unacceptable on educational, pedagogical, or operational grounds. Likewise, leaving the masters' and doctoral programs with Purdue University but moving the undergraduate program to Indiana University is not based on any rationale that serves current or potential students of nursing, or strengthens the overall nursing offerings by either Indiana University or Purdue University. It should be noted that Purdue University has a long standing and nationally recognized reputation in both undergraduate and graduate nursing education. To divide up these programs between IU and Purdue makes no sense. In addition, the loss to IPFW of the undergraduate program results in a reduction of over 800 students, or 7.4 % of our degree seeking students and almost $5 million in tuition revenue (9% of our total tuition revenue). IPFW's nursing majors are among our most academically talented students with a documented record of on-time graduation as well as immediate and long-term contribution to both the healthcare industry specifically and the regional economy generally. Nursing graduates account for nearly 7% of all graduates each year.

The vision for the collaborative inter-professional center focused on geriatrics, between four IPFW Colleges and the IU School of Medicine, has been in development for several months now and is built upon the premise that nursing, graduate and undergraduate, are integrated Purdue programs. This integration adds critical value, precisely because of the integration, to the center's vision.

The recommendations, as approved by the working group speak positively about and envision significant collaborations on the part of IPFW, Indiana University, and Purdue University to achieve a number of bold future objectives. In particular, while not detailed specifically in recommendation # 6, the recommendation speaks to the creation of an inter-professional education, research and clinical care center focused on geriatrics which is a collaboration already well underway between the IPFW Colleges of Health and Human Services, Visual and Performing Arts, Education, and Engineering and the IU School of Medicine.

This is a very exciting initiative and holds great promise for Northeast Indiana and our universities, but only if a true collaboration of equal partners is fostered and supported. Appropriate resources, including funding and other support, must come to each partner for this collaboration to be successful.

Recommendation #7 assures collaboration between IU medical programs and Purdue engineering programs to help establish Fort Wayne as an "innovation hub" for the orthopedics device industry

and further commits Purdue West Lafayette faculty to work with IPFW engineering faculty to develop biomedical engineering courses leading to, given demand, a minor or major at IPFW.

Recommendation #8 commits Purdue West Lafayette to collaborate with IPFW and industry in Northeast Indiana in advanced manufacturing.

Both recommendations #7 and #8 hold the promise of exciting opportunity. It is unclear why these opportunities could not have been advanced within the current structure. In fact, the inter-professional center initiative (recommendation #6) was conceived and developed out of long standing and significant collaborations already underway between the IPFW Colleges of Health and Human Services, Education, Engineering and Visual and Performing Arts and the IU School of Medicine, and has been in development for several months now.

IPFW strongly supports recommendations #7 and #8, but questions who will be responsible for assuring the necessary collaborations will occur and where the required resources will come from. The commitment to collaborate is a necessary first step, but who is going to make it happen, and most importantly, what is the specific resource commitment of Indiana University and Purdue University? Additionally, while recommendations #7 and #8 have significant potential to positively impact the economy of northeast Indiana, investments in new academic programs should not be made without a significant amount of input from regional industry so that there is clear assurance that future degree programs are fully designed to meet long-term regional needs.

Preliminary cost estimates of planned new and expanded programs, resulting from strategic planning work in 2014, in nursing (both undergraduate and graduate), engineering (including materials, industrial and manufacturing), actuarial science, the leadership center and inter-professional center total over $40 million. This preliminary estimate is likely low due to the higher cost of these laboratory and clinically intensive programs. Included in this estimate are a significant number of new faculty positions, laboratories and equipment, and infrastructure needed to create new programs.

A serious omission in the approved set recommendations is any statement that actually commits either or both university systems to making any investments, let alone the level of investments necessary to achieve the goals and vision outlined in the document. Absent a clear statement of the support and level of investment each system plans to commit to achieving the vision outlined in the recommendations, the proposed changes will produce few results.

I have attached the revisions IPFW leadership proposed on December 2, 2015 in response to the first draft of the recommendations which was distributed to the working group on November 30, 2015. It is noted that none of our proposed revisions were incorporated (including those technical corrections the working group had agreed to).

The leadership of IPFW understands that trends in higher education over the past decade or longer and needs of future students and our region require us to operate and offer programming differently than in the past. The proposal recommendations offer exciting possibilities and opportunities that allow IPFW to be more responsive and better meet the needs of our students and region in the future.

However, these opportunities do not come without major challenges, issues and questions that need to be resolved. A careful and studied approach that considers the impact of these recommendations upon students, faculty, staff, alumni, donors, the community and how best to

move forward will be in the best interest of IPFW, Indiana University, Purdue University and the community and region we serve.

If Presidents Daniels and McRobbie and the two Boards of Trustees agree to move forward with the concept of two separate universities in Fort Wayne, due diligence of the impacts must be completed and strategies for implementation must be developed. In addition, significant resource commitments must be made.

17 APPENDIX G: PROPOSED REVISION TO FINAL REPORT OF THE IPFW WORKING GROUP FROM CHANCELLOR CARWEIN (JANUARY 8, 2016)

The IPFW Working Group finds that the shared campus model for governing Indiana University-Purdue University Fort Wayne (IPFW), created more than 50 years ago, has worked, but not as well as hoped. Over the years, challenges have emerged and the Working Group believes it is time to give careful consideration to a new and unique governance structure. The goal of the governance structure is to align the institution more closely with the needs of Northeast Indiana and to better serve students. To do this, the new structure must be more streamlined, efficient, and accountable than the current governance structure.

The Working Group also believes new investments by Indiana University and Purdue University are necessary.

For the purposes of this document the name Purdue University Northeast (PNE) (final name yet to be determined) is utilized.

The Working Group, therefore, makes the following recommendations:

1. The present shared governance model should be replaced with a clear designation that Purdue University will be the governing entity of the campus, and that IPFW shall undergo a name change to reflect the fact that the Fort Wayne campus is a Purdue campus–Purdue University Northeast (PNE). The final name will be determined in consultation with the community.
2. PNE will maintain all currently existing self-governance and autonomy; e.g., undergraduate program development and implementation, student policies, branding and identity.
3. Indiana University shall continue to offer medical education and the Master of Social Work. Indiana University will be afforded the opportunity to develop post-baccalaureate and professional degree programs on the PNE campus. Any new programs will be related to Indiana University's continuing mission in Fort Wayne as set forth in paragraphs 4 and 5, and will be approved through the Indiana University process and submitted to the Commission for Higher Education by Indiana University.
4. Indiana University shall focus its offerings in graduate level health sciences and medical education.
5. Indiana University, in collaboration with Purdue University, PNE, the Indiana University School of Medicine at Fort Wayne, the citizens of northeast Indiana, and the Indiana General Assembly, will establish an inter-professional (medical, nursing, health sciences, counseling, music, art) education, research and clinical care center on the PNE campus, focusing on joint educational programming, collaborative research and clinical care involving multiple academic disciplines.
6. Indiana University will commence efforts immediately to expand medical research offerings through its Fort Wayne facilities, with said offerings to be aligned with regional needs, especially the orthopedics device industry. Indiana University's medical programs and Purdue University's engineering programs will collaborate to establish Fort Wayne as an "innovation hub" for this industry.

7. Indiana University will assess the feasibility of adding a School of Public Health to its Fort Wayne programs.
8. All Indiana University schools, programs and course offerings at Fort Wayne will be under the administrative direction of the Indiana University School of Medicine at Fort Wayne and under the academic direction of the respective Indiana University school. All degrees awarded by these schools will be Indiana University degrees. The programs administered by the Indiana University School of Medicine at Fort Wayne will not offer courses similar to courses offered by PNE.
9. All remaining schools, programs, course offerings, and faculty with their current rank and tenure at PNE shall be under the direction of Purdue University. All degrees awarded by PNE will be Purdue degrees. New degree programs will be approved through the Purdue University process and submitted to the Commission for Higher Education by Purdue.
10. Purdue West Lafayette faculty will work with PNE Engineering faculty to develop fundamental biomedical engineering courses which, over time, can form the foundation for a minor or major in Biomedical Engineering at PNE if there is sufficient demand to warrant a formal program.
11. Purdue University will continue to collaborate in course and program development and research with PNE and industry in Northeast Indiana in the area of advanced manufacturing through IN-MaC, the Indiana Next Generation Manufacturing Center, based at Purdue-West Lafayette.
12. Collaborations that leverage the strengths of Indiana University, Purdue University, and PNE in health sciences, medical education, and engineering will be developed to respond to opportunities in the region, especially in the orthopedic industry and advanced manufacturing arena.
13. Indiana University shall establish a Community Council to educate, connect, advise and support the Indiana University research and education programs at Fort Wayne.
14. Purdue University will continue its work with the existing Community Council to educate, connect, advise, and support the Purdue University research and education programs at Fort Wayne.
15. PNE shall have a separate alumni association. Graduates shall have the right to choose whether they want to join the alumni association of Purdue University and/or Purdue University Northeast.
16. PNE shall have a separate fundraising foundation.
17. Information (names, contact information, etc.) about all Indiana University graduates of IPFW that is maintained by Indiana University, the Indiana University Alumni Association, and related organizations will be provided to PNE when the change in the governance structure is finalized.
18. Indiana University students will have Indiana University transcripts which will be aligned with the Indiana University statewide student information system. Indiana University will use its student information technology systems to implement and operate the Indiana University transcript and student information program(s).
19. Purdue University students will have Purdue University transcripts which will be managed by Purdue University and PNE. Purdue University and PNE will provide the technology system(s) to implement and operate PNE transcript and student information program(s).
20. All future PNE operational and administrative issues that are solely those of Purdue University

and the Fort Wayne campus will be resolved between Purdue University and Purdue University Northeast.

21. The management agreement executed by Indiana University and Purdue University will be amended to reflect the changed status of the various degree programs. Additionally, IC 21-26-4 will also be amended or repealed, if appropriate, to reflect the new status of the College of Visual and Performing Arts.
22. The state appropriation for Indiana University-Purdue University Fort Wayne presently in existence for the 2015-17 biennium will remain until the end of the current biennium. Future separate budget requests from the Indiana University School of Medicine at Fort Wayne will reflect the level of support required by each institution for the newly structured entities.
23. Nothing in this proposal will preclude a future agreement between Indiana University and Purdue University, with the advice and guidance of their respective area Community Councils, to allow an additional realignment between the two universities of some of the schools, programs and courses offered at PNE.

The working group believes that its findings and recommendations regarding the change in the governance structure are worth careful consideration. To that end, a joint review team from Indiana University, Purdue University, and IPFW, chaired by the Chancellor of IPFW, shall be appointed by the end of January and report on the feasibility of the proposed governance structure by the end of the 2015/16 academic year. If the proposed structure proves to be likely to align the institution more closely with the needs of Northeast Indiana and serve students better by being more streamlined, efficient, and accountable than the current governance structure, the review team will include in its report the steps that will be necessary.

18 APPENDIX H: RESPONSE TO LSA REPORT FROM CHANCELLOR CARWEIN (JANUARY 11, 2016)

The IPFW leadership team (Chancellor, Vice Chancellors and Faculty Leaders) has a number of comments in response to your draft report. I am not sure it is of value to specifically edit at this point, but we would offer the following:

On pages two and 29 you state the five bullets of areas of needed improvement, which seem to be the bulleted summary of concerns raised in the document. We would ask that the following be acknowledged and included:

The first bullet does not acknowledge the national recession that impacted higher education enrollments downward across the country. This past fall, our freshman admits increased by 4.7%[†] while many of Indiana's campuses experienced decreases in their freshman enrollments. This is a positive sign of recession recovery. In addition, a larger number of these new admits are taking full time loads as compared to last year, another positive sign.

As to graduate degrees, no mention is made of legislation a few years ago that effectively closed the master's programs in education across the state, taking one of IPFW's largest enrolled graduate programs of a few hundred students to zero today.[‡]

The "normal time" (assuming you are talking about four-year graduation rate) will always be a challenge for campuses like IPFW and it is generally understood, including by our Community Council that a four-year rate doesn't work for us. As long as we serve the non-traditional student population we do, we will always score low on a four-year metric.

My impression from the working group discussions was that all understand that a major factor in new program development is the length of the campus, system and state approval processes. Those area schools you reference that have beat us to the offerings are the private institutions (Trine, St. Francis, Huntington, Indiana Tech) who can generate an idea and launch it in a very short time with very few steps of approval. The bullet reads as though we have been unresponsive, it hasn't been from lack of trying.

The last bullet does not explain that IPFW (as a regional campus) was NOT allowed to offer any doctoral programs until the DNP collaboration was developed. ICHE, in fact, changed the regional campuses document to specifically allow for this program.[§]

[†] Author's Note: The number of new freshman enrolled in IPFW in Fall 2015 increased by 75 individuals over Fall 2014 but the number of returning freshmen decreased by 407, the number of sophomores decreased by 308, the number of juniors increased by 34, and the number of seniors increased by 38. Graduate degree students increased by 16. See, Section 6.1 of report.

[‡] Author's Note: The Chancellor may be referencing IC 20-28-9-1.5. In the period 2010 through 2014, the number of students enrolled in an M.S.Ed. degree granting program decreased by 40.21% from 194 to 116. IPFW. (November 2014). Statistical Profile. (2014-2015, Table 16).

[§§] Author's Note: This bullet point has been removed from the report. ICHE policy with regard to doctoral programs and professional degree programs did not change until 2013.

It should be noted that in fall of 2012 when I began as Chancellor, I was confronted with a $13+ million budget deficit. It has taken three years to bring the budget into alignment and restore the financial health of the institution. We have successfully achieved a CFI (Composite Financial Index) of 2.99, a measure of financial health utilized by HLC, nearly reaching our Plan 2020 goal of 3.0 four years early. We are now at a point where energy can be re-focused from cutting and stabilizing the institution to building it.

There is no question that improvements need to be made in many arenas, and there are exciting opportunities outlined in the proposal. The campus deserves credit in the report for the exceptionally hard decisions made to financially stabilize the institution over the past three years and initiate improvements. A significant number of changes in staffing across the institution and particularly in academic leadership, internal re-structuring, new initiatives particularly in the admissions and retention areas, re-allocation of resources, and curriculum development for new and expanded majors and degrees are all well underway. The results of these changes will not be fully visible or realized for a number of years. We have a lot of great things to celebrate, specifically the work already completed to position the campus for success of a number of already identified "big ideas".

It is easy to lead and manage when times are good, the economy is strong, and enrollments and money are flowing in. It is much harder when there is a downturn. I have no doubts that the decisions made and actions taken over the past three and a half years to deal with the downturn have positioned IPFW to take advantage of future opportunities and grow. There is much hard work ahead but much has been done to bring the campus to this point and position it for the future.

Just a sampling of work/accomplishments to be celebrated:

National rankings:

- undergraduate business programs
- undergraduate engineering programs for schools without doctorates
- graduate nursing
- graduate public affairs
- online programs
- service to Veterans
- full national accreditation of all discipline specific programs that have national accrediting bodies
- full and continuing accreditation by the Higher Learning Commission (HLC) for 42 years

Very importantly, the Brookings Institute, in April of 2015,[**] evaluated hundreds of schools across the country on value-added measures to predict economic outcomes (mid-career salaries) of graduates. IPFW scored very well on this measure, demonstrating that our graduates are successful and IPFW is competitive. While it may be argued that this is an economic measure only, given the particular demographics of our students; i.e., over 50% first generation, high number of Pell grant recipients,

[**] Author's Note: Rothwell, Jonathan; Siddharth, Kulkarni. Beyond College Rankings. Brookings. (April 29, 2015). Retrieved January 12, 2016, from. http://www.brookings.edu/research/reports2/2015/04/29-beyond-college-rankings-rothwell-kulkarni.

taking less than full-time loads due to work commitments and non-residential status, IPFW out-scored many institutions in Indiana (e.g., Ball State, all the IU regionals) and tied with IUPUI.

A brief paragraph on the last page of the report (p. 34) alludes to "praiseworthy efforts" and "remarkable people and programs at IPFW" but no examples are given. While perhaps I am over sensitive, I would appreciate inclusion of the above information.

IPFW administrators, faculty and staff well understand the challenges and needs for improvement in the areas you identify and summarize by the five bullets on pages two and 29. Many steps have already been taken to begin addressing them and we look forward to future collaborations and partnerships that will support our expansion and growth.

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[61] IUPUI is a member of both CUMU and USUC; IUPUI hosts the journal of the CUMU and IUPUI's president is the chair of the USUC. For more information about CUMU go to the web page http://www.cumuonline.org/. For more information about USUC go to the web page http://usucoalition.org/.

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Appendix C:
Management Agreement Amendment 1

AMENDMENT NO. 1 TO THE

AMENDED AND RESTATED

MANAGEMENT AND ACADEMIC MISSION AGREEMENT

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

THIS AMENDMENT NO. 1 TO THE AMENDED AND RESTATED MANAGEMENT AND ACADEMIC MISSION AGREEMENT dated as of July 1, 2013 (the "Amended and Restated Agreement") by and between THE TRUSTEES OF INDIANA UNIVERSITY ("Indiana") and THE TRUSTEES OF PURDUE UNIVERSITY ("Purdue" and with Indiana, collectively the "Parties"), is made and entered into by the Parties to be effective as of July 1, 2014 in order to extend for one year the term of the Amended and Restated Agreement.

RECITALS

WHEREAS, effective July 1, 2008, the Parties entered into a Management and Academic Mission Agreement (the "Prior Agreement") to provide for the continued management, operation and academic mission of Indiana University-Purdue University Fort Wayne; and

WHEREAS, in 2013, the Parties agreed to amend and restate the Prior Agreement and to extend its term for one year (through June 30, 2014), in the form of the Amended and Restated Agreement attached hereto as Exhibit A; and

WHEREAS, the Parties now desire to extend such Amended and Restated Agreement for one additional year:

NOW THEREFORE, in consideration of the foregoing recitals and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree that, notwithstanding anything in the Amended and Restated Agreement to the contrary, the term of such agreement shall end on June 30, 2015, unless terminated mutually by Indiana and Purdue before that date. Except as expressly modified by this amendment, the Amended and Restated Agreement shall continue in full force and effect in accordance with its terms.

[signature page follows]

IN WITNESS WHEREOF, each of the undersigned Parties to the Agreement has caused this Amendment to be duly executed by its authorized representatives on the dates set forth below, but to be effective as of the 1st day of July, 2014.

Date Executed: 9-19-14

The Trustees of Purdue University

By: _____

Mitchell E. Daniels, Jr.
President

Attest:

ss: _____

Janice A. Indrutz
Corporate Secretary

By _____

William E. Sullivan
Treasurer and Chief Financial Officer

Date Executed: 9/9/14

The Trustees of Indiana University

By _____

Michael A. McRobbie
President

Attest:

ss: _____

Deborah Lemon
Secretary

By _____

MaryFrances McCourt

EXHIBIT A

AAC 05/09/13
Action Item 5
BT 05/10/13
IV - 7

AMENDED MANAGEMENT AND ACADEMIC MISSION AGREEMENT
INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

THIS AMENDED **AND RESTATED** MANAGEMENT AND ACADEMIC MISSION AGREEMENT (the "Agreement") dated as of July 1, 2013, extends for one year and **amends and restates** that certain Management and Academic Mission Agreement originally entered into effective July 1, 2008 **(the "Prior Agreement")**, between THE TRUSTEES OF INDIANA UNIVERSITY (Indiana) and THE TRUSTEES OF PURDUE UNIVERSITY (Purdue) to provide for the management, operation and academic mission of Indiana University-Purdue University Fort Wayne. **As amended and restated, this Agreement supersedes the Prior Agreement.**

1. Effective Date. On and after July 1, 2013, (effective date) the campus of Indiana University and Purdue University in Allen County, Indiana and its regional sites (IPFW) shall be managed as provided in this Agreement. This Agreement becomes effective immediately upon approval of the Trustees of Purdue University and Indiana University, and ends on June 30, 2014, unless terminated mutually by Indiana and Purdue before that date.

2. Responsible Corporation. Purdue is hereby designated as the responsible corporation with full power, authority and responsibility to manage and operate IPFW for the benefit of Indiana University and Purdue University and do all things necessary and proper for that purpose. In the management and operation of IPFW, Purdue shall act in its own name and shall not act or be deemed to act as the agent of Indiana University; Purdue hereby indemnifies and agrees to hold harmless Indiana University against any cost, expense, loss, damage or liability whatsoever on account of any undertaking, act or omission on the part of Purdue with respect to the management and operation of IPFW under this Agreement (excepting therefrom those acts or omissions on the part of Indiana University pertaining to its responsibilities under this Agreement).

3. Assignment of Academic Missions. Indiana University and Purdue University shall be assigned specific academic, research and public service missions in the operation of IPFW as mutually agreed upon from time to time and approved by the respective Boards of Trustees. The current assignment of missions is as follows:

   A. Indiana University has been assigned the following academic mission areas:

      (1) Allied Health Sciences
      (2) Business
      (3) Dental Education
      (4) Economics
      (5) Education, including Health, Physical Education and Recreation*
      (6) English and related disciplines
      (7) Fine Arts
      (8) General Studies
      (9) Geosciences
      (10)History
      (11) Informatics
      (12) International Language and Culture Studies
      (13)Labor Studies
      (14)Liberal Studies
      (15)Library and Information Sciences
      (16) Radiography
      (17)Music
      (18)Political Science
      (19)Public Policy
      (20)Sociology and Anthropology
      (21) Women's Studies

**Purdue University has curriculum authority over all secondary education programs offering majors in disciplines of their mission assignments. Indiana University acts in a service capacity*

in these areas where Purdue has the mission. With regard to minor areas, the teacher certification endorsements will be under the control of that University which awards the degree.

B. Purdue University has been assigned the following academic mission areas:

(1) Agriculture and related disciplines
(2) Audiology and Speech Sciences
(3) Biology and related disciplines
(4) Chemistry
(5) Communication
(6) Computer Science
(7) Consumer and Family Sciences
(8) Engineering
(9) Engineering Technologies
(10)Hospitality Management
(11)Human Services
(12)Mathematics (including Statistics)
(13)Nursing
(14)Organizational Leadership and Supervision
(15)Philosophy
(16)Physics
(17)Psychology
(18)Theatre
(19)Women's Studies

C. Mission Responsibility and Authority. The institution which holds the mission in a particular profession or disciplinary field (1) shall have full control of all curricula in the field, including extensions thereof, (2) shall award all credit and degrees (associate, baccalaureate, professional and/or graduate) in the field, and (3) shall supply all services or support courses in that field required by students pursuing degrees in a different field with the other institution, and (4) shall approve the appointment of the dean or director of a school, college, or division,

but in the case of a school, college, or division containing missions of both Universities, such an administrative appointment will be approved by the Presidents of both Universities. With the exception of certain professional degrees (e.g. Nursing and Business), Master's and doctoral education programs are system-wide responsibilities of Indiana University and Purdue University. Existing assignments of responsibility for secondary mission areas, including the Library, will continue unchanged.

D. New Departments and Programs. When new departments and programs are created the appropriate Indiana University or Purdue University academic mission area will be proposed by IPFW and approved by either Indiana University or Purdue University, as appropriate. Indiana University or Purdue University will then secure required state approvals.

4. Administration. The Chancellor is the Chief Executive Officer of the Fort Wayne Campus. He/She will be appointed and employed by Purdue University with approval of Indiana University and will report to the Purdue President. All other administrative officers will also be appointed and employed by Purdue University.

5. Faculty. Purdue will appoint and employ all new full-time and part-time faculty members, including those who function in Indiana University mission areas. All faculty functioning in Indiana University mission areas shall hold regular faculty appointments (not adjunct appointments) at Indiana University, and shall hold or earn campus-specific tenure at Indiana University. Academic rank designations and changes therein from time to time, for personnel functioning in Indiana mission areas, shall be specified by Indiana; and for such person, initial salary levels, and subsequent adjustments will be established by Purdue University in consultation with Indiana University. All members of the faculty, regardless of their initial appointment, will continue to earn or have campus-specific tenure. All new appointees will be on the Purdue pay and benefits plan; continuing Indiana University faculty will have the option to select the Purdue program if they so desire.

6. Students.

   A. Admissions and Student Records. All students will be admitted as either Indiana or Purdue students in accordance with the degree program elected by the student and using the standards of Indiana and Purdue. Academic records will be maintained and documentation furnished as required by each institution for the granting of degrees.

   B. Fees. Purdue shall establish, charge, and collect all tuition, fees and other charges from students and others using the facilities of IPFW.

   C. Student Organizations and Discipline. Purdue shall be responsible for all policies related to student matters. IPFW student rights, responsibilities and standards of conduct will be established by campus administrators in consultation with the student and faculty government organizations and with the IPFW Community Advisory Council and shall be consistent with the principles established by Purdue and Indiana Universities.

   D. Student Financial Assistance. Purdue shall manage all student financial assistance policies, including those related to awarding scholarships, grants and loans to students. Funds may be made available for financial aid purposes by both Indiana and Purdue. Purdue shall be responsible for the collection of long-term student loans.

7. Administrative Clerical and Service Personnel. All administrative, clerical and service personnel of IPFW shall be employed by Purdue which shall be solely responsible for such personnel.

8. Vacation and Other Benefits to Indiana Personnel. All Indiana personnel, including faculty, who are subsequently employed by Purdue shall be given credit for past service

to Indiana whenever such service is a factor in determining salaries, wages and fringe benefits, and all such personnel shall be entitled to all vacation and sick leave earned.

9. Business Operation. From and after the effective date, Purdue will continue to be responsible for all business operations of IPFW. On the effective date, Purdue will continue all responsibility and liability for accounting, purchasing, contracts, fiscal management and control, telephone operations, parking facilities, safety and security, custodial services, building maintenance, building operations and insurance and utility charges for services rendered after the effective date. The foregoing are examples of areas of Purdue responsibility and not limitations. Purdue's role in the business operation of IPFW shall be construed broadly to undertake all things necessary and proper for the benefit of Indiana University and Purdue University.

10. IPFW Senate. The IPFW Senate will be delegated the usual responsibilities of shared governance, including review and recommendation of policies and procedures regarding the curriculum, the academic calendar and other appropriate faculty and student matters.

11. IPFW Community Advisory Council. The IPFW Community Advisory Council will consist of up to fifteen members, serving three-year staggered terms. The Presidents of Indiana and Purdue and the Chancellor will each appoint five members of the Council. One member appointed by each President shall be a Trustee of Indiana or Purdue. Three members shall be alumni of IPFW. The operative needs of the Council shall be provided by the Chancellor's office, including but not limited to, clerical, meeting facility and minor budgeting items. The Council will annually elect its own officers. The Council will meet periodically to perform its responsibilities under this Agreement and advise the Chancellor on matters relevant to IPFW including, but not limited to, campus operations, future development and budget requests to the state.

12. Sponsored Programs. Purdue will administer sponsored programs under the existing policies and procedures. Indirect costs recovered from grants and contracts awarded to the Fort Wayne Campus shall be a part of the operating funds for the Fort Wayne Campus.

13. Patents and Copyrights. All patents and copyrights resulting from discoveries, inventions and material conceived or prepared prior to July 1, 1993, by Indiana or its personnel shall remain the property of Indiana. All subsequent patents and copyrights related to the activities of IPFW personnel shall be the property of Purdue.

14. University Coordination. The Presidents will continue to consult regularly regarding recommendations made by the Chancellor on all major matters such as, budgets, key personnel appointments, benefit policies, legislative issues, including appropriation requests, major capital improvements and community concerns. The Trustees of Indiana and Purdue, recognizing the need for IPFW to develop unique policies and practices in support of its own mission, ask the Presidents to encourage within the University systems opportunities for flexibility and autonomy and ask the Chancellor to consult regularly with the IPFW Community Advisory Council about such policies and practices.

15. Binding Effect. This Agreement shall be legally binding upon Indiana and Purdue when authorized and approved by the respective Boards of Trustees and executed by duly authorized officers.

Executed 5/10/13
The Trustees of Purdue University

By _____
Mitchell E. Daniels, Jr.
President

Attest:

ss: _____
Janice A. Indrutz
Corporate Secretary

By _____
Al V. Diaz
Executive Vice President
for Business and Finance and Treasurer

EXHIBIT A

AAC 05/09/13
Action Item 5
BT 05/10/13
IV - 7

Executed July 11, 2013
The Trustees of Indiana University

By Michael McRobbie
Michael A. McRobbie
President

Attest:

ss: Robin R. Gress
Robin R. Gress
Secretary

By MaryFrances McCourt
MaryFrances McCourt
Treasurer

Appendix D:
Management Agreement Amendment 2

DRAFT

AMENDMENT NO. 2 TO THE AMENDED AND RESTATED MANAGEMENT AND ACADEMIC MISSION AGREEMENT INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

THIS AMENDMENT NO. 2 TO THE AMENDED AND RESTATED MANAGEMENT AND ACADEMIC MISSION AGREEMENT dated as of July 1, 2013 (the "Amended and Restated Agreement") by and between THE TRUSTEES OF INDIANA UNIVERSITY ("Indiana") and THE TRUSTEES OF PURDUE UNIVERSITY ("Purdue" and with Indiana, collectively the "Parties"), as amended by that certain Amendment No. 1 thereto dated as of July 1, 2014, is made and entered into by the Parties to be effective as of July 1, 2016 in order to extend the term of the Amended and Restated Agreement in the manner provided herein.

RECITALS

WHEREAS, effective July 1, 2008, the Parties entered into a Management and Academic Mission Agreement (the "Prior Agreement") to provide for the continued management, operation and academic mission of Indiana University-Purdue University Fort Wayne ("IPFW"); and

WHEREAS, in 2013, the Parties agreed to amend and restate the Prior Agreement and to extend its term for one year (through June 30, 2014), in the form of the Amended and Restated Agreement attached hereto as Exhibit A; and

WHEREAS, in 2014, the term of the Amended and Restated Agreement was extended for an additional year (through June 30, 2015) under an Amendment No. 1 thereto; and

WHEREAS, the term of the Amended and Restated Agreement was extended for yet another additional year (through June 30, 2016) by operation of law pursuant to House Enrolled Act 1001 adopted by the Indiana General Assembly in its 2015 regular session; and

WHEREAS, over the past three or more years, IPFW has been the subject of at least four committee processes to study its governance structure, including most recently (i) the study conducted by the Indiana Legislative Services Agency that resulted in its Report on Role and Governance of Indiana University-Purdue University Fort Wayne (the "LSA Report") of January 2016, and (ii) the study conducted by a joint IPFW faculty and staff task force that resulted in the Report and Recommendations of the University Strategic Realignment Process (the "USAP Report") of May 2016; and

WHEREAS, the Parties desire to bring some stability and closure to the IPFW community, particularly its faculty and students, as a result of the issues and opportunities identified by these studies; and

WHEREAS, at the same time, the studies have raised some interesting possibilities that have the potential to benefit the students and other community stakeholders but which need further time to consider, most importantly the health sciences campus that IU has discussed and any new programs that Purdue may explore on a post-realignment basis; and

WHEREAS, the Parties now desire to extend the Amended and Restated Agreement for a period of time during which they will use their respective best efforts and cooperate with each other in exploring and identifying a realigned governance structure for IPFW in light of their ongoing discussions concerning the implementation of recommendations in the LSA Report and the USAP Report, as well as the interests of the IPFW community and its key stakeholders:

NOW THEREFORE, in consideration of the foregoing recitals and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. The Amended and Restated Agreement currently in effect will be extended until June 30, 2021, unless the Parties mutually agree to supersede and replace such Amended and Restated Agreement with a new agreement prior to that date. Each Party will use its best efforts to explore and identify a realigned governance structure for IPFW and will cooperate with the other Party in that process, taking into consideration the recommendations described in the LSA Report and the USAP Report, as well as other factors to which the Parties may agree, with a mutual goal of presenting an agreed upon revised governance structure to the Parties' respective Boards of Trustees for approval in December 2016.

2. Indiana and Purdue will continue their ongoing discussions concerning IPFW with the primary objective of achieving a realignment of their academic missions, whereby IU would focus primarily on its health sciences initiative and Purdue would be the governing entity of IPFW responsible for its remaining programs, including potential future ones. In these discussions, the Parties will consider the recommendations of the LSA Report and the USAP Report.

3. Indiana and Purdue will make every effort to conclude their ongoing discussions in time to make a funding request to the Indiana General Assembly for the FY 2017-2018 biennium to assist in the transition to new organizational arrangements for IPFW, if any.

4. Both Parties encourage IPFW to, and expect that it shall, continue the University Strategic Alignment Process that it has begun, and that the IPFW campus will expeditiously and rigorously examine its internal structure, as well as the other items (especially involving the reduction of costs) described in the USAP Report.

5. Except as expressly modified by this Amendment No. 2, the Amended and Restated Agreement shall continue in full force and effect in accordance with its terms.

[signature page follows]

IN WITNESS WHEREOF, each of the undersigned Parties to the Agreement has caused this Amendment No. 2 to be duly executed by its authorized representatives on the dates set forth below, but to be effective as of the 1st day of July, 2016.

Date Executed: _____

The Trustees of Purdue University

By: _____
Mitchell E. Daniels, Jr.
President

Attest:

ss: _____
Janice A. Indrutz
Corporate Secretary

By: _____
William E. Sullivan
Treasurer and Chief Financial Officer

Date Executed: _____

The Trustees of Indiana University

By: _____
Michael A. McRobbie
President

Attest:

ss: _____
[Robin R. Gress]
Secretary

By: _____
MaryFrances McCourt
Senior VP, CFO and Treasurer

Appendix D:
2014-15 USAP

UNIVERSITY STRATEGIC ALIGNMENT PROCESS

REPORT & RECOMMENDATIONS

May 1, 2015

INDIANA UNIVERSITY
PURDUE UNIVERSITY
FORT WAYNE

IPFW

Dear Campus Community,

What began last year as a way to align resources to Plan 2020, the University Strategic Alignment Process (USAP) started a long-term and forward-thinking process to guide how we address prioritization of our strategic initiatives and how we allocate our budgetary resources. This report provides an institutional analysis never before undertaken at IPFW, representing vast amounts of data and information that have been compiled, reviewed, and analyzed by members of our own campus community. I am proud of the efforts made to establish a new process that will drive us towards a common vision and keep us focused on our primary goal of student success as well as all other Plan 2020 goals.

This year, the strategic alignment process has provided two important things. First, we now know how every unit and department supports the goals and metrics established in Plan 2020. Second, seven important themes have emerged with resulting recommendations. These themes, which were common across many units and departments of the university, must be addressed if IPFW is to fully realize its Plan 2020 goals and thrive into the future. One hundred eighteen (118) individual reports prepared by units and departments form the basis of the themes and the recommendations contained in the report.

It is vital that we continue our progress as we now move from analysis to implementation. Strengthening this institution requires everyone's participation and will not be accomplished without working together. I express my deepest appreciation to the twenty-four members of the USAP Task Force who, representing all aspects of our university operations, dedicated untold hours to the work and maintained a focused commitment to the process. A sincere thank you also, to those faculty, staff, department chairs, unit heads, deans, and other members of the campus community whose work and data have provided the information critical to producing this report.

Thank you,

Vicky

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EXECUTIVE SUMMARY

This report presents the findings of a year-long chancellor's project to assess the state of the university and to improve alignment of our resources to our new strategic plan. The initial impetus behind the project was two years of significant budget reductions and the need to provide a structured approach for prioritizing programs and services.

As planning for this process progressed, it was determined that the university had limited ability to provide accurate and consistent performance data for all university units, could not sufficiently determine expenses and operational costs at the unit level, and lacked an articulated direction that could be operationalized for purposes of assessment. In light of these constraints, the prioritization process was modified to focus on strategically aligning our resources with our goals, creating the University Strategic Alignment Process (USAP).

Over the summer and early fall of 2014, a university-wide task force of 12 faculty and 12 staff members reviewed university systems and processes and developed the assessment process. Over a three-week period, the USAP team conducted 60 training sessions for more than 600 employees, resulting in a total of 118 unit-level reports submitted to the Task Force.

Reports such as this one emphasize what needs to change, so we would like to briefly mention that there is much about the university that demonstrates excellence, commitment, and a focus on the students we serve. Understandably, we heard dissatisfaction with frozen pay and anxiety about losing resources, programs, or jobs, but we also heard determination and grit that we can create a thriving university. We applaud the faculty and staff of IPFW who assist our students in all facets of their educational experience.

We understand that many readers are primarily interested in the findings and recommendations, but we encourage readers to review the unit reports on the USAP website and the multiple analyses of the data linked to this report.

Throughout the process, the USAP team pondered this question: If the university needed to improve in several ways in order to conduct a prioritization review, could not the same improvements lead to a healthy organization that learns and adapts in such a way that prioritization is not necessary? With this in mind, as the Task Force reviewed the information gathered, seven global themes for a more effective university emerged:

1. Academic Identity, Priorities, and Direction
2. Alignment with Regional Needs
3. Communication and Marketing
4. Leadership Development
5. Leveraging Technological Capacity
6. Planning, Assessment, and Continuous Improvement
7. Strategic Enrollment Management

Across these themes were recurring issues related to lack of coordination and planning. There is limited evidence of alignment of our goals and activities, both within and across divisions of the university. As an institution focused on discovery, we need to improve our ability to produce useful data about what we do and to use those data to inform our decision-making. The seven themes represent systemic problems that will only resolve by bridging our traditional silos of work. In several areas our organizational structure seems ineffective and should be reviewed. Finally, as a complex organization there is a need for increased coordination across the many parts of the university.

In developing the recommendations and action steps the Task Force wrestled with the level of specificity to provide. On one hand, specific recommendations would provide clarity, but on the other, they could also hinder those who develop responsive strategies. Therefore, in this report we provide high-level recommendations but also link to other documents that may be useful in the future.

The challenges presented in this document may seem daunting, but an indirect finding of USAP has been the power of combining expertise from across the campus. As we move forward, we must do so as an engaged campus where we harness our collective resources and abilities and use them to creatively address our challenges.

Instead of this report being an ending, it is a beginning—a call to action. When we first came together as the Task Force, some of us were excited, some overwhelmed, and some were skeptical. Over time, those positions may have traded back and forth, but in the end we came together and saw IPFW in its entirety. This is *our* campus, these are *our* students. Let's get busy polishing and honing the excellence that is IPFW.

BACKGROUND AND HISTORY

For two decades, IPFW experienced nearly continuous growth in students and facilities. This growth brought new academic programs, student services, and beautiful spaces in which to learn, study, explore, and engage the community. In hindsight, this was an enchanted period, one where the zeitgeist could be simply summarized as "get big." We moved to Division I athletics. We developed numerous international relationships to attract students. We became the fifth-largest public, 4-year university in Indiana.

In 2012 IPFW experienced an anomaly, a significant shortage in its ability to cover expenses. This shortage was due to a number of factors, including a perfect storm of state and federal policy changes, a loss of full-time, degree-seeking students, and a long-standing practice of budgeting that left many units chronically under-budgeted, but ultimately financially covered by large accounts housed in the central administration. Unlike universities that developed financial problems over an extended period of time, at IPFW the awareness of these issues felt like a nearly overnight experience, an awakening to the brutal realities facing higher education.

While our university had grown and developed in many important ways, it had one critical shortcoming: we lacked the structures, processes, and culture to handle a significant reduction of several million dollars. The initial response to the budget crisis was to freeze all open positions, followed later by budget cuts across all units, which in turn led to painful reductions-in-force (layoffs). These methods were effective at reducing expenses, but they came with significant negative effects in their disproportionate impacts on units as well as creating fear and uncertainty among the faculty and staff.

Adding to the challenges of addressing the financial crisis, since 2012, the university has experienced numerous changes in leadership, changing not only chancellors but also vice chancellors, deans, directors, and department heads across many critical divisions. On the positive side, these changes have brought new insights and ideas, but the sheer number of people in new leadership positions also brought confusion over roles and goals.

Moving into the second year of fiscal issues (academic year 2013-14), the university continued to experience enrollment declines. The changes in state performance funding metrics had brought to light IPFW's low four-year, first-time student graduation rate, yet even in this second year of difficulties there appeared to be limited coordinated response by the university as a whole.

Facing further loss of tuition revenue Interim Vice Chancellor for Financial Affairs Stan Davis formed the University Budget Committee (UBC) in the late fall of 2013 to help redistribute funding by making recommendations to the Chancellor based on a review of budget requests and presentations by each division. Initial reviews of the budget indicated wide discrepancies in budget formation and allocation making it nearly impossible to create or identify any consistent or reasonable context on which to base decision-making.

In March of 2014, IVC Davis formed an exploratory group to receive training in Robert Dickeson's model of prioritizing academic and support programs. After the training, the exploratory group presented to the chancellor and vice chancellors a proposal for how the model could lead to resource distribution recommendations by May of the following year. Shortly thereafter, the chancellor accepted the proposal forming the exploratory group into a facilitation team and announced the initiative to the campus.

From Prioritization to Alignment

As soon as the Facilitation Team began planning and adapting the Dickeson model to IPFW, three significant problems became apparent.

1. Unreliable and Inconsistent Financial Information: A critical component to prioritization is understanding the complete cost of running programs. Although the university had recorded budgets (what was expected to be spent in each unit), in actual practice, instead of modifying the recorded budgets to reflect actual expenses, the university used large, centralized "pots of money" to supplement recurring budget shortages. In some cases, the temporary funds were transferred to the accounts of the units spending the money, but in other cases the expenses were recorded to the large account, making the tracking of true expenses of units impossible. Another issue with the financial information related to indirect expenses; significant unit costs such as physical space and tuition waivers for scholarships or graduate assistants were allocated as centralized university overhead, not programmatic costs. A third issue was that income generated by tuition running through the Division of Continuing Studies (DCS) created two problems. First, the cost of running academic units was blurred by DCS "incentive" funds that over time became necessary operational funds. Second, as academic units moved more classes online (through DCS) to receive the incentive funds, upwards of $8 million of tuition a year that had previously cycled through the General Fund was redirected through DCS and into reserve accounts in the administration. This in turn was paying for many recurring operational expenses such as athletics. While these are not all of the challenges with determining true costs of programs, it became clear that extensive changes in business practices would need to take place before accurate costs could be assigned to units.

2. Inconsistent, Inaccessible, and Unavailable Performance Measures: Student enrollment data were difficult to define for many reasons, beginning with questions as simple as "Who is a student?" Should dual-credit high school students, part-time students, or students taking classes for license renewal be counted? Codes for majors, minors, and certificates are frequently changing, making interpretation of growth or decline difficult for those outside of the specific academic programs. Student information was inconsistent in accuracy and timeliness, such as tracking students who changed majors or stopped out. Some portions of the university lack defined metrics or standards for assessing performance. Without the ability to systematically track productivity over time, there was no way to demonstrate if resources were being well directed.

3. Limited Consensus on IPFW's Identity, Direction, and Priorities: As a relatively young regional university comprised of two Big Ten universities, IPFW lacks a clear definition of who it actually is, or even who it wants to become. We have struggled with being a regional university that is also a large state university with international aspirations. We have struggled with the dual parentage of IU and Purdue, while like adolescents defining their autonomy, we have attempted to brand IPFW as its own university. We want to be a comprehensive university and we boast 200 academic programs. We have a quarter of the student population of Purdue and only a tenth of Purdue's budget. We want to be an open-access institution while mandates from the Indiana Commission for Higher Education and federal financial aid make Ivy Tech a more viable alternative for students needing remediation and significant support services. We do not have a long-standing identity of being a liberal arts, or fine arts, or STEM, or health care campus, but instead we choose to be all of the above. Without a clearly defined direction, any project that attempts to redistribute the budget runs the risk of making financial decisions that destroy the coherence of the academic mission of the university.

The essence of how the Dickeson model of program prioritization works is that by looking through the lens of a university's mission and strategic plan, you create a weighted set of criteria to evaluate the significance of cost, productivity, quality, history and other criteria for each program, resulting in a ranked list of programs. Such a list then becomes a tool for administrative decision-making regarding which programs might receive investment, be maintained, or be divested.

Therefore, without the institutional practices to support it, the Dickeson model, at this time, is clearly not appropriate for IPFW. In addition, the culture and morale of IPFW at that time were characterized by fear and suspicion, lacking the security needed to undergo a thorough and open analysis and discussion of our programs and services.

Without the ability to immediately implement the Dickeson model, the Facilitation Team worked to develop a process that would assist the campus in discovering what changes were necessary in order to conduct a prioritization review. However, in this development process, it became apparent that the institutional changes necessary to conduct prioritization would be the same changes that the university needed in order to avoid having to do prioritization. In other words, if the university developed the ability to define its goals, align its practices to those goals, track and assess its progress, provide resources to meet the goals, and use all of this information to adapt as necessary, then the function of establishing priorities would be an organic process built from the ground up.

Thus the task evolved into creating a system that aligns our work to our planning (mission and strategic plan), aligns our resources to our work (budget aligns with needs), and finally, aligns assessment of our work to planning and resources. The Facilitation Team received approval from the chancellor to pursue the idea of "strategic alignment" as a way to operationalize the soon-to-be-released strategic plan, Plan 2020.

As the process continued between spring 2014 and the present, the University Strategic Alignment Process (USAP) team has worked to communicate to the campus community how the focus and proposed outcomes have shifted. The process was initiated in response to a budget crisis, with planned outcomes focused on quickly improving IPFW's fiscal health, but we have slowed the timeline and expanded the focus to emphasize the long-term health of the university as a whole. If the USAP process can shift the culture of IPFW to one of continuous improvement, with shared responsibility for and commitment to planning and assessing progress toward plans, then we will have made great headway toward solving the systemic problems of which the budget crisis was only a symptom.

PROCESS OVERVIEW

ORGANIZATIONAL STRUCTURE

The University Strategic Alignment Process (USAP) has used a three-part organizational structure: a Steering Committee, a Facilitation Team, and a Task Force.

Steering Committee

As a chancellor's project, the chancellor and vice chancellors serve as the Steering Committee, providing governance and defining expectations of the process. The Facilitation Team and Task Force reported to the chancellor and met regularly with her through the design and building phases of the project. In addition, the Facilitation Team and chairs of the Task Force met with the entire Steering Committee on a monthly basis throughout the project to receive input and clarifications regarding the direction of the process. Steering Committee members include:

- Vicky Carwein, Chancellor
- Carl Drummond, Vice Chancellor - Academic Affairs
- George McClellan, Vice Chancellor - Student Affairs
- David Wesse, Vice Chancellor - Financial Affairs

Facilitation Team

The Facilitation Team established the process and timeline and provided organizational support through the process. The team utilized a project management methodology to drive progress and ensure completion. In addition to having a spokesperson in the role of chair, the team used a full-time project manager, which proved critical in managing the complex processes and communications necessary for a project of this scale. The Facilitation Team developed the Task Force training, website, communications, and town hall meetings; scheduled meetings and events; and also provided technical assistance to the project, exploring methods used at other universities and reading widely about strategies for engaging in university change processes. Facilitation Team members include:

- James Burg, Dean, College of Education and Public Policy - *Chair*
- Stanley Davis, Special Assistant to the Chancellor and Professor Emeritus, Accounting
- Jennifer Oxtoby, Project Manager, Office of the Chancellor
- Carlos Pomalaza-Ráez, Professor, Electrical Engineering
- Robert Wilkinson, Associate Vice Chancellor, Institutional Effectiveness, Assessment and Accreditation

Task Force

The third branch of USAP is the Task Force of 24 members, comprised of 12 faculty and 12 staff members. To engage the campus community and to ensure the participation of a diverse group of faculty and staff, a campus-wide nomination process was used to solicit participation. The Steering Committee made the final determination of Task Force membership. The Task Force

was charged with developing the assessment methodology, analyzing the data, reporting on unit-level data, and finally creating recommendations based on their analysis. Initially, two Task Forces were established—one representing academic units and the other academic support units—but early on, they combined into one group. Task Force members include:

- Lynn Armstrong - Sergeant, University Police
- Marla Baden - Associate Librarian, Library
- Noor O'Neill Borbieva - Assistant Professor, Anthropology (COAS)
- Ashley Calderon - Director, Career Services
- Leslie Clark - Coordinator- Advising and Student Services, Department of Public Policy
- Cheryl Duncan - Clinical Assistant Professor, Radiography (HHS)
- Abdullah Eroglu - Professor, Electrical Engineering (ETCS)
- Dana Goodman - Professor, Fine Arts (VPA)
- Jim Hersberger - Professor, Mathematics (COAS)
- Rachel Hile - Associate Professor, English and Linguistics (COAS) – *Co-Chair*
- Christine Kuznar - Associate Athletic Director, Athletics
- Deborah Magsam - Administrative Assistant, Manufacturing and Constructions Engineering Technology
- Jospeter Mbuba - Associate Professor, Public Policy (EPP)
- Rhonda Meriwether – Director, Mastodon Advising Center
- Dan Miller - Associate Professor, Psychology (COAS)
- Gregory Miller - Supervisor, Physical Plant
- Robin Newman - Associate Dean of Students, Dean of Students
- John Niser - Associate Professor, Consumer and Family Sciences (HHS)
- Jack Patton - Executive Director, Marketing
- Kathy Pollock - Associate Professor, Accounting and Finance (DSB)
- Abraham P. Schwab - Associate Professor, Philosophy (COAS)
- Shawna Squibb - Associate Bursar, Bursar's Office
- Angela Williams - Director, Online and Credit Programs
- Mandi Witkovsky - Manager, IT Services – *Co-Chair*

TASK FORCE DEVELOPMENT PROCESS

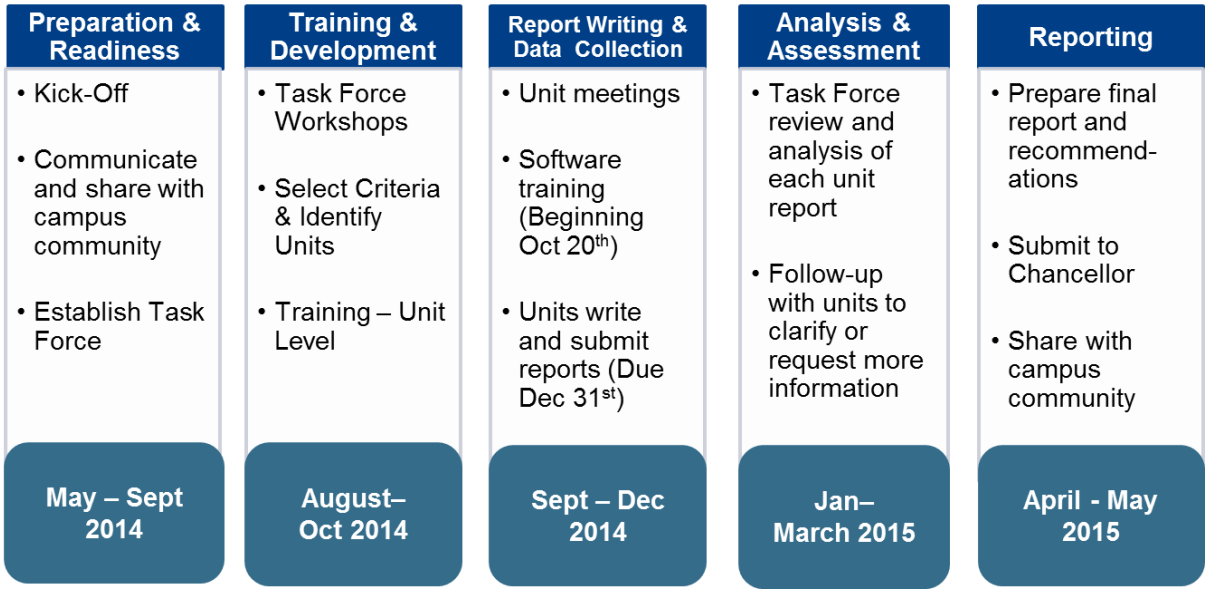
In July and August 2014, the Task Force members spent more than 40 hours in training and development of the process. During this process they reviewed:

- IPFW goals and metrics related to Plan 2020
- Budgeting process and expense reports
- IPFW funding sources
- Resource allocation and distribution processes
- Data collection across campus and how data are used (Registrar, HR, Financial Services, Institutional Research)
- Student information data and existing performance metrics

Understanding how IPFW operates was critical for the Task Force to be able to build the process. Initially, there was a clear distinction between the two groups both in understanding and perception of the university and their integration within the teams. The two groups learned from each other about different areas across the university and agreed it was essential to our students that we enhance the collaboration among all areas in order to achieve the specific goals set forth in Plan 2020, especially the clear metrics for increasing student success. For this reason, the two task forces united and chose to move forward as one team, implementing the same alignment process for both academic *and* academic support units, thus emphasizing the importance of integration and working across organizational boundaries.

TIMELINE

In establishing a timeline, we recognized that building an assessment system, gathering data, reviewing the data, and writing a report would take a minimum of a year to implement. With a May 1, 2015, target for producing a list of recommendations, this year's USAP timeline was out of sync with the 2015-16 budget process, and future years will utilize a different schedule to better inform the budgeting process. The following provides an overview of the timeline:



CAMPUS TRAINING, REPORT WRITING, AND DATA COLLECTION

To introduce the unit report structure and reinforce the bottom-up approach to implementing Plan 2020, in September and October 2014 the Task Force met with each unit of the university, conducting over 60 meetings with over 600 faculty and staff to present the process and engage the campus community in discussion. A common presentation was used for each meeting and was facilitated by various members of the Task Force. A consistent message was delivered that encouraged collaboration and transparency and stressed the importance of including all members of the unit in creating the report.

Software purchased specifically for the strategic alignment process was used to capture information from the unit report. Training was provided both face-to-face and online, and the

project manager was available for individual consultations. Units were asked to have their reports completed by December 31, 2014. The aggressive timeline challenged many units to complete the reports on schedule, but units completed the work, and 118 reports were submitted.

COMMUNICATION

Throughout the process, the Facilitation Team coordinated and managed communication, ensuring the campus community was kept informed of our progress and given the means to ask questions or discuss issues. Some of the communication strategies employed include:

- A dedicated website providing information on the process, announcements, contact information, and documentation
- "Submit a question" and "share an idea" tools on the website, so that questions and ideas could be submitted anonymously and responded to by the Facilitation Team
- Monthly town hall meetings, where specific topics of interest were covered, such as the campus data systems and budgeting process
- Weekly updates in Inside IPFW
- Campus-wide communications by the chancellor at critical points in the process

METHODOLOGY

DATA SOURCES AND COLLECTION

The Task Force used three primary sources of data in their analysis process.

IR Profiles

For academic units, the Office of Institutional Research refined the accuracy and consistency of institutional data and provided open-access, online profiles. These profiles include information on numbers of majors, minors, graduates, credit hours, and faculty. During this first year of USAP, an equivalent profile of data was not available for academic support units; therefore, the role of the profiles was not emphasized in this final report and recommendations.

Budget

During the training and development phase of the project, the Task Force was provided with both budget and expenditure reports for units across the university. As noted in the Background section, there were serious concerns about the accuracy of how these data demonstrated actual expenditures; therefore, the role of the budget data was not emphasized in the recommendations.

Unit Reports

At the beginning of the development process it was assumed that the IR profiles and the budget information would play prominent roles in the analysis process. However, with the challenges previously mentioned regarding these data sources, the Task Force developed a narrative unit report that became the focal point of assessment.

There was also much discussion about the large number of reports already required on campus and the seeming redundancy of the reported data. With this in mind, the Task Force created a template that might serve multiple purposes, such as program review and annual reporting.

The overarching goal that informed the creation of the unit report template was the need to bring strategic planning to the unit level in order to achieve the specific metrics of success tied to Plan 2020. Individual units had, of course, engaged in their own work of strategic planning, but they were not asked to consider or create connections between their own plans and college-level and university-level planning. The Task Force developed the unit report form with the aim of initiating progress toward two goals: First, the ideal of connecting planning initiatives horizontally across units and vertically within larger units of the university is the long-term goal. Second, the shorter-term goal that must be achieved in conjunction with this is to develop the habit of setting clear and measurable goals as part of the planning process within all units.

The benefits to IPFW of more careful and collaborative strategic planning at the unit level are clear. The benefits to individual units derive from the creation of a “bottom-up” approach to improvement, through plans being developed, implemented, and assessed for progress by the units themselves.

After much discussion in the development phase, the Task Force determined the components each unit would be asked to report on and created the unit report, which was beta-tested with two academic units and two academic support units. Based on the analysis of these beta-tests, further adaptations were made to the template, finalizing the unit report.

An important function of the unit report was to collect a common set of information that would create a baseline understanding of the following background information for each unit:

- Mission
- Significant accomplishments from the last three years
- Accreditations and mandates with constraints and benefits
- Inefficiencies as reported by the units
- Contextualization of responses to IR Profiles and 2014 budgets

Next, each unit was asked to create goals and provide the following information for each one:

- Unit goal
- How the goal align with IPFW goal(s)
- Priority level
- Action plan for achieving the goal
- Metrics for assessing progress
- Additional resources needed
- Challenges
- Timeline

Each unit could report up to 10 goals, and it was requested that no more than 3-5 goals be designated as high priority.

Unit of Analysis

During the development phase of the process, much discussion focused on the appropriate unit of analysis. In the Dickeson model of prioritization, the unit of analysis is defined as individual programs, such as a major, minor, support program, or segment of a division, such as Grounds within the Physical Plant. This level of analysis could have easily provided several hundred units across campus.

As the focus had moved from program ranking to strategic alignment, the Task Force decided to use organizational units, as defined by the official university organization chart. Each unit was also given the opportunity to provide feedback to the Task Force, and in some cases units were merged or disaggregated to provide better clarity. In total 118 units were identified.

ANALYSIS PROCESS

Evaluation and analysis of the reports involved multiple phases:

1. Task Force observations and input – From the very beginning, members of the Task Force applied previous institutional knowledge and experience to this process, sharing their individual perspectives to help other members better understand the whole. Throughout summer training, the group collected observations and beliefs they had about the institution such as the belief that each college and division worked in silos, preventing the development of more collaborative partnerships.

2. Unit Report Analysis – Goals – The unit reports were analyzed individually by the Task Force. Divided into six groups, the Task Force worked in teams of four, each made up of two academic faculty and two academic support members. Each team was assigned to review and analyze an average of 20 reports. Teams were directed to evaluate unit goals and provide feedback on whether the goals were "SMART":
    - Is the goal specific?
    - Is the goal measurable?
    - Is the goal achievable considering the department profile and budget data?
    - Is the goal realistic?
    - Is the goal timebound?

    Feedback to these questions are provided in the Prioritization Plus software for each unit report along with suggestions for addressing any issues of concern that emerged in the report. Each person identified as the "Unit Lead" received this report with feedback via email. Reports are also available on the USAP website.

3. Unit Report Analysis – Institutional Findings – The small groups analyzed and identified key information based on their knowledge of the institution and the strategic plan and reported out to the entire team:
    a. Potential areas for collaboration
    b. Opportunities for increased operational effectiveness
    c. Goals that have potential for strong impact on the institution or on student success

As each team reported on its analyses, notes were maintained and trends began to emerge that informed the university-level analysis. In addition, information was compiled and categorized that provided further areas of analysis such as goal alignment to Plan 2020, inefficiencies, and challenges.

A dialectical process emerged, in which the Task Force identified themes of concern, clustered similar themes of concern, and confirmed the importance of these clusters in the course of further reporting. Through this process, seven meta-themes emerged from the data; these are presented later in this report.

DATA AND RESULTS

The Task Force reviewed information from across the university and made many observations that may be useful as IPFW moves forward. The following information describes the data we collected.

1. Index of individual unit goals to Plan 2020 goals, metrics, and outcomes –The Information Analytics and Visualization (IAV) Center created a program to map each individual unit goal to Plan 2020. Starting with the coded strategic plan, this index lists every unit goal grouped with the IPFW goal, metric, or outcome that it aligns to as reported in unit USAP reports.

   This index helps us understand how each goal in Plan 2020 will be achieved and supported by individual departments across the institution. Conversely, it identifies those university-level goals that may not have enough department-level support to succeed. Units can use the index to identify other departments aligning to the same goals and may identify opportunities to collaborate or share resources.

   Represented in the table below is the distribution of goals across the four primary areas of Plan 2020 (I – Student Success, II – Research and Engagement, III – Regional Hub, IV – Metrics, Effectiveness and Philanthropy). Please note some unit goals chose N/A or had unclear alignment and are represented in the N/A & Other category. Also, please note the total goal distribution is significantly higher than the sum total of unit goals that have been established, which is 553. This is because unit goals often aligned to multiple Plan 2020 goals.

IPFW Goal	I	II	III	IV	N/A & Other
IPFW	1020	241	248	262	61
Chancellor	16	7	6	26	5
Vice Chancellor - Advancement	23	19	15	33	0
Vice Chancellor - Financial and Administrative Affairs	55	9	11	48	13
Vice Chancellor - Student Affairs and Enrollment Management	257	21	16	41	2
Vice Chancellor - Academic Affairs	249	90	99	72	16
College of Arts and Sciences	226	49	54	22	14
Richard T. Doermer School of Business	30	6	7	1	1
College of Education and Public Policy	32	6	11	2	2
College of Engineering, Technology, and Computer Science	142	38	24	28	2
College of Health And Human Services	65	21	16	19	8
College Visual And Performing Arts	42	7	12	11	3

2. Index of unit goals aligned to seven themes – This index aligns each individual unit goal to the seven themes. In some cases a goal aligns with multiple themes, and others have been identified as miscellaneous. This table reflects the total number of goals assigned to each theme.

THEMES	# of Goals
Academic Identity, Priorities, and Direction	223
Alignment with Regional Needs	63
Communication and Marketing	16
Leadership Development	11
Leveraging Technological Capacity	28
Planning, Assessment, and Continuous Improvement	66
Strategic Enrollment Management	180
MISCELLANEOUS	52

3. Index of inefficiencies – This information came from the question on the USAP report – "On what activities, if any, do you spend resources (money, time, people, etc.) inefficiently or in ways that do not support the mission of your unit or the university?" Responses are compiled.

4. Index of challenges – This information came from the question on the unit report – "What challenges, other than financial resources, might affect your progress?" Responses are compiled.

5. Resources needed to support goals – This information came from the question on the unit report – "What additional resources do you need to accomplish this goal?" Responses are compiled.

6. Potential areas for collaboration – These were identified by the Task Force and represent opportunities to reach across divisions and departments to improve our services to students and the efficiency with which we do things.

RECOMMENDATIONS

Modern universities are extremely complex, combining in one entity educational programs, sophisticated research and development laboratories, cultural engagement centers for the arts and humanities, and community service organizations. Achieving quality in these functions requires significant investments in the buildings and support services, accounting, human resources, marketing, and many other functions. In short, doing any one of these functions well is a challenge; doing them all at the same time requires an extensive level of integration, communication, and strategic thinking.

Creating an organization that fosters student success requires us to distribute an enormous amount of work across 118 organizational units and 1,000 employees. The important task is to divide this work in a manner that is effective, efficient, and rational. At the same time, this division of work requires an equally robust method for staying coordinated.

The seven USAP recommendations stem from complications from these two basic concepts: the division of work (and associated resources to accomplish that work) and the ability to coordinate work and communicate throughout the system. In an attempt to clarify the distribution of work, universities created divisions with specific areas of responsibility, such as Student Affairs and Academic Affairs, yet both must be coordinated or we provide degrees and services that are not complementary. In other words, even if the university were granted all of the financial resources it wanted, these seven themes would continue to hamper our ability to be the university we aspire to become.

Creating a healthy university requires clarity of purpose, organizational precision, and a focus on the people who come here to learn and work. Success in each of the seven recommendations depends on successes in the other recommendations. For example, it is of limited advantage to develop strategic enrollment management if we don't have a clear academic direction for the university, and neither of these will be accomplished without improved leadership skills throughout the university.

Achieving the strategic goals of Plan 2020 will require us to address these seven recommendations concurrently. Thus, we list the recommendations alphabetically, not in a priority order, as the USAP Task Force feels strongly they must all be addressed.

Recommendations fall under the following seven themes:

1. Academic Identity, Priorities, and Direction
2. Alignment with Regional Needs
3. Communication and Marketing
4. Leadership Development
5. Leveraging Technological Capacity
6. Planning, Assessment, and Continuous Improvement
7. Strategic Enrollment Management

Guiding Elements

The recommendations in the following pages do not so much solve problems as identify and describe large-scale, university-wide issues and provide recommended action steps for undertaking the process of improvement on multiple fronts simultaneously. In the initial development of the seven themes we conceptualized seven committees—the reflexive manner universities have for dealing with issues. But continued reflection clarified that for this effort to flourish as desired, its implementation requires the use of two seemingly competitive practices, the same two practices embraced throughout this process and evidenced in this report.

Successful implementation relies on the reciprocal practices of adding new thinking to familiar decision-making processes and enhancing familiar decision-making processes through the use of new thinking. Therefore, we recommend (1) that groups of people representing different knowledge and experiences from the regional community and from campus help to break through the homeostasis of existing practice by engaging in dialogue about each of the recommended action steps. Community involvement is genuine and beneficial only when community thinking is embedded into the fabric of university decision-making practice. Similarly, it is recommended (2) to use existing IPFW offices and personnel as much as possible in their roles, for they are the ones who will learn to assess, plan, and adapt to the new IPFW. Because open-mindedness to new thinking and creation of new knowledge is the cornerstone of a university education, IPFW has the opportunity to live these values as it moves into fulfillment of Plan 2020.

Through the collaborative experience of the Task Force and in reviewing every unit on campus, we want to emphasize that the following elements be kept in mind as the work on these recommendations moves forward:

1. **Structure**- effective division of work and responsibilities is vitally important. Some units have hardly changed in years (and may need to), while others have experienced a dizzying level of continuous change. Through budget cuts, frozen lines, layoffs, and program closures and openings, many units and employees have overloaded or disjointed portfolios of responsibility. We must rethink our structures throughout the entire organization.
2. **Process**- coordination of the work we do must be reviewed. As an example, why do certain forms need five levels of signatures? Who should communicate with whom when developing new initiatives? When changes happen, which other units need to be notified?
3. **People**- as we look at engaging change, we must do so with the greatest respect for the students and employees of this university. It is cliché that change is hard, but we must move forward with compassion and support, recognizing that IPFW employees have tremendous heart and grit and are willing to do the hard work of creating change.
4. **Cost**- many issues would be easier to address by applying more resources, but the reality is that all the changes that go into effect must help the university realign the expenses it already has and possibly even reduce costs if enrollment continues to decline.

5. **Project Management**- We want to emphasize the critical role of project management in the USAP process. Having a dedicated project manager allowed those involved in the development and analysis phases to focus on the task at hand, rather than attempting to coordinate meetings, communications, and resources. Additionally, the project manager brought skills to organize work processes, assist in planning and goal setting, and monitor (and encourage) the project's progress. The university could greatly benefit from investing in dedicated project management for all high-level projects.
6. **Student Success**- We could develop an amazingly well-run university and still not improve student success. We exist for the sake of our students, and ultimately all changes should lead toward the success of our students.

This report is meant to represent the themes and recommendations that have come from the campus community in the unit level reports. We intend these themes and recommendations to be taken as the starting point of an ongoing conversation, a conversation that should be guided by the relevant individuals and units as well as the broader interests of the institution. We encourage all members of the campus to contribute to the ongoing conversation with corrections, criticisms, and suggestions.

THEME 1: Academic Identity, Priorities, and Direction

Recommendation

IPFW should work to develop a comprehensive academic plan that addresses and answers questions related to the core academic identity of the university.

Identified Problems

When we linked reported unit USAP goals with the seven themes, the academic identity theme had the largest number of affiliated goals. These goals represent individual units doing their part to contribute to the improvement of their units and of the larger organizational structures to which they belong. Considered in the aggregate, however, one can see competing visions for the academic identity of IPFW, both now and moving into the future, especially when considering the need to allocate resources. A large number of units proposed that their initiatives should be designated as signature programs, a topic highlighted in Plan 2020 that still has not received necessary clarification in regard to what the phrase "signature program" will mean at IPFW. Some other goals would require large investment of resources, and so a clearer and more collaboratively generated sense of who we are and who we want to be academically is needed to inform decisions of resource allocation.

Recommended Action Steps

1. Utilizing the guiding questions found in Appendix 2, develop an operationalized strategic plan that outlines the academic mission, vision, direction, and priorities for academic programs and student success at IPFW (including clarification on IPFW's signature programs). Clearly articulate campus priorities, resource needs, and functions of the university.
2. Based on standards of meaningful transparency and inclusion, seek input from a wide range of constituents at IPFW and in the university's service region.
3. Develop criteria for program viability, develop an ongoing review process for program viability, and conduct a review of all programs.

For specific recommendations that emerged from the unit reports, see Appendix 1.

THEME 2: Alignment with Regional Needs

Recommendation

To actualize its mission statement, IPFW should work to strengthen its ability and coordinate its efforts to enhance the intellectual, social, economic, and cultural needs of Fort Wayne and the broader Northeast Indiana Region. This should include metrics for understanding demand for academic programming and service programming. In addition, we should improve our ability to tell our success stories to broader audiences on campus and to stakeholders (interwoven with Theme 3: Communication and Marketing).

Identified Problems

Plan 2020's third goal is to "Serve as a regional intellectual, cultural, and economic hub for global competitiveness." This theme recognizes the challenges we face as an organization in achieving this goal. As demonstrated in multiple unit reports, an important component missing in our university's conversations about our regional mission is a systematic method for reviewing the needs of the region and for assessing the alignment of our programming to those needs. In order to have a meaningful and informed conversation about meeting regional needs, we must first build our capacities 1) to understand the needs, 2) to dialogue with the region about these needs, and 3) to address these needs. In the absence of this type of data collection and analysis about the actual needs of our actual region, it will continue to be difficult for individuals with different opinions about our regional mission to find common ground.

At present, IPFW does not have a clear, self-determined vision for itself as a regional campus. The Indiana Commission for Higher Education's "Policy on Regional Campus Roles and Missions" provides top-down ideas about the role of regional campuses in Indiana. These directives focus more on what regional campuses are not supposed to do or will not be supported in doing rather than creating a vision of vibrant interactions between community and university. For example, faculty at regional campuses are directed to focus on "Scholarly activity related to faculty teaching responsibilities, research related to local and regional needs," and campuses are told that "Regional Campuses do not offer doctorate programs."

Without a coherent and shared plan for how we intend to "drive the intellectual, social, economic, and cultural advancement of . . . our region" (IPFW Mission Statement), efforts at IPFW to engage with the broader community and region lack coordination. For example, many units on campus are involved in engagement activities, but there is no centralized process to coordinate these efforts in a way that facilitates communication and cooperation (both between campus units and between campus units and entities in the community). Another example is that it is unclear how academic and academic support units are to be provided with information about which programs may be most needed. This leads to program development based on individual expertise of the faculty/department, or a "squeaky wheel" phenomenon of community feedback, but not necessarily alignment with regional need.

It should be noted that one potential point of consensus at IPFW is the change of designation from a Regional Campus to a Metropolitan Campus by the Indiana Commission for Higher Education. If this change were granted, it would give the university substantial reason to engage the community in discussion and explore its role in the region.

Recommended Action Steps

1. Develop the organizational structure and capacity to implement a community engagement/economic development plan

    a. Conduct and maintain an IPFW economic impact study.

    b. Link the impact study to the academic plan and identify/build degree programs that meet regional needs.

2. Provide incentives for faculty/discipline research on regional and city issues, and work to develop research-focused connections with the region and city.

3. Create processes for identifying, cultivating, and distributing success stories and testimonials through internal and external communication channels.

4. Develop processes and structures that assist in coordination and communication among the multiple IPFW units that regularly interact with the community (e.g., Office of Engagement; Career Services; the Office of Academic Internships, Cooperative Education, and Service Learning; the Community Research Institute; Continuing Studies' Training Outreach). This would include heightened interaction with the campus Community Advisory Council.

5. Develop a method to invite and collect community feedback that is then incorporated into IPFW's planning and continuous improvement processes.

For specific recommendations that emerged from the unit reports, see Appendix 1.

THEME 3: Communication and Marketing

Recommendation

IPFW should work to develop an integrated marketing plan for presenting the institution to both its internal and external publics, including a consistent image and a marketing plan that addresses enrollment, fundraising, institutional events and activities, as well as athletic events and other campus activities. In addition, we should improve our ability to tell our success stories to broader audiences on campus and to stakeholders.

Identified Problems

Numerous unit reports mentioned concerns related to communication and marketing. Communication and marketing at IPFW have become decentralized and many units on campus, faced with the necessity of communicating with others about their programs and initiatives, noted that they did not have the financial resources or the marketing expertise to excel in these endeavors. These communication and marketing efforts, challenging for individual units to undertake, become in the aggregate a university-wide problem: (1) it is an inefficient use of human resources to have people without background or expertise in communications and marketing developing marketing materials; (2) from a professional marketing standpoint, having so many units designing their own marketing materials leads to brand confusion.
Recent changes to Inside IPFW and From the Desk of the Chancellor are good models for improving our ability to tell our story, but unfortunately, the resources and processes to produce similar products around the university are lacking. As some units attempt to improve their communication through e-mail newsletters, the collective congestion of inboxes grows.

In the age of electronic communication and information, our campus website is considerably under-resourced. The website architecture is maintained by a small work group, and few on campus are tasked with driving high-quality website messaging. Most of the campus webpages are maintained by secretaries with already full portfolios of responsibility and limited time for learning about appealing web design, let alone the constant updates necessary for modern websites.

Recommended Action Steps

1. IPFW has not devoted sufficient resources to marketing at either the institutional or the program level. An increase in resources would be desirable in the next budget cycle, but such an increase should be a response to a specific plan that creates a prioritized schedule for how increased financial resources would be applied strategically.
2. The recommended institutional marketing plan should include information about costs and priorities and should be completed in time to inform the next cycle of budget decisions.

For specific recommendations that emerged from the unit reports, see Appendix 1.

THEME 4: Leadership Development

Recommendation

IPFW should work to implement a comprehensive leadership development program that covers all levels of the institution, from students to staff to faculty to administrators. The program should provide education, mentoring, and employment pathways to support the development of leadership skills and practices.

Identified Problems

The decision to emphasize leadership development as a theme arose during the Fall 2014 training and report-writing period, from our meta-analysis of the unit reports and from our observations of evidence of interpersonal friction and lack of empowerment. Questions asked repeatedly during the informational unit meetings indicated an atmosphere of fear and disempowerment. Some of the fears expressed included concerns that USAP reports would be turned against units to punish them, that administrators at higher levels would alter the reports after submission, that units would not actually be allowed by their superiors to pursue the goals that they set in their reports, and the like.

IPFW has experienced large-scale administrative turnover in a short amount of time, and these changes in leadership, combined with the tumultuous budget situation of the past several years, have created extra challenges for everyone. Employees at all levels need to gain or regain a sense of empowerment and autonomy with regard to the work they do for IPFW. The Plan 2020 goal to "decentralize resource distribution and control to lowest level, mission-focused administrative units" implicitly endorses the value of shared planning and decision-making authority.

For campus leaders and administrators, the extra challenges created by the current campus climate make the process of creating and managing change even harder than it would otherwise be. Administrative processes in the past were centralized, with limited communication or input from below. For this reason, conscious effort to decentralize authority and increase both one-way and two-way communication is advisable as a way of changing the direction not only of the university, but also of the campus climate.

In order to shift the morale and climate at IPFW and to realize the other USAP recommendations, IPFW will need leaders who are well trained and mentored. Additionally, leadership development at all employee levels can be viewed as a resource multiplier. Working toward a goal where staff and faculty feel empowered to engage in change and have the skills to organize that change will mean that the university as a whole can adapt rather than simply wait for administrative declarations.

Recommended Action Steps

1. Create a leadership development strategy that makes explicit the skills, behaviors, and competencies that are desired from those in a designated leadership position. Ensure that all employees in a leadership role receive training and development opportunities to support skill enhancement in this area.
2. Enhance our culture of leadership to encourage collaboration across organizational boundaries, engagement of employees, the creation of opportunities for others to lead, and development of new leaders.
    a. Provide mentoring and learning opportunities for those currently in a designated leadership role and those desiring that career path.
    b. Implement feedback and review processes to ensure leaders are developing and demonstrating desired skills and behaviors.

For specific recommendations that emerged from the unit reports, see Appendix 1.

THEME 5: Leveraging Technological Capacity

Recommendation

IPFW should work to build, enhance, and promote a technology-driven environment. It should provide support for the technology needed to enhance student learning, increase the quality of instruction, improve business processes, and remain current with student expectations.

Identified Problems

The USAP process identified multiple issues related to the campus's ability to leverage technology. While some issues are specifically under the control of Information Technology Services, the majority of the issues identified are much more systemic in nature, and this theme should not be seen as the sole responsibility of ITS.

One major roadblock to the effective use of technology is the capacity to meet the demand. As the campus's need for technology grows, it does not appear that we have the capacity to satisfy the needs. Students expect to have access to certain technologies, and IPFW is not keeping up with those expectations.

Another issue identified is the ineffective implementation or use of technology. There is a desperate need for meaningful data, but either the data do not exist or we do not have an efficient way to obtain and synthesize the data.

A final issue is the lack of utilization of existing technologies. This may be due to poor promotion of the availability or benefits of certain technologies, or it may be due to a lack of people with the expertise needed to effectively implement their use in the classroom or office.

Recommended Action Steps

1. Resources need to be invested to keep up with technology demands. Campus priorities need to be established to ensure resources are applied strategically.
2. Determine where improvements can be made in our implementation or use of the technology we have and develop a plan to make corrections to implement necessary changes.
3. Where IPFW already has IT resources to accomplish key functions, promote the benefits and use of these resources in a consistent way.
4. Identify where and how we can enhance learning spaces across campus in both classrooms and other collaborative spaces where students gather to study and learn.

For specific recommendations that emerged from the unit reports, see Appendix 1.

THEME 6: Planning, Assessment, and Continuous Improvement

Recommendation

IPFW should work to create a culture of continuous improvement through ongoing measurement of institutional performance for all aspects of the university including academic, administrative, and support services. This should include the capacity to develop better data and the processes to use those data to make better-informed decisions. This should include assessment of student learning.

Identified Problems

A critical decision factor in not implementing Dickeson's model of prioritization was the inconsistent, inaccessible, and unavailable performance measures for understanding unit productivity. This problem has been known for some time. In IPFW's last Higher Learning Commission (HLC) accreditation report, the HLC noted that IPFW does not have a culture of assessment. This phrase does not simply mean that we lack student assessments, but that we lack the practices and process of assessing, planning, implementing change, and starting the cycle over with assessment of the changes.

Common sense suggests that to the extent that we lack access to reliable data, consideration of data will not inform decision-making. Multiple units reported experiencing problems accessing needed data, caused by inadequate staffing and resource allocation. These problems included delays in receiving reports on student and program data and delays in receiving help from other units on campus to access or analyze data. As an institution, we have voted with our dollars against data-informed decision-making, and this connects directly to our weaknesses in tying assessment to planning and budgeting.

Units were also clear that existing reporting demands feel onerous and wasteful of time and resources. They noted that reports often require similar information, and there was the perception that some reports merely landed on a shelf, never to be seen again. University data systems seem clunky to users and do not appear to communicate with each other.

Ideally, if the university could create an effective set of processes for planning, budgeting, and assessment, then the process of prioritization, or the alignment of resources and goals, would become an ongoing institutional habit, not the work of a special committee. This habit of continuous improvement will be most powerful when it not only takes root within individual departments and units, but also serves to connect individual units vertically and horizontally with other units.

Recommended Action Steps

1. Develop and implement an institution-wide assessment plan that addresses all aspects of the student experience as well as operational effectiveness.
2. Develop and implement performance measures for all units on campus. Measures should be aligned with both internal and external requirements.
3. Develop institutional dashboards and standard reports that guide institutional and programmatic decision-making.
4. Develop the university's capacity for offering professional development in the skills of planning, metric development, and project management.
5. Prioritize the resources and processes necessary for maintaining Higher Learning Commission (HLC) accreditation. Define and prioritize resources necessary for maintaining discipline-specific accreditations.
6. Develop a systematic review and consolidation of campus reports, reporting processes, and data systems.
7. Develop the habits of planning, goal setting, and assessment as an important step toward changing our culture to one of continuous improvement. For example, embedding goals and data from assessments in proposals for funding, staffing, and new programming would lead toward more data-informed decisions.

For specific recommendations that emerged from the unit reports, see Appendix 1.

THEME 7: Strategic Enrollment Management

Recommendation

IPFW should work to develop and implement a university-wide strategic enrollment plan that integrates the University's programs, practices, policies, and planning related to Strategic Enrollment Management (SEM). IPFW should work to make student recruitment, retention, and graduation core academic foci, and to create capacity for the understanding that student success is a shared responsibility of all IPFW programs.

Identified Problems

With full-time student enrollments continuing to decline, IPFW needs to directly address enrollment management. As with the other recommendations, we emphasize that solutions to this issue must involve the entire university and not simply be viewed as dictates to select offices.

Through the USAP analysis process, it became clear that a large number of units are working on projects that are connected to the broad theme of enrollment management. The overall picture of enrollment management that emerged revealed the following problems that need to be addressed:

- IPFW does not have a widely understood SEM plan to manage enrollment in alignment with its strategic and academic plans.
- IPFW does not have an integrated system to manage enrollment from prospect to graduation.
- Many systems related to enrollment management are not up-to-date technologically.
- There appears to be no clear mechanism for coordinating, assessing, planning, or intervening as a campus to improve student retention and success.

During the analysis period, the decision was made to move the traditional functions associated with enrollment management (i.e., Admissions, Financial Aid, and the Registrar's office) to the Office of Academic Affairs, effective July 1, 2015. Also during the analysis period, a VCAA committee was formed with the charge of developing a strategic enrollment plan. Thus, plans for enrollment management are clearly in flux, and some plans may already be underway to address some of the concerns raised in USAP unit reports. It is to be expected that the move to the Office of Academic Affairs will lead to closer alignment between those units and IPFW's academic units.

Recommended Action Steps

Utilizing the questions found in Appendix 3:

1. Develop effective strategic enrollment management practices that serve students in all stages of their IPFW careers.
2. Develop the resources, processes, and structures necessary to direct, assess, and review strategic enrollment management practices.
3. Create processes for coordinating and communicating enrollment management needs and activities across programs to more effectively share responsibility for student success.
4. Develop the capacity for accurate predictive analytics and the ability to use the information to inform decision-making.

For specific recommendations that emerged from the Unit Reports, see Appendix 1.

INSTITUTIONALIZING THE UNIVERSITY STRATEGIC ALIGNMENT PROCESS- YEAR 2

Position on Campus

For the past year, there has been much discussion about the second year of USAP. As a prioritization project, USAP would have terminated with this report. As a process to aid alignment of planning and resources, it will continue to evolve as the campus builds the capacity to assess, align, and adapt.

One major debate has centered on where USAP should be housed in the institution. Because the process addresses every function at the university, we feel the logical home for the Task Force remains the Office of the Chancellor.

Modification to the Assessment

In the first year, the focus of USAP was on establishing a baseline of campus activities and capturing an understanding of the issues facing the university. In the second year, USAP will work with university offices to establish metrics for understanding performance. In addition, it will assess progress toward the goals listed in this first year.

Technical Assistance in Goal Writing

In reviewing the unit reports, it was apparent that the campus would benefit from professional development in goal writing, as well as project planning and assessment. USAP will work with other offices on campus to develop training in these areas.

Integration of Planning Across Levels

USAP frequently found that the goals and planning between different areas within the same division of the university were not well coordinated. The university must continue to refine planning processes to increase alignment. For example, faculty and chairs must work more closely in developing department goals. At the same time, chairs and deans must also communicate about how those goals align with goals of the college. Likewise, deans must communicate with each other and the VCAA. We encourage units to resist confining themselves to collaborations within traditional silos, such as an academic unit pairing with an academic support office to address specific issues they are having with student success.

Integration of Planning and Resources

The USAP process provided the Task Force members with detailed contextual knowledge of all aspects of the university, but with limited information on the budget and resource needs. The University Budget Committee (UBC) reviews every budget request of the university, but with limited context. We recommend discussions on how these two processes might better align or possibly merge, so that the report of unit goals, productivity, and resources requests are combined.

Ongoing Monitoring of Recommendations

To monitor and track progress on recommendations that are undertaken by the Steering Committee, we request implementation of ongoing progress reporting for each of the themes. We also request that USAP recommendations be incorporated into the appropriate vice chancellors' USAP report for next year.

APPENDICES

1 Specific Recommendations by Theme
2 Guiding Questions for Academic Planning
3 Guiding Questions for Strategic Enrollment Management

APPENDIX 1: Specific Recommendations by Theme

The Task Force offers additional, specific recommendations that emerged in our reading of the unit reports. We have organized these recommendations around the seven themes. Many of these align with priorities articulated in Plan 2020 and go further to address concerns discussed in the recommendation section.

THEME 1: Academic Identity, Priorities, and Direction

1. Increase student engagement through promoting high-impact learning activities:
    a. Decide whether the promotion of high-impact learning activities should be centralized or left to discipline-specific units.
    b. Develop a plan to create and support experiential learning opportunities.
    c. Increase incentives to students and faculty to collaborate on research, particularly student-initiated research. For example, develop an undergraduate research journal.

2. Advising:
    a. Identify successful advising programs and model others after them.
    b. Dedicate more financial resources to advising.
    c. Expand the assessment of academic advising. Questions to explore: How should advising responsibilities be divided between faculty and professional advisors? Are students satisfied with the advising they receive? Are students receiving consistent and accurate advice from the various advisors they work with on campus?
    d. If indicated in the assessment, expand training to faculty and professional advisors. Trainings could include: Information about student success resources on campus, information about academic programs, changes to General Education requirements, and financial aid policies.

3. Student Tutoring and Mentoring: Change the institutional placement of the Centers for Academic Success and Achievement to facilitate cooperation with other units that support academic success.

4. Curriculum:
    a. Explore ways the curriculum could be revised to better meet the needs of first-generation and working-class students.
    b. Solicit student input when assessing and revising curricula.

5. Internationalization of Curriculum
    a. Encourage cooperation between the International Studies Certificate Program and other units that work on internationalization.
    b. Consider supplementing the International Studies Certificate with an International Studies Major that would include a study abroad component.
    c. Develop a data-driven plan to recruit and retain international students.

THEME 2: Alignment with Regional Needs

1. Develop more sophisticated ways to identify current and predict future regional needs, possibly with the help of the Community Research Institute (CRI).
2. Incorporate knowledge about regional needs into academic and strategic enrollment management planning.
3. Promote the development of connections between university units and relevant organizations and individuals in Northeast Indiana. This could include:
    a. Drawing on CRI's knowledge of the region to identify organizations and individuals in the region.
    b. Encouraging other units that collaborate with organizations and individuals in Northeast Indiana to share information and collaborate with interested units.
    c. Involving the Community Advisory Council in connecting campus units with individuals and organizations in Northeast Indiana.
    d. Encouraging those Centers of Excellence that address regional needs to develop closer connections with organizations and individuals in Northeast Indiana and help other units to do so.
4. Consider combining the Office of Academic Internships, Cooperative Education, and Service Learning with the Office of Career Services. Invest in a renovation of the unit (or a possible relocation) to make the unit more welcoming to representatives from the northeast Indiana community.

THEME 3: Communication and Marketing

1. Assess the value of increasing the centralization of marketing. Questions to ask: Would particular marketing campaigns, currently run by units, be better run by the Marketing unit? Should particular campaigns remain the responsibility of individual units? How could the Marketing unit serve those units that retain control over their own marketing?
2. Create brand awareness on campus.
    a. Define key, data-driven messages and images that appeal to students, donors, and alumni.
    b. Make sure all individuals on campus who are responsible for marketing and communication know the current brand standards.
3. Offer marketing training for faculty and staff. Pair individual Marketing staff with specific colleges/schools/units, similar to the way librarians serve particular departments.
4. Increase Marketing's capacity to perform market analyses on individual programs.
5. Encourage Marketing to "cluster" similar programs in order to create marketing plans that are integrated at the college/division level.
6. Modernize ipfw.edu's technology in order to overcome technological constraints on web-based marketing and reduce security risks. Problems to address: Ensure that system templates, widgets, and applications meet accessibility requirements; provide web publishers with greater support and higher accountability for meeting requirements to achieve consistent standards across the ipfw.edu domain; and implement mobile-optimized content throughout ipfw.edu, integrating into the new mobile application.

THEME 4: Leadership Development

1. Explore strategies to restore trust in leadership from the chair to the chancellor levels.
2. Provide training in supervision, leadership, planning, assessment, and performance management where needed.
3. Invite faculty, staff, and students to identify where leadership needs to be improved.
4. Increase faculty and staff knowledge of the contribution every unit makes to the university's success.
5. Develop succession plans.
6. Identify high-turnover units. Explore ways to increase our ability to compete for top talent and reduce turnover in these units, such as by increasing compensation.

THEME 5: Leveraging Technological Capacity

1. Prioritize the capability and security of our long-term informational infrastructure.
2. Consolidate and centralize data into an electronic warehouse type environment.
3. Integrate IT hardware, wireless, and software capabilities, especially in the areas of student information, student assessment, and campus assessment.
4. Invest in instructional technology.
5. Phase out paper-based advising as soon as possible.
6. Maximize our use of software already licensed to us (such as Banner and dotCMS). Systems such as Banner are being underutilized across campus. Banner has the capability to do more, but we have not dedicated the resources to reap the benefits from this system.
7. Support technology-related professional development.
8. Use technology to streamline and automate processes and enhance sharing of information (e.g., better university shared calendars, more efficient scheduling of rooms and events, etc.).
9. Explore possible collaborations within the Purdue system that would increase our technological capabilities.
10. Realign Student Information Systems Services (SISS) under Information Technology Services.

THEME 6: Planning, Assessment, and Continuous Improvement

Performance Metrics

1. With the help of all interested members of the campus community, identify a common set of institutional and program/unit-level performance indicators to be tracked and presented regularly.
2. Encourage schools/divisions to develop strategic plans so component units have a shared focus.
3. Develop clearly articulated expectations for every position and committee. Hold individuals and groups accountable for meeting these expectations.
4. Ensure all units are complying with the Purdue policy that every employee shall receive an annual review with clearly articulated goals and a development plan.
5. Provide funding for professional development to all employee groups but particularly where assessments reveal training is needed.

Assessment and Accreditation

1. Support the University Assessment Council's efforts to create a comprehensive assessment plan.
2. Provide training in assessment methods to relevant individuals and groups.
3. Dedicate increased resources to assessment and develop incentives to increase participation and buy-in.
4. Identify assessment software options.
5. Improve campus assessment and data management for HLC accreditation. Build Assurance Argument and supporting documentation and then monitor on an annual basis.
6. Monitor discipline-specific accreditation issues and provide support for assessment related to discipline-specific accreditation.

Availability and Presentation of Data

1. Develop department profiles for academic support units.
2. Present IR data in a variety of forms, not just as spreadsheets.
3. Standardize the data available across units.

THEME 7: Strategic Enrollment Management

Integration and Communication

1. Improve communication among the following units: Admissions, Registrar, Financial Aid, and academic/academic support units.
2. Develop web resources in order to provide students with centralized access to the resources and information they need to succeed.

Developing Prospects

1. Develop more sophisticated methods of forecasting enrollments.
2. Invest in efforts to increase the percentage of dual-credit students who matriculate at IPFW.
3. Train academic and academic support units in strategic enrollment management best practices.
4. Encourage units that work with high school students to collaborate with the Office of Admissions.

Student Success Initiatives

1. Improve success in Gen Ed courses with high DFW rates through targeted, data-driven interventions.
2. Identify and support students who are most likely to struggle in required, high-DFW courses (e.g., conditional admits, first-generation students, and returning adults).
3. Support academic units involved in intensive recruitment and retention activities.

APPENDIX 2: GUIDING QUESTIONS FOR ACADEMIC PLANNING

Based on a review of academic plans from other institutions, the following questions are fairly standard questions used when working to build a strategic academic plan. Most institutional academic plans address most, if not all, of the following:

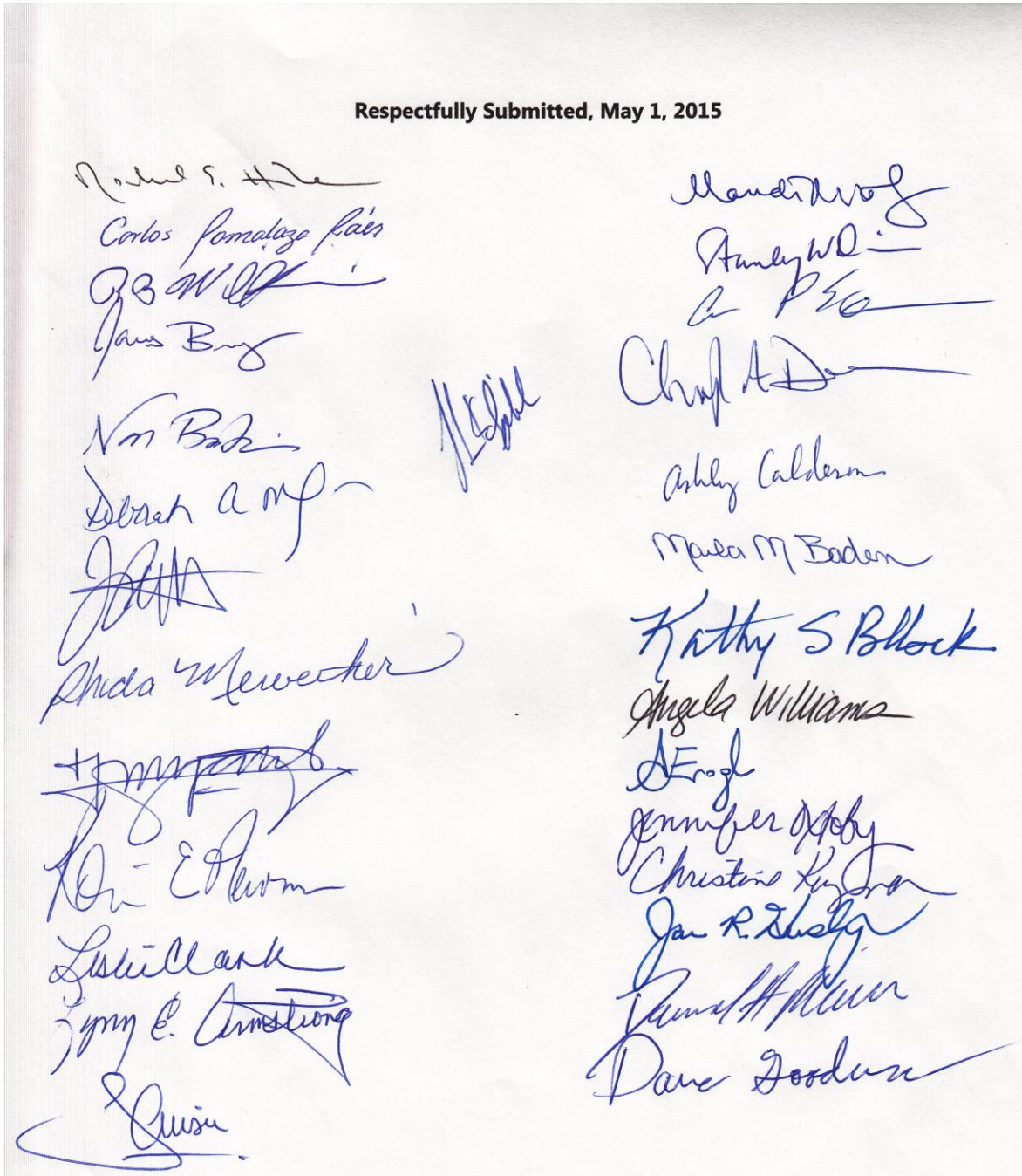
1. What is the IPFW academic experience?
2. What academic programs should IPFW enhance, maintain, or close?
3. What new programs should IPFW initiate?
4. What defines a signature program and how does that apply to IPFW?
5. What are the programmatic needs of the region?
6. What role does the General Education program play in developing the academic identity of IPFW?
7. What applied doctorates should IPFW offer?
8. What is the appropriate academic organizational structure for IPFW? Should some units be moved to different administrative units? Where is the most appropriate academic home for the General Studies Program? Would "one-stop services" for enrollment be feasible and advantageous for IPFW?
9. What academic support services need to be offered to ensure student success?
10. How do we improve the degree completion rates of new freshmen, new transfer students, and new juniors?
11. What role does Academic Affairs play in regional economic development, and what is IPFW's economic impact on Fort Wayne, the region, and the state?
12. Our mission states that our programs will drive the advancement of our region. What is the balance between serving the current needs of the region and driving the progress of the region?
13. What accreditations are important to IPFW and how do we maintain them?
14. How do we integrate the assessment of learning into enhancing student success?
15. What are the appropriate performance measures and how do we monitor them?
16. Do we align to the Indiana Commission of Higher Education (ICHE) Performance Funding Measures?

APPENDIX 3: GUIDING QUESTIONS FOR STRATEGIC ENROLLMENT MANAGEMENT

As one studies the development and implementation of Strategic Enrollment Management (SEM) at institutions across the country, one finds there are a set of assumed questions, assumptions, and practices that serve to guide the development and implementation of an institutional SEM plan. While not all institutions address all of these questions, assumptions, and practices, they still serve as guides in the SEM planning process.

1. Do we know the academic and nonacademic needs of our students and those we are recruiting?
2. Are we offering the appropriate array of programs and courses in the modality, location, and times that meet the needs of students and potential students?
3. Are we marketing to our various "learners" in appropriate ways?
4. Are we providing professional development opportunities for faculty and staff to be able to serve various learning styles?
5. Do we conduct routine needs assessments of all constituent groups?
6. Do we continually adjust curriculum based on needs and best practices?
7. Do we continually monitor student satisfaction and use the data to improve the student experience?
8. Do we use all forms of marketing to reach the various learner models?
9. Do we know our primary, secondary, and tertiary recruiting areas and the needs of each?
10. Do we have a reactive or strategic recruitment and marketing strategy?
11. Do we strategically use Customer Relationship Management (CRM) software?
12. Do we use analytics and predictive modeling to help recruit and shape?
13. Do we appropriately leverage financial aid to provide appropriate benefit while growing the enrollment?
14. Do we provide the appropriate academic support services to ensure student success?
15. Do we provide the appropriate nonacademic support to ensure student success?
16. Who is responsible for retention and student success?

Respectfully Submitted, May 1, 2015



Appendix F:
2015-16 USAP

UNIVERSITY STRATEGIC ALIGNMENT PROCESS

REPORT & RECOMMENDATIONS

MAY 6, 2016

IPFW

INDIANA UNIVERSITY
PURDUE UNIVERSITY
FORT WAYNE

IPFW is an Equal Opportunity/Equal Access University.

Dear Campus Community,

Two years ago we established the University Strategic Alignment Process as a forward-thinking process focused on our future, enhancing our ability to make strategic decisions to allocate resources according to our priorities. Never in our history has this need been more important than it is today, amplified as a result of the impact of many forces, internal and external, local and national.

As a result of the hard work of so many people involved in the USAP initiative, we now have specific and appropriate information and data to inform and guide our decision making. Of critical importance this year was the development of performance measures by each division, highlighting the value of this work and providing objective measures for evaluating progress toward goals and achievement of the priorities of Plan 2020.

Faced with challenges of fewer available high school graduates in the state, declining enrollment, increased competition, student demographic shifts and other influences, it is more critical than ever that we evaluate the ways in which we operate and implement strategies that will best position us to anticipate and proactively respond to challenges. With each of these challenges I firmly believe opportunities are also presented. It is imperative that we become more adaptable and responsive to the ongoing change and embrace the opportunities. Building on the seven themes identified last year, the Task Force has provided recommendations about areas for additional resource investment as well as areas we might decrease so that we can be more cost effective.

I express my deepest appreciation to the 24 members of the USAP Task Force who, representing all aspects of our university operations, dedicated untold hours to the work and maintained a focused commitment to the process and to producing a report and recommendations that will position IPFW for a successful future. A sincere thank you also, to those faculty, staff, department chairs, unit heads, deans, and other members of the campus community whose work and data have provided the information critical to producing this report.

Thank you,



Vicky L. Carwein

Chancellor

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Executive Summary

This report is submitted on behalf of the 24 Task Force members of the University Strategic Alignment Process (USAP) in hopes of providing direction in achieving the goals of the campus strategic plan, Plan 2020. Contained in this report are important recommendations for making IPFW a stronger metropolitan campus. These recommendations do not stand alone and this report should be understood in the context of the numerous supporting documents and data sources appended.

Like any reflective analysis, USAP's purpose is to make recommendations that lead to change. With that in mind, we would first like to emphasize the many things there are to be proud of at IPFW. We have steadily increased the number of students graduating with bachelor's degrees and last fall IPFW was recognized as being the number one university in the state for creating student social mobility. In response to the first year USAP recommendations, the new Leadership Academy is graduating its first class. In the USAP unit reports there are literally hundreds of examples of accomplishments and successes.

As we begin to discuss this year's USAP recommendations, we first wish to highlight that our campus is at a historical turning point. Two years ago we launched Plan 2020 and along with it, USAP was created to produce recommendations on how to better align university resources with IPFW's mission, based on data and strategic-level planning. Last year we celebrated our 50th Anniversary and were redefined by the legislature as a Multisystem Metropolitan University.

At the fall 2015 Convocation addressing those changes to the campus, Chancellor Carwein charged USAP to:

1. Think outside of our current structures and ways of doing things
2. Identify programs and services that are poised for growth and investment
3. Ask what new and innovative programming we should be investing in
4. Reject thinking that maintains the status quo
5. Suggest creative and innovative ways to offer programs and deliver services that clearly demonstrate that student success is not only the top priority of IPFW in the words of our strategic plan, but that we live it and promote it every day in everything we do
6. Ask the question—how do we create a better future for IPFW so that we grow in distinction, in value, and in service to our metropolitan area?

As a campus, we have an amazing opportunity to define our future. As a metropolitan university, how do we use our resources to enhance our regional impact and grow into this new designation? Our Task Force discussions echoed the same discussions occurring on this campus and across the nation—how comprehensive is comprehensive enough for our educational offerings? How do you balance the benefits of traditional liberal arts degrees of critical thinking, verbal and written communication, and quantitative reasoning with the trends in enrollment toward professional

degree programs? When discussing reallocation of resources, how do you improve and build capacity, not simply tear down?

Working through these questions, the Task Force concentrated on making recommendations that support Plan 2020 as well as the guidelines established for their recommendations, which were focused on four critical areas:

1. Increasing revenues
2. Identifying opportunities for efficiencies and cost savings
3. Identifying potential high-impact investments
4. Building a sustainable culture of continuous improvement

To accomplish their work, the Task Force considered the current offering of academic programs, the services and support we offer students, the internal operations of our institution, as well as the opportunity and demand in the region. Most importantly, they focused on our number one priority—student success.

This report is divided into the following four areas:

Introduction

In the introduction, the Task Force briefly contextualizes the work done and two legislative actions that impacted this work—(1) IPFW's reclassification as a "metropolitan university," and (2) a report by a Legislative Services Agency (LSA) committee tasked with operationalizing that reclassification.

Methodology

In the methodology section, the Task Force describes the organizational structure of USAP, the development of the year-two process, its data collection sources, and its method of analysis.

Recommendations

The bulk of the report is focused on the specific recommendations in the four areas requested by senior campus administrators. The Task Force developed subcategories in each area to ensure thorough coverage of each. The report contains 41 specific recommendations, nearly equal across the four areas. The Task Force provided as much detail as necessary for stakeholders and administrators to understand those recommendations, while leaving the development of specific timelines and action plans to the administration.

Next Steps

In order to be effective, any process of institutional reflection and critique, which the USAP process is, must lead to action. While the USAP process provides value to the institution due to the reflective learning that occurred during the process, to achieve its goals, specific recommendations must lead to intentional action steps. In this section the Task Force suggests a process to operationalize this report so that IPFW can achieve the goals of Plan 2020.

Introduction

This report discusses the methods, findings, and recommendations of the second year of the USAP. The process was created in spring 2014 to produce recommendations on how to better align university resources with IPFW's mission, based on data and strategic-level planning. After two years of budgetary shortfalls (2012-14), USAP's mission was two-fold—to assist with realigning resources and to assist with operationalizing the new Plan 2020.

Year One

The first year of USAP created a system for the collection of information from all major units on campus, including their purpose (mission), accomplishments toward that purpose, future goals, and requested resources. A Task Force of 12 faculty and 12 staff members reviewed the reports and developed a university-level analysis built around seven themes:

1. Academic identity, priorities, and direction
2. Alignment with regional needs
3. Communication and marketing
4. Leveraging technological capacity
5. Planning, assessment, and continuous improvement
6. Leadership development
7. Strategic enrollment management

Year Two

With budget shortfalls continuing through the first year of USAP (2014-15), the senior administrators on campus emphasized that the second-year analysis should also focus on four areas:

1. Increasing revenues
2. Identifying opportunities for efficiencies and cost savings
3. Identifying potential high-impact investments
4. Building a sustainable culture of continuous improvement

To conduct an analysis that could lead to specific recommendations in these areas, the Task Force modified the data system to include performance metrics, the regional job outlook, and more specific information on resource requests.

It seems certain that, regardless of the final shape of any new governance model for the university, whatever structure that emerges will face the same challenges to increase revenues, reduce costs, and continuously improve operations. Furthermore, once the path forward becomes clearer, the potential new investments identified in this report could, and should, become part of the discussion surrounding IPFW's future shape.

Methodology

Organizational Structure

USAP has used a three-part organizational structure: a Steering Committee, a Facilitation Team, and a Task Force.

Steering Committee: As a chancellor's project, the chancellor and vice chancellors serve as the Steering Committee, providing governance and defining expectations of the process. The Facilitation Team and Task Force reported to the chancellor and met regularly with her through the design and building phases of the project. In addition, meetings with the Steering Committee throughout the project provided input and clarifications regarding the direction of the process. Members include:

- Vicky Carwein, Chancellor
- Carl Drummond, Vice Chancellor for Academic Affairs and Enrollment Management
- Angie Fincannon, Vice Chancellor for Advancement
- George McClellan, Vice Chancellor for Student Affairs
- David Wesse, Vice Chancellor for Financial and Administrative Affairs

Facilitation Team: The Facilitation Team oversaw the process and timeline, and provided organizational support throughout the process. Members include:

- James Burg, Dean, College of Education and Public Policy—Chair
- Jennifer Oxtoby, Project Manager, Office of the Chancellor
- Carlos Pomalaza-Ráez, Professor, Electrical Engineering

Task Force: The third branch of USAP is the Task Force of 24 members, comprised of 12 faculty and 12 staff members. To engage the campus community and to ensure the participation of a diverse group of faculty and staff, a campus-wide nomination process was used to solicit participation. The Steering Committee made the final determination of Task Force membership. The Task Force was charged with developing the assessment methodology, analyzing the data, reporting on unit-level data, and finally creating recommendations based on their analysis. Members include:

- Suleiman Ashur—Professor, Civil Engineering (ETCS)
- Steve Amidon—Interim Chair, Visual Communication and Design and Associate Professor, English (VPA/COAS)
- Ashley Calderon—Director, Career Services
- Leslie Clark—Coordinator, Advising and Student Services (CEPP)
- David Cochran—Associate Professor, Systems Engineering and Director of IPFW Center of Excellence in System Engineering (ETCS)
- Ellen Cutter—Director, Community Research Institute

- Cheryl Duncan—Clinical Assistant Professor and Chair, Medical Imaging and Radiologic Sciences (HHS)
- Barry Dupen—Associate Professor, Mechanical Engineering Technology (ETCS)
- Patricia Eber—Chair and Assistant Professor, Human Services (HHS)
- Steve George—Assistant Director of Fiscal Operations, Physical Plant
- Amy Harrison—Account Clerk V, Library
- Denise Jordan—Clinical Assistant Professor, Nursing (HHS)
- Christine Kuznar—Associate Athletic Director, Athletics
- Rhonda Meriwether—Director, Mastodon Advising Center
- Max Montesino—Associate Professor, Organizational Leadership and Supervision (ETCS)
- Robin Newman—Associate Dean of Students, Dean of Students
- Jeff Nowak—Associate Professor, Educational Studies (CEPP)
- Joyanne Outland—Assistant Professor, Music (VPA)
- Jack Patton—Executive Director, Marketing Communications
- Winfried Peters—Associate Professor, Biology (COAS)
- Kathy Pollock—Associate Professor and Chair, Accounting and Finance (DSB)
- Kathie Surface—Faculty IT Support and LMS Specialist, IT Services
- Marcus Tulley—Warehouse Laborer VII, Physical Plant
- Mandi Witkovsky—Manager, Security and Identity, IT Services

Task Force Development Process

In May 2015, new and returning Task Force members spent nearly 20 hours preparing for this year's process, and new members met for eight hours of training and development, reviewing the following:

- IPFW goals and metrics related to Plan 2020
- Budgeting process and expense reports
- IPFW funding sources
- Resource allocation and distribution processes
- Data collection across campus and how data are used (Registrar, HR/OIE, Financial Services, Institutional Research)
- Student information data and existing performance metrics

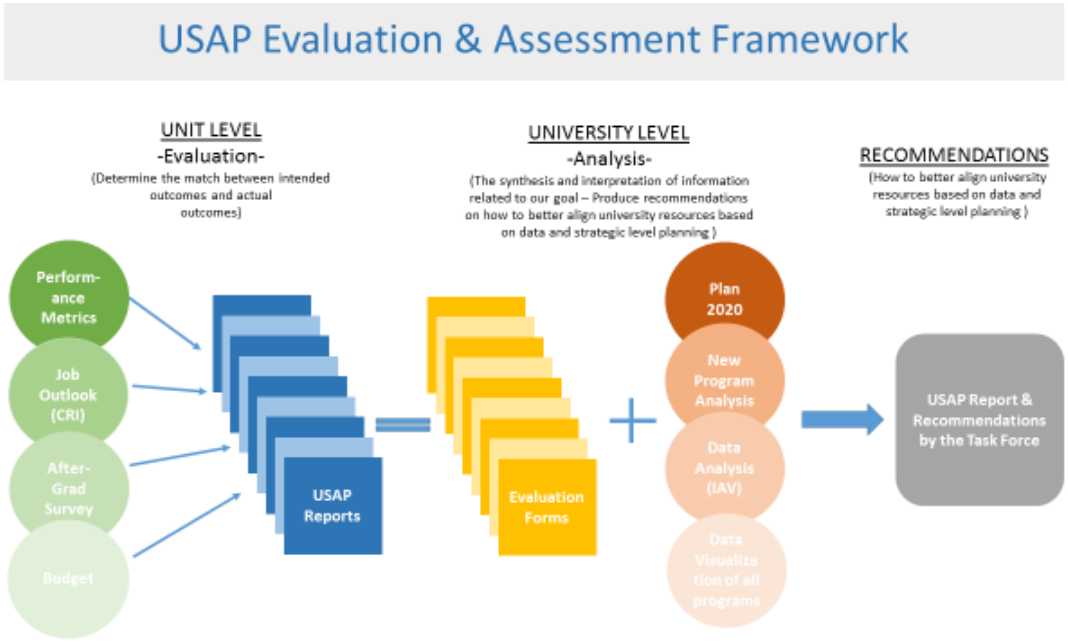
While grappling to understand this large trove of information, new and returning Task Force members revised the first-year model to meet the administration's request for more specific resource recommendations. The Task Force's focus was on identifying what needed to be improved or changed with the reporting and evaluation report format and process. A significant focus of the planning discussion was the addition of performance metrics to the process.

In August 2015 the Task Force resumed, spending more than 15 hours to finalize the report template, develop a rubric, and establish the analysis and evaluation process.

The report template was distributed on September 10, and unit-specific, pre-populated reports were distributed to each department on October 22. The Task Force met bi-weekly throughout the fall to make necessary updates and finalize the process.

Data Sources and Collection

This year's reporting cycle considered both qualitative and quantitative data and was expanded with the addition of performance metrics, employment outlook, and graduate employment data for academic programs, where applicable.



Performance Metrics Development: The Task Force recommended that each division on campus develop performance metrics with leadership from their respective vice chancellors. This collaborative initiative marks a significant achievement for this university and led to identification of indicators that demonstrate the value of our work. Metrics provide a base for analysis to understand progress toward the goals and Plan 2020 as well as the contributions of individual units and their alignment with the plan. Additionally, these metrics help us understand our progress and identify challenges and opportunities to improve. Over the next year, IPFW will have continued conversations and training around establishing and managing performance metrics to support each unit in this endeavor.

Development of Advancement, Financial and Administrative Affairs, and Student Affairs Metrics: Vice Chancellors Fincannon, Wesse, and McClellan worked within their own administrative units to create appropriate measures for each unit. The metrics for these units—Advancement, Financial and Administrative Affairs, and Student Affairs—reflect the diverse work of each unit and highlight the significant role they play within the university.

Development of Academic Metrics: Over summer 2015, a subgroup of Task Force faculty worked with the VCAA and Associate Vice Chancellor for Institutional Effectiveness to develop academic performance metrics. In August the deans reviewed and provided input into the data definitions. Six metrics were chosen by the USAP faculty to not only provide an understanding of program size and contribution to the university, but to understand resource distribution and highlight student success as demonstrated by retention and graduation rates. They included number of credit hours, majors, graduates, full-time and part-time faculty, persistence, and expenses. Where possible, the data was disaggregated at the academic program level.

In the fall semester, the IPFW Senate raised concerns that the process did not include sufficient faculty input, so the VCAA, along with faculty leadership, created a system for developing new academic metrics. After input from all academic departments on campus and screening by the faculty leadership and deans, final metrics were number of credit hours, majors and minors, graduates, full-time and part-time faculty, persistence, and expenses—with all data aggregated at the department level. This decision to move to a higher level of aggregation limited the Task Force's ability to review program viability. Performance metrics (by college) were populated by VCAA Drummond and distributed to academic programs in January 2016.

Employment Outlook: The Community Research Institute (CRI) was retained to conduct an analysis of regional employment outlook for northeast Indiana. CRI's analysis of IPEDS CIP educational programming throughout the region was compared with economic and occupational data in order to report information related to academic programs, including completions and projections. Due to some limitations in mapping program codes, not every academic program reflects a direct link to occupational databases. As such, academic units were invited to comment and provide context on their department's data in the USAP Report where these limitations occurred.

Graduate Employment Data—Destinations Survey: Each year, IPFW conducts a survey with recent graduates about their plans for the future and where their degrees will take them. The data is compiled into the First Destinations Survey, a "snapshot" of what's possible with a degree from IPFW. Academic units were invited to comment and provide context on their department's data in the USAP Report, as appropriate.

Budget: With an improved budget process and more accurate data, the Task Force reviewed department-level budgets to assist in their overall evaluation.

Unit Reports: One hundred and nineteen units were asked to submit a USAP Report, highlighting their mission and accomplishments, and providing comment and context on performance metrics, as well as employment outlook and graduate data for academic programs. Reports highlighted progress on last year's goals and identified three-to-five currently active goals for this year, including appropriate carryovers from last year. Units were also asked to identify performance metrics and resource needs for each goal.

The development of this year's USAP report by the Information Analytics and Visualization Center created a streamlined data capture system that provided data analysis capabilities that enhanced the process, and provided more detailed and useful information about our strategic alignment efforts. Multiple reports have been generated that compile the information from 119 individual USAP reports in a variety of ways:

- Goal summaries and listings
- Plan 2020 goal alignment index
- Resource needs

Analysis Process

Significant amounts of data were provided and two levels of analysis—both unit-level and university-level—were conducted to produce the recommendations in this report. In addition to the rubric embedded in the USAP report, a common summary evaluation tool was developed. Training and testing of these tools were held to promote consistency across review teams.

Unit-Level Analysis: Pre-populated USAP reports were distributed on September 10, 2015. On request of the chancellor, the initial due date of December 30, 2015 was moved up to October 23, 2015, so that the Task Force recommendations could be considered as part of the LSA process. When issues arose regarding the academic metrics, the deadline was moved back to December 30, 2015, for Student Affairs and Financial and Administrative Affairs; February 1, 2016, for Advancement; and March 4, 2016, for Academic Affairs.

In January 2016, six Task Force teams made up of two faculty and two staff members began reviewing unit reports using the rubric and evaluation tool, completing all reviews by March 31, 2016.

University-Level Analysis: In a two-day retreat, the Task Force spent nearly 20 hours reviewing unit-level report evaluations and determining their recommendations for areas of increasing, maintaining, and decreasing resources. A Qualtrics survey was used to gather Task Force members' input on campus-level recommendations prior to the event and members voted on the highest priority items. Discussion and debate continued beyond the retreat, filtering down to the recommendations contained in this report.

Recommendations

The following recommendations are based on review of the multiple data sources previously listed and filtered through the combined experience of the Task Force members. The recommendations are meant to go beyond a simple method of "cut here and add there," but instead are offered as a pathway toward a healthier, more adaptable IPFW. The Task Force understands that the campus faces a predicted $2-3 million revenue shortfall next year, (FY 2017 operating budget is $110 million) and that to invest in strengthening new and existing programs, the university must identify avenues to decrease costs and increase revenue streams.

The recommendations follow the outline of the USAP Guidelines, and start with the need to build an organizational culture focused on continuous improvement. Campuses that need some form of prioritization do so because their normal processes have failed to produce the adaptations necessary for organizational health. Therefore, the Task Force emphasizes the importance of the first-year USAP recommendations, noting that the same themes continued to dominate this year's university-level analysis. The Task Force strongly believes that improving the organizational culture and processes are as important as any specific cost reductions recommended in this report. As a campus, we must build a more collaborative culture that includes planning, assessment, and improvement. It is the basic formula of scientific inquiry, yet like many campuses, we fail to follow this formula when it comes to reflecting and improving our own institutional performance.

The recommendations are organized as follows:

I. Build an organizational culture focused on continuous improvement

- Transition the USAP Task Force to an ongoing continuous improvement model
- Engage and support the deans
- Enhance and clarify performance expectations of all IPFW employees

II. Cost savings and efficiencies

- Evaluate academic program efficiencies
- Evaluate administrative and auxiliary service efficiencies

III. Invest to generate revenue

- Invest in retention and student success
- Invest in new and expanded programs
- Invest so units can excel

IV. High-potential areas for moving IPFW forward

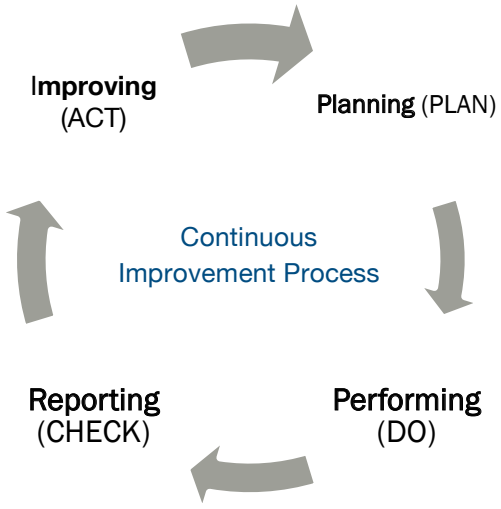
- Take action to understand and align programming with regional needs
- Review and enhance key curricular areas experienced by many students
- Improve the student experience from recruitment to post-graduation

I. Build an organizational culture focused on continuous improvement

It was not too long ago that IPFW experienced many consecutive years of enrollment growth, which presented few challenges demanding more from IPFW—more proactive planning, more collaboration across units, and more investment in student success. While many programs on campus have been innovating and improving along the way, others have maintained the status quo.

Today, we are operating in a different environment. Enrollment challenges, student demographic shifts, increased market competition, potential changes from the LSA Study, and changing technology are some of the forces impacting IPFW's future. Our ability to be successful rests on our ability to quickly and appropriately respond to threats as well as opportunities. Designing a system that allows us to identify and act on these things is critical as we move forward.

The USAP Task Force recognized that in order to implement meaningful, sustainable change to achieve key outcomes—including improved student success measures and a balanced budget—the organizational culture must be reoriented toward collaboration, innovation, and assessment. IPFW should work to create a culture of continuous improvement, focusing on processes, procedures, and operations that will enhance our ability to support students and the region. This USAP process has been the first coordinated step toward creating that culture, and the momentum must continue into implementation.



The following recommendations were derived through a synthesis of unit report evaluations, campus-level review, and the combined experience of the 24 Task Force members.

Transition the USAP Task Force to an ongoing continuous improvement model

1.1 Invest in our organizational capacity to create change. Organizational excellence can only be achieved if strategies are deployed, progress is monitored, and accountability is maintained. Large institutional change projects require time, coordination, and accountability. To achieve Plan 2020, the university should realign USAP resources toward developing this capacity. Continuous improvement requires transcending traditional university silos, and therefore must remain a function of the Office of the Chancellor.

Plan 2020 Alignment:
I Foster student success
II Promote the creation, integration, and application of knowledge
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IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

1.2 Improve the quality, access, and presentation of critical institutional data. While IPFW boasts multiple Centers of Excellence for data analytics, its internal institutional capacity for actionable, analytic information is severely lacking, inhibiting our ability to make data-informed decisions in a timely manner. Without good data, continuous improvement management will be undermined.

Plan 2020 Alignment:
IV.A.2. Establish an integrated system of program reporting, review, assessment, and accreditation that is aligned to performance metrics

1.3 Streamline reporting. Department chairs, deans, directors, and managers are required to complete dozens of reports throughout the course of a year, creating much frustration. Arguably, this is one of many byproducts of organizational silos. IPFW should develop a system (with re-use of content in mind) that integrates the collection of data related to assessment, employee evaluations, accreditation standards, experiential learning activities, graduate placements, and other areas. USAP submitted a Report Consolidation Project plan in 2015 that could be a foundation for this project.

Plan 2020 Alignment:
IV.A.2. Establish an integrated system of program reporting, review, assessment, and accreditation that is aligned to performance metrics

1.4 Understand and incorporate key tenets of successful universities. Why are other schools expanding? Why are similar universities graduating students at higher rates? Leveraging best practice models, predictive analytics, and other tools could help IPFW identify additional creative and innovative ways to achieve the vision laid out in Plan 2020.

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Engage and support the deans

1.5 Engage the deans as continuous improvement leaders. Deans should develop implementation plans for the recommendations impacting their colleges. Every dean should be provided with a dashboard that outlines the university's short-term Plan 2020 performance metric goals related to enrollment, retention, etc., with targets that each college must try to meet. The organizational culture needs to shift from one where the deans are only responsible for their individual, under-resourced silos, to a culture where they collectively direct campus resources to improve student success.

Plan 2020 Alignment:
IV.B.2. Decentralize resource distribution and control to lowest level, mission-focused administrative units

1.6 Provide the necessary resources to excel. To excel, deans and their colleges must have increased access to—and dedicated support for—marketing, IT, communications, admissions, advising, retention resources, data analytics, and advancement. Later in this report, embedded service models are explored that would equip each college with a support team so that they are better resourced to succeed.

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Enhance and clarify performance expectations of all IPFW employees

1.7 Adopt best practices related to "living the organizational mission." The Taskforce examined a number of ideas on how to improve our organizational capacity at IPFW, including: **1) Emphasize the importance of how IPFW on-boards new employees and how the mission and vision of IPFW is promoted within the campus community.** We encourage those charged with acclimating new employees to provide appropriate training and development, ensuring all new faculty and staff are familiar with IPFW's strategic priorities. Providing new employees with information about policies, procedures, and processes can positively impact employee engagement and when used effectively, will help drive our progress on strategic priorities. **2) Support and reward strong leadership at IPFW.** The IPFW Leadership Academy was implemented as a result of USAP's Year-One recommendations. Incorporate the Leadership Principles identified by this group into our culture by establishing an expectation that all IPFW leaders demonstrate and are accountable for the ideas they embody. **3) Create a culture of communication and collaboration by recognizing and rewarding collaboration between academic units, university departments, and community partners.** Identify opportunities to enhance communication and authentic collaboration with Purdue University, Indiana University, and the community.

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II. Cost savings and efficiencies

The uncomfortable fiscal reality is that the university can no longer afford to be what it has become, and after four years of cost-cutting and trimming, more substantial measures are necessary to set the campus on a new path. It is the sincere hope of the Task Force that the following recommendations will enable the campus to move away from a culture of fear over future cuts to a culture of increased stability, allowing the campus to focus on fulfilling its mission as a metropolitan university.

The overarching goal of the following recommendations is to resource programs and services in a sustainable manner. We must also foster a culture of continuous improvement, and empower individuals to identify and eliminate inefficiencies. The entire IPFW community must become good stewards of its resources.

Evaluate academic program efficiencies

2.1 Create academic program viability standards. The USAP Task Force recommends that the VCAA and deans create viability standards by reviewing our academic portfolio to ensure it is focused on mission, sustainability, market relevance, and viability of programs moving forward. A draft of these standards should be available for campus review and input by August 2016. The final standards should be in place by the middle of the fall 2016 semester.

Plan 2020 Alignment:
IV.B.4. Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation

2.2 Use viability standards to assess programs for closure, restructuring, and investment. IPFW boasts about having more than 200 academic programs, yet it is clear from reading the USAP reports that many existing programs are under-resourced. Furthermore, regional needs and changes to the area's economy suggest that IPFW should consider establishing new academic programs. It is unlikely that, given the competition for state funding, that IPFW will ever have the budgetary resources to adequately staff and maintain all of these existing programs, and invest in new ones.

Given the fact that the academic metrics developed last fall were based on departments, and not individual degree programs, the Task Force lacked historical data to make recommendations regarding specific academic program closures. However, there is an urgent need for the university to deploy viability standards for academic programs, with the aim of reducing the number of programs, and increasing resources to grow and maintain those programs that remain. Viability standards should not be the sole measure for

those programs that remain. Viability standards should not be the sole measure for determining whether or not a program should be discontinued. Such decisions should consider many factors, including alignment with mission and regional needs, costs of delivery, and the presence or lack of competing programs in the region.

Although assessing program viability should be a recurring process, the first list of programs for closure or restructuring should be completed by December of 2016 by the VCAA and deans.

Plan 2020 Alignment:
IV.B.4. Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation

2.3 Restructure academic departments. Tasked with identifying areas for cost savings and efficiencies, and after a review of all of the data outlined in the Methodology section of this report, it is recommended that the following academic departments be restructured in order to reduce costs. This recommendation was made based on current enrollment trends, number of degrees awarded, and demand and is no way intended to indicate these departments are unworthy of support.

- Anthropology
- Economics (consolidate two programs)
- Fine Arts (in progress)
- Geosciences
- History
- International Language and Culture Studies
- Master of Business Administration (consolidate two programs)
- Philosophy
- Physics
- Political Science
- Sociology
- Visual Communication and Design (in progress)
- Women's Studies

In order to restructure academic departments, other departments on campus may be included to create logical and effective clusters of academic programming.

Restructuring should not simply combine together degree programs that lack viability; therefore, planning for departmental restructuring should be done in parallel with analyses of program viability.

When possible, this should be seen as an opportunity to reinvent our program offerings to better align with regional needs and create interdisciplinary models of education.

Using appropriate roles and responsibilities, the VCAA should lead a process that includes deans, chairs, faculty, and the IPFW Senate and that produces an implementation plan by the end of the spring 2017 semester.

Plan 2020 Alignment:
IV.B.1. Resource allocation prioritization informed by performance metrics
IV.B.5. Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions

2.4 Explore and implement options for more efficient use of faculty and chair resources, where appropriate. There is much diversity at IPFW regarding expertise, research interest, and departmental operating structure. We encourage that the administration and the IPFW Faculty Senate work together to allow flexibility in practice and policy in the application of faculty and chair time. One example may be to allow a pathway for promotion and tenure for teaching without research (the 4/4 option available to tenured faculty). This should not become a mandated standard, but an option for faculty whose talents and career interest focus on pedagogy and teaching. It should also be noted that Plan 2020 calls for increased student participation in research, which is faculty time-intensive, but highly impactful for student success. Any use of teaching-only options must be balanced with the needs of the students, faculty members, and the university's mission to engage students in research inquiry. Determining the right mix of faculty (tenure-track with and without research releases, clinical, continuing lecturers, and limited term lecturers) as well as the proper workload and governance rights and responsibilities of those faculty is critical to the successful implementation of Plan 2020.

Plan 2020 Alignment:
IV.B.5. Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions

2.5 Optimize enrollment of course sections. IPFW must strive to course scheduling efficiencies. Possibilities could include increasing class sizes where justifiable, combining sections with low enrollment, examining section enrollment caps, and mapping out demand for upper level courses based on student needs for completion.

Plan 2020 Alignment:
IV.B. Process Goals: Efficiency

2.6 **Study course completion rates.** Target courses with high DFW rates for course redesign and supplemental instruction to increase the number of students who successfully complete a course the first time, which reduces the number of seats that need to be offered while also reducing time-to-degree and student attrition.

Plan 2020 Alignment:
IV.B.3. Eliminate process barriers in enrollment management that impact student achievement

2.7 **Evaluate Centers of Excellence and identify closures, realignment, and revenue-generating opportunities.** As outlined in the 2003 charter for Centers, evaluations of each of these units should consider its alignment to current faculty expertise, its cost to the university, its contribution to the university's $1 million Technical Assistance Agreement metric in Plan 2020, the degree to which it facilitates multidisciplinary collaboration, and the experiential learning opportunities it offers for students. Alignment with regional needs should also be considered.

Additionally, some campus activities (labs, for example) may operate like a Center without the designation. Clarify the role these units have in achieving the research and community outreach goals of Plan 2020.

The administration should prioritize those resources presently dedicated to Centers of Excellence to maximize their revenue generation and increase their self-sufficiency.

Plan 2020 Alignment:
IV.A.1. Rationalize, prioritize, and establish a set of appropriate performance metrics for all academic and non-academic units
IV.A.2. Establish an integrated system of program reporting, review, assessment, and accreditation that is aligned to performance metrics
IV.B.1. Resource allocation prioritization informed by performance metrics
IV.B.4. Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation
IV.B.5. Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions

Evaluate administrative and auxiliary service efficiencies

2.8 **Reduce administrative positions.** Rethink the IPFW management structure, particularly the number of positions in all divisions, and how each plays a unique and necessary role in the success of Plan 2020. This should not be seen as a simple reshuffling of position titles and tasks, but a review of the work that needs to be done and the appropriate level of oversight or title necessary.

Plan 2020 Alignment:
IV.B. Process Goals: Efficiency

2.9 **Transition to an embedded service model**. Academic units and the students they serve should be the focus of our campus, yet many important service functions are solely focused at the university level. IPFW should invest in the model we use for business managers, which would allow for consistent application of policy, standards, and best practices; but embed them in (or assign them to) the unit(s) they serve so they can meet the individualized needs of academic units. Examples of campus services to embed in colleges include: marketing, IT, communications, admissions, advising, retention resources, career services, data analytics, and advancement. Design newly combined support units with the input of deans and faculty to establish creative collaborations. Define their performance standards, resource them appropriately, and then review performance in a prescribed period of time. Repurpose support personnel to other units to utilize their valuable skill sets.

Plan 2020 Alignment:
IV.B.2. Decentralize resource distribution and control to lowest level, mission-focused administrative units

2.10 **Create and deploy campus sustainability measures.** Partner with utility providers to explore rebate programs to replace lighting with LEDs. Schedule summer courses in as few buildings as possible to conserve on cooling costs to portions of buildings. Create paperless processes and eliminate paper processes when a digital counterpart exists, including usage of the online campus calendar and elimination of mailbox fliers.

Plan 2020 Alignment:
IV.B. Process Goals: Efficiency

2.11 Determine the campus community's acceptable level of investment in Athletics. Over the past two years, changes have been made to clarify and make transparent the amount of institutional support to Athletics. When identifying opportunities for cost savings and efficiencies with mission-critical academic areas, we must do the same with other areas throughout the institution. Currently, the entire Athletics budget across all funds is approximately $8 million, of which approximately $5 million in institutional support is from the General Fund. Athletes represent some of our most high-achieving students, and in order to function well in NCAA Division I sports Athletics indicates they require additional investment. To assist in reducing the ongoing campus debate over Division I, or Division II, or no Athletics program at all, **the campus administration must 1) clearly articulate the funding level at which Athletics is valued, 2) if there is a goal to increase or decrease this proportion, it should be made public to the campus community, 3) the administration should prioritize the resources presently dedicated to Athletics to maximize its revenue generation, and 4) Athletics should distribute an annual report to all faculty and staff,** similar to other universities, highlighting academic performance, compliance, development activities, team highlights, and information related to cost and revenue. This will ensure the entire campus community is aware of Athletics' contribution, as well as costs, to the university.

NOTE: In 2015, in response to a 2014 request by the University Resources Policy Committee, a major study of IPFW Athletics was conducted by Alden & Associates, which is available on Vibe. It identified a number of challenges, as well as the associated costs and savings, if IPFW were to move from Division I to Division II athletics. That report recommended that IPFW maintain Division I athletics, noting that obstacles such as exit fees for leaving a conference and initiation fees when moving to a new conference could be greater than any cost savings coming from moving to Division II. In fact, in its financial analysis, the consultants found that the university would lose nearly $2 million in revenue during the transition. However, given the fact that significant university funds are spent on athletics, the Task Force believes the university should continue to closely study this issue.

Plan 2020 Alignment:
IV.B.5. Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions

2.12 Adopt policies to maximize revenue in student housing. The USAP Task Force understands that IPFW Student Housing is currently at 70–75% occupancy and is not only an unnecessary burden on the finances of IPFW, but a missed opportunity related to retention and student success. Possible policy solutions could include requiring out-of-town freshmen or students receiving scholarships live in campus housing, review of summer conference rental programs, or even converting a housing building into an elder living facility. Prioritizing the resources presently dedicated to student housing to maximize its revenue generation, increase its self-sufficiency, and identify accountability and timelines will help solve this complex issue.

Plan 2020 Alignment:
I Foster student success
IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

III. Invest to generate revenue

Investing resources in areas that are associated with the real potential to increase student success or to generate revenue for the institution just makes sense. Not doing so indicates missed opportunities to fulfill our mission. USAP reports identified the need for 141 positions and over $15 million in both recurring and nonrecurring dollars to accomplish goals. No amount of cost savings, reductions, or reassignment would cover all the need that has been expressed by the units within the university. If IPFW is to thrive we must address the need for generating additional revenue. As an institution 60% dependent on tuition dollars, we *must* focus on student success and improving persistence and graduation rates. Additionally, enhancing our programming to respond to student and regional needs will continue to make IPFW competitive in the region and better align us with regional partners.

Invest in retention and student success

3.1 Develop a university-wide strategic enrollment plan that integrates the university's programs, practices, policies, and planning related to Strategic Enrollment Management (SEM). IPFW should work to make student recruitment, retention, and graduation core academic foci, and to create an understanding that student success is a shared responsibility of all IPFW administrators, faculty, and staff. IPFW does not currently have a widely understood SEM plan to manage enrollment in alignment with its strategic and academic plans, nor do we have an integrated system to manage enrollment from prospect to graduation that is shared and known across campus. In addition, many systems related to enrollment management are not up-to-date technologically. Finally, the lack of clear processes for coordinating, assessing, planning, or intervening as a campus to improve student retention and success is limiting IPFW's ability to achieve Plan 2020 goals in this area.

Plan 2020 Alignment:
I.O.1a. 30% graduation rate in six years
I.O.1b. 1,600 baccalaureate degrees awarded annually
IV.B.3. Eliminate process barriers in enrollment management that impact student achievement
IV.O.1a. Constant enrollment of 9,000 undergraduate and 1,000 graduate degree-seeking students

3.2 Create and implement an advising strategy that supports student persistence and success while increasing graduation rates. According to a recent survey of higher education experts by *The Chronicle of Higher Education*, "in getting more students to complete their degrees, the use of highly structured curricula and proactive advising systems holds more promise than performance pay, free tuition for the first two years of college, or expanding credit for off-campus coursework." This fact is well-known by professional advisors across campus and is identified as a key component in student success. Resources should be invested to improve the overall advising process in order to create a consistent advising experience across the university. Faculty should participate in the advising process to develop rapport and student connection to the department. The withdrawal process implemented in fall 2015 and remedial courses associated with probation status show promise and should be considered for all undergraduate students.

Plan 2020 Alignment:
I.O.1a. 30% graduation rate in six years
I.O.1b. 1,600 baccalaureate degrees awarded annually
I.B.4. Expand use of high-impact instructional and advising interventions

3.3 Become a key partner in advancing Northeast Indiana's Big Goal by creating and implementing a comprehensive recruiting strategy that involves the appropriate departments and people. IPFW should identify with and clearly articulate its vital role in advancing and achieving Northeast Indiana's Big Goal, particularly as it relates to postsecondary persistence and completion, with a strategy that includes admissions, marketing, deans, faculty, advisors, and others who should be engaged with potential students. IPFW should explore partnering faculty with recruiters to ensure students are aware of and placed in appropriate majors. We should also focus recruiting efforts on specific student populations with particularly strong potential for growth here, including under-recruited second-tier students, international students, and graduate students. We also need to continue to expand our outreach to Michigan and Ohio.

Plan 2020 Alignment:
I.O.1a. 30% graduation rate in six years
I.O.1b. 1,600 baccalaureate degrees awarded annually
IV.O.1a. Constant enrollment of 9,000 undergraduate and 1,000 graduate degree-seeking students

3.4 Invest in the Enrollment Services Center ("Mastodon Hub"). This center, already being planned by the Registrar and Financial Aid offices, supports a strategic enrollment management plan to integrate programs, policies, and planning functions associated with student services. It will offer "one-stop" access for students managing their business needs at the university. We recommend the Bursar's office also be integrated into the center, offering pay stations and cross-training to service representatives who staff the center. This center is promising, but the Task Force is concerned that the number of support services in the present model is too limited.

Plan 2020 Alignment:
IV.B.3. Eliminate process barriers in enrollment management that impact student achievement

Invest in new and expanded programs

3.5 Invest in Health Science and Engineering programs. Given that manufacturing and health care are northeast Indiana's top employers and the fact that IPFW has an existing reputation for excellence in engineering and allied health services, the Task Force recommends additional investments in these academic areas. Of specific interest to the Task Force is how IPFW can better align with and serve the workforce needs of our metropolitan region. Several departments have goals associated with the development of new and expanded programs in areas identified with strong regional demand and these should be explored for feasibility. Other programs are already experiencing enrollment growth in addition to projected demand, and as a result the Task Force recommends investing in them:

- Human Services
- Manufacturing and Construction Engineering Technology
- Nursing
- Biochemistry program in the Chemistry department, specifically to support health sciences

Through the Employment Outlook report created for USAP, the university made the first step toward understanding the opportunities that exist for new and expanded programming based on regional needs. Academic Affairs should include regional demand forecasting in academic planning efforts in order to identify programs of high need.

Plan 2020 Alignment

I.C.8. Respond to regional demand with appropriate post-baccalaureate credentials
I.E.1. Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions
I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects
I.E.4. Promote majors and programs with strong job placement opportunities in the region and beyond

3.6 Enhance program and service delivery to include more options for online and accelerated learning. Regional and national trends for innovative delivery models indicate that IPFW should identify needs of current and potential students for alternative delivery models.

Plan 2020 Alignment

I.B.5. Transform the concept of the college classroom and the delivery of education

Invest so units can excel

3.7 Develop and implement a strategy for increasing endowments, sponsorships, student scholarships, and fundraising at all levels by providing appropriate resources to Advancement, making it a university-wide strategic priority. All areas of Advancement—Development, Marketing Communications, College TV, and Alumni Relations—play a critical role in IPFW's future. Providing them with tools and resources necessary to generate revenue on behalf of IPFW is a priority. The return on investment should be seen through improved university visibility, enrollment yield, and fundraising efforts as outlined in Plan 2020. Development support and services should be embedded in colleges as part of an embedded service model.

Plan 2020 Alignment

IV.C.1. Build infrastructure to support advancement goals and functions
IV.C.2. Implement a strategy for sustainable external funding of strategic priorities
IV.C.3. Enhance volunteer engagement in support of strategic goals and fundraising

3.8 Develop and implement a university-wide strategic marketing plan that includes modernizing ipfw.edu. To create sustainable, coordinated, and measurable outcomes we need to better understand marketplace conditions, target audiences, and the competitive landscape, which are critical components to crafting and presenting compelling messages. Communicating key messages that highlight the student experience, alumni successes, and faculty achievements must be presented consistently across all university communication channels, including ipfw.edu, social media, email (for students, faculty, and staff), advertising, print, College TV, telephone on-hold messages, and campus signage and grounds. Furthermore, integrating and coordinating brand, enrollment management, advancement, university relations, and community engagement with academic support should be established. Marketing support and services should be embedded in each college as part of an embedded service model and should encompass a transparent process for prioritizing projects to ensure resources are being dedicated to high-priority endeavors.

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3.9 Invest in Helmke Library. As expenses for library resources continue to rise, the library should be prioritized to provide the necessary resources, technology, and learning spaces for all students and faculty to excel.

Plan 2020 Alignment:
I.B. Increase student engagement

3.10 Invest in the technology needed to enhance student learning, increase the quality of instruction, improve business processes, and remain current with student expectations. Analyzing where improvements can be made in our implementation or use of technology and prioritizing those changes will enhance our internal processes and support of students. Information Technology Services (ITS) should be embedded in each college as part of an embedded service model and should encompass a transparent process for prioritizing projects to ensure resources are being dedicated to high-priority endeavors.

Plan 2020 Alignment:
I.B.5. Transform the concept of the college classroom and the delivery of education.
IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

3.11 Improve the physical appearance of campus grounds. Beautifying the IPFW campus can become a powerful marketing tool by enhancing first impressions by new and potential students. Additionally, it supports the well-being of staff and faculty by encouraging time spent outside. Many faculty and staff have noticed a negative change regarding the beauty of our campus over recent years. We encourage the use of student workers and reprioritization of existing funds to restore the campus' tradition of being a beautiful and peaceful place to work and study.

Plan 2020 Alignment:
I Foster student success
IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

3.12 Laboratory and equipment budgets must be provided to academic units that teach laboratory and studio classes. In order to stay current and meet the needs of today's students, departments must have budgeted plans for maintaining and replacing equipment. Multiple units provided specific requests for laboratory and equipment upgrades; therefore, a process for requesting, prioritizing, and budgeting equipment and laboratory needs must be established. Capital investment accounts that allow units to save money over time for planned replacements, or a prioritization and selection process similar to how faculty lines are now distributed, may be possible solutions. Specific departments the Task Force recommends investment for laboratory or equipment include:

- Civil and Mechanical Engineering
- Dental Assisting, Hygiene, and Lab Tech
- Electrical and Computer Engineering
- Medical Imaging and Radiologic Sciences
- Music

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3.13 Explore revenue generating business opportunities. The Task Force identified several specific areas where the university could increase revenue, such as: **1) Invest resources needed to establish effective collections of late and delinquent tuition.** Every year IPFW loses several hundred thousand dollars in bad debts. Establishing the ability to reclaim some of these monies could increase revenue. In FY 2015 IPFW had more than $300K in uncollected bad debt. **2) Explore the feasibility of charging for credit card transactions.** Unlike Purdue West Lafayette and other universities, IPFW does not charge for credit card transactions completed at the Bursar's office. Instead the fees are covered by the general fund, which totaled over $300,000 for FY 2015. **3) Consider opportunities for expanding the Mastodon Card partners to increase the usage of IPFW ID cards.** Currently, IPFW partners with Aramark, CVS, and Tim Hortons. Expanding to other restaurants and stores would enhance the choices students have. **4) Develop an Amazon Associates site.** This site could be used by students, faculty, staff, and alumni whereby IPFW would make a percentage on all purchases made through the site.

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IV. High-potential areas for moving IPFW forward

Last June, acting with direction from the Indiana General Assembly, the Indiana Commission for Higher Education (ICHE) designated IPFW as a "Multisystem Metropolitan University." In addition to the definition provided in official designation, the Coalition of Urban and Metropolitan Universities (CUMU) further clarifies how these types of universities are different from more traditional residential campuses. According to CUMU, metropolitan universities:

- Serve as anchor institutions for their metropolitan area
- Are major employers in the region
- Stimulate and nurture economic enterprises
- Build the workforce
- Enrich the cultural life of the region
- Partner with government, community organizations, public schools, and nonprofits
- Strategically address the needs of the region, provide vital services, and strengthen the regional fabric
- Draw upon the region to expand students' learning beyond the campus itself, and enhance research opportunities for students and faculty
- Actively and reciprocally engage with the region
- Align research, teaching, and engagement with the traits and ambitions of the region
- Use their intellectual capacities to contribute significantly to metropolitan planning and development, the enhancement of social capital and social enrichment, the improvement of schools and educational outcomes, and the preparation of globally connected, action-oriented civic leaders

The USAP Task Force agrees that the CUMU list accurately describes who we are as a campus community. The big question is how IPFW can heighten its status as a Multisystem Metropolitan University to provide improved outcomes for students and the community. To that end, the Task Force supports the chancellor's goal of enhancing and developing quality partnerships with the Fort Wayne metropolitan region, focused on teaching, research, and public service in order to build, enhance, and sustain regional quality of life.

Take action to understand and align with regional needs

4.1 **Establish a baseline understanding among campus leaders of the regional economy and what our competitors are doing**. Regional information must be understood by campus administration, available to students, and incorporated into continuous improvement processes. According to IPFW's 2015 First Destination Survey of recent graduates, 83% of employed respondents are working within the northeast Indiana region. IPFW must strive to be more aligned with the region in which it serves, but in order to do so we must have better information to help us understand the region. Historically, IPFW's Office of Institutional Research and Analysis has not had the capacity to provide strategic direction to administrators related to regional occupational demands and employment trends. Additionally, it is critical for those making strategic decisions about marketing, admissions, and programming to have a shared understanding of what competing institutions offer, the structure/delivery of programming, and how IPFW's enrollment and graduate numbers compare. Students in northeast Indiana have a choice in higher education; how and why they "vote with their feet" must be understood by IPFW. As a Multisystem Metropolitan University with 83% of employed graduates working within the region, we must understand the region's needs and incorporate them into ongoing strategic planning processes.

Plan 2020 Alignment:
I.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs
I.C.8. Respond to regional demand with appropriate post-baccalaureate credentials.
III.E. Provide leadership in regional economic development
III.O.2a. Triple the number and increased value of technical assistance agreement-like contracts and consultations with regional business and industry to $1 million annually

4.2 **Fully leverage Community Advisory Boards.** IPFW's Community Council plays an important role in forming and guiding IPFW strategies. In addition to this high-level board, many programs on campus are required to have discipline-specific Community Advisory Boards for accreditation purposes. Too often, these boards serve to "check a box." To fully realize the potential of these relationships, meetings must be populated with leaders who reflect the strategic interests and opportunities throughout the region and demonstrate a willingness to partner with IPFW leaders who are charged with making programming and investment decisions.

Plan 2020 Alignment:
I.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs
IV.C.4. Enhance volunteer engagement in support of strategic goals and fundraising

4.3 **Incentivize and invest in bold research initiatives.** Regional economic development efforts are focused around seven targeted industries based on existing industry activity, opportunities for growth, and promotion of economic diversification. IPFW should consider research initiatives that could further define its reputation for excellence and support the advancement of industry and innovation in northeast Indiana, engaging students as much as possible. To do so, we must work with the Office of Engagement to establish better ways to incentivize faculty participation in these important endeavors. Similarly, IPFW should continue to connect industry to the wealth of research and intellectual property available through Purdue and Indiana universities.

Plan 2020 Alignment:
II.A. Project future regional, national, and international demand for research and collaboration
II.B. Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge
II.C. Promote the development of opportunities for faculty and student engagement with the community for the application and integration of knowledge
III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners

4.4 **Promote the Campus to Community Connections (C2C) brand**. According to a survey conducted last year by IPFW's Center for Social Research, area businesses have difficulty navigating the university's complex internal structure. For example, depending on the type of internship, those placements can be coordinated through Career Services, Cooperative Education, or individual academic departments. Furthermore, there is no "go-to" resource to understand how to navigate these and other systems. Earlier this year, IPFW launched Campus to Community Connections, a single brand for business outreach of individual outward-facing IPFW departments including Career Services, the Community Research Institute, Cooperative Education, Continuing Studies, and the Office of Engagement. IPFW should continue to promote this brand and proactively engage with employers and community leaders. Expanding our community research offerings through the formation of expert, interdisciplinary research teams—working in partnership with our local leadership and government to inform and identify areas of need and promise for the betterment of our region—will enhance our reputation in the state and solidify our identity as a metropolitan university.

Plan 2020 Alignment:
II.A. Project future regional, national, and international demand for research and collaboration
III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners

4.5 **Create closer partnerships with Pre-K–12 schools in the region**. Opportunities should be explored to create initiatives that support the school districts and Pre-K–12 students throughout our region. This is not the sole responsibility of the teacher education programs, but the campus as a whole. Expanding our website as a regional resource and hosting more educational events sponsored by departments across campus would bring prospective IPFW students from upper elementary, middle and high schools to campus. This opportunity would allow us to expand our current hosting of "outreach" STEAM (Science, Technology, Engineering, and Mathematics with A added for the Arts) events and would promote IPFW.

Plan 2020 Alignment:
III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners

Review and enhance key curricular areas experienced by many students

4.6 **Review the General Studies program**. By a significant margin, General Studies is the largest degree-granting unit on campus. As it is IPFW's largest degree program, it is essential that the university take steps to ensure this program is effectively serving our students and the community. The Task Force believes there is a significant opportunity for this program to be enhanced in a manner that **(1) gives it strong faculty leadership, (2) helps it become a place where innovative new degree programs (in areas such as App Development, or Video Game Scripting and Design) might be tried and tested before being resourced as full-fledged, independent degree programs, (3) makes it a center for interdisciplinary study.** In fact, one idea would be to make it a full-fledged academic department, and take all interdisciplinary programs (such as a number of interdisciplinary certificates) under its umbrella.

In addition, a review of institutional practices should be conducted to assess if students are inadvertently or unintentionally being driven away from other majors. For example, are there prerequisites or gateway courses that block students from entering certain majors?

Plan 2020 Alignment:
I.A.1. Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources.
I.A.2. Use assessment data to improve student learning
I.C.1. Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs
I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects

4.7 **Review General Education (GE).** Many campuses are struggling with GE programs that lack focus and are bloated with classes. In the rapid change of the IPFW GE program in response to the Indiana Commission on Higher Education mandates, the Task Force is concerned that the GE program has become too diverse, lacks curricular consistency, and wastes considerable instructional resources. Specific efforts should be made to improve educational practices that increase student success in core courses, such as math, science, and English. Similar to the focus in Freshman Engineering, we should have our best instructors, with specific professional development in diversified instructional practices, teaching these first- and second-year courses. We also encourage the purposeful study and experimentation of where to best implement large lecture classes, an instructional model that may diminish student success in certain disciplines.

Plan 2020 Alignment:
I.A.1. Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources
I.A.2. Use assessment data to improve student learning
I.C.1. Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs
I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects

Improve the student experience from recruitment to post-graduation

4.8 **Redesign student support and services at the university level by integrating Student Affairs into Academic Affairs.** Dedicated to student success, professionals in the Student Affairs Division have created and delivered excellent programs that serve and support students in a variety of ways in addition to coordinating meaningful events and activities through Student Life. The work being done in Student Affairs is essential to our students and critically important to our mission, yet it appears that efforts to improve retention without direct alignment with academics has accomplished very little. We recommend that radical changes to advising and student support services be made. Our current system includes multiple programs and services focused on student success, creating an inconsistent experience for students. Many IPFW colleges have created their own "Student Success Centers," in some cases duplicating or overlapping the services and support also provided through Student Affairs. Using a system design approach to identify student needs and requirements will create positive student impacts by focusing on best practices embedded in each college that are delivered with clear performance standards, ensuring a consistent and smooth experience for students throughout the university. Giving the deans and faculty more resources to monitor individual student performance using MyBlueprint and intervening early in the academic careers of failing students may be a better use of university resources,

particularly if colleges are given specific retention goals and deans and chairs are held accountable for making progress towards achieving such goals.

This redesign must not be a simple movement of the present structure of the administrative unit of Student Affairs into the administrative unit of Academic Affairs, but should be seen as an opportunity to design an integrated student support system from the ground up—a system that increases the ability of our diverse students to achieve their educational goals.

Plan 2020 Alignment:
I Foster student success
I.B.4. Expand use of high-impact instructional and advising interventions
IV.B.3. Eliminate process barriers in enrollment management that impact student achievement

4.9 **As a metropolitan university, distinguish IPFW as a leader in experiential learning through internships, cooperative, and immersion experiences as well as a high placement rate upon graduation.** As a campus where most of our students come from the metropolitan area and stay in the area after graduation, IPFW has an opportunity to collaborate more fully with regional employers to increase student success. Presently, many students at IPFW have the opportunity to work with area employers in programs that allow them to integrate classroom knowledge with on-the-job experience. However, the present campus system lacks integration for both students and employers. For example, while a few academic programs on campus use the Academic Internships and Cooperative Education administrative unit, others have programs embedded in their departments and colleges. This leads to a complex network of offices for area employers to navigate when providing opportunities for our students. **Therefore, the Task Force recommends 1) the administrative unit of Career Services and the administrative unit of Academic Internships and Cooperative Education be restructured and integrated. 2) Targeted efforts should be made in Academic Affairs to improve our engagement in internships and experiential learning.**

Plan 2020 Alignment:
I.B.1. Increase opportunities for engaged and experiential learning including service learning and internship programs.

Next Steps

In order to be effective, any process of institutional reflection and critique, which the USAP process is, must lead to action. While the USAP process provides some value to the institution due to the reflective learning that occurs during the process, to achieve its goals, specific recommendations must lead to intentional action steps.

In order to operationalize this report, the following actions need to be taken:

1. This report needs to be disseminated to administrators, as well as internal and external stakeholders, including the IPFW Community Council. Where the report lacks clarity, or where stakeholders have questions, a clear process of communication should be established.

2. Accountability and timelines should be established so that work can begin and IPFW can feel the full value of this work in the 2016–2017 academic year.

3. Between the formal release date of this report and the start of the 2016-2017 academic year, the process of transitioning from a two-year project (USAP) to the kind of Continuous Improvement Process described in the first recommendation area—"Build an organizational culture focused on continuous improvement"—must begin.

Appendix G:
Plan 2020 (IPFW Strategic Plan 2014-15)

IPFW

PLAN 2020

2014–2020
Strategic Plan

MISSION

Indiana University-Purdue University Fort Wayne is a comprehensive university that provides local access to globally recognized baccalaureate and graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region.

VISION

IPFW will be the university of choice for the citizens of northeast Indiana and beyond. It will be recognized for a transformative learning environment characterized by intensive mentoring, excellence in faculty scholarship and knowledge creation, integration of life and work experiences, and community engagement. IPFW will be known for exceptional retention, persistence, and graduation rates, respected signature programs, and graduates prepared to improve the quality of life in their communities as well as compete locally, regionally, and globally.

VALUES

IPFW values:

- Access to affordable and high-quality programs and services.
- The integrity, significance, and value of the Indiana University and Purdue University degrees.
- An environment of open intellectual inquiry, mutual respect, shared governance, and civility.
- An environment that enhances learning by recognizing the inherent worth of all individuals and celebrating differences of culture, background, and experience among all individuals and groups.
- The highest ethical standards of equity, fairness, transparency, and academic integrity.
- A multifaceted and mutually beneficial collaboration with Fort Wayne and the greater northeast Indiana region.

INDIANA UNIVERSITY
PURDUE UNIVERSITY
FORT WAYNE

IPFW

GOALS

Foster Student Success

A. Process Goal: Improve measurement of student learning.

1. Improve quality and fidelity of assessment processes of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources.
2. Use assessment data to improve student learning.

B. Process Goal: Increase student engagement.

1. Increase opportunities for engaged and experiential learning including service learning and internship programs.
2. Expand impact and profile of Honors Program.
3. Expand number of degree programs that have gateway courses.
4. Expand use of high-impact instructional and advising interventions.
5. Transform the concept of the college classroom and the delivery of education.

C. Process Goals: Increase interdisciplinary and graduate programs and internationalization of the curriculum.

1. Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs.
2. Review, prioritize, and expand international agreements.
3. Promote academic programs for international market.
4. Expand support for international students.
5. Invest in academic programs with international curricula.
6. Increase support programs for international study for domestic students.
7. Establish links between baccalaureate and post-baccalaureate programs.
8. Respond to regional demand with appropriate post-baccalaureate credentials.

D. Process Goal: Increase the diversity of the IPFW community.

1. Develop activities and experiences that promote multiculturalism as a value.
2. Embrace a definition of diversity that includes a broader array of human differences.
3. Build and strengthen relationships as well as proactive programs and services designed to encourage enrollment of students from historically under-represented groups.
4. Recruit and retain a diverse faculty and staff at all institutional levels.

E. Process Goal: Develop signature programs.

1. Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions.
2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects.
3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs.
4. Promote majors and programs with strong job placement opportunities in the region and beyond.

Promote the Creation, Integration, and Application of Knowledge

Process Goals:

A. Project future regional, national, and international demand for research and collaboration.
B. Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge.
C. Promote development of opportunities for faculty and student engagement with the community for the application and integration of knowledge.

Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness

Process Goals:

A. Expand meaningful collaborations and research opportunities with regional, national, and global partners.
B. Provide access to outstanding intellectual programming.
C. Produce and sponsor outstanding cultural and artistic programming.
D. Provide non-credit enrichment experiences for the community.
E. Provide leadership in regional economic development.
F. Serve as an exemplar of free and open discourse.

Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization

A. Process Goals: Measurement and metrics

1. Prioritize and establish a set of appropriate performance metrics for all academic and non-academic units.
2. Establish an integrated system of program reporting, review, assessment, and accreditation that is aligned to performance metrics.

B. Process Goal: Efficiency

1. Allocate resources to priorities informed by performance metrics.
2. Decentralize resource distribution and control to lowest level, mission-focused administrative units.
3. Eliminate process barriers in enrollment management that impact student achievement.
4. Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation.
5. Continue increasing transparency in resource allocation budget formation, administration, and personnel decisions.

C. Process Goal: Philanthropic support

1. Build infrastructure to support advancement goals and functions.
2. Implement a strategy for sustainable external funding of strategic priorities.
3. Re-envision Foundation Board as fundraising leadership board.
4. Enhance volunteer engagement in support of strategic goals and fundraising.

14-07-085

IPFW is an Equal Opportunity/Equal Access University.

Appendix H:
Action Plan 41

I. Build an organizational culture focused on continuous improvement:

- Transition the USAP Task Force to an ongoing continuous improvement model
- Engage and support the deans
- Enhance and clarify performance expectations of all IPFW employees

	Plan 2020 Alignment	Action Items	Responsibility
1.1 Invest in our organizational capacity to create change	I, II, III, IV	• Expand program review to non-academic programs • Develop student success/efficiency peer best practices process. Complete this year in consultation with "Program Review Council" (Kent Johnson to chair group) • Develop leadership throughout the organization through participation in national, regional and local leadership programming • Continue Leadership Academy - 2nd year in 2017 • Bring national speakers to campus annually • Utilize in-house expertise to deliver programming	**Chancellor** **Vice-Chancellors**
1.2 Improve the quality, access, and presentation of critical institutional data	IV.A.2.	• Build data warehouse • Address the process and programs of the IR office • Develop user interfaces/dashboards (IR) • Fully implement the Purdue data dictionary • Develop predictive analytics • Enhance the effectiveness of Institutional Research Services	**VCAA/EM** **IR**
1.3 Streamline reporting	IV.A.2.	• Automate a number of reports, e.g. faculty workload	**Campus-Wide** **VCAA/EM**

1.4 Understand and incorporate key tenets of successful universities	I, II, III, IV	• Incorporate the predictive analytics process across departments in order to inform active management decisions • Provide professional development in an ordered, sequential program for university leadership • Review high-achieving universities, prioritize opportunities for improvement and implement strategies to accomplish	**Campus-Wide** **VCAA/EM** **Director of Assessment**
1.5 Engage the deans as continuous improvement leaders	IV.B.2	• Implement plan for all Deans and Chairs to participate in formal leadership development programs • Develop action plans to implement goals submitted in USAP and college strategic plans • Provide college-level static metric dashboards • Engage Deans in decision-making campus-wide • Areas of growth: Enrollment Management, Development, Student Success, etc.	**VCAA/EM** **IR with Deans**
1.6 Provide the necessary resources to excel	I,II,III,IV	• Develop a seed-grant program for interdisciplinary initiatives and programs that enhance and support the mission • Assess unit needs, develop appropriate model to provide necessary resources	**Chancellor** **Vice-Chancellors**
1.7 Adopt best practices related to "living the organizational mission."	I,II,III,IV	• Build upon improvements made, e.g. onboarding of new employees	**Campus-Wide**

II. Cost Savings and Efficiencies:

- Evaluate academic program efficiencies

	Plan 2020 Alignment	Action Items	Responsibility
2.1 Create academic program viability standards **2.1.a Create viability standards for non-academic programs, events, etc.**	IV.B.4	• Establish standards (populate data – completed by Academic Affairs) to inform decisions and resulting action • Establish viability standards for non-academic units/programs to inform decisions and resulting action	**VCAA/EM** **IR** **Deans** **Vice-Chancellors** **Chancellor**
2.2 Use viability standards to assess programs for closure, restructuring and investment	IV.B.4	• Establish methodology for viability data review (complete by end of summer) • Establish categories of recommendations and targets, then take action to suspend admissions, merge, restructure, invest, etc. beginning Spring 2017	**VCAA/EM** **Deans**
2.3 Restructure academic programs and departments (some in report – other degree programs and majors may be on list developed by deans/AA)	IV.B.1.; IV.B.5.	• Create review process and implementation plan for academic restructuring, with plan completed by December 31, 2016 and implementation beginning Spring 2017	**VCAA/EM** **Deans**
2.4 Explore and implement options for more efficient use of faculty and chair resources, where appropriate	IV.B.5.	• Implement optional modes of appointment for chairs and faculty	**VCAA/EM** **Deans**

2.5 Optimize enrollment of course sections	IV.B. Process Goals: Efficiency	• Create linkage between myBlueprint demand with course offering plans • Restructuring of programs/elimination of degree offerings will result in optimization • Separate academic F (earned F) from F for not showing up • Analyze workload at individual faculty and course level to manage instructional capacity	**VCAA/EM** **Deans** **Registrar** **SIS**
2.6 Study course completion rates	IV.B.3.	• Implement FW grade designation	**Registrar**
2.7 Evaluate Centers of Excellence and identify closures, realignment and revenue-generating opportunities	IV.A.1; IV.A.2.; IV.B.1; IV.B.4; IV.B.5	• 2016-17 funding decisions completed • Review and revise policy to include expectations of ongoing external funding support • Hold centers accountable for adhering to policies	**VCAA/EM**
2.8 Reduce administrative positions	IV.B. Process Goals: Efficiency	• Evaluate value and significance of administrative positions. Conduct assessment of all job titles and positions across the institution to inform decisions. Implement reductions.	**Chancellor** **Vice-Chancellors**
2.9 Transition to an embedded service model	IV.B.2.	• Evaluate liaison model for Marketing/IT • Embedded service model not feasible for a number of positions/functions	**Vice-Chancellors**
2.10 Create and deploy campus sustainability measures	IV.B. Process Goals: Efficiency	• Appoint Blue Ribbon Panel to include faculty/staff/students/alumni/community (e.g. GM Plant) to develop plan to make campus more environmentally-friendly	**Chancellor**

2.11 Determine the campus community's acceptable level of investment in Athletics	IV.B.5.	• Maintain current investment of 4.4% of general fund budget (2.6% of all funds budget) • Reaffirm commitment to Division I programming and membership • Increase private contributions • Establish Council of Community Stakeholders with major goal of increasing external support • Measure learning outcomes of student athletes (baccalaureate framework) • Measure impact of athletics on campus • Prioritize categories of expenditures for athletics • Initiate annual athletic department report to campus	**Chancellor** **Vice-Chancellors** **Department of Intercollegiate Athletics**
2.12 Adopt policies to maximize revenue in student housing	I, IV	• Expand requirement for selected students (athletes and scholarship recipients) to live in housing • RFQ to do market analysis of alternative uses • Generate additional rental revenue during summer	**Chancellor** **VCFAA**

III. Invest to Generate Revenue:

- Invest in retention and student success - Invest in new and expanded programs - Invest so units can excel

	Plan 2020 Alignment	Action Items	Responsibility
3.1 Develop a university-wide strategic enrollment plan that integrates the university's programs, practices, policies and planning related to Strategic Enrollment Management (SEM)	I.O.1a; I.O.1b; IV.B.3; IV.O.1a	• More fully communicate to the broader campus community processes currently in place • Communicate specific strategies and develop targets for enrollment. Include specifics for each college, both in enrollment and retention. • Target populations: adult learners, international, online, freshmen, grad, regions of Indiana, reciprocity, transfer, diversity: Burmese, Hispanic • Develop written plan (single document,) to be articulated and distributed campus-wide. • Develop and implement additional strategic ideas that parallel other programs that provide online offerings, trainings	**VCAA/EM** **VCSA**
3.2 Create and implement an advising strategy that supports student persistence and success while increasing graduation rates	I.O.1a; I.O.1b; I.B.4	• Develop pathway majors (completed) • Re-charge Advisory Council to be more impactful • Expand role of primary advising in years 1 and 2 • Regularize flow via myBlueprint from 1st year to degree	**VCAA/EM** **VCSA**

3.3 Become a key partner in advancing Northeast Indiana's Big Goal by creating and implementing a comprehensive recruiting strategy that involves the appropriate departments and people	I.O.1a; I.O.1b; IV.O.1a	• Continue to request from Big Goal planners breakdown by preparation level; e.g. certificate, associate, bachelor's, master's, doctorate degrees • Continue to advance the recruiting strategies currently in place	**VCAA/EM ADMISSIONS MARKETING FINANCIAL AID DEANS**
3.4 Invest in the Enrollment Services Center ("Mastodon Hub")	IV.B.3.	• Legal limitations prevent use of self-service kiosks • Implement cross training of staff to deliver services of the Mastodon Hub	**VCAA/EM**

3.5 Invest in Health Sciences and Engineering Programs	I.C.8; I.E.1; I.E.2; I.E.4	• Develop and advocate request to legislature
		• Continue ongoing reallocation of resources
		• Develop new programs/initiatives
		  ○ Five-year electrical and mechanical engineering BS to MS degree
		  ○ Center for the Internet of Things
		  ○ Inter-professional education, research, care center focused on Geriatrics (collaboration of IU School of Medicine and Colleges of Education, Engineering, and HHS)
		  ○ Rural focus
		• Monitor governance issues and invest accordingly
			Chancellor
			VCAA/EM
			Dean/HHS Chairs/Faculty
			Dean/ETCS Chairs/Faculty

3.6 Enhance program and service delivery to include more	I.B.5	• Develop additional online/hybrid programs, flipped instruction in professional and technical programs	**VCAA/EM** **Deans**

options for online and accelerated learning		• Target adult learners for online/hybrid programs • Implement accelerated RN to BSN program (Fall 2016) • Implement competency-based honors program	**DCS**
3.7 Develop and implement a strategy for increasing endowments, sponsorships, student scholarships, and fundraising at all levels by providing appropriate resources to Advancement, making it a university-wide strategic priority	IV.C.1; IV.C.2; IV.C.3	• Develop deans' initiatives programs for academic fundraising • Establish general scholarship fund • Set specific fundraising goals with identified projects • Implement ongoing professional development for deans and chairs • Establish student scholarship fundraising as a dean-level priority for AY 16/17 • Target corporate contributions • Establish vibrant Annual Campaign • Engage Alumni Association in fundraising	**Chancellor** **VCA** **Deans**
3.8 Develop and implement a university-wide strategic marketing plan that includes modernizing ipfw.edu	I,II,III,IV	• Develop and utilize audience profiles to implement brand positioning	**VCA** **Marketing**
3.9 Invest in Helmke Library	I.B.	• Implement fundraising plan for naming opportunities • Increase digital collections holdings • Increase number of discipline specific librarians	**VCAA/EM** **VCFAA**

3.10 Invest in the technology needed to enhance student learning, increase the quality of instruction, improve business processes and remain current with student expectations	I.B.5; IV	• Continue significant classroom upgrades across campus • Comprehensive campus- wide needs assessment completed – investment continues as resources are available	**VCAA/EM** **VCFAA** **AVC Teaching + Learning**
3.11 Improve the physical appearance of campus grounds	I, IV	• Engage students, faculty and staff in grounds beautification twice annually • Engage external community in campus beautification	**VCFAA**
3.12 Laboratory and equipment budgets must be provided to academic units that teach laboratory and studio classes	I,II, IV	• Create central pool • Catalog current capital lab equipment and resource needs • Increase solicitation of companies/industry for equipment (deans/chairs) • Create and build equipment replacement budgets • Lab fees instituted 2 years ago	**VCAA/EM** **VCFAA**
3.13 Explore revenue generating business opportunities	I,II, IV	• Expand short course/weekend programming to small businesses and not-for-profits • Target specific faculty expertise in hiring decisions in fields where technical expertise desired • Explore non-academic related opportunities	**Chancellor** **Vice-Chancellors** **Deans** **Directors**

IV. High-Potential areas for moving IPFW forward:

- Take action to understand and align with regional needs

- Review and enhance key curricular areas experienced by many students

	Plan 2020 Alignment	Action Items	Responsibility
4.1 Establish a baseline understanding among campus leaders of the regional economy and what our competitors are doing	I.E.3; I.C.8; III.E; III.O.2a	• Ellen Cutter/Sean Ryan briefing for deans • Hold ongoing briefings by community leaders • Share information with campus (via Inside IPFW or some other venue) • Increase membership of campus leaders on local and regional boards	**Chancellor** **VCAA/EM**
4.2 Fully leverage Community Advisory Boards	I.E.3; IV.C.4	• Review membership and mission of all advisory boards • Reconfigure boards (responsibilities and membership, revise as needed) • Establish parents and family advisory board • Create expectation of regular financial giving	**Chancellor** **Vice-Chancellors** **Deans/Directors**
4.3 Incentivize and invest in bold research initiatives	II.A; II.B; II.C; III.A	• Identify focused/signature research areas for growth and investment (e.g. engineering, technology, sciences) • Target grant-active faculty in these areas for future hires	**VCAA/EM** **Deans** **IRSC**

4.4 Promote the Campus to Community Connections (C2C) brand	II.A.; III.A.	• Establish and implement strategies for achieving greater collaboration between OACS and Career Services • Initiate portal for employers and students	**VCAA/EM** **Director of Engagement** **VCSA**
4.5 Create closer partnerships with Pre-K-12 schools in the region	III.A	• Bring together academic teacher prep program faculty, educational studies, school corporations to develop a plan for future production of secondary education teachers • Increase yield of dual credit students • Hold regular meetings with schools (start with 2 largest suppliers of students) • Coordinate all outreach programs and activities for youth (academic programs, athletics, enrollment management)	**DEANS** **EM** **Admissions lead in coordination**
4.6 Review the General Studies program	I.A.1; I.A.2; I.C.1; I.E.2	• Focus on and expand access to adult learners • Launch Bachelor's of Applied Science degree • Develop hybrid programs attractive to adult learners, e.g. OLS, Tech, Business	**Admissions** **VCAA/EM**
4.7 Review General Education (GE)	I.A.1; I.A.2; I.C.1; I.E.2	• In partnership with the appropriate faculty senate bodies, launch a program of Gen Ed reform (initiate Fall '16) • Administer as cohort program	**VCAA/EM** **EPC, Deans**
4.8 Redesign student support and services at the university level by integrating Student Affairs into Academic Affairs	I; I.B.4; IV.B.3	• Invest resources for fully engaged Advising Council for professional development targeted to primary role faculty advisors	**Chancellor** **VCAA/EM**

		• Develop and implement plan to re-structure student affairs functions to better align with future institutional needs	**VCSA**
4.9 As a metropolitan campus, distinguish IPFW as a leader in experiential learning through internships, cooperative, and immersion experiences as well as a high placement rate upon graduation	I.B.1	• Develop and implement plan to achieve greater collaboration between OACS and Career Services • Integrate Recommendation 4.4 into 4.9 • Increase number of internships, co-op and immersion experiences • Inventory experiential learning to identify gaps, develop and implement plan to close	**VCAA/EM** **Director of Engagement** **VCSA** **Career Services/OACS**

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Appendix I:
Current Enrollment by Modality (Fall 2016)

Fall 2016 Census Course Enrollment by College, Department, Modality and Academic Level

	Undergraduate				
	Lower Division	Upper Division	Undergraduate Total	Graduate	Grand Total
Academic Affairs	**31**	**3**	**34**	**0**	**34**
Office of VCAA	**31**	**3**	**34**	**0**	**34**
Study Aboard	0	3	**3**	0	3
Honors	31	0	**31**	0	31
Arts and Sciences	**13,169**	**2,398**	**15,567**	**470**	**16,037**
Anthropology	**227**	**44**	**271**	**0**	**271**
Face-to-Face	133	44	**177**	0	177
Internet Class	70	0	**70**	0	70
Continuing Studies Class held at IPFW campus	24	0	**24**	0	24
Biology	**1,981**	**57**	**2,038**	**164**	**2,202**
Face-to-Face	1,670	57	**1,727**	130	1,857
Internet Class	109	0	**109**	7	116
Continuing Studies Class held at IPFW campus	0	0	**0**	27	27
Weekend College Class	76	0	**76**	0	76
Hybrid Course	8	0	**8**	0	8
High School Based Class	118	0	**118**	0	118
Chemistry	**1,347**	**58**	**1,405**	**66**	**1,471**
Face-to-Face	1,197	58	**1,255**	66	1,321
Internet Class	30	0	**30**	0	30
High School Based Class	120	0	**120**	0	120
Communication	**555**	**401**	**956**	**52**	**1,008**
Face-to-Face	230	231	**461**	52	513
Internet Class	112	138	**250**	0	250
Learning Community Class	24	0	**24**	0	24
Weekend College Class	25	32	**57**	0	57
High School Based Class	164	0	**164**	0	164
Communication Sci & Disorders	**60**	**99**	**159**	**0**	**159**
Face-to-Face	32	83	**115**	0	115
Internet Class	28	16	**44**	0	44
English and Linguistics	**1,351**	**260**	**1,611**	**50**	**1,661**
Face-to-Face	776	166	**942**	42	984
Internet Class	113	62	**175**	0	175
English as a Second Language	31	0	**31**	0	31
Hybrid Course	11	32	**43**	8	51
Honors	13	0	**13**	0	13
High School Based Class	407	0	**407**	0	407
Geosciences	**499**	**23**	**522**	**0**	**522**
Face-to-Face	339	23	**362**	0	362
Internet Class	48	0	**48**	0	48
Weekend College Class	38	0	**38**	0	38
Hybrid Course	44	0	**44**	0	44
High School Based Class	30	0	**30**	0	30
History	**282**	**159**	**441**	**0**	**441**
Face-to-Face	150	112	**262**	0	262
Internet Class	53	43	**96**	0	96
Continuing Studies Class held at IPFW campus	10	4	**14**	0	14
High School Based Class	69	0	**69**	0	69
Interdisciplinary Studies	**210**	**5**	**215**	**0**	**215**
Face-to-Face	140	1	**141**	0	141
Internet Class	70	4	**74**	0	74
Intl Language and Cul Studies	**556**	**127**	**683**	**0**	**683**
Face-to-Face	516	127	**643**	0	643
High School Based Class	40	0	**40**	0	40
Journalism	**81**	**10**	**91**	**0**	**91**
Face-to-Face	20	10	**30**	0	30
Internet Class	61	0	**61**	0	61

Fall 2016 Census Course Enrollment by College, Department, Modality and Academic Level

	Undergraduate				
	Lower Division	Upper Division	Undergraduate Total	Graduate	Grand Total
Mathematical Sciences	**3,399**	**292**	**3,691**	**95**	**3,786**
Face-to-Face	1,576	229	**1,805**	95	1,900
Internet Class	245	24	**269**	0	269
Continuing Studies Class held at IPFW campus	25	0	**25**	0	25
Honors	12	0	**12**	0	12
High School Based Class	1,541	39	**1,580**	0	1,580
Philosophy	**192**	**90**	**282**	**5**	**287**
Face-to-Face	115	59	**174**	5	179
Internet Class	25	31	**56**	0	56
Weekend College Class	19	0	**19**	0	19
Hybrid Course	9	0	**9**	0	9
Honors	21	0	**21**	0	21
High School Based Class	3	0	**3**	0	3
Physics	**749**	**45**	**794**	**14**	**808**
Face-to-Face	443	45	**488**	14	502
Internet Class	79	0	**79**	0	79
Continuing Studies Class held at IPFW campus	78	0	**78**	0	78
High School Based Class	149	0	**149**	0	149
Political Science	**254**	**100**	**354**	**0**	**354**
Face-to-Face	92	59	**151**	0	151
Internet Class	52	31	**83**	0	83
Continuing Studies Class held at IPFW campus	43	10	**53**	0	53
Off Campus Class	46	0	**46**	0	46
High School Based Class	21	0	**21**	0	21
Psychology	**796**	**364**	**1,160**	**24**	**1,184**
Face-to-Face	717	305	**1,022**	0	1,022
Internet Class	0	28	**28**	24	52
Hybrid Course	61	31	**92**	0	92
Honors	18	0	**18**	0	18
Sociology	**544**	**224**	**768**	**0**	**768**
Face-to-Face	484	112	**596**	0	596
Internet Class	60	102	**162**	0	162
Hybrid Course	0	10	**10**	0	10
Women's Studies	**86**	**40**	**126**	**0**	**126**
Face-to-Face	55	34	**89**	0	89
Internet Class	31	0	**31**	0	31
Continuing Studies Class held at IPFW campus	0	6	**6**	0	6

Fall 2016 Census Course Enrollment by College, Department, Modality and Academic Level

	Undergraduate				
	Lower Division	Upper Division	Undergraduate Total	Graduate	Grand Total
Business	**1,210**	**1,050**	**2,260**	**371**	**2,631**
Accounting and Finance	**258**	**364**	**622**	**68**	**690**
Face-to-Face	187	364	**551**	25	576
Internet Class	61	0	**61**	13	74
Weekend College Class	0	0	**0**	30	30
High School Based Class	10	0	**10**	0	10
Business Administration	**73**	**66**	**139**	**38**	**177**
Face-to-Face	73	36	**109**	0	109
Internet Class	0	0	**0**	9	9
Continuing Studies Class held at IPFW campus	0	30	**30**	29	59
Economics	**313**	**54**	**367**	**31**	**398**
Face-to-Face	123	54	**177**	0	177
Internet Class	73	0	**73**	0	73
Weekend College Class	0	0	**0**	31	31
High School Based Class	117	0	**117**	0	117
Management and Marketing	**566**	**566**	**1,132**	**234**	**1,366**
Face-to-Face	63	105	**168**	76	244
Internet Class	239	134	**373**	60	433
Learning Community Class	183	0	**183**	0	183
Continuing Studies Class held at IPFW campus	0	28	**28**	0	28
Weekend College Class	0	0	**0**	60	60
Hybrid Course	29	299	**328**	38	366
High School Based Class	52	0	**52**	0	52
Education and Public Policy	**709**	**1,128**	**1,837**	**235**	**2,072**

Fall 2016 Census Course Enrollment by College, Department, Modality and Academic Level

	Undergraduate				
	Lower Division	Upper Division	Undergraduate Total	Graduate	Grand Total
Educational Studies	**237**	**773**	**1,010**	**5**	**1,015**
Face-to-Face	147	456	**603**	5	608
Alternate (off-campus) Location	71	271	**342**	0	342
Continuing Studies Class held at IPFW campus	0	17	**17**	0	17
General Studies Class	0	3	**3**	0	3
Off Campus Class	0	13	**13**	0	13
Hybrid Course	0	13	**13**	0	13
High School Based Class	19	0	**19**	0	19
Health Physical Ed and Rec	**203**	**0**	**203**	**0**	**203**
Face-to-Face	186	0	**186**	0	186
Weekend College Class	17	0	**17**	0	17
Professional Studies	**0**	**109**	**109**	**173**	**282**
Face-to-Face	0	109	**109**	136	245
Teacher Workshop	0	0	**0**	37	37
Public Policy	**269**	**246**	**515**	**57**	**572**
Face-to-Face	245	223	**468**	57	525
Internet Class	24	0	**24**	0	24
Continuing Studies Class held at IPFW campus	0	5	**5**	0	5
Hybrid Course	0	18	**18**	0	18

Fall 2016 Census Course Enrollment by College, Department, Modality and Academic Level

	Undergraduate				
	Lower Division	Upper Division	Undergraduate Total	Graduate	Grand Total
Engineering Tech and Comp Sci	**1,784**	**1,650**	**3,434**	**201**	**3,635**
Civil/Mechanical Engineering	**182**	**357**	**539**	**15**	**554**
Face-to-Face	182	350	**532**	15	547
Internet Class	0	7	**7**	0	7
Computer Science	**617**	**352**	**969**	**28**	**997**
Face-to-Face	340	148	**488**	28	516
Internet Class	90	79	**169**	0	169
Continuing Studies Class held at IPFW campus	126	125	**251**	0	251
Weekend College Class	5	0	**5**	0	5
Hybrid Course	5	0	**5**	0	5
High School Based Class	51	0	**51**	0	51
Computer/Electrical/Info Tech	**285**	**116**	**401**	**5**	**406**
Face-to-Face	172	48	**220**	5	225
Internet Class	87	36	**123**	0	123
Continuing Studies Class held at IPFW campus	26	26	**52**	0	52
Hybrid Course	0	6	**6**	0	6
Electrical/Computer Engr	**110**	**173**	**283**	**71**	**354**
Face-to-Face	110	157	**267**	71	338
Weekend College Class	0	16	**16**	0	16
Engr-Tech-CS Special	**17**	**14**	**31**	**0**	**31**
Face-to-Face	17	14	**31**	0	31
Mftg/Const Engr Tech/Intr Dsgn	**447**	**241**	**688**	**9**	**697**
Face-to-Face	404	222	**626**	9	635
Internet Class	35	0	**35**	0	35
Hybrid Course	8	19	**27**	0	27
Org Leadership and Supervision	**126**	**397**	**523**	**73**	**596**
Face-to-Face	105	348	**453**	73	526
Internet Class	21	49	**70**	0	70

Fall 2016 Census Course Enrollment by College, Department, Modality and Academic Level

	Undergraduate				
	Lower Division	Upper Division	Undergraduate Total	Graduate	Grand Total
Health and Human Services	**1,030**	**1,539**	**2,569**	**154**	**2,723**
Dental Education	**434**	**82**	**516**	**0**	**516**
Face-to-Face	415	82	**497**	0	497
Internet Class	19	0	**19**	0	19
Hospitality and Tourism Mgmt	**124**	**240**	**364**	**0**	**364**
Face-to-Face	76	169	**245**	0	245
Internet Class	48	71	**119**	0	119
Human Services	**238**	**195**	**433**	**0**	**433**
Face-to-Face	142	154	**296**	0	296
Internet Class	34	17	**51**	0	51
Hybrid Course	62	24	**86**	0	86
Med Imaging and Radiologic Sci	**38**	**16**	**54**	**0**	**54**
Face-to-Face	38	16	**54**	0	54
Nursing	**196**	**1,006**	**1,202**	**154**	**1,356**
Face-to-Face	128	348	**476**	0	476
Internet Class	68	249	**317**	143	460
Weekend College Class	0	19	**19**	0	19
Consortium Class	0	0	**0**	11	11
Hybrid Course	0	390	**390**	0	390
Labor Studies	**23**	**11**	**34**	**0**	**34**
Labor Studies	**23**	**11**	**34**	**0**	**34**
Internet Class	23	11	**34**	0	34

Fall 2016 Census Course Enrollment by College, Department, Modality and Academic Level

	Undergraduate				
	Lower Division	Upper Division	Undergraduate Total	Graduate	Grand Total
Visual and Performing Arts	**1,503**	**725**	**2,228**	**0**	**2,228**
Fine Arts	**138**	**75**	**213**	**0**	**213**
Face-to-Face	79	75	**154**	0	154
Internet Class	29	0	**29**	0	29
Continuing Studies Class held at IPFW campus	11	0	**11**	0	11
High School Based Class	19	0	**19**	0	19
Music	**819**	**318**	**1,137**	**0**	**1,137**
Face-to-Face	759	318	**1,077**	0	1,077
Weekend College Class	48	0	**48**	0	48
High School Based Class	12	0	**12**	0	12
Theatre	**155**	**94**	**249**	**0**	**249**
Face-to-Face	142	69	**211**	0	211
Internet Class	4	0	**4**	0	4
Weekend College Class	0	8	**8**	0	8
Honors	0	17	**17**	0	17
High School Based Class	9	0	**9**	0	9
Visual Communication Design	**391**	**238**	**629**	**0**	**629**
Face-to-Face	279	238	**517**	0	517
Internet Class	44	0	**44**	0	44
Hybrid Course	52	0	**52**	0	52
High School Based Class	16	0	**16**	0	16
Grand Total	**19,459**	**8,504**	**27,963**	**1,431**	**29,394**

Appendix J:
Projected Enrollment

Purdue Fort Wayne Enrollment Projection Model

Objective:

Demonstrate the non-dual credit enrollment impact of removing health science departments from Purdue Fort Wayne through spring 2021 using the fewest number of assumptions possible.

Methodology:

Enrollment in a given semester is simply a function of the behaviors of two groups of students: new students and continuing students. New students is the sum of all beginner students, transfers, and readmitted students. Continuing students is the total number of enrolled students from prior semester minus number of graduates plus number of withdrawals. Estimates of the number of new students based on historical head counts. Estimates of the number of continuing student enrollment based on historical retention rates. Different retention rates are applied to student populations based on whether they are an undergraduate or graduate student and enrolled in a health science or non-health science department. Over the teach-out period, new student headcounts and retention rates are held constant and applied to each fall and spring semester.

Assumptions:

New student enrollment is based on the average headcount over the previous three academic years, including Fall 2016 and Spring 2017 headcounts. Continuing student population estimates is based on first fall to first spring and first fall to second fall retention rates experienced over the previous three academic years. Furthermore, Fall-to-Spring and Fall-to-Fall retention rates are sufficient in describing the enrollment behaviors of new and continuing students. The number of undergraduate pre-nursing majors that persist to Fall 2018 and Spring 2019 is estimated using three academic year average number of new pre-major headcounts adjusted for historical fall-to-spring to fall-to-fall retention rates.

Enrollment Model Excel Spreadsheet Description

The 5 year enrollment project model spreadsheet consists of four worksheets. The first worksheet labeled 'Report' is the document we should include with our documentation to HLC. This worksheet is separated into two parts: actual headcount based on census data and projected headcounts based on the methodology noted above. Actual census headcounts are found in columns B to I. Projected headcounts by semester, academic level, health science departments, and new or continuing student status are found between columns J to Q. The second worksheet labeled 'Enrollment Model' shows the arithmetic of projecting historical headcounts and retention rates throughout through spring 2021. Section 1 of the worksheet calculates the historical headcount averages by academic level, health-science department status, and new or continuing student status. Section 2 of the worksheet actually applies the logic noted above using the averages found in Section 1 and retention rates found elsewhere in the Excel document. The third worksheet labeled 'Model Assumptions' contain headcount numbers and retention rates used to create the post-Fall 2018 enrollment projects, such as fall and spring headcount numbers for health science and non-health science departments. The worksheet labeled 'MasterStudent_Retention_Rates' shows Master student retention rates since Fall 2012 disaggregated by students in nursing programs and all other master students. Projected graduate level headcounts utilize this information when calculating graduate continuing student enrollments.

Purdue Fort Wayne Non-Dual Credit Enrollment Projection Model

Using Census Enrollment Counts for Fall 2013 to Spring 2017
Estimate Enrollment for Fall 2017 to Spring 2021
By Academic Level and Health Science and Non-Health Science Departments

Model Assumptions
Version 1.0

	Actual							
	Fall 2013	**Spring 2014**	**Fall 2014**	**Spring 2015**	**Fall 2015**	**Spring 2016**	**Fall 2016**	**Spring 2017**
Undergraduate								
Health Science Departments								
New	319	82	362	78	280	65	359	95
Continuing	740	886	709	901	714	836	727	890
Health Science Subtotals	1,059	968	1,071	979	994	901	1,086	985
Non-Health Science Departments								
New	2,571	584	2,473	547	2,320	475	2,161	499
Continuing	6,345	7,519	5,921	7,004	5,523	6,536	5,188	6,102
Non-Health Science Departments	8,916	8,103	8,394	7,551	7,843	7,011	7,349	6,601
Undergraduate Subtotal	**9,975**	**9,071**	**9,465**	**8,530**	**8,837**	**7,912**	**8,435**	**7,586**
Graduate								
Health Science Departments								
New	26	11	23	17	17	7	24	1
Continuing	44	56	59	66	68	83	78	73
Health Science Subtotals	70	67	82	83	85	90	102	74
Non-Health Science Departments								
New	156	63	210	63	206	62	145	44
Continuing	306	355	254	364	268	389	310	389
Non-Health Science Departments	462	418	464	427	474	451	455	433
Graduate Subtotal	**532**	**485**	**546**	**510**	**559**	**541**	**557**	**507**
Total Non-Dual Credit Enrollment	**10,507**	**9,556**	**10,011**	**9,040**	**9,396**	**8,453**	**8,992**	**8,093**

Source:
Office of Institutional Research
June 27, 2017

Purdue Fort Wayne Non-Dual C

Using Census Enrollment Counts for Fal
Estimate Enrollment for Fall 2017 to Sp
By Academic Level and Health Science a

	Projected							
	Fall 2017	**Spring 2018**	**Fall 2018**	**Spring 2019**	**Fall 2019**	**Spring 2020**	**Fall 2020**	**Spring 2021**
Undergraduate								
Health Science Departments								
New	334	79	-	-	-	-	-	-
Continuing	699	888	122	105	-	-	-	-
Health Science Subtotals	1,033	967	122	105	-	-	-	-
Non-Health Science Departments								
New	2,318	507	2,300	500	2,300	500	2,300	500
Continuing	4,730	6,117	4,536	5,933	4,399	5,814	4,311	5,738
Non-Health Science Departments	7,048	6,624	6,836	6,433	6,699	6,314	6,611	6,238
Undergraduate Subtotal	**8,080**	**7,591**	**6,958**	**6,538**	**6,699**	**6,314**	**6,611**	**6,238**
Graduate								
Health Science Departments								
New	21	8	-	-	-	-	-	-
Continuing	83	97	-	-	-	-	-	-
Health Science Subtotals	105	106	-	-	-	-	-	-
Non-Health Science Departments								
New	187	56	187	56	187	56	187	56
Continuing	275	399	279	403	281	405	283	406
Non-Health Science Departments	462	456	466	459	468	461	470	463
Graduate Subtotal	**566**	**561**	**466**	**459**	**468**	**461**	**470**	**463**
Total Non-Dual Credit Enrollment	**8,647**	**8,152**	**7,424**	**6,997**	**7,168**	**6,776**	**7,081**	**6,701**

Source:
Office of Institutional Research
June 27, 2017

Section One - Historical Non-Dual Credit Headcounts Headcounts and Trailing Averages

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015
UG	**10762**	**9728**	**9975**	**9071**	**9465**	**8530**	**8837**
Health Science	**1085**	**992**	**1059**	**968**	**1071**	**979**	**994**
New Student	274	63	319	82	362	78	280
Continuing Student	811	929	740	886	709	901	714
Not Health Science	**9677**	**8736**	**8916**	**8103**	**8394**	**7551**	**7843**
New Student	2559	740	2571	584	2473	547	2320
Continuing Student	7118	7996	6345	7519	5921	7004	5523
GR	**658**	**611**	**532**	**485**	**546**	**510**	**559**
Health Science	**56**	**52**	**70**	**67**	**82**	**83**	**85**
New Student	14	4	26	11	23	17	17
Continuing Student	42	48	44	56	59	66	68
Not Health Science	**602**	**559**	**462**	**418**	**464**	**427**	**474**
New Student	178	74	156	63	210	63	206
Continuing Student	424	485	306	355	254	364	268
Grand Total	**11420**	**10339**	**10507**	**9556**	**10011**	**9040**	**9396**

Section Two - Actual and Projected Enrollments from Fall 2012 to Spring 2021

					Actual		
	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015
UG	**10762**	**9728**	**9975**	**9071**	**9465**	**8530**	**8837**
Health Science	**1085**	**992**	**1059**	**968**	**1071**	**979**	**994**
New Student	274	63	319	82	362	78	280
Continuing Student	811	929	740	886	709	901	714
Not Health Science	**9677**	**8736**	**8916**	**8103**	**8394**	**7551**	**7843**
New Student	2559	740	2571	584	2473	547	2320
Continuing Student	7118	7996	6345	7519	5921	7004	5523
GR	**658**	**611**	**532**	**485**	**546**	**510**	**559**
Health Science	**56**	**52**	**70**	**67**	**82**	**83**	**85**
New Student	14	4	26	11	23	17	17
Continuing Student	42	48	44	56	59	66	68
Not Health Science	**602**	**559**	**462**	**418**	**464**	**427**	**474**
New Student	178	74	156	63	210	63	206
Continuing Student	424	485	306	355	254	364	268
Grand Total	**11420**	**10339**	**10507**	**9556**	**10011**	**9040**	**9396**

Spring 2016	Fall 2016	Spring 2017
7912	**8435**	**7586**
901	**1086**	**985**
65	359	95
836	727	890
7011	**7349**	**6601**
475	2161	499
6536	5188	6102
541	**557**	**507**
90	**102**	**74**
7	24	1
83	78	73
451	**455**	**433**
62	145	44
389	310	389
8453	**8992**	**8093**

	3 Yr. Fall Average	3 Yr. Spring Average
UG	8,912	8,009
Health Scien	1,050	955
New Stude	334	79
Continuing	717	876
Not Health S	7,862	7,054
New Stude	2,318	507
Continuing	5,544	6,547
GR	554	519
Health Scien	90	82
New Stude	21	8
Continuing	68	74
Not Health S	464	437
New Stude	187	56
Continuing	277	381
Grand Total	9,466	8,529

			Projected					
Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
7912	**8435**	**7586**	**8080**	**7591**	**6958**	**6538**	**6699**	**6314**
901	**1086**	**985**	**1033**	**967**	**122**	**105**	**0**	**0**
65	359	95	334	79	0	0	0	0
836	727	890	699	888	122	105	0	0
7011	**7349**	**6601**	**7048**	**6624**	**6836**	**6433**	**6699**	**6314**
475	2161	499	2318	507	2300	500	2300	500
6536	5188	6102	4730	6117	4536	5933	4399	5814
541	**557**	**507**	**566**	**561**	**466**	**459**	**468**	**461**
90	**102**	**74**	**105**	**106**	**0**	**0**	**0**	**0**
7	24	1	21	8	0	0	0	0
83	78	73	83	97	0	0	0	0
451	**455**	**433**	**462**	**456**	**466**	**459**	**468**	**461**
62	145	44	187	56	187	56	187	56
389	310	389	275	399	279	403	281	405
8453	**8992**	**8093**	**8647**	**8152**	**7424**	**6997**	**7168**	**6776**

Fall 2020	Spring 2021
6611	**6238**
0	**0**
0	0
0	0
6611	**6238**
2300	500
4311	5738
470	**463**
0	**0**
0	0
0	0
470	**463**
187	56
283	406
7081	**6701**

Admissions
Undergraduate New Student Enrollment
Post-Fall 2018 New Matric Population Size

	Fall	Spring
Health Science	**330**	**100**
Non-Health Science	**2300**	**500**
Total	**2630**	**600**

Enrollment
Undergraduate Retention Assumpations

	Not Health Science	Health Science
201210		
spring	87.9%	83.5%
fall	60.3%	57.6%
201310		
spring	88.7%	84.8%
fall	67.2%	72.2%
201410		
spring	88.6%	85.0%
fall	68.7%	67.7%
201510		
spring	86.3%	87.9%
fall	63.8%	61.3%
201610		
spring	85.5%	85.1%
fall	60.6%	63.5%
3-year First Spring Retention Rate	86.8%	86.0%
3-year First Fall Retention Rate	64.4%	64.1%

Graduate Master Student Retention Rates

	First Spring	Second Fall	Second Spring	Third Fall	Third Spring
Fall 2012	**91.43%**	**60.00%**	**54.76%**	**47.14%**	**30.48%**
Non-Nursing	90.37%	56.15%	50.80%	41.71%	27.27%
Nursing	100.00%	91.30%	86.96%	91.30%	56.52%
Fall 2013	**87.40%**	**62.20%**	**55.12%**	**43.31%**	**35.43%**
Non-Nursing	87.62%	58.10%	49.52%	33.33%	23.81%
Nursing	86.36%	81.82%	81.82%	90.91%	90.91%
Fall 2014	**84.48%**	**59.77%**	**53.45%**	**32.76%**	**22.41%**
Non-Nursing	85.16%	59.35%	52.90%	29.03%	20.00%
Nursing	78.95%	63.16%	57.89%	63.16%	42.11%
Fall 2015	**85.96%**	**66.08%**	**60.82%**	**0.00%**	**0.00%**
Non-Nursing	85.00%	63.75%	58.75%	0.00%	0.00%
Nursing	100.00%	100.00%	90.91%	0.00%	0.00%
Fall 2016	**90.79%**	**0.00%**	**0.00%**	**0.00%**	**0.00%**
Non-Nursing	89.23%	0.00%	0.00%	0.00%	0.00%
Nursing	100.00%	0.00%	0.00%	0.00%	0.00%
Grand Total	**88.73%**	**50.91%**	**46.18%**	**25.45%**	**17.82%**
3 year Average Non-Nursing Program Retention Rate	86.46%	60.40%			
3 year Average Nursing Program Retention Rate	92.98%	81.66%			

Fourth Fall	Fourth Spring	Fifth Fall	Fifth Spring
7.62%	**6.67%**	**2.38%**	**0.48%**
6.95%	5.35%	1.07%	0.00%
13.04%	17.39%	13.04%	4.35%
21.26%	**7.09%**	**0.00%**	**0.00%**
13.33%	6.67%	0.00%	0.00%
59.09%	9.09%	0.00%	0.00%
0.00%	**0.00%**	**0.00%**	**0.00%**
0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%
0.00%	**0.00%**	**0.00%**	**0.00%**
0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%
0.00%	**0.00%**	**0.00%**	**0.00%**
0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%
5.21%	**2.79%**	**0.61%**	**0.12%**

Appendix K: Enrollment Management Plan

IPFW Enrollment Management Plan
Context, Goals, and Actions

August 31, 2016

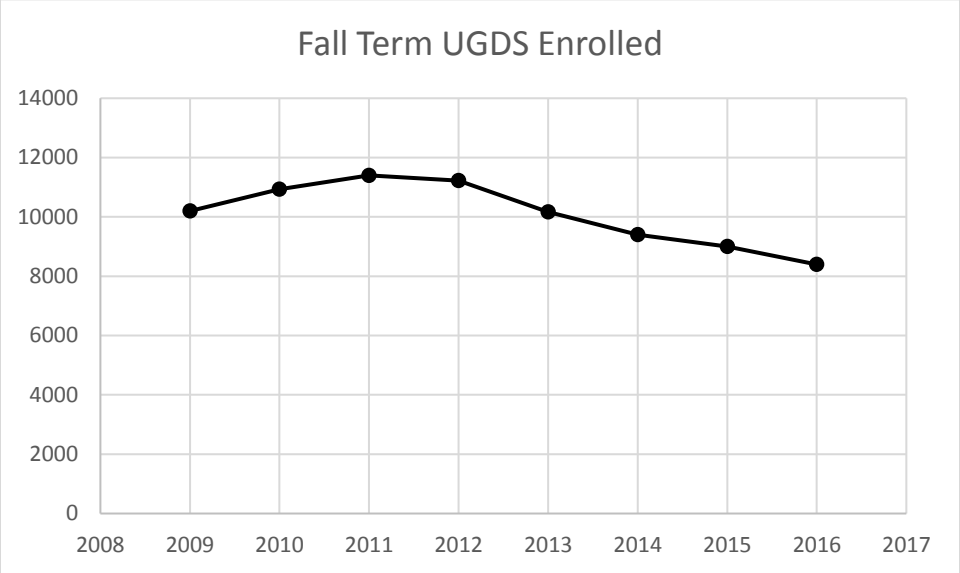
Carl N. Drummond
Vice Chancellor for Academic Affairs and Enrollment Management

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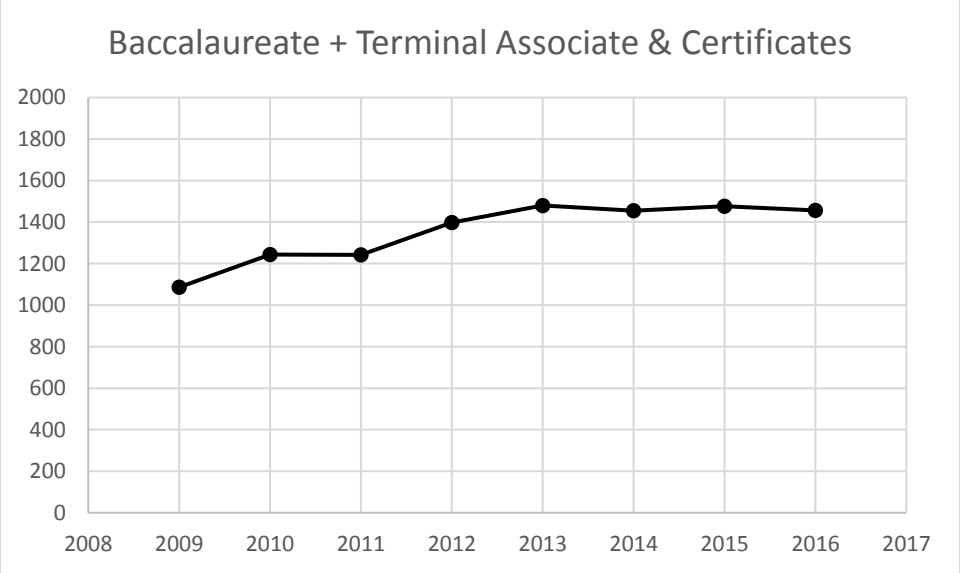
IPFW's Enrollment Management Goal: Stabilize and grow enrollment and revenue by establishing a net positive flux of new students relative to losses caused by graduation and stop-out.

Facts:

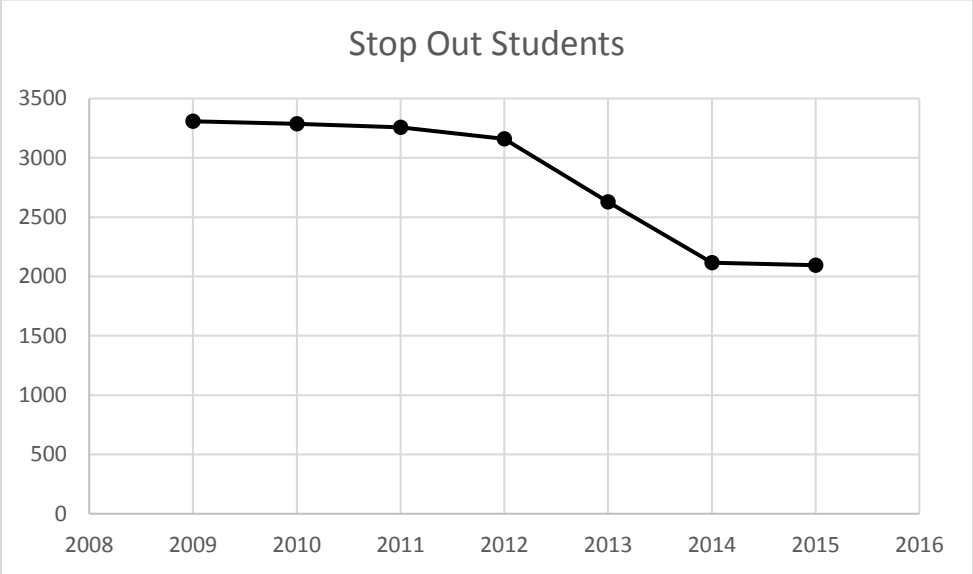
From 2011 to 2016, IPFW's fall term undergraduate degree seeking student body has declined from 11,400 to 8,396, a change of -3,004, or -26.4%. (Dates are spring term years)



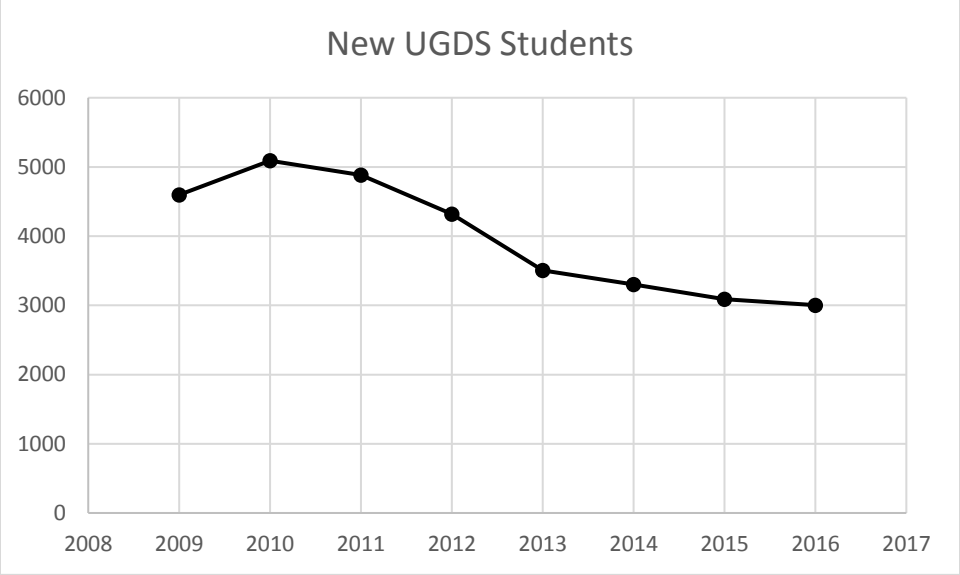
Over the same time span, the number of Baccalaureate degrees as well as terminal Associate degrees and Certificates conferred has grown from 1242 to 1457, a change of 215 or +17.3%.



The number of student stop-outs has declined from 3,258 to 2,095, a change of -1,192, or -36.3%.



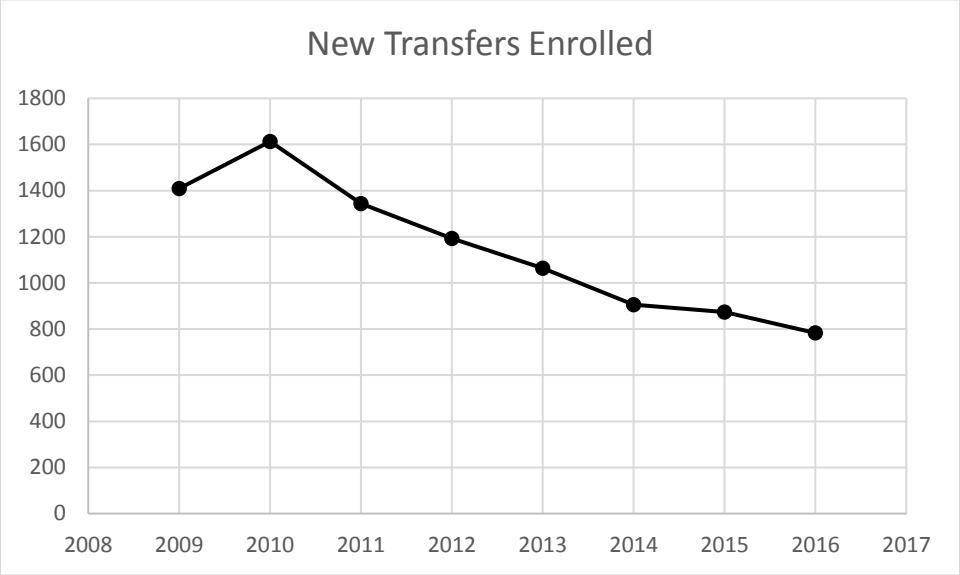
Finally, over the same time span, the number of newly enrolled undergraduate degree seeking students has dropped from 4,883 to 3,003, a change of -1,880, or -38.5%.



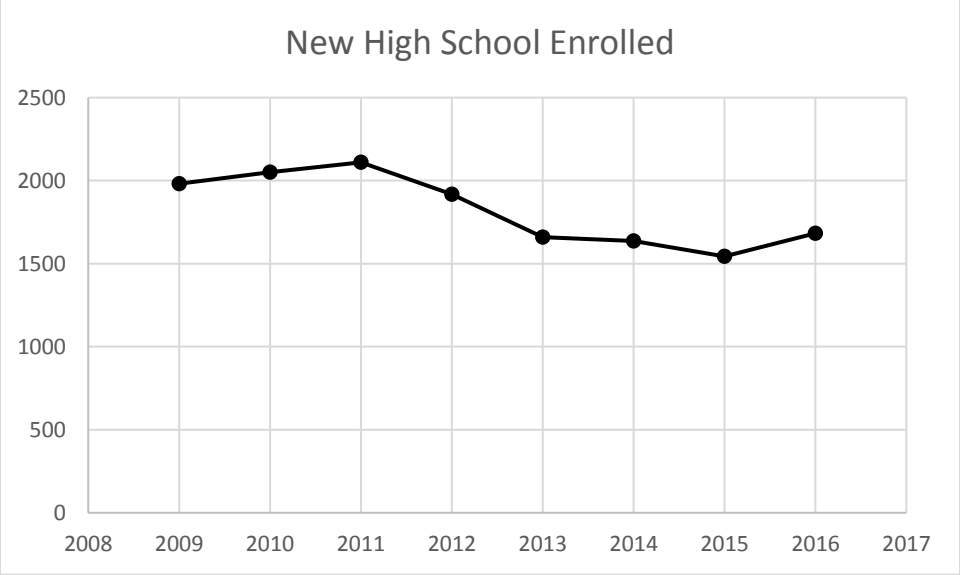
That is, over the past six years the number of students completing their degree at IPFW has grown, the number of students stopping out of their studies has declined, and the number of new students enrolling has declined. The first two trends are positive for the university. Our institutional goal is to graduate more students and reduce stop-outs. The last trend is the origin of IPFW's multi-year enrollment and revenue challenge. Why and how has the decline in new students occurred?

New Student Trends:

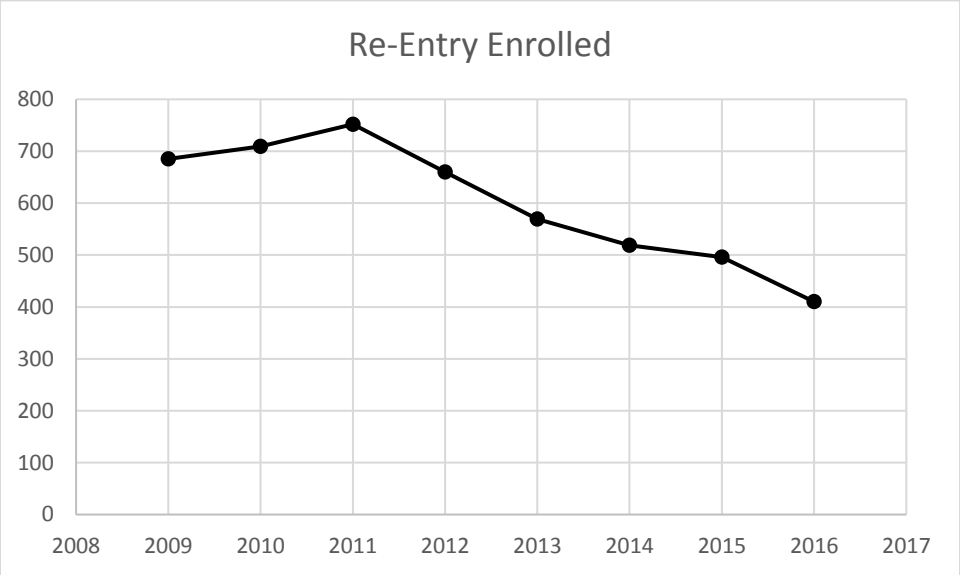
The population of new students enrolling at IPFW is composed of six categories of admission. In 2011 43% of new students were traditional direct from high school, 28% were transfers, 15% were re-entry, 7% were adult students, 6% were GED completers, and 3% were re-admitted following an academic dismissal. The total decline of -1,880 new students from 2011 to 2016 includes a decline of 561 transfer students, a loss of -41.7% from 2011.



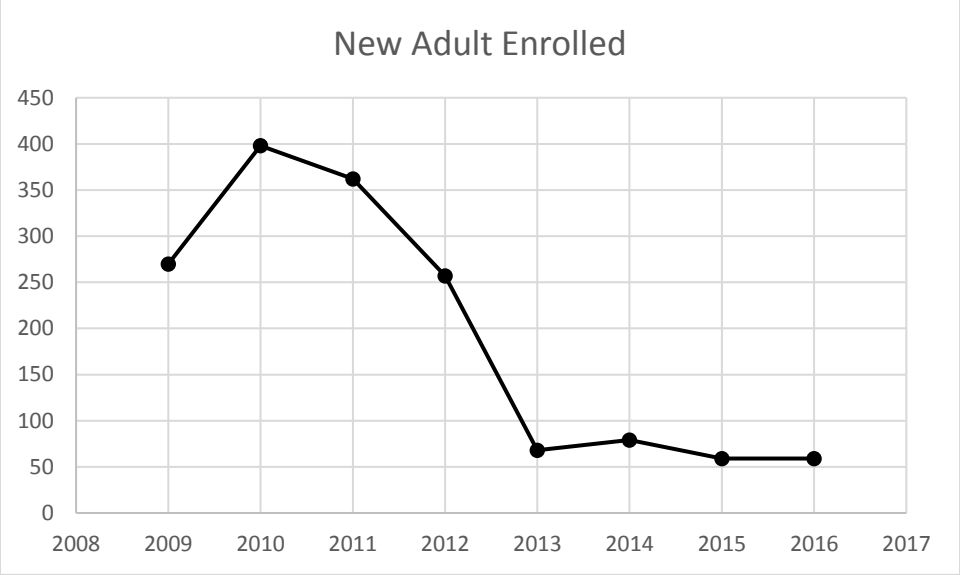
Direct from high school students decreased by 428, a loss of -20.3% from 2011 with a slight increase experienced last year.



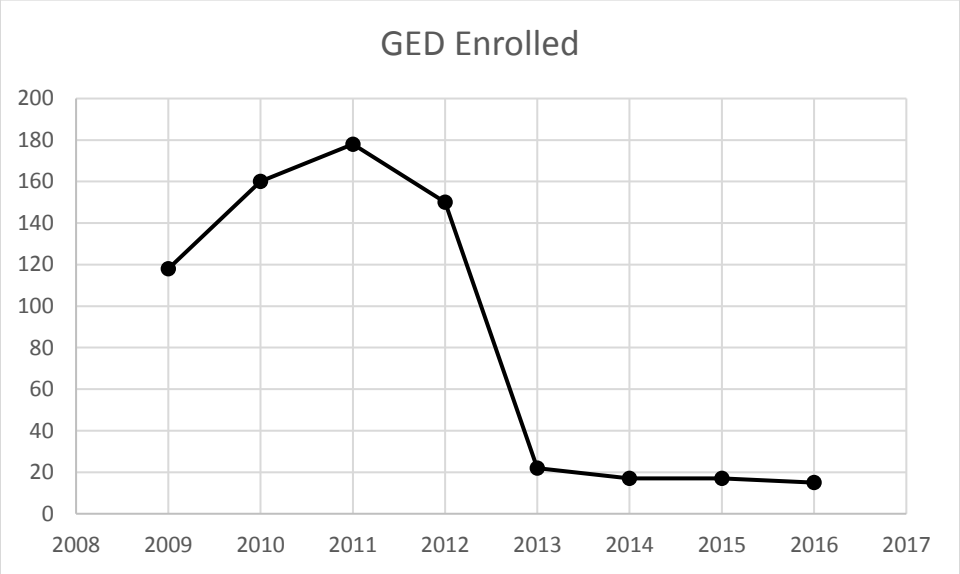
Re-entry students (those who stopped out in good academic standing and reenrolled in a later term) fell by 342, a loss of -45.5% from 2011.



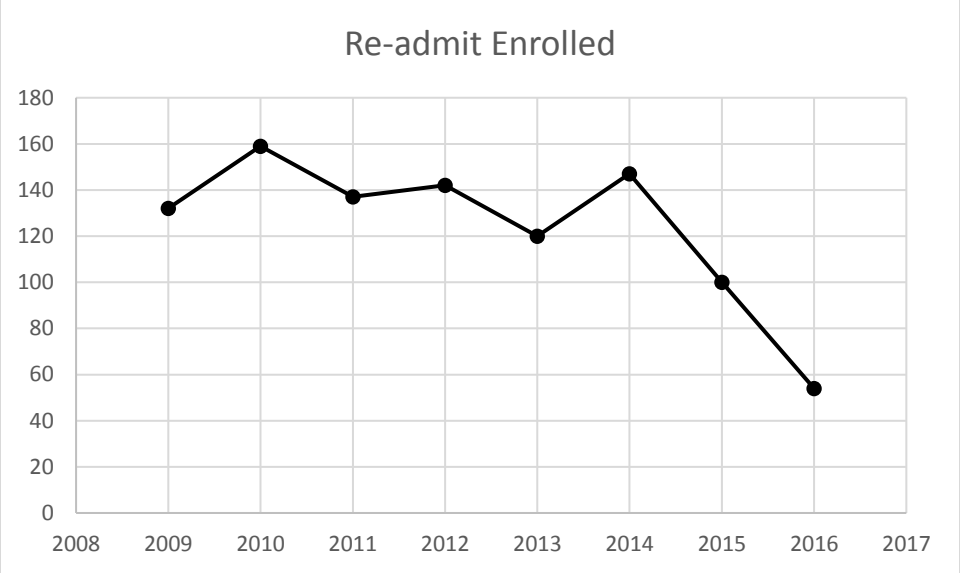
New adult students fell by 303, a loss of -83.7% from 2011.



GED completers declined by 163, a loss of -91.6% from 2011.



Re-admitted students (those who return to IPFW after an academic dismissal) decreased by 83, a loss of -60.6% from 2011.



From these data two critical observations emerge. First, the decrease in direct from high school matriculants, while significant, is overshadowed by the other groups. Second, the linear declines in transfer and re-entry enrollments stand in sharp contrast to the rapid declines in adult and GED students from 2011 to 2013 followed by near zero numbers from 2014 through 2016.

Action Steps:

From the data presented above, a series of six critical actions emerge as essential components of IPFW's enrollment management plan to address our goal of increasing enrollment and revenue.

1) Increase the number of direct from high school matriculants

Increasing the number of direct from high school students is critical to long-term stability and growth in IPFW's enrollment. These students now comprise the majority of our incoming undergraduate degree seeking student population and these are the students who are most likely to complete their baccalaureate program of study on-time. The following specific actions are being taken or are under development for this year:

a) Integrate a new recruiting communication plan with the CRM product SLATE to improve matriculant yield (Admissions, Financial Aid, SST, and academic units working in partnership)
b) Participation in the Common Application in order to provide greater convenience for prospects and greater reach for IPFW
c) Refresh of all digital and broadcast marketing content after four years of static messaging
d) Modification of marketing plan
    i) Primary Market: Fort Wayne DMA
    ii) Secondary Market: South Bend/Elkhart DMA
    iii) Tertiary Markets: US 30 corridor to Plymouth, US 24 corridor to Logansport, I-69 South corridor to Muncie, Ohio reciprocity counties
    iv) Focus on actively managed and weekly optimized digital media and radio broadcasts
e) Revision of recruiter territory management system, establishment of detailed recruiting goals
f) Establish seamless transition from inbound marketing system to CRM Slate to improve prospect to applicant yield rate

2) Grow transfer and adult student populations through intentional recruiting

Transfer students experienced the largest total decline from 2011 through 2016 while the decline in new adult students was the largest percentage change. As such, these groups provide the greatest opportunity for gains through intentional recruiting efforts. The following actions will be taken this year to increase transfer matriculants:

a) institute the position of Transfer Coordinator within admissions to improve coordination with Credit Transfer Coordinator
b) develop and utilize digital and printed transfer marketing piece
c) develop and implement a process of re-recruiting admitted students who did not matriculate to IPFW
d) develop and implement a process of recruiting non-degree and TICT students who have enrolled in summer courses
e) launch a mandatory transfer student orientation to improve enrollment yield

The following actions will be taken this year to increase adult matriculants:

a) establish adult student recruiting liaison to be point on marketing to adult prospect
b) use adult liaison to expand coordination between admissions and academic affairs

c) identify degree programs attractive to adult learners and coordinate marketing through liaison

3) Grow international student population

International students present a critical growth vector for IPFW enrollment. Over the past five years the number of new international students has varied in a non-systematic way from 60 to 115. The largest markets for IPFW have been China and Korea, followed by Angola, Canada, Bangladesh, and Taiwan. Changes in political and policy structures in Saudi Arabia will negatively impact this once important source of students.

The following actions will be taken this year to increase international student matriculants:

a) set enrollment targets based on historical data and geographic market trends
b) modify current recruitment and marketing activities to meet enrollment targets
c) improve prospect tracking and communication through implementation of CRM product SLATE
d) improve the process of hand-off of Purdue re-directs and increase yield
e) expand use of e-marketing, micro-sites, geographically unique content, search engine marketing, optimization, and pay per click services
f) increase admit/matriculant yield through coordinated access to A&R days for international students
g) establish online placement test process or self-placement process for international students

4) Continue to achieve gains in student success measures (retention and graduation)

IPFW has increased the number of students graduating and more than doubled the on-time degree completion rate. At the same time student stop-outs have declined both in total and as a percentage of the undergraduate degree seeking enrollment. These are significant achievements that are worthy of recognition and celebration, however we must continue to make gains in student success.

The following actions will be taken this year to continue to improve student success:

a) review participation in EAB's Student Success Collaborative
b) utilize predictive analytics to identify and prioritize at risk populations through risk stratification
c) identify and eliminate systemic curricular bottlenecks
d) encourage enrollment at or above the 15 credit hours per semester level
e) establish mandatory mid-term grades for first year students
f) develop just-in-time interventions for targeted "murky middle" students during their second semester
g) "reverse engineer" graduating students to identify successful curricular pathways and reduce excess credit hours
h) make reducing student stop-out a key metric in resource allocation decisions at the department and college level
i) explore banded tuition models to improve student progress and success

5) Actively re-recruit re-entry and re-admit students

Given the magnitude of enrollment loss to stop-out (more than 2000 students last year) it is essential that IPFW establish processes to re-recruit students who have left the university. The causes of student stop-out are manifold. Past studies have demonstrated that the primary causes are driven by family,

relationships, finances, personal physical or mental health, and academic performance. While changes in IPFW's probation and dismissal policies have become more stringent, and the requirements for re-admission have been elevated, non-academic factors remain primary drivers for student stop-out.

The following actions will be taken this year to grow student enrollment through the re-entry and re-admission process:

a) create process for documenting student stop-out
b) maintain communication with stop-out students
c) create digital "quick guide" that outlines process of readmission
d) contact stop-out students during each enrollment cycle to encourage readmission
e) create a new "you have been dismissed, now what" document with positive messaging
f) create academic support programs for re-admit and re-entry students
g) establish communication plan for re-admit and re-entry admits to improve matriculant yield

6) Increase tuition revenue by active management of institutional financial aid

From 2011 to 2016 institutional financial aid in the form of tuition remissions grew by 9.1% ($472,859) while enrollment declined by more than 20%. As a result, institutional discounting as a percentage of total credit hours has grown significantly. Additionally, over 98% of IPFW's institutional financial aid is distributed on the basis of academic merit. The near absence of need-based aid puts IPFW at a competitive disadvantage compared to other institutions and runs counter to the institutional mission of access. In 2014 IPFW commissioned a strategic review of our institutional financial aid programs. As a result of the recommendations of that study, IPFW's aid structure changed from a two-tiered full and half tuition discount structure to a three-tiered $4000, $1000, and $500 discount structure. Academic year 2015-16 saw the first implementation of the new aid structure.

As such, the following actions will be taken this year to improve our strategic use of institutional financial aid:

a) conduct longitudinal analysis of student persistence as a function of institutional aid and economic status as measured by Expected Family Contribution index
b) review distribution of aid across the three-tiered discount structure
c) establish targets for the number of students at each of the three aid levels ($4000, $1000, $500)
d) establish fixed not floating budget for institutional aid
e) review tuition remission for graduate students, set maximum level
f) phase out RAC-type remissions
g) accelerate aid packaging for new students
h) establish an institutional need-based aid program to improve recruitment, retention, and graduation rate of under-represented and low-income students
i) create an award program to incentivize degree completion
j) provide students and parents with realistic tuition and fee cost estimates at the time of registration

Challenges and Opportunities:

IPFW's enrollment management does not function independently of external factors beyond the direct control of the University. As such, it is important to identify and understand the suite of external challenges that could impact IPFW's enrollment in the near and long-term.

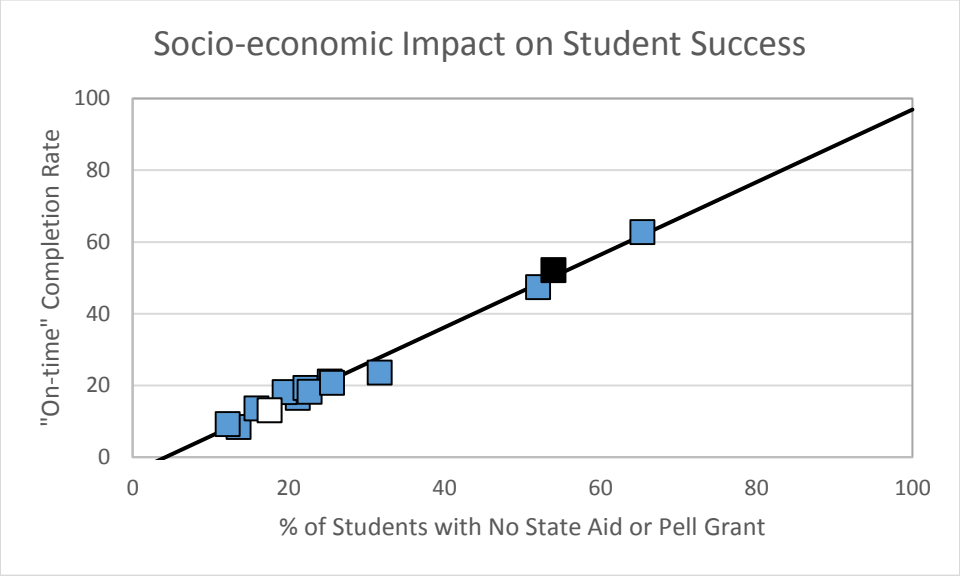
1) Governance

The on-going negotiations between Indiana University and Purdue University regarding the future governance of IPFW is the single largest challenge to enrollment stability at IPFW. Not only would the extraction of approximately 1,100 health science students negatively impact all aspects of the university, the confusion, uncertainty, and regional dissatisfaction with such an outcome would also have a significant deleterious impact on enrollment in the non-transferred programs and create an extraordinary recruiting disadvantage in future years.

A lack of certainty about the future of IPFW continues to present a significant challenge to student recruitment. During the fall term IPFW receives applications from academically well-prepared students who have a wide range of higher education options. It is this group of students who IPFW most desperately wants to attract, it is with this group of students that IPFW faces the strongest competition, and it is this group of students who are most impacted by the governance uncertainty.

2) Socio-economic control of student success

Student success as defined by the Indiana Commission for Higher Education as "on-time" graduation in their recently released college completion reports is found to be strongly correlated with the socio-economic status of the students enrolled at Indiana's public universities and campuses (white data point is IPFW, black data point is Purdue West Lafayette).



(Slope 1.01, intercept -4.2%, correlation 0.99)

Given that the observed linear relationship holds true for all of Indiana's public four-year universities, independent of size, resources, or mission of the institution, moving significantly above the state-wide trend presents a daunting challenge. Conversely, moving IPFW upward along the linear relationship by raising admissions standards and admitting fewer low-income students runs counter to the institution's access mission.

3) Steady to declining regional high school student populations

Decadal-scale projections suggest Indiana will experience flat to slightly declining numbers of high school graduates as well as significant racial/ethnographic changes in the graduating student populations. Decreasing numbers of white non-Hispanic students will be offset by increasing numbers of Hispanic and African-American students. Conversely, other states in the Midwest region are projected to have declining to sharply declining numbers of high school graduates over the next decade. The Fort Wayne metropolitan region is situated within a modest drive time of the following large public universities: Western Michigan University (113 miles, 2 hours 15 minutes), Central Michigan University (206 miles 3 hours 24 minutes), Eastern Michigan University (162 miles, 2 hours 30 minutes), Toledo University (122 miles, 2 hours), Bowling Green State University (89 miles, 1 hour 45 minutes), Wright State University (120 miles, 2 hours 24 minutes), University of Cincinnati (185 mimes, 3 hours). As such, IPFW can expect elevated levels of competition from these universities for highly qualified high school students in the Fort Wayne market place in the years to come.

4) Growth in Purdue and IU online degree offerings

One of the most important growth vectors of IPFW enrollment is the adult learner population. The median age of the IPFW student body has dropped significantly over the past two decades as recruiting efforts focused on traditional age direct from high school prospects. Adult beginners migrated to online programs offered by for-profit, proprietary, and private institutions. Expansion of the mission of Ivy Tech from a technical to a true community college along with the introduction of Western Governor's University in Indiana has provided additional public university options for adult learners.

Since 2013 Indiana University has expanded its online degree offerings from 74 to 104, a growth of 40%. Likewise, Purdue University is exploring expansion of its online degree offerings into the undergraduate arena. As such, IPFW's efforts to reach the very important adult learner market will be impacted not only by private and public competition, but by competition within the IU and Purdue university systems.

5) Improving regional economy

Historically, enrollment at regional public universities has cycled out of phase with the economy. At the moment the Fort Wayne regional economy is quite strong as documented by very low unemployment and wage growth. A strong economy is good news for IPFW's graduates but it negatively impacts enrollment. Current students are pulled from their studies by employers and it becomes more difficult to attract returning and adult beginners. We have seen the impact of these economic forces most sharply in the technology, information systems, and computer science programs. While IPFW's enrollment will likely always be linked to the regional economic outlook, attracting and retaining students during good times as well as bad is essential to institutional stability.

Enrollment Management Targets for Fall 2017:

Realistic enrollment targets for fall 2017 must be based upon the accomplishments of 2016 as well as an estimate of the impact of the 47 Enrollment Management action steps described above. As such, the target development process begins with fall 2016 admissions data.

As of Friday August 26, IPFW had admitted 4,550 non-dual credit students, 4.5% above the 2015 total and a five-year high. Of that total 4,421 were degree seeking students, up 3.3% above the 2015 total. Direct from high school admits totaled 3,190, 0.7% above 2015 and also a five-year high. Transfer admits were up 9.0% over 2015 at 720. Re-entry admits were up 13.9% over 2015 at 360, and adult admits were up 65.4% at 91, also a five-year high.

The admissions goal for fall 2017 is 5,000 undergraduate degree seeking students distributed across the degree seeking admissions categories.

Admissions Goals Fall 2017			
Category	2016 Total	2017 Target	% Change
High School	3,190	3,625	+13.6%
Transfer	720	750	+4.2%
Re-entry	360	400	+11.1%
Re-admit	60	100	+66.6%
Adult	91	125	+37.4%
Total	4,421	5000	+13.1%

In order to set appropriate new student enrollment targets it is necessary to project reasonable yield rates for each of the admission categories based upon historical data.

New Student Enrollment Goals Fall 2017			
Category	Admissions Target	Projected Yield	Enrollment Target
High School	3,625	45%	1631
Transfer	750	75%	562
Re-entry	400	70%	280
Re-admit	100	85%	85
Adult	125	60%	75
Total	5000	53%	2633

Achieving these enrollment targets for fall of 2017 will result in an 11.8% increase in new students. This is an extremely aggressive set of targets. I am confident, however, that with a fully staffed and well-led Admissions Office, working in close collaboration with SST and the academic units, these goals are within reach.

Fall 2017 New Student Enrollment Goals vs. Fall 2016 Data			
Category	Fall 2017 Target	Fall 2016	% Change
High School	1631	1465	+11.3%
Transfer	562	532	+5.6%
Re-entry	280	251	+11.6%
Re-admit	85	51	+66.6%
Adult	75	56	+33.9%
Total	2633	2355	+11.8%

International Student Targets:

International students provide an important special population that IPFW has targeted for strategic growth. Historically new international matriculants have varied from 60 to 115 per year. For fall 2016 69 new international students enrolled.

Enrollment Goals

For fall 2017 a goal has been set of 135 new international students. Projecting a very conservative yield rate of 60%, achieving a goal of 135 new students will require 225 admitted international students. Based upon historical trends and current economic and political conditions the following country of origin targets have been established:

Country of Origin	2017 New Enrolled Students
China	60
India	20
Vietnam	15
Korea	10
Malaysia	5
Taiwan	5
Bangladesh	5
All Others	15
Total	135

Purdue Redirects

One of the most critical factors in achieving success in expanding international students is the Purdue West Lafayette international student redirect process. For the fall 2016 class of international students redirected applications from PWL fell by -21.5% and redirected admissions by -16.3%. This step backwards must be rectified for fall 2017 international beginners. The targets for China and India are particularly sensitive to the Purdue redirect process.

Enrollment Projections for Fall 2017 through Fall 2020:

Projection Assumptions

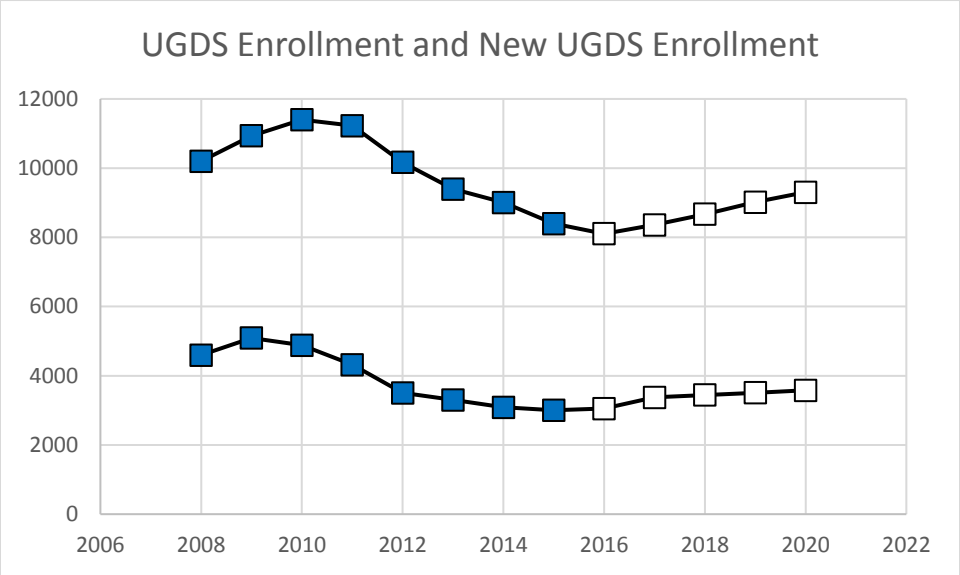
This enrollment management plan has set a very aggressive goal of +11.8% growth for fall 2017 new student enrollment. New students enrolling a in fall term typically comprise between 77% and 80% of the annual new student total which includes spring term and summer degree seeking beginners. Using an estimated mix of 78% fall and 22% spring and summer we would project 3,375 new degree seeking students for academic year 2017-2018 if the +11.8% growth is achieved. In future years a more conservative growth rate of 2% is used.

During academic year 2015-2016 IPFW experienced a graduation rate (baccalaureate + terminal associates and certificates) of 16.7%. Graduation rates have grown from 10.1% in academic year 2008-2009 to the 2015-2016 value. It is unreasonable to expect IPFW to sustain such a high graduation rate once the post-recessionary wave of students has moved through the system. Projecting a graduation rate of 16% for 2016-2017, 15% for 2017-2018, and 14% for subsequent years represents a conservative estimate.

Finally, if we are able to implement all of the actions intended to improve student retention with full fidelity we would anticipate the stop-out rate to continue to decline. However, there is a positive correlation between institutional stop-out rate and the percentage of the total student body that are first year students. First year students are retained at a lower rate than those students who have successfully transitioned to the second or third year. As such, a conservative estimate is that the two effects will balance – our retention action steps will offset the projected increase in stop-out rate associated with larger freshman classes – and our institutional stop-out rate will remain constant at 22.5%.

Forward Model

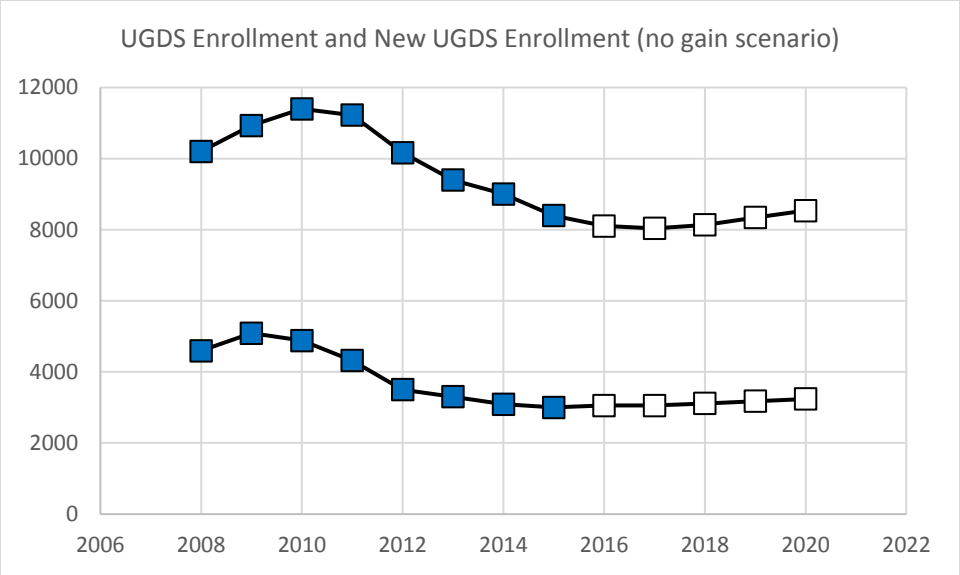
Building a forward model based upon the targets and assumptions outlined above allows for calculating IPFW enrollment projections.



The upper curve is fall undergraduate degree seeking enrollment, the lower curve is total newly enrolled students. The blue data points represent observations, the white data points are projections based on the model targets and assumptions. The projections can also be expressed in table form where the shaded cells are observations and the open cells are projections.

Fall Term	Fall New	Total New	UGDS Enrollment	% Change
2015	2313	3003	8396	-6.8%
2016	2382	3053	8103	-3.5%
2017	**2633**	3375	8359	+3.2%
2018	2685	3442	8668	+3.7%
2019	2738	3510	9015	+4.0%
2020	2792	3579	9304	+3.2%

Achieving the target for fall 2017 is critical to the long-term growth of enrollment at IPFW. If all of the action steps to grow new student enrollment fail and the fall 2017 class of new students does not grow above the 2016 level of 2,382, what is the impact on future enrollment at IPFW?



Holding all other assumptions constant we see that the inflection from declining to increasing enrollment is delayed by one year and the rate of subsequent growth in enrollment is significantly slower in 2018 through 2020.

Fall Term	Fall New	Total New	UGDS Enrollment	% Change
2015	2313	3003	8396	-6.8%
2016	2382	3053	8103	-3.5%
2017	**2382**	3053	8037	-0.8%
2018	2429	3114	8138	+1.3%
2019	2477	3175	8343	+2.5%
2020	2526	3238	8536	+2.3%

The only scenario that would predict ongoing declines in student enrollment past fall of 2017 would require fall 2017 new student enrollment to drop. An outcome that would certainly result from a dissolution of the current IPFW governance structure.

Appendix L:
Annual Program Review Template

Academic Program Review Annual Report Outline and Template

Department Annual Report (outline)

I. Unit Goals/Progress/Accomplishments: focus on department/program accomplishments.
II. Program Viability and Enrollment Management: includes viability metrics, departmental enrollment management plan and departmental performance toward meeting enrollment management goals (supported by enrollment management report provided by Institutional Research).
III. Faculty, Student, and Staff Accomplishments: focus on individual accomplishments that provide evidence of advancing or enhancing program quality
IV. Alumni Accomplishments
V. Resource allocation recommendations

Department Annual Report (template)

Section 1: Unit Goals/Progress/Accomplishments[1]

In Table 1 list Unit Goals from the Five Year Plan and additional goals established for the current year, describe actions implemented to help achieve goals, and provide evidence of how the actions taken contribute to goal achievement.

Table 1: Progress in Accomplishing 5 Year Goals

Unit Goal[2]	**Action Items**	**Evidence of Progress to Goal (performance relative to action item)**

[1] This section does not include enrollment goals. Enrollment goals are reported in Section 2.
[2] In transition prior to development of 5 year strategic plan, use USAP Yr. 1 and 2 Reports

Section 2: Evaluation and Planning Program Viability

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

Table 2a – Fall Program Demand

Fall Semester	Demand (New to Major)	Majors (New plus Continuing)	Graduates
2015			
2014			
2013			
2012			
2011			

Table 2b: Fall Viability Metric Ratios

Fall Semester	Graduation Efficiency	Student Attrition	Growth Trend
2015			
2014			
2013			
2012			
2011			

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					In Major	*Out of Major*	
2015							
2014							
2013							
2012							
2011							

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)				
			2011	2012	2013	2014	2015
New Majors							
Retained in Major							
Retained at IPFW							
Total Majors							
Graduated in Major							
Stopped Out							

Section 3: Faculty/Staff/Student Accomplishments

1. Scholarship and Creative Endeavor
2. Teaching and Learning
3. Service

Section 4: Alumni Information

In this section discuss how your program is contributing to the ongoing success of its graduates. Include information such as survey information (e.g. First Destinations Survey), alumni career accomplishments, employment information, and professional and graduate school enrollment

Supporting Documents

1. 5 Year Strategic Plan for Unit (produced at last program review). For programs transitioning to the new Program Review Process, the two USAP reports (or, a unit strategic plan developed for the period) should be included.
2. Enrollment Management Plan: The enrollment management plan should include targets for:
    a. total students enrolled in program,
    b. new students in the program defined as an annual cohort (i.e. defines cohort as students accepted into program in current academic year),
    c. retention within cohort,
    d. aggregate retention for majors,
    e. progress toward degree, and
3. Student Flow Report
4. First Destinations Survey (Career Services)
5. Alumni Survey (5 Year) – recommended as future requirement for all programs

Appendix M:
OAA Memorandum 16-2

In Senate Document SD 93-26, the IPFW Faculty Senate made the Office of Academic Affairs (OAA) responsible for the review of each academic unit (i.e., college, school, division or department) on a recurring schedule. OAA is to develop general guidelines for a process in which the administration, faculty, and staff of each academic unit are to be actively involved in the "organization, conduct, and analysis of the review." To conclude the process, OAA is to provide feedback to the unit under review and make an annual report on the review process to the Faculty Senate.

This document revises and supersedes OAA Memorandum 12-1 "Guidelines for Review of Academic Programs" in light of subsequent review process experience.

Operating Principles. The review process is based on the following operating principles:

PURPOSE & SCOPE

1. The purpose of the review is the enhancement of academic program quality and institutional accountability. An informed assessment of the program provides a basis for planned change.
2. Programmatic review will be undertaken at the departmental level. For all other degrees, certificates, minors, and concentrations that are not housed within a specific department, the appropriate administrator (dean or VCAA) will consult with the principal faculty and staff members to determine how the programmatic review will be assigned and undertaken.

CONTENT

1. The associated document entitled "Framework for Program Review" provides guidance on information to include in the departmental self-study.
2. The self-study report culminates in an analysis of program strengths and weaknesses and recommendations for future improvements. A schedule of improvement activities including milestones and resources needed should be included. The self-study report must be accessible to readers outside the discipline.

PROCESS

1. Departments are reviewed on a seven-year cycle, unless aligned with a discipline-specific accreditation schedule. The cycle will be circulated by the Director of Assessment (DOA).To avoid the overlapping efforts of program review and accreditation, departments with accredited programs will consult with the VCAA and the Dean as to the nature and the frequency of their self-study.
2. The OAA provides support for the review, including a planning workshop for program review committee members, and contributes to the cost of external reviewers. OAA staff can also assist the department by providing access to in-house consultants, reviewing preliminary drafts of the self-study report or providing other assistance as needed.

3. The program review is based on a self-study report prepared by the department faculty and staff.
4. The self-study primarily will be based on the Departmental Profile provided by Institutional Research, and the annual departmental assessment report, and the annual departmental report. For departments and programs completing their program review prior to Academic Year 2023-24, the 2014-15 and 2015-16 USAP Reports will serve as the first two annual reports. The department will submit the self-study to the dean or his/her designee for comments and feedback. Departments will be given a time frame to make revisions based on the feedback provided, and submit a revised self-study to the dean or his/her designee.
5. The department will submit the self-study to the dean or his/her designee for comments and feedback. Departments will be given a time frame to make revisions based on the feedback provided, and submit a revised self-study to the dean or his/her designee.
6. A peer review team comprised of at least two individuals, all external to the university, will be appointed by the dean after consultation with the department chair and the OAA.
7. The peer review team, after being sent the revised self-study, will conduct its review which includes an on-site visit. The team also will submit a report to the department which subsequently will be included as an appendix in the final self-study report.
8. The department will prepare a final self-study report after consideration of the feedback from the peer review team. The report is then submitted to the dean and the VCAA.
9. The department will meet with the dean and the VCAA to discuss the findings and the plan of action. The results of the meeting will be documented by the dean and/or VCAA and sent to the department chair.
10. A suggested timeline for the program review is presented at the end of this document.

OUTCOMES

1. The departmental plans will be taken into consideration as part of the annual planning and budgeting processes at the school/college/campus levels. Deans will have responsibility for tracking the process of implementing the recommendations.
2. The department will describe progress of their action plan as part of the annual reporting process.

TIME LINE

January: The process is initiated by the Director of Assessment, confirmed by VCAA & dean

February - March: Office of Academic Affairs provides planning workshop

March – April: Department commences self-study by collecting and organizing relevant documents.

April - December: Department conducts self-study and documents findings in a draft self-study report

November: Peer review members are identified and contacted.

December: Department submits the draft self-study report to dean.

January: Dean or his/her designee reads self-study and forwards comments to department.

February: Department revises the draft report and addresses all comments. The final self-study report is submitted to the dean.

Early March: External peer review team visits campus to review self-study report.

Early April: Peer review team submits their report to the department.

May: Department submits final self-study report to the dean and VCAA.

Early September: Department meets with dean and VCAA.

Late September: Documentation is provided to the department.

Carl N. Drummond
Vice Chancellor for Academic Affairs

Appendix N:
OAA Memorandum 16-3

Framework for Program Review

Indiana University Purdue University-Fort Wayne

Three reports (annual departmental reports, annual assessment reports, and the institutional profile) should be carefully analyzed and reflection provided. Feedback received from the annual departmental report and assessment reports should be referenced in your report. The program review document (excluding appendices) should not exceed 25 pages.

Program Context: Provide information that will help in understanding the program. Potential topics include:

- History of the program
- Program demand/niches (e.g., industry/community need, service courses, Gen Ed offerings)
- Accreditations & licensures
- Curriculum (e.g., professional standards, advisory boards, disciplinary trends)
- Major program changes since last review

Departmental Profile: Using reports provided by Institutional Research, review the following information and trends:

- number of degrees awarded
- credit hours generated
- number of majors and faculty
- resources/budget
- recruitment and retention rates
- graduation rates

Analyze the trends and the impact: how do these align with national and/or regional trends?

Strategic Direction: Using the departmental USAP report(s), reflect on and answer the following questions:

1. How have your goals aligned and supported the mission of the department, college/school, and university?
2. How have they aligned with the strategic direction of the department, college/school, and university?
3. What goals have been achieved? (Provide evidence (e.g., metrics used) to support your conclusions.)
4. Have you received additional resources to assist in accomplishing unit goals? If so, how have these resources been used/allocated? What impact did they have on reaching your goals?

5. What needs have you identified that have not been met? How has that influenced your program?

Student Learning: Using the annual assessment report(s), reflect on and answer the following questions:

1. What are your program's learning outcomes?
2. Are the program learning outcomes aligned with discipline practices and with the Baccalaureate Framework?
3. Are program learning outcomes current, relevant, and measurable?
4. Are the assessment data adequate? Are they aligned with the learning outcomes? Provide specific examples.
5. What has been learned from an examination of the data? Provide specific examples.
6. Describe how your assessment data are being used to improve student learning and achievement.
7. Based on your assessment findings, what additional resources/facilities (departmental or campus) are needed to improve learning?

Faculty: Using appropriate departmental reports, address the following:

1. Assess all faculty (all ranks and Limited Term Lecturers) in terms of qualifications: teaching; research, scholarship and creative endeavor; and service/engagement. How does this staffing impact the delivery of the program?
2. Assess department, college/school, and campus-level support for all faculty development (e.g., mentoring, promotion and tenure criteria and processes, governance issues).

Students and Alumni: Highlight significant student and alumni accomplishments.

Other comments: Please discuss any other topics not adequately covered in the sections listed above (e.g., support to other academic units, staffing, diversity initiatives, outreach activities).

5-Year Improvement Plan

Based on this review, please provide a 5-year improvement/maintenance plan. Include in your plan: strengths, areas needing improvement, challenges/concerns, and recommendations/plans of action (include resources needed).

APPENDICES

The following items should be included as appendices of the review along with any other pertinent materials.

- Unit assessment reports of student learning and feedback on these reports (from the time of the last program review to the present)
- Institutional Research (IR) data (the most recent profile)
- Unit annual reports (from the time of the last program review to the present)

The unit annual report shall consist of:

- Unit Goals/Progress/Accomplishments
- Program Viability and Enrollment Management metrics, discussion, and planning
- Faculty, student and staff significant accomplishments in the areas of
    - Scholarship and creative endeavor
    - Teaching and learning
    - Service
    - Above to include items not included in USAP goals

- Alumni information such as
  - Survey information
  - Career accomplishments
  - Employment
  - Professional and graduate school enrollment
- Resource allocation recommendations

Once completed, the following should also be included:

- Peer review team's report

Carl N. Drummond
Vice Chancellor for Academic Affairs

Appendix O:
Administrative Program Review Draft Outline and Implementation Timeline

Outline of Annual Reporting and Program Review for Administrative Units

I. The Administrative Unit Strategic Plan (AUSP):

The AUSP is an extension of the two annual USAP Reports completed in 2015 and 2016. These two plans will form the foundation for developing the initial AUSP. The AUSP is designed as a five year strategic plan that resides in a seven year cycle. The last two years of the seven year cycle are the period in which the Administrative Unit will develop a Program Review. Units may choose to establish a new set of strategic initiatives if they are better suited to the realignment process in the initial years.

II. Administrative Unit Outcomes:

Administrative Unit Outcomes are a series of statements defining what a unit will accomplish. They flow out of the Administrative Unit Strategic Plan.

III. Administrative Unit Performance Plan (AUPP):

- Describes action steps planned to achieve AUO;s
- defines how achievement of AUO's will be measured
- establishes performance targets relative to outcomes over a five year period

IV. Administrative Unit Annual Assessment Report (AUAR):

The AUAR provides a structured reporting process for administrative units. The report is an annual assessment of administrative unit performance toward goals expressed as achievement of the Administrative Unit Outcomes (AUOs).

V. The Administrative Unit Program Review (AUPR):

AUPR is an administrative unit self-study conducted in year six culminating in the development of a list of strategic initiatives for the next five year cycle in year seven. The AUPR includes a peer review process providing the opportunity to benefit from the insight of a similar operating unit.

Developmental Timeline for Annual Reports:

Year 1a: (July 1, 2017-December 2017): All administrative units will either

1. Combine and summarize the strategic action items from USAP Year 1 and 2 Reports as a set of AUO's, or develop AUO's for the Unit
2. Develop an assessment plan to measure performance relative to AUO's, and
3. Develop targets for expected performance relative to AUO's for the next few years.

Year 1b: (January 2018 – July 2018)

1. Gather data for three of the AUO's selected
2. Analyze data
3. Make recommendations (Action Plan)

Year 2: First Full Cycle for process begins July 2018 and ends in June 2019

Year 3: Begin the Program Review Process – Select Units for program review, provide workshops, etc.

Administrative Program Review Process

The Administrative Program Review Process is structured to provide two levels of review, consistent with the Academic Program Review Process. As described in the Unit Program Review Outline, each administrative unit prepares an annual report. Unit level reports will be reviewed by a Major Unit Evaluation Team selected by the Vice Chancellor (or designee) charged with managing the unit. The Major Unit Evaluation Team will prepare an annual report (The Major Unit Evaluation Report) for review by the University Administrative Assessment Committee. The Major Unit Evaluation Report will include:

1. A summary report for the units within the Unit,
2. Unit letters describing the evaluation of the Unit's Annual Administrative Assessment Report, and
3. Unit Annual administrative Assessment Reports (as an appendix)

The Unit Administrative Assessment Committee will evaluate the Major Unit Evaluation Reports and provide feedback to the Major Unit Evaluation Team.

The Assessment Office will design and deliver training to all Administrative Units and train the Major Unit Evaluation Team on evaluating the reports using the Administrative Annual Review Rubric.

Appendix P:
Faculty Profiles

Appendix P:

Fall 2016 University Teaching Faculty Profile

Faculty Category	Faculty Class	Faculty Headcount	Undergraduate Course Sections	Graduate Course Sections
Full- Time	Tenured	217	651	95
	Tenure Track	69	220	64
	Continuing Lecturer	61	286	5
	Clinical	31	94	11
	Visiting	17	45	6
Part-Time	Limited Term Lecturer	313	553	9
IU Faculty	IU Faculty	14	24	0
GA/Fellowship	Fellowship	1	3	0
	Graduate Assistant	18	13	0
	Graduate Student Assistant	1	3	0
	Graduate Teaching Asst.	45	88	0
Admin/Professional	Admin/Prof	28	36	0
	Fire/Police Mgt	1	1	0
	Service	1	1	0
	Temporary	6	2	0

Appendix Q:
Senate Document 15-6

MEMORANDUM

TO:	Fort Wayne Senate
FROM:	Jane Leatherman, Chair Educational Policy Committee
DATE:	September 30, 2015
SUBJECT:	Restatement of 98-22 Assessment of Student Academic Achievement
DISPOSITION:	To the Presiding Officer for implementation
RESOLVED,	That the proposed plan for the assessment of student academic achievement be adopted.

TO: Educational Policy Committee (EPC)
Cigdem Gurgur, Chair

FROM: Assessment Council
Michelle Drouin, Chair

DATE: 04-07-2015

SUBJECT: Superseding Senate Document 98-22 and all subsequent amendments

DISPOSITION: To the EPC for review and approval; upon approval to the presiding officer for implementation

WHEREAS, the rigor and specificity of external requirements for programmatic assessment of student learning have increased since the approval of Senate Document 98-22 and subsequent amendments

WHEREAS, the current assessment plan does not provide adequate guidance for academic units to comply with external requirements

WHEREAS, the Assessment Council wishes to create an authentic assessment strategy that integrates assessment, teaching and learning to better support student success and degree quality

BE IT RESOLVED that the Senate approve the attached document, which supersedes Senate Document 98-22 and all subsequent amendments with the new “Plan for the Assessment of Student Academic Achievement”.

Proposed Restatement of 98-22 Assessment of Student Academic Achievement

Indiana University – Purdue University Fort Wayne

March 2015

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The Plan for the Assessment
Of Student Academic Achievement

I. Introduction

The plan for assessing and documenting student academic achievement is the result of enabling legislation adopted by the Fort Wayne Senate (SD 98-7), November 9, 1992, upon recommendation of the Educational Policy Committee. The implementation of the plan for assessment of student academic achievement was further defined in SD 94-13 which was adopted 12-12-94 and amended 2- 10-97. The policy included a plan for assessing the general education program, administering assessment programs for degree and certificate programs, and forming an Assessment Council as a successor to the Steering Committee for Assessment of Student Academic Achievement (SCASAA).

SD 98-22 updated SD 94-13 and in May 2003, SD 03-02 was approved to amend SD 98-22. Advances in assessment practice and changes in both Regional Accreditation Requirements and Professional Accreditation Practices since 2003 and changes in responsibility for general education assessment at IPFW require changes the institutional assessment plan.

The assessment plan described in this document reflects best current practices in assessment, emphasizes a strategy that integrates assessment in the teaching and learning process to improve student achievement relative to stated student learning outcomes (SLOs), articulates a consistent assessment framework for all academic programs, and aligns assessment of student learning from the IPFW Baccalaureate Framework through the College and Academic Program Outcomes to course level assessment of student learning.

II. Mission and Goals

Colleges, academic departments and programs define academic goals relative to mission, consistent with academic standards and practices defined by disciplinary, interdisciplinary and professional communities within and outside of the university and aligned with the IPFW Baccalaureate Framework. Student Learning Outcomes (SLOs) operationalize academic learning goals through defining knowledge, skills and values expected of students as specific and measurable statements. Assessment of Student Learning examines how and/or the extent to which students achieve SLOs. Conclusions about the achievement of program goals, obtained through assessment of student learning are expected

to lead to the improvement of academic programs and continual improvement of student learning relative to SLOs defined by colleges, academic departments and programs. The IPFW Assessment Plan provides a common framework for programmatic assessment of student learning for all colleges, academic departments and programs at IPFW.

III. The IPFW Assessment Plan

The IPFW Plan for the Assessment of Student Academic Achievement is a framework for assessing student learning at IPFW. The Plan builds on the stated Mission and Goals to document student academic achievement in all academic programs, including the general education program, certificate programs and degree programs. The IPFW Plan for the Assessment of Student Academic Achievement aligns with "Core Component 4B of Criterion Four. Teaching and Learning: Evaluation and Improvement" of the Higher Learning Commission for the Assessment of Student Learning and with requirements of Professional Accreditor's of Academic Programs. (Appendix A).

All academic programs, including the general education program, certificate programs and degree programs will develop and implement a program level assessment plan consistent with the IPFW Principles of Assessment (Appendix B) that includes:

a. Stated Student Learning Outcomes (SLOs) for the academic program.
b. For Baccalaureate programs, a document detailing the general alignment of stated SLOs with the "Framework for the IPFW Baccalaureate Degree".
c. A Curricular Map detailing the progression of student achievement relative to the SLOs through a core group of courses identified by the academic program.
d. Assessment of SLOs through Interim Internal Measures, External Measures and other measures specific to the academic program (Appendix C).
e. A statement of how assessment findings will be used to improve student achievement in the academic program.

Should individual colleges develop common learning outcomes for all academic programs, the College is responsible for providing their Assessment Plan to the Assessment Council for review.

IV. Annual Reports

Academic programs, including the general education program, certificate programs and degree programs will prepare an annual report of assessment findings (The Academic Department Assessment Report). Each Academic Program will submit a copy of the Academic Department Assessment Report to the office of the College Dean. Each College will establish a College Level Assessment Committee to review the Academic Department Assessment Reports guided by the IPFW Assessment Review Worksheet (Appendix D). The College Level Assessment Committee will provide a summary report detailing departmental means for all sections of the IPFW Assessment Review Worksheet and their recommendations for each Academic Unit and submit all completed IPFW Assessment Review Worksheets and the Academic Department Assessment Reports for all departments to the Assessment Council by January 15. Colleges that establish common learning outcomes for all departments will provide a college-level assessment report to the Assessment Council consistent with the framework presented in the IPFW Assessment Review Worksheet for review.

Consistent with the IPFW Assessment Review Worksheet, the Academic Department Assessment Report will include:

a. Clearly stated Programmatic Student Learning Outcomes (SLOs) defining the knowledge, skills and, where appropriate for specific academic departments, values expected of students completing the academic program.
b. A description of how the SLOs align with the IPFW Baccalaureate Framework.
c. A Curricular Map identifying the level of achievement relative to the SLOs, expected of students in common courses or experiences within the curriculum.
d. A description of assessment activities and measures for the current academic year.
e. A summary of student achievement relative to the expected SLOs for the current academic year including a summary of prior year assessment findings and a description of changes made as a result of assessment findings and feedback from the College Assessment Committee and the Assessment Council.
f. A description of how results are disseminated to faculty and other stakeholders.
g. A description of how assessment results will be used to improve the program.

The Assessment Council will review the completed College Level IPFW Assessment Review Worksheet Means and the College Level Assessment Report guided by the

Assessment Council Worksheet (Appendix E). The Assessment Council will review samples of the Academic Department Assessment Results to evaluate the quality and consistency of the College Level Assessment Report. The Assessment Council reserves the option to refer the College Level Assessment Report back to the College Assessment Committee if the report is incomplete or does not adequately evaluate the quality of the Academic Department Assessment Reports. The Academic Department Assessment Reports, The IPFW Assessment Review Worksheets and the Assessment Council Worksheets will be reviewed and archived to meet internal and external requirements as follows:

a. Each Academic Department will complete The Academic Department Report for the academic year. The Report will be organized to align with the IPFW Assessment Review Worksheets.
b. The College will review all Academic Department Reports and complete the IPFW Assessment Review Worksheet for each Academic Department and produce a College Level Assessment Report following the College Level Assessment Reporting Framework (Appendix E).
c. The Assessment Council will review the College Level Assessment Report, College Level IPFW Assessment Review Worksheets, review a sample of the Academic Department Assessment Reports and provide a Report to each College summarizing findings on the quality and substance of assessment activities and detailing recommendations to improve the overall assessment efforts of the College.
d. The Assessment Council and Director of Assessment will provide a copy of the Assessment Council findings and recommendations to the College Dean, the College Assessment Committee and the Vice Chancellor of Academic Affairs (Appendix F).
e. The Director of Assessment will maintain an electronic archive of the College Summaries, Academic Department Assessment Reports and the completed IPFW Assessment Worksheets.

The General Education Sub-Committee will prepare a General Education Assessment Report of the general education program for review by the Assessment Council. The report will follow the guidelines established for Academic Department Assessment Reports. The Assessment Council will evaluate the General Education Assessment Report guided by the IPFW Assessment Worksheet). The Assessment Council will provide the completed IPFW Assessment Worksheet and recommendations to the General Education Sub-Committee and Vice Chancellor for Academic Affairs.

V. ADMINISTRATION OF THE PLAN

A. Purpose

The administration of the plan for assessment of student academic achievement includes monitoring compliance with the provisions of the IPFW assessment plan, reviewing the translation of assessment data into improved academic achievement in general education and in the academic majors, and proposing revisions in the campus, General Education, and program assessment plans as experience and changing academic goals warrant.

B. Responsibility

1. Responsibility for establishment of a plan for the assessment of student academic achievement is assigned to the Assessment Council by the Fort Wayne Senate.

2. Responsibility for the administration of the campus plan for the assessment of student academic achievement belongs to the Vice Chancellor for Academic Affairs and is assigned by the Vice Chancellor to a Director of Assessment or other Designee as Determined by the Vice Chancellor who shall be advised by an Assessment Council.

3. Responsibility for the department/division/program assessment plan belongs to the chair/director, through the governance processes of the department/division.

4. The College Dean is responsible for ensuring all departments, divisions and programs annually assess student learning, prepare the Academic Department Report organized consistently with and addressing all areas of The IPFW Assessment Review Worksheet. The College Dean will appoint a group of faculty members to review the Academic Department Reports and to complete IPFW Assessment Review Worksheets for all Academic Departments in the College. The Dean will submit completed Assessment Review Worksheets to the Assessment Council according to a timetable determined by the Academic Officers Committee.

5. The Chair of the General Education Sub-Committee is responsible for ensuring the General Education Program is assessed annually. The General Education Sub-Committee is responsible for preparing the Academic Department Report for the General Education Program annually and submitting the report to the Academic Council for review according to a timetable determined by the General Education Sub-committee.

VI. The Assessment Council

A. Responsibilities

The Assessment Council shall review the completed IPFW Assessment

Review Worksheets for each College and complete the Assessment Council Worksheet (Appendix E) for each College. The Council will review a sample of Academic Department Assessment Reports. Based upon the review, the council shall also make recommendations to the Vice Chancellor, the Educational Policy Committee, colleges, academic departments, or other university committees and councils, as appropriate. Recommendations to the EPC should relate to how the assessment plan should be amended and recommendations to the VICE CHANCELLOR FOR ACADEMIC AFFAIRS should relate to how IPFW should allocate resources in the short- and long-term to advance student academic achievement. Recommendations to colleges, academic departments, and to departments/programs that do not report through a college should address possibilities for enhancing the units' assessment activities, overall process, curricular alignment, and progress in improving student achievement relative to stated learning outcomes. In addition, the council shall incorporate its findings and recommendations in an annual report through the Educational Policy Committee to the Fort Wayne Senate about the status of the assessment of student academic achievement and its effectiveness in improving student learning. The Assessment Council will provide training for the College Level Assessment Committees.

B. Composition

The Assessment Council shall consist of the Director of Assessment, a non-voting Academic Affairs staff member designated by the VICE CHANCELLOR FOR ACADEMIC AFFAIRS, the chair of the General Education Subcommittee, a representative from the Educational Policy Committee, a representative from each College of the University and one representative each from General Studies, Helmke Library, and Student Affairs. The College members shall be faculty with responsibility for assessment in their departments or schools, selected for renewable three-year terms by the unit's preferred procedures. In addition, up to three "at large" members may be selected by the VICE CHANCELLOR FOR ACADEMIC AFFAIRS in consultation with the Assessment Council to address university needs.

Appendix A: Alignment of Assessment Plan with HLC Criteria 4B and the IPFW Baccalaureate Framework

1. **Higher Learning Commission Criterion Four, Core Component 4 B.**

   The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

   1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
   2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
   3. The institution uses the information gained from assessment to improve student learning.
   4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

2. **IPFW Baccalaureate Framework.**

The IPFW faculty has identified six foundations of baccalaureate education.

Acquisition of Knowledge
Students will demonstrate breadth of knowledge across disciplines and depth of knowledge in their chosen discipline. In order to do so, students must demonstrate the requisite information- seeking skills and technological competencies.

Application of Knowledge
Students will demonstrate the ability to integrate and apply that knowledge, and, in so doing, demonstrate the skills necessary for life-long learning.

Personal and Professional Values
Students will demonstrate the highest levels of personal integrity and professional ethics.

A Sense of Community
Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international

communities. In so doing, students will demonstrate a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.

Critical Thinking and Problem Solving
Students will demonstrate facility and adaptability in their approach to problem solving. In so doing, students will demonstrate critical-thinking abilities and familiarity with quantitative and qualitative reasoning.

Communication
Students will demonstrate the written, oral, and multimedia skills necessary to communicate effectively in diverse settings.

These foundations provide the framework for all baccalaureate degree programs. The foundations are interdependent, with each one contributing to the integrative and holistic education offered at IPFW.

APPENDIX B. IPFW Principles of Assessment

The IPFW plan for the assessment of student academic achievement is based upon the principles of assessment established by the North Central Association, principles of sound research methodology, and principles of educational and administrative philosophy that are part of the traditions of the institution. The principles have guided the construction of the plan, are embedded in the administration of the plan, and will guide changes to reflect knowledge gained from assessment and changes in policies and circumstances at the institution.

The underlying principles are:

1. The plan is linked to the mission, goals, and objectives values, and vision of the institution.

2. The plan is institution-wide in conceptualization and scope.

3. The plan is designed to foster institutional improvement, benefiting both students and programs through intentional linkages between institutional goals**,** program goals, and efforts to improve students' achievement of those goals.

4. The plan is designed to ensure institutional improvement and to improve the assessment plan itself.

5. The data and conclusions generated through assessment are intended to improve the institution and programs rather than evaluate individual students.

6. The tasks of developing, administering, and improving the components of the assessment program are delegated to the unit best qualified to consider each component of the plan (See Section IV, Parts A & B for guidelines).

7. Faculty responsibility for assessment is ensured by intentional linkages between the plan and the institution's established patterns of governance and administration.

8. The assessment plan is coordinated integrated with related ongoing institutional practices that promote learning, such as general education assessment, USAP**,** program review and accreditation. Senate Document SD 98-22 Supersedes SD 92-7 Supersedes SD 94-13 (Approved, 4/12/1999) (Amended, 10/16/2000) (Amended, 10/28/2002) (Amended, 9/8/2003).

9. The assessment plan requires multiple measures of student academic achievement in order to overcome the limitations of any single source of evidence about achievement.

10. The assessment plan is considered to be dynamic rather than fixed. Experience with assessment and the effectiveness of the plan will lead to modifications by units of their plans.

APPENDIX C. Examples of Assessment Measures

1. Examples of Interim Measures

a. Review for admission to an advanced stage of the program

b. Assessment of Student Learning Outcomes (SLOs) measured at critical points in the curriculum (e.g. course embedded measures, projects, performances, item analysis, primary trait analysis, etc.).

c. Portfolio reviews

d. Curriculum embedded measures and common assignments linked to program SLOs.

e. Mid-program examinations

2. Examples of Internal Measures at or after Graduation

a. Comprehensive examinations (with items linked to SLOs and performance levels)

b. Senior papers, design projects, or juried performances

c. Portfolio reviews

d. Capstone course measures, linked to program SLOs

3. Examples of External Measures at or after Graduation

a. Evaluations of achievement conducted by visitors

b. Performance on licensing, certification, and registration examinations

c. Performance on standardized examinations

d. Graduate and alumni evaluations of achievement of program goals

e. Employer evaluations of achievement of program goals and of preparation of graduates

f. Graduate and professional school acceptance rates

g. Review of external community council

Appendix D: IPFW Assessment Progress Worksheet (Adapted from JMU Assessment Progress Template)

I. Clearly Stated Programmatic Student Learning Outcomes (SLOs)				
	Exemplary 3	**Acceptable 2**	**Developing 1**	**Score**
Clarity and specificity	All SLOs are stated with clarity and specificity including precise verbs and rich descriptions of the knowledge, skills and value domains expected of students upon completing the program.	SLOs generally contain precise verbs, rich description of the knowledge, skills and value domains expected of students.	SLOs are inconsistently defined for the program, descriptions of the knowledge, skill and value domains are present but lack consistent precision.	
Student-Centered	All SLOs are stated in student-centered terms (i.e. what a student should know, think, or do).	Most SLOs are stated in student-centered terms.	Some SLOs are stated in student-centered terms.	
Expectation Level	SLOs exceed basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLOs meet the basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLOs meet only a portion of the expectations established by the University or other necessary approving organizations required of the submitting unit.	

II. Alignment with IPFW Baccalaureate Framework				
	Exemplary 3	**Acceptable 2**	**Developing 1**	**Score**
IPFW Baccalaureate Framework Alignment	Specific, clearly defined, student-centered Program-Level SLOs are aligned to all foundation areas of the IPFW Baccalaureate Framework.	Generally defined student-centered Program-Level SLOs are aligned to all foundation areas of the IPFW Baccalaureate Framework.	Program-Level SLOs are aligned to some foundation areas of the IPFW Baccalaureate Framework.	

III. Student Learning Outcomes Mapped to Planned Learning Experiences in the Academic Program (Curricular Map)				
	Exemplary 3	**Acceptable 2**	**Developing 1**	**Score**
Content Alignment	All SLOs are mapped to common classes or learning activities expected of all students completing the program.	Most SLOs are mapped to common classes or learning activities expected of all students completing the program.	Common classes or learning activities are identified for all students completing the program but most SLOs are not clearly mapped to classes or activities.	
Student Learning Development of SLOs (Learning Benchmarks)	Curricular Map clearly identifies the progression of student learning relative to all SLOs at specific points in the curriculum.	Curricular Map identifies levels of expected learning relative to most SLOs at specific points in the curriculum.	Curricular Map identifies expected levels of learning for some SLOs at specific points in the curriculum.	
Student Engagement	Classes and/or activities engage students in the work outlined in the SLOs.	Classes and/or activities engage students in the work outlined by most of the SLOs.	Classes and/or activities do not consistently engage students in the work outlined by most of the SLOs.	

IV. Systematic Method for Measuring Progress Toward Accomplishment of SLO				
	Exemplary 3	**Acceptable 2**	**Developing 1**	**Score**
Relationship between assessments and SLOs	Detail is provided regarding SLO-to-measure match. Specific items included on the assessment are linked to SLOs. The match is affirmed by faculty subject experts.	Description of how SLOs relate to assessment is general but sufficient to show alignment.	Description of how SLOs relate to assessment is incomplete or too general to provide sufficient information for use in determining progress toward SLO.	
Types of Measures	All SLOs are assessed using at least two measures including at least one direct measure.	Most SLOs are assessed using at least one direct measure.	Most SLOs are either assessed using only indirect measures or are not assessed.	
Established Results	Statements of desired results (data targets) provide useful comparisons and detailed timelines for completion.	Statements of desired results provide a basic data target and a general timeline for completion.	Statements of desired results are missing or unrealistic for completion.	
Data Collection and Design Integrity	The data collection process is sound, clearly explained, and appropriately specific to be actionable.	Enough information is provided to understand the data collection process with limited methodological concerns.	Limited information is provided about the data collection process or includes sufficient flaws to nullify any conclusions drawn from the data.	
Evidence of Reliability of Measures	Methods used to ensure reliability of findings are clearly explained and consistently support drawing meaningful conclusions.	Methods used to ensure reliability of findings are stated and generally support drawing meaningful conclusions.	Methods to ensure reliability of findings are insufficient for drawing meaningful conclusions.	

V. Reporting Results - Communication				
	Exemplary 3	**Acceptable 2**	**Developing 1**	**Score**
Presentation of Results	Results are clearly present and directly related to SLOs. Results consistently demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are present and related to SLOs. Results generally demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are provided but do not clearly relate to SLOs. Results inconsistently demonstrate student achievement relative to stated SLOs. Use of generally accepted practices for student learning outcomes assessment is unclear.	
Historical Results	Past iterations of results are provided for most assessments to provide context for current results.	Past iterations of results are provided for the majority of assessments to provide context for current results.	Limited or no iterations of prior results are provided.	
Interpretation of Results	Interpretations of results are reasonable given the SLOs, desired levels of student learning and methodology employed. Multiple faculty interpreted the results including an interpretation of how classes/activities might have affected the results.	Interpretations of results are reasonable given the SLOs, desired levels of student learning and methodology employed. Multiple faculty interpreted the results.	Interpretation of results does not adequately refer to stated SLOs or identify expectations for student learning relative to SLOs. The interpretation does not include multiple faculty.	

VI. Reporting Results – Stakeholder Involvement				
	Exemplary 3	**Acceptable 2**	**Developing 1**	**Score**
Documents and results are shared with faculty	Information is routinely provided to all faculty with multiple opportunities for collaboration to build meaningful future plans.	Information is provided to all faculty through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to all faculty or provides insufficient detail to be meaningful.	
Documents and results are shared with other stakeholders	Information is routinely provided to stakeholders (beyond faculty) with multiple opportunities for collaboration to build meaningful future plans.	Information is shared with stakeholders (beyond faculty) through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to stakeholders (beyond faculty) or provides insufficient detail to be meaningful.	

VII. Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success				
	Exemplary 3	**Acceptable 2**	**Developing 1**	**Score**
Programmatic and Curricular Improvement	Evidence reported demonstrates a consistent pattern of an integrated assessment, pedagogy and curricular approach that assesses student performance relative to SLOs, uses assessment data to make curricular and/or pedagogical changes and re-assesses learning to determine how or the extent to which the change positively influenced student learning.	Evidence reported demonstrates assessment of student learning relative to SLOs and describes curricular and/or pedagogical changes planned or made as a result of assessment of student learning. Some evidence of an emergent pattern of assess/curricular or pedagogical change/ re-assess is demonstrated.	Assessment findings are reported but insufficient evidence of curricular or pedagogical changes are present and limited or no evidence of an emergent pattern of assess/curricular or pedagogical change/re-assess is demonstrated.	
Improvement of Assessment Process (mechanics)	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and specific changes to the assessment process are detailed.	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and moderate changes to the assessment process, or general plans for improvement of assessment process are proposed.	Past and current assessment process are sporadically evaluated, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations is proposed.	

APPENDIX E: College Level Report Template for the Assessment Council Report:

The College Level Assessment Report details findings of the College Assessment Council for all Academic Departments in the College. The College Level Report Template details the organization of the report.

Section 1: Summary of Findings

The report will detail scores of each academic department for each section and subsection of the Assessment Progress Worksheet. In addition, means for each subsection across departments are reported as a separate table.

Section 2: Recommendations to the Academic Departments

The report will summarize recommendations made to each academic department as a result of the current year assessment findings.

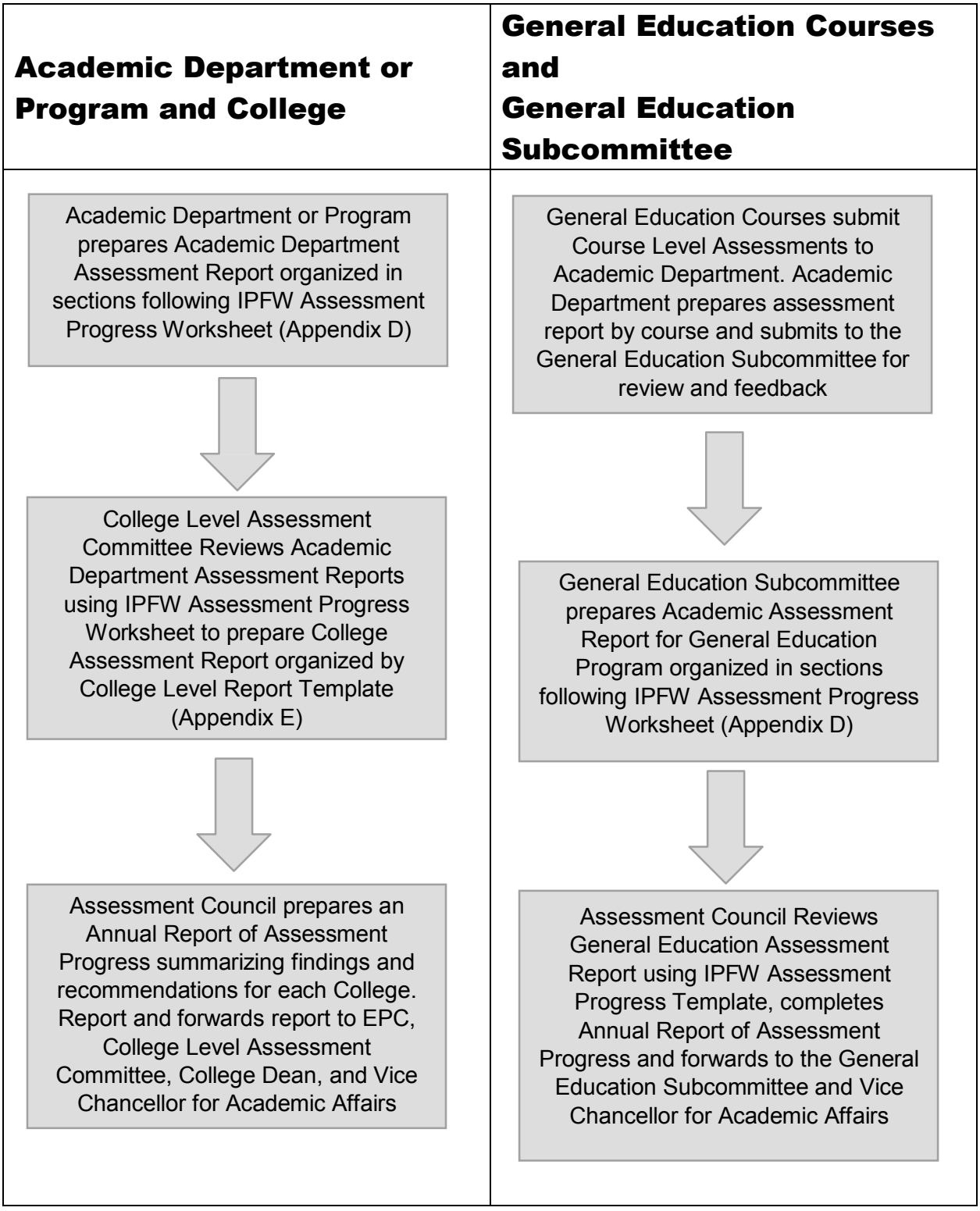
Section 3: Results of Activities related to Prior Year Findings

The report will describe results of changes made to address prior year findings. This section includes results of student learning assessments and a summary of the impact (positive or negative) of those changes in student learning.

Section 4: Conclusions and Future Directions

The concluding section provides an overall evaluation of assessment in the College and a description of any changes in process planned to improve the quality of student learning assessment across departments in the College.

Appendix F: Overview of Assessment Process and Reporting



Appendix R:
College Level Assessment Report Review Template

COLLEGE ANNUAL ASSESSMENT REPORT

Assessed Year: [ENTER YEAR]

[You can add an optional comment or delete here.]

College: Click here to enter text.

Contact: Click here to enter text.

Report Date: Click here to enter text.

ASSESSMENT
INDIANA UNIVERSITY–PURDUE UNIVERSITY FORT WAYNE
IPFW

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Tips and Hints

When you click on tip text, the whole tip is selected so that you can revise the placeholder instructional text. Edit the placeholder text and format it any way you want or cut and paste into the form field. The table of contents updates automatically as you add pages to each section in your document. To see the updates, right-click anywhere in the table of contents and select *Update field*.

Report Expectations:

The finished report should be about 4 -5 pages in length. Include as attachments:

1. Either letters to colleges describing your evaluation of their annual assessment report or the completed Appendix D Rubrics for all departments/programs in your college.
2. Attach all Departmental/Program Annual Assessment reports so that these can be published at http://www.ipfw.edu/offices/assessment/reports/reports-program.html.

Assistance:

If at any point you have questions about completing or submitting this report, please contact the Office of Assessment and Program Review.

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Section 1: Summary of Findings for all Departments/Programs

Instructions: In this box, please summarize your review of all departments. You can either do a narrative or summarize all departments within each of the departmental review rubrics and paste in this box.

SECTION 2: RECOMMENDATIONS FOR ACADEMIC DEPARTMENTS

Section 2: Recommendations for Academic Departments

In this box either report on the recommendations made to each department, or, describe how you provided feedback to the departments and append letters sent to the departments.

SECTION 3: RESULTS OF ACTIVITIES RELATED TO PRIOR YEAR FINDINGS

Section 3: Results of Activities Related to Prior Year Findings

In this box, describe changes in your review process based on last year's review and changes you expect to make in coming years based on the current year review.

SECTION 4: CONCLUSIONS AND FUTURE DIRECTIONS

Section 4: Conclusions and Future Directions

Describe, based on this years' experience, the overall quality of assessment in your college, provide recommendations for improving the assessment process at the department/program, college, and institutional level, and any additional resources your college might need to ensure that assessment is being used to improve student learning.

ATTACHMENTS

Attachments

1. Provide either letters to departments describing your evaluation of their annual assessment report or the completed Appendix D Rubrics for all departments/programs in your college.
2. Attach all Departmental/Program Annual Assessment reports so that these can be published at http://www.ipfw.edu/offices/assessment/reports/reports-program.html.

Appendix S:
ICHE Policy on IPFW

INDIANA COMMISSION for HIGHER EDUCATION

Policy on Indiana University Purdue University Fort Wayne

June 11, 2015

Preamble

Indiana University Purdue University Fort Wayne (henceforth, IPFW), which has historically been designated a regional campus by Commission policy, serves the area of the second-largest city in the state with a significant presence of business and industry. It is also unique in that it offers approximately half of its degrees from each system (Indiana University and Purdue University), whereas regional campuses offer degrees from primarily the parent institution. This campus is charged to carry out all of higher education's traditional values in teaching, research, and professional service, as well as, providing leadership to a metropolitan 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 is now being designated a Multisystem Metropolitan University.

The missions of IPFW should reflect the following defining characteristics:

1) **Profile:** IPFW serves a diverse student body 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. IPFW should offer courses through a variety of flexible delivery models and scheduling options which are designed to accommodate the unique needs of their students. The goal should be 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. Effective partnerships between high schools and IPFW can improve both completion and on-time graduation by increasing the number of students who enter college with credits earned in high school through dual credit, concurrent enrollment or Advanced Placement.

2) **Educational Responsibility:** The primary educational responsibility of IPFW is baccalaureate degree programs as well as an array of master's degrees and professional doctoral degrees that are offered in disciplines needed in the metropolitan area. Professional practice doctoral programs are offered collaboratively with a doctoral-intensive research campus already authorized to offer such a program. IPFW facilitates seamless transfer to and from other institutions through the Core Transfer Library, the Statewide Transfer General Education Core and the Single Articulation Pathways.

3) **Governance:** Except to the extent that the board of trustees of Purdue University and the board of trustees of Indiana University agree to different terms and conditions and subject to IC 21-26-5-5(b), the document titled "Amendment No. 1 to the Amended Management and Academic Mission Agreement Indiana University-Purdue University Fort Wayne" (initially effective July 1, 2014) is extended for one (1) additional year and governs the management and academic mission of IPFW through the state fiscal year ending June 30, 2016.

4) **Admissions Policy:** Qualifying documents are required (high school record, rank, GPA, etc.) but a large majority of students are admitted. Selective admissions criteria may be used for certain academic programs. Beginning in 2011, recent high school graduates were required to have a Core 40 high school diploma for admission to IPFW.

5) **Developmental/Remedial Education:** IPFW is encouraged to address student-preparedness issues through tutoring, mentoring and other programs to help students overcome skill deficiencies while placed in credit-bearing courses. IPFW may partner with the community colleges to offer remediation concurrent with student enrollment in credit-bearing courses at IPFW. IPFW should not offer classroom-based, stand-alone remediation, which is the responsibility of the community colleges.

6) **Student Residences:** To promote affordability and reduce campus costs, IPFW may offer sufficient on-campus housing to meet the student demand for such housing, subject to the existing approval requirements for any new capital requests including Commission and State Budget Committee review.

7) **Finance:** The Indiana General Assembly provides direct appropriations to IPFW based on recommendations from the Commission that are developed in consultation with Purdue University. One component of the appropriation is the State's performance funding formula, which offers IPFW more direct control over its appropriations since success in the performance metrics leads directly to a larger appropriation in the formula's output. The Commission shall ensure the performance funding formula metrics are appropriate for the characteristics of the student body enrolled full-time and part-time at IPFW.

8) **Research:** IPFW facilitates both basic and applied research primarily but not limited exclusively to research having the potential to advance the quality of life in the region in which IPFW is located and the competitiveness and recognition of the region's individuals, businesses, and other entities in global commerce and affairs.

9) **Degree Completion:** IPFW should significantly improve completion rates to ensure that students' investments and the State's investment are worthwhile and result in high quality academic credentials. A key strategy for IPFW should be to offer varying delivery models and schedules that help adult, at-risk and working students overcome scheduling and preparedness challenges and promote opportunities for these student populations to attend college full-time and earn their degrees on-time or at an accelerated pace

10) **Affordability:** IPFW should place affordability at the forefront of decisions around resource allocation.

Appendix T:
Senate Document 91-6

Senate Document SD 91-6
(Amended, 12/9/1991)
(Recommitted to EPC, 12/9/1991)
(Amended & Approved, 12/16/1991)
(Amended, 2/10/1992)

Indiana University-Purdue University Statement of Purpose: An Elaboration of the University Mission Statement

Indiana University-Purdue University at Fort Wayne [IPFW] is a state-assisted university serving Indiana's second-largest city and the surrounding region. The majority of its students (82%) are drawn from nine contiguous counties in Northeast Indiana; all commute or live nearby in nonuniversity housing. The group includes both traditional and nontraditional students; the average student age is 27; a minority (39%) are enrolled full-time.

As the only comprehensive university in the region, IPFW serves a diversity of functions for a variety of constituents. It offers an unusually wide range of certificate, associate, and baccalaureate programs, but as yet only a small number of graduate programs, all at the master's level. It also serves students who wish to take a single course or group of courses and over 13,000 students a year who enroll in noncredit programs. Since 1986-87, enrollment has increased roughly 4% a year, and headcount now exceeds 12,000. Student services have been enhanced, and, with community support, the campus has instituted an NCAA Division II athletic program.

Academically, the campus is organized into six schools or divisions. Arts and Sciences, Business and Management Sciences, Fine and Performing Arts, and Health Sciences contain departments granting both Indiana University and Purdue University degrees. Engineering and Technology offers only Purdue degrees; Education, only Indiana. Other entities, such as the Indiana University School of Public and Environmental Affairs and School of Medicine, offer programs at IPFW with varying degrees of campus affiliation. IPFW is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Individual schools and programs are accredited by appropriate agencies.

IPFW's mission has steadily evolved since the initial stages of the merger of the Indiana University and Purdue University Fort Wayne regional campuses in 1964. While the campus continues to provide Northeast Indiana with programs linked to and maintaining the special excellences of Purdue and Indiana universities, it has also emerged as a unique institution, with a growing national reputation and strong local support. Long-range goals of the campus are continued improvement of undergraduate teaching; expansion of library collections and other forms of undergraduate research support; increased academic and fiscal autonomy; expansion of facilities to accommodate increased enrollment; attraction and retention of a more heterogeneous student body; increased outside funding of faculty research; expansion of graduate programs, as warranted by identifiable regional needs; and greater integration with the economic and cultural communities of the region.

The fifth-largest public university in Indiana, IPFW has grown in size without sacrificing its commitment to faculty-student interaction in undergraduate education. Classes are relatively small; senior professors regularly teach freshmen and other undergraduate students. These strengths set IPFW off from larger research institutions, with their focus on graduate education, and make the campus particularly effective in bringing nontraditional or underprepared students into the mainstream of higher education. In planning for the future, the campus intends to emphasize this strength, defining itself as a resource not only for its region, but for other students who value the benefits of solid undergraduate teaching. Teaching quality will continue to be a major criterion for faculty compensation and promotion-and-tenure decisions; it will also continue to be recognized through awards for and other acknowledgements of distinguished teaching. To attract and retain outstanding teachers, the campus will continue its effort to bring faculty compensation to a level at least equal to that at comparable institutions.

To improve teaching, IPFW will sustain and enhance its support of undergraduate and master's-level research. The Helmke Library collection will be given support adequate for its role as a central facility for student research. The campus will also acquire the resources necessary for making computer usage a feature of university education across the curriculum.

The history of IPFW is a history of mergers. The campus has sought to meld the best and most appropriate elements of the Indiana University and Purdue University systems into a single, coherent university. Much progress has been made, and the process is continuing. IPFW seeks to be perceived as an attractive alternative for students seeking undergraduate education or, in selected programs, graduate education, regardless of their intent to study on a full- or part-time basis. Success in accomplishing this goal will be founded, in part, on the continued willingness of Indiana University and Purdue University to support the evolution of their relationships with IPFW.

Since 1964, when two academically separate regional campuses moved into a single building on the newly acquired Fort Wayne campus, IPFW has grown into a cluster of eight academic buildings, with two additional under construction, and appropriate supporting structures. A gift of additional land by a consortium of local donors has increased the size of the campus to 566 acres, including land on the east and west banks of the St Joseph River. IPFW has room to grow, and increased enrollment will necessarily lead to additional construction of classrooms and other university facilities.

IPFW has committed itself to preparing the students of Northeast Indiana for productive lives in a multi-cultural, transnational world. The campus has always given special attention to bringing university education to nontraditional students. It will continue its efforts to increase matriculation and retention of minority students--and, in a related effort, to hire and retain minority faculty. Recent enrollment increases also reflect a growing number of students from the lower 50% of their high school class, admitted under special conditions. The campus will continue its programs of academic support for these students, along with those intended for students with outstanding ability. Because diversity of student body and staff is an essential component of the university experience, IPFW also intends to attract a somewhat larger number of students from outside its region. To this end, and to accommodate verifiable local demand, campus plans include establishment of a limited number of student residences.

IPFW stresses the constructive interrelationship between teaching and research. Most IPFW faculty devote 25% of their effort to research. Some receive support from internally funded summer fellowships and grants-in-aid. Other support is also available through the Purdue University and Indiana University systems. External grants and contracts now regularly account for over $1 million a year; as the institution matures, this amount will continue to grow and therefore play a larger role in campus funding and in the development of facilities available for faculty research. These activities reflect the research missions of Indiana and Purdue universities; however, projects tend to involve individuals or small groups of researchers rather than large staffs and facilities, and special emphasis is placed on studies directly related to regional needs and interests and on research conducted by faculty and undergraduate students. These emphases will continue; however, other kinds of research projects may develop as external funding becomes available.

The number of graduate programs at IPFW has increased more slowly than at comparable urban institutions, in part because the campus has focused its resources on undergraduate teaching, in part because new programs are subject to rigorous academic review. Currently, master's degrees are offered in Biology, Business, Chemistry, Communication, Education, Engineering, English, Liberal Studies, Mathematics, Public Affairs, and Public Management. The campus anticipates eventually offering master's programs in many of the basic arts-and-sciences disciplines as well as in the professional schools. No doctoral programs are planned at this time; proposals for such programs would reflect unique opportunities or specific regional needs.

IPFW plays an important role in the cultural and economic life of Northeast Indiana. Faculty community service is and will continue to be encouraged. The campus maintains and expects to strengthen its relationship with community arts organizations; and it seeks additional opportunities to make itself a vital resource for business, industry, public and private education, and government in Northeast Indiana. Retraining of the workforce and response to changes in the economy will be important priorities in years to come, as will efforts to improve services for an increasingly diverse student body. The campus seeks to organize its efforts and its relationships with Indiana University and Purdue University in ways that will enhance its ability to anticipate and respond to regional needs. The continued development of the campus, with community support engendered by this development, will allow IPFW to meet the increasing demand for higher education in Northeast Indiana.

Senate Document SD 91-6
(Amended, 12/9/1991)
(Recommitted to EPC, 12/9/1991)
(Amended & Approved, 12/16/1991)

MISSION STATEMENT
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Since 1964, when two academically separate regional campuses moved into a single building on the newly acquired Fort Wayne campus, IPFW has grown into a cluster of eight academic buildings, with two additional under construction, and appropriate supporting structures. A gift of additional land by a consortium of local donors has increased the size of the campus to 566 acres, including land on the east and west banks of the St Joseph River. IPFW has room to grow, and increased enrollment will necessarily lead to additional construction of classrooms and other university facilities.

IPFW has committed itself to preparing the students of Northeast Indiana for productive lives in a multi-cultural, transnational world. The campus has always given special attention to bringing university education to nontraditional students. It will continue its efforts to increase matriculation and retention of minority students--and, in a related effort, to hire and retain minority faculty. Recent enrollment increases also reflect a growing number of students from the lower 50% of their high school class, admitted under special conditions. The campus will continue its programs of academic support for these students, along with those intended for students with outstanding ability. Because diversity of student body and staff is an essential component of the university experience, IPFW also intends to attract a somewhat larger number of students from outside its region. To this end, and to accommodate verifiable local demand, campus plans include establishment of a limited number of student residences.

IPFW stresses the constructive interrelationship between teaching and research. Most IPFW faculty devote 25% of their effort to research. Some receive support from internally funded summer fellowships and grants-in-aid. Other support is also available through the Purdue University and Indiana University systems. External grants and contracts now regularly account for over $1 million a year; as the institution matures, this amount will continue to grow and therefore play a larger role in campus funding and in the development of facilities available for faculty research. These activities reflect the research missions of Indiana and Purdue universities; however, projects tend to involve individuals or small groups of researchers rather than large staffs and facilities, and special emphasis is placed on studies directly related to regional needs and interests and on research conducted by faculty and undergraduate students. These emphases will continue; however, other kinds of research projects may develop as external funding becomes available.

The number of graduate programs at IPFW has increased more slowly than at comparable urban institutions, in part because the campus has focused its resources on undergraduate teaching, in part because new programs are subject to rigorous academic review. Currently, master's degrees are offered in Biology, Business, Chemistry, Communication, Education, Engineering, English, Liberal Studies, Mathematics, Public Affairs, and Public Management. The campus anticipates eventually offering master's programs in many of the basic arts-and-sciences disciplines as well as in the professional schools. No doctoral programs are planned at this time; proposals for such programs would reflect unique opportunities or specific regional needs.

IPFW plays an important role in the cultural and economic life of Northeast Indiana. Faculty community service is and will continue to be encouraged. The campus maintains and expects to strengthen its relationship with community arts organizations; and it seeks additional opportunities to make itself a vital resource for business, industry, public and private education, and government in Northeast Indiana. Retraining of the workforce and response to changes in the economy will be important priorities in years to come, as will efforts to improve services for an increasingly diverse student body. The campus seeks to organize its efforts and its relationships with Indiana University and Purdue University in ways that will enhance its ability to anticipate and respond to regional needs. The continued development of the campus, with community support engendered by this development, will allow IPFW to meet the increasing demand for higher education in Northeast Indiana.

Appendix U:
Senate Document 99-19

Senate Document SD 99-19
(Approved, 3/13/2000)

Indiana University-Purdue University Fort Wayne

Educational Policy Committee

MEMORANDUM

To:	Fort Wayne Senate
From:	Educational Policy Committee L. Wright-Bower, Chair
Subject:	Update of SD 91-6 (Superseding the current version) Statement of Purpose: An Elaboration of the University Mission Statement
Date:	Monday, February 14, 2000
Disposition:	To the Presiding Officer for implementation

Whereas, the Strategic Planning Committee has recommended a replacement of Senate Document 91-6, and,

Whereas, the enclosed document has been reviewed by the Strategic Planning Committee, EPC, and FAC over the past year, along with review from the Enrollment Management Committee, the North Central Steering Committee, and the Academic Officers Committee, and

Whereas, it is important to review the IPFW Mission Statement at regular intervals,

Resolved, that the Faculty Senate approve SD 99-19, Statement of Purpose: An Elaboration of the University Mission Statement.

INDIANA UNIVERSITY - PURDUE UNIVERSITY FORT WAYNE:
Statement of Purpose: An Elaboration of the University Mission Statement
[Published as "ABOUT IPFW"]

Indiana University-Purdue University Fort Wayne (IPFW) is a state-assisted university serving Indiana's second largest city and the surrounding region. The university offers a wide range of associate, baccalaureate, and master's degree programs, as well as a growing number of certificate programs. Students are drawn primarily from nine contiguous counties in Northeast Indiana; all commute or live nearby in non-university housing. The student body includes both traditional and nontraditional students, and about one-half of all undergraduate students are

enrolled full-time. Fall semester enrollment in credit programs regularly exceeds 10,000, and the average student age is 27. IPFW supports an NCAA Division II athletic program and a broad range of noncredit continuing education programs. IPFW is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

IPFW seeks to be recognized for its achievement in providing an excellent environment for students seeking undergraduate education or graduate education, regardless of their intent to study on a full- or part-time basis. The campus welcomes, and provides support services for, beginning, transfer, and returning adult students seeking to complete a university-level program. IPFW also provides special support services for non-traditional and underprepared students.

IPFW History

The history of IPFW is a history of mergers. The campus has sought to meld the best and most appropriate elements of the Indiana University and Purdue University systems into a single, coherent university. IPFW has steadily evolved since the initial merger of the Indiana University and Purdue University Fort Wayne regional campuses in 1964. A gift of additional land by a consortium of local donors has increased the size of the campus to 566 acres, including land on the east and west banks of the St. Joseph River. While IPFW continues to provide Northeast Indiana with programs linked to and maintaining the special strengths of Purdue and Indiana universities, it has also emerged as a unique institution and is earning strong local support and a growing national reputation.

Academic Programs

Degree and certificate programs are offered through nine schools or divisions. Arts and Sciences, Fine and Performing Arts, and Health Sciences contain departments offering both Indiana University and Purdue University degree programs. Engineering, Technology, and Computer Science and Organizational Leadership and Supervision offer only Purdue degree programs; Business and Management Sciences, Education, General Studies, and Public and Environmental Affairs, only Indiana. The Academic Counseling and Career Services office serves lower division students who have not chosen a degree program. The Division of Continuing Studies offers credit and non-credit programs throughout Northeast Indiana in cooperation with degree-granting schools and divisions. Other entities, such as the Indiana University School of Medicine, offer programs at IPFW with varying degrees of campus affiliation. Many individual schools and programs are accredited by professional program associations.

IPFW stresses the constructive relationship between teaching and research. Most IPFW faculty members devote 25% of their effort to research. Some receive support from internally funded summer fellowships and grants-in-aid. Other support is also available through the Purdue University and Indiana University systems. External grants and contracts regularly account for more than $1 million a year. These activities reflect the research missions of Indiana and Purdue universities; however, projects tend to involve individuals or small groups of researchers rather than large staffs and facilities, and special emphasis is placed on studies directly related to regional needs and interests. Faculty are encouraged to involve undergraduate students in research projects.

Core Mission

The core mission of IPFW is to provide quality postsecondary education in northeastern Indiana by focusing on student learning, while fostering intellectual exploration and attainment, and serving the region.

IPFW Goals

Long-range goals of the university include continued improvement of academic programs, expanded faculty development programs, enhanced library collections and services, increased university and external support for research, increased academic and fiscal autonomy, attraction and retention of a more heterogeneous student body, expansion of graduate programs which serve regional needs, active support for regional economic development programs, and greater integration with the economic and cultural communities of the region.

The sixth-largest university in Indiana, IPFW has grown without sacrificing its commitment to faculty-student interaction. Quality of teaching will continue to be a major criterion for faculty compensation and promotion-and-tenure decisions and will also continue to be recognized through awards for distinguished teaching. To attract and retain outstanding teachers, IPFW will continue its effort to provide competitive levels of faculty compensation. IPFW will also sustain and enhance support of faculty research and will expand opportunities for students to participate in research projects. The university will also promote the use of technology as a feature of university education across the curriculum.

IPFW is committed to preparing students of Northeast Indiana for productive lives in a multicultural, changing world. Special attention is given to bringing university education to nontraditional students. The campus will expand efforts to increase matriculation and retention of minority students and, in a related effort, to hire and retain minority faculty.

The campus will continue to build programs of academic support for all students, including those programs intended for students of outstanding ability. Because diversity of student body and staff is an essential component of the university experience, IPFW also intends to attract a somewhat larger number of students from outside the region. To this end, and to accommodate verifiable local demand, campus plans include establishment of a limited number of student residences.

IPFW plays an important role in the cultural and economic life of Northeast Indiana. Faculty community service is and will continue to be encouraged. The university maintains and expects to strengthen relationships with community arts organizations and also seeks additional opportunities to serve as a vital resource for business, industry, public and private education, and government in Northeast Indiana. Retraining of the workforce and response to changes in the economy will be important priorities in years to come, as will efforts to improve services for an increasingly diverse student body. The campus seeks to organize its efforts and its relationships with Indiana University and Purdue University in ways that will enhance its ability to anticipate and respond to regional needs. The continued development of the campus, with community support engendered by this development, will allow IPFW to meet the increasing demand for higher education in Northeast Indiana.

Appendix V:
Senate Document 15-8

Senate Document SD 15-18
(Amended and Approved, 2/8/2016)

To:	Fort Wayne Senate
From:	Executive Committee
Date:	February 8, 2016
Subj:	Proposal for Management Agreement Supporting a Multisystem Metropolitan University
Disposition:	To be sent to the Indiana University and Purdue University presidents and boards of trustees

WHEREAS, IPFW was designated a Multisystem Metropolitan University in 2015; and

WHEREAS, changes resulting from the new designation will be seen over years and not over months; and

WHEREAS, IPFW has experienced many successes recently and is experiencing many positive trends including:

- Number 1 ranking among all Indiana colleges on student social mobility;
- Top 25% ranking in the United States among regionally accredited institutions for online bachelor's programs, tying with Ball State for the highest ranking achieved by any Indiana institution;
- Higher Learning Commission (HLC) accreditation for 42 years;
- National designation as a Military Friendly School for six years running, and ranking as having one of the top three best online programs for veterans in the country;
- 1,374 baccalaureate degrees and 231 associate degrees awarded in 2015;
- 1,585 freshmen from regional high schools welcomed to IPFW in the fall of 2015, a 9.4 percent increase over fall 2014;
- $700,000 state grant to develop STEM teacher recruitment and training programs; and
- Admissions running 7% ahead of this time last year and 11.5% ahead of this time two years ago.[1]

THEREFORE BE IT RESOLVED THAT the Fort Wayne Senate urges the boards of trustees and presidents of Indiana University and Purdue University to consider signing a management agreement which supports the development of a multisystem metropolitan university in accordance with the recommendations of SD 15-17 in concert with Plan 2020 and future IPFW strategic plans.

[1] Admissions data is as of January 25, 2016.

Appendix W:
College Costs Disclosure

Future Students
- Freshman (Beginner) Admissions
- Transfer Students in the U.S.
- Transfer Students from Outside of the US
- Returning Students
- Non-Degree/Visiting Students
- ELS Conditional Admission
- Graduate Studies
- Requirements
- Scholarships
- College Costs
- Housing

Accepted Students
F-1 Visa Regulations
Current Students
Exchange Students
Visiting Scholars
Study Abroad
International Partnerships
Contact Us

College Costs

IPFW.edu › International Student Services › Future Students › College Costs

2017 - 2018 Estimated Cost of Attendance: IPFW offers a world class education at an affordable cost.

UNDERGRADUATE

	Cost per semester	Cost per year
Tuition ($657.55 per credit) @ 15 credits per semester	$9,863.25	$19,726.50
On-campus housing	$2,846	$5,692
Health insurance ($129 per month)	$774	$1,548
Food (Not a billed cost)	$1,689	$3,378
Books (Not a billed cost)	$700	$1,400
Personal expenses (Not a billed cost)	$1,363	$2,726
Total cost	**$17,235**	**$34,471**

GRADUATE / MASTER'S

	Cost per semester	Cost per year
Tuition ($764.25 per credit) @ 9 credits per semester	$6,878.25	$13,756.50
On-campus housing	$2,846	$5,692
Health insurance ($129 per month)	$774	$1,548
Food (Not a billed cost)	$1,689	$3,378
Books (Not a billed cost)	$700	$1,400
Personal expenses (Not a billed cost)	$1,363	$2,726

IPFW Office of International Education on:

Total cost	**$14,250**	**$28,501**

** Prices based on 4 bed/2 bath on-campus housing. Students may opt to live in another on-campus housing option or live off-campus.*

*** These costs are variable. The actual costs depend on the spending preferences of individual students.*

**** The Estimated billed cost listed DOES NOT take into consideration IPFW Merit Award that may be awarded. Therefore, the actual billed cost depends on the value of the award and number of credit hours pursued each semester*

As with any college or university, there will be additional unbilled costs: supplies, entertainment, clothing, transportation, vacations, etc. (estimated above). The total amount for unbilled costs will vary depending on each student's lifestyle.

Students can expect that the cost of attendance will increase by 2% to 3% each year of enrollment

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新浪微博 weibo.com

ELS

ELS Fort Wayne on the IPFW Campus

Conditional admission:

- **Undergraduate international admissions**
- **Graduate international admissions**

2101 E. Coliseum Blvd.
Fort Wayne, IN 46805

260-481-4739 (IPFW)

INDIANA UNIVERSITY PURDUE UNIVERSITY FORT WAYNE | IPFW

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Appendix X:
Senate Document 85-18

I P F W

A C A D E M I C R E G U L A T I O N S

A N D

P R O C E D U R E S

(Note: Effective Fall 2011)

Senate Document SD 85-18

Amended & Approved, 4/21/86
Amended March 16, 1987
Amended December 14, 1987
Amended March 14, 1988
Amended February 12, 1990
Amended September 10, 1990
Amended March 18, 1991
Amended April 8, 1991
Amended January 13, 1992
Amended December 14, 1992
Amended March 15, 1993
Amended March 14, 1994
Amended November 14, 1994
Amended February 13, 1995
Amended October 9, 1995
Amended November 13, 1995
Amended April 8, 1996
Amended December 9, 1996
Amended February 10, 1997
Amended March 16, 1998
Amended April 20, 1998
Amended February 8, 1999
Amended April 12, 1999
Amended March 13, 2000
Amended March 18, 2002
Amended December 8, 2003
Amended April 11, 2005
Amended February 11, 2008
Amended March 17, 2008
Amended April 12, 2010
Amended April 11, 2011
Amended January 13, 2014
Amended March 17, 2014
Amended April 14, 2014
Amended December 8, 2014
Amended December 14, 2015
Amended January 11, 2016

Document Date: April 11, 2011

Amended April 11, 2016

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IPFW ACADEMIC REGULATIONS AND PROCEDURES

* These regulations and procedures supersede all those previously in effect. Graduate students should be aware that these regulations and procedures apply primarily to undergraduates, and should consult their advisors for specific regulations for graduate students.

Attachments: Appendix A--Release of Student Information Appendix
B–Grade Appeals Policy

1.0 **DEFINITIONS**. As used herein, the terms below have the specified meanings.

1.1 **Academic record**: the IPFW cumulative record maintained by the Registrar in accordance with these academic regulations. The IPFW academic record is the sole basis upon which all questions relating to such matters as grades, graduation requirements, academic standing, and scholastic recognition are resolved. Official transcripts will continue to be produced using Indiana University and Purdue University procedures, and it is the responsibility of the IPFW Registrar to maintain consistency between the IPFW cumulative record and official transcripts.

1.2 **Credit:** the semester hour. Any reference to credits, credit hours, etc., shall be understood as referring to semester hours.

1.2.1 Resident credit: credit earned at IPFW or at another campus of Indiana University or Purdue University, depending on which university the student is enrolled in at IPFW.

1.2.1.1 Course credit: resident credit awarded by IPFW on the basis of a student's enrollment in and satisfactory completion of courses.

1.2.1.2 Special credit: resident credit awarded by IPFW on bases other than a student's enrollment in and satisfactory completion of courses. Special credit may be established by any of the following methods:

1.2.1.2.1 Credit by examination: credit awarded to a student on the basis of achievement on a departmental/divisional proficiency examination. (See Section 7.1)

1.2.1.2.2 Departmental/divisional credit: credit for a course offered by a department/division and awarded on the basis of substantially equivalent experience; may be granted only by the chair/director or designee of the department/division offering the course.

1.2.1.2.3 Achievement credit: credit awarded on the basis of demonstrated achievement in a nationally administered college-level examination. (See Section 7.2)

1.2.2 Transfer credit: nonresident credit. Transfer credits for a student entering IPFW from outside the student's university system shall be evaluated by the admissions office and accepted as transfer credit if completed at a regionally accredited institution with a grade

of C or better. Designations of plus and minus that accompany these grades shall be disregarded in the evaluation of this credit.

Credit accepted as transfer credit shall be equated to IPFW course numbers (or included as an undistributed entry) and posted to the student's academic record at the time of matriculation or re-entry to IPFW. The academic-record entry shall include the name of the transfer institution, the years of attendance, and the individual courses accepted for transfer. The course-equation process is subject to adjustment upon request by the student's department chair/dean/division director, and the department/school/division determines the applicability to a student's plan of study of credit earned at other institutions and accepted by IPFW.

1.3 **Student classification**: a system for classifying students regularly admitted to IPFW:

Undergraduate Student Classification	Earned Credit Hours
Freshman	Fewer than 30
Sophomore	30-59
Junior	60-89
Senior	90 or more

The Registrar may establish additional classifications to serve IPFW's record-keeping needs. The Registrar will report classification codes to Indiana University and Purdue University in a manner consistent with their respective codes.

1.4 **Advanced placement**: the practice of admitting an entering student to courses beyond the first course or courses in a normal sequence without allowing credit for courses not taken.

1.5 **Substitution**: the practice of replacing a course required in a curriculum with another course identified by the unit specifying that requirement.

1.6 **Excusing**: the practice of replacing a course required in a specific curriculum by an equal number of credit hours in courses not specified, as approved by the unit specifying the course requirement.

1.7 **Work not scheduled for a regular fall or spring semester**: regular work offered in a summer session or off-calendar, equivalent in content, contact hours, and credit value to the work of a regular semester. As these regulations apply to academic work not scheduled for a regular fall or spring semester, all deadlines and time periods are to be prorated.

1.8 **Beginning student**: a student enrolling in college courses for the first time, or a student who has completed a small number of credits as a nondegree student, most often while still also a high-school student.

1.9 **Intensive course**: a course that meets for extended class times and fewer weeks than a similar course would meet in a regular summer session.

1.10 **P/NP option**: an enrollment option that generally limits course grades to P and NP. The option may be used to allow the student to take the class with minimal concern for the grade that will

be earned. Indiana University students who receive a grade of D or F will have this grade recorded
on official transcripts. Purdue University students who receive a grade of NP will have a grade of N recorded on official transcripts.

1.11 **Grade-point averages:** all reports and calculations of grade-point averages described in these regulations will be based on what is known as the "4-point" system, with grades of A equated to 4 points and other grades scaled accordingly. [Note: Prior to Summer 1993, Purdue University transcripts and related records were based on a "6-point" system, with grades of A equated to 6 points and other grades scaled accordingly (F equated to 2 points). Subsequent Purdue University records use the 4-point system described in these regulations.]

2.0 **ADMISSION**. University requirements for admission are established by the trustees. Program-specific admission requirements in addition to those established by the trustees may be imposed by schools, divisions, and departments. Any such requirements shall become effective when published in the IPFW BULLETIN or its supplement.

2.1 **Regular admission of a nondegree student**. Any student admitted in nondegree status may apply for regular admission. Nondegree admission is limited to a maximum of 24 credits; thereafter, a student may register only after applying for and being granted regular admission; exceptions are granted by the Registrar upon the recommendation of the student's advising unit. Any student who is denied regular admission shall be notified of the reasons for this decision; any student who is granted regular admission shall be notified of which courses taken in the nondegree status may be applied to satisfy degree requirements.

2.2 **Admission of a student transferring between institutions or IPFW programs**

2.2.1 A transfer student or a re-entering student who has not enrolled at IPFW during the previous twelve months shall:

2.2.1.1 Designate the intended curriculum on the re-entry or transfer-admission form.

2.2.1.2 Submit the completed form to the admissions office for evaluation.

2.2.2 Any other student who wishes to transfer from one program to another at IPFW shall:

2.2.2.1 Prepare the prescribed transfer-request form.

2.2.2.2 Secure the approval of the school/division to which the transfer is proposed.

2.2.2.3 Submit the completed request form to the Registrar's office. The Registrar shall notify the admissions office whenever such a transfer will also change the student's university affiliation, and the admissions office shall then transfer all previous IPFW credits to the records system of the student's new university.

2.3 **Credit transfer for a student transferring between IPFW programs**. When a student transfers from one degree or certificate program to another, the school/division to which the student is transferring shall promptly report to the Registrar the status of every course

previously taken. Each completed course, regardless of the grade received, shall be classified into one of the following two categories:

2.3.1 Courses which are required for, or applicable to, the student's new curriculum or which are substantially equivalent to, and are acceptable as, substitutes for such required courses.

2.3.2 Courses not applicable to the program to which the student is transferring. The grade in any course which can satisfy a degree requirement, other than a free elective, may not be removed from the cumulative GPA.

2.4 **Application of credit for students who re-enter IPFW**. At the time a student is accepted for campus transfer, re-entry, or readmission after not having attended IPFW or any other campus of Indiana University or Purdue University for five or more calendar years, the IPFW academic unit by which the student is accepted may report to the Registrar each GPA-applicable course on the student's academic record in which the grade earned cannot be counted toward graduation or degree credits because it is considered to be of less than passing quality.

As recommended by the student's academic unit, the Registrar will exclude grades earned in these courses from the calculation of the student's cumulative GPA. However, both these courses and the grades earned therein will remain on the student's academic record.

This option can be employed only once per student, and an appropriate notation of this transaction shall be made on the student's academic record.

3.0 REGISTRATION AND COURSE ASSIGNMENT

3.1 **Procedures**. Registration for courses shall be accomplished in accordance with procedures prescribed by the Registrar.

3.2 **Placement procedures**. Students should complete the following procedures as soon as possible after admission to IPFW. Students completing these procedures shall be notified of the test results and their implications in a timely fashion.

3.2.1 English. A regularly admitted beginning student is allowed to register for classes only after completing the appropriate placement procedure. Any other student is allowed to register for classes beyond the session in which the first 12 credits are completed at IPFW only if the student has (1) completed the appropriate procedures or (2) established credit in an entry-level English course.

3.2.2 Mathematics. A regularly admitted beginning student is allowed to register for classes only after completing the appropriate placement procedure. Any other student is allowed to register for classes beyond the session in which the first 12 credits are completed at IPFW only if the student has (1) completed the appropriate procedures or (2) established credit in an entry-level mathematics course.

Students who place into developmental mathematics must complete the appropriate developmental course(s) in their first twenty-four credits of IPFW course work, with the exception of developmental mathematics for those students enrolled in a certificate or associate degree program that does not require mathematics.

3.2.3 Reading. A regularly admitted beginning student is allowed to register for classes only after submitting one of the following:

(1) SAT test score above 450 on the verbal test;
(2) ACT test score above 19 on the individual reading test;
(3) Scoring above the lowest 15 percentile (determined by national norms) on the IPFW placement test.

Students who do not meet at least one of these requirements will be required to complete a reading course as specified by the Department of English and Linguistics and
approved by the College of Arts and Sciences during one of the student's first two enrollment periods.

3.2.4 Foreign language. A student who has studied a foreign language before entering IPFW should take a foreign-language placement examination before continuing study in that language.

3.2.5 English-as-a-Second-Language[1]. Prior to Admission, the Admissions Office shall determine which prospective undergraduate students have a native language other than English. All such students who do not have transfer credit for an English composition course that carries credit toward graduation shall be identified as ESL students and shall be required to submit scores on the TOEFL or an equivalent test approved by the Department of English and Linguistics..

ESL students shall be admitted with the condition that they achieve appropriate competency levels in English composition.

Based upon TOEFL or equivalent test scores, the Department of English and Linguistics shall determine which ESL students need ESL instruction. Students who are found to be exempt from ESL course requirements shall be subject to the regular English placement testing and course-completion requirements described in these regulations. Other ESL students shall:

3.2.5.1 Be admitted only to the Mastodon Advising Center unless they score the equivalent of 550 or above on the TOEFL and meet the admission requirements of a degree-granting academic unit. Students admitted in this fashion to the Mastodon Advising Center shall not be eligible for admission to another academic unit until they have completed ESL-related requirements.

3.2.5.2 Enroll in the appropriate ESL course each semester until the requirement is satisfied.

3.2.5.3 Complete the prescribed series of ESL courses within their first 36 credits at IPFW.

The Mastodon Advising Center shall have authority to alter any student's registration if the provisions of Sections 3.2.5.2 and 3.2.5.3 are not being met.

[1] This section applies to undergraduate students only. As noted in the *Graduate Programs Bulletin*, graduate applicants must follow university-specific requirements to demonstrate competency in English.

3.3 **Academic load**. The following maximums apply to student enrollment:

3.3.1 Absolute limit in any academic session or intensive course: A student may never enroll for more than 1.5 credits per week.

3.3.2 Limit with special permission: A student's academic load shall exceed 18 semester hours (8 semester hours in a summer session) only under unusual circumstances and with special permission of the academic advisor.

3.4 **Assignment to intensive courses.** No student will be permitted to register in two intensive courses at the same time.

3.5 **Course prerequisites and corequisites**. When registering, a student must satisfy all course prerequisites and corequisites or secure the permission of the instructor. On an instructor's request, the Registrar may remove any student who has not satisfied prerequisites or corequisites.

3.6 **Auditing**. A student ineligible for readmission by reason of having been dropped from IPFW for scholastic or other reasons is ineligible to attend classes as an auditor; any other student may enroll as an auditor by completing regular registration and enrollment procedures, noting "Auditor" on the registration card. Determination of allowable load is in accordance with the credits assigned to the courses involved.

An auditor does not receive academic credit, but is assigned a grade of W or NC in the course. An auditor may later be allowed to take an examination for credit, under the usual rules, in courses audited. (see Section 7.1)

3.7 **Initial registration**. A student's initial registration shall occur according to the timetables for registration established for each academic term as published in the Schedule of Classes. An academic advisor's approval is required for all students who register at the Registrar's Office and for the following students: freshmen, first-term re-entry, transfer, or those in a new major, and those on academic probation. School/division policy determines whether an academic advisor's approval is required for other students. A completed registration form with appropriate signatures must be submitted to the Registrar's Office or the student's department.

3.8 **Schedule Revisions**. A student may make schedule revisions in accordance with the following policies. The student must submit the completed schedule revision form with appropriate signatures to the Registrar's Office or the student's department. All schedules and deadlines are prorated for courses not meeting for an entire fall or spring semester.

3.8.1 Course additions. A student may add a course after the initial registration on the schedule revision form. An academic advisor's approval is required for all students who add courses at the Registrar's Office and for the following students: freshmen, first-term re-

entry, transfer, or those in a new major, and those on academic probation. Additional restrictions are described below:

Weeks	Restrictions
Up through the 1st week	College/School/Division policy determines whether of classes an academic advisor's approval is required.
2 through 4	College/School/Division policy determines whether an academic advisor's approval is required. The instructor must approve.
5 through 9	College/School/Division policy determines whether an academic advisor's approval is required. The instructor and the student's dean or division director must approve. Approval will normally be given only when extenuating circumstances are involved.
10 and following	Courses may not normally be added during this time.

3.8.2 Course drops (cancellations of registration). A student may drop a course, subject to the time limits below and the restrictions described in this section and in section 3.9 by presenting a request at the Registrar's Office**,** the student's department, or through selfservice in the online registration system.

Weeks	Restrictions
First week of classes (or equivalent, based on course length. See chart below.)	College/School/Division policy determines whether an academic advisor's approval is required. Course is not recorded on the student record.
2 through 9	College/School/Division policy determines whether an academic advisor's approval is required. Course is recorded with grade of W on the student record.
10 through 16	Courses cannot normally be dropped during this period. If a drop is approved, the course is recorded with a grade of W on the student record.

The following table displays the point in time a withdraw grade will be recorded on the permanent record, based on course length.

Number of Weeks the course meets	Course Drop without Withdraw Grade	Withdraw Grade Recorded

9 or more	Days 1-7	Day 8 and thereafter
3 to 8	Days 1-3	Day 4 and thereafter
2	Days 1-2	Day 3 and thereafter
1 or Less	Day 1	Day 2 and thereafter

Day 1 of a course is the first day of the term or part of term. All calendar days are counted, including weekends.

The opportunity to drop a class is restricted as specified below:

3.8.2.1 Alleged academic dishonesty. Students will not be permitted to drop a class in which there is an allegation of academic dishonesty.

3.8.2.2 Late-term drops related to academic performance. After the ninth week (or equivalent), students will not be permitted to drop a class due to poor academic performance in the class.

3.8.2.3 Late-term drops unrelated to academic performance. After the ninth week (or equivalent), and with the approval of the student's academic advisor and the student's dean/division director, a student may drop a course when the reason for requesting the drop is unrelated to the student's academic performance in the course.

3.8.2.4. Post-term drops. After the end of the sixteenth week, a course may be dropped only by following the procedure for a change of grade (see Section 6.6).

3.8.3 Change of P/NP option. A student may change the P/NP option for a course prior to the end of the fourth week of an academic session by obtaining the signature of the academic advisor next to the appropriate notation on the schedule-revision form.

3.8.4 Change of auditing option. A student may alternate between audit and credit status during an academic session. A change from audit to credit may occur only during the first four weeks; a change from credit to audit may occur only during the first nine weeks. Changes of auditing status require the signature of the course instructor or academic advisor next to the appropriate notation on the schedule-revision form.

3.9 **Withdrawal from the university.** Withdrawal from the university is normally accomplished by withdrawing from each course in which the student was enrolled. Special circumstances which can affect the withdrawal are specified below.

3.9.1 Withdrawal for military service. Any student called to active military duty may present a copy of their military service orders and (a) withdraw from all courses and receive a 100% refund of tuition and fees at any time during the semester through the end of final examinations or (b) with the permission of each instructor, receive an Incomplete or final grade in the courses taken. Such requests and documentation may be presented by the student or other responsible party who has the student's permission to make the request. Refunds of fees will not be made if the student receives a grade and credit for the course, and all refunds will be adjusted as required by financial aid regulations. If a

withdrawal is processed after the fourth week of classes, the grade of W will be assigned.

3.9.2 Withdrawal for personal circumstances. Students who seek to withdraw from IPFW after the ninth week of classes, based on personal circumstances, should contact the Dean of Students for guidance about the process.

3.10 **Attendance**. Every student is expected to attend every meeting of the classes for which the student is enrolled. Work missed during absences may be made up with the instructor's permission. At the beginning of the academic session, each instructor shall make a clear statement to all students regarding the instructor's policy for handling absences. Any student who discontinues class attendance and does not meet course requirements shall receive a grade of F for unauthorized withdrawal.

3.10.1 Students who must report their class attendance in order to satisfy requirements of financial-aid sponsors are obligated to present the sponsor's certification form to each instructor.

3.10.2 Each instructor will certify that student's attendance by completing the form.

3.10.3 Unless a prior agreement has been made by the instructor with the student, no instructor will be obligated to certify student attendance for more than the most recent class.

A student may not attend any class before completing official registration procedures, after withdrawing from the class, or after the registration has been canceled. An instructor who discovers an unregistered student in a class should discuss the problem with the student and notify the Registrar's Office if the problem is not promptly resolved.

4.0 ACADEMIC HONESTY

4.1 **Definitions** – Students are expected and required to abide by the laws of the United States, the State of Indiana, and the rules and regulations of IPFW. Students are expected to exercise their freedom to learn with responsibility and to respect the general conditions that that maintain such freedom. IPFW has developed the following general regulations concerning student conduct which safeguard the right of every individual student to exercise fully the freedom to learn without interference. IPFW may discipline a student for committing acts of academic or personal misconduct.

4.1.2 Academic Misconduct: This type of misconduct is generally defined as any act that tends to compromise the academic integrity of the University or subvert the educational process. At IPFW, specific forms of academic misconduct are defined as follows:

1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term “academic exercise” includes all forms of work submitted for credit or hours.
2. Falsifying or fabricating any information or citation in an academic exercise.
3. Helping or attempting to help another in committing acts of academic dishonesty.
4. Submitting the work of someone else as if it were one’s own by adopting or reproducing the ideas and opinions of others without acknowledgment. Such

instances of plagiarism may be intentional or unintentional, and may involve isolated words, formulas, sentences, paragraphs, entire works, or other intellectual property; either copied from other published sources, or from unpublished work such as those of other students.

5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.
6. Serving as or permitting another student to serve as a substitute (or 'ringer') in taking an exam.
7. Altering of answers or grades on a graded assignment without authorization of the faculty member.
8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.
9. Violating professional or ethical standards of the profession or discipline for which a student is preparing (declared major and/or minor) as adopted by the relevant academic program.

4.2 **Policy**

4.2.1 Student's responsibilities. Academic honesty is expected of all students. The student is responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another's cheating.

4.2.2 Instructor's responsibilities. The instructor is responsible for fostering the intellectual honesty as well as the intellectual development of students, and should apply methods of teaching, examination, and assignments which discourage student dishonesty. If necessary, the instructor should explain clearly any specialized meanings of cheating and plagiarism as they apply to a specific course.

The instructor must thoroughly investigate signs of academic dishonesty, take appropriate actions, and report such actions properly to prevent repeated offenses and to ensure equity.

4.3 **Procedures** – In order to ensure that the highest standards of professional and ethical conduct are promoted and supported at IPFW, academic departments should establish a written policy/statement, addressing the professional or ethical standards for their discipline, which is distributed to all students who are preparing in the discipline. Students have the responsibility to familiarize themselves with the academic department's policy/statement. (For additional information, see the Student Disciplinary Procedures section of the Code of Student Rights, Responsibilities and Conduct in the Bulletin).

4.3.1 Initial decision. An instructor who has evidence of cheating shall initiate the process of determining the student's guilt or innocence and the penalty, if any, to be imposed. An instructor shall make initial findings only after informing the student, during an informal conference held within ten business days of discovering the alleged cheating, of charges and evidence, and allowing the student to present a defense. The instructor may assign a grade of Incomplete to any student whose case cannot be resolved before the course grades are due in the Registrar's Office.

4.3.2 Reporting. During the period in which the student is permitted to drop courses, the instructor shall inform the Registrar promptly of any allegation of cheating, so that an accused student will not be permitted to withdraw from the course. The instructor who makes an initial finding that academic dishonesty has been practiced shall impose an academic sanction. Then, within ten business days, the instructor shall supply a written report to the student, the chair of the student's department, the dean or director of the student's school or division, and the dean of students. This report shall summarize the evidence and the penalties assessed.

4.3.3 Appeal. If a student's course grade is affected by the penalty, the student has the right to appeal the penalty imposed by an instructor through the IPFW grade appeals system. (See Appendix B).

5.0 FINAL EXAMINATIONS AND INSTRUCTORS' GRADE REPORTS

5.1 **Penultimate week**. No instructor may schedule an examination--comprehensive or noncomprehensive, except for laboratory practicums--during the week preceding the last week of a fall or spring semester.

5.2 **Final week**. With the exception of those courses classified as individual instruction, clinic, studio, practice teaching, research, or distance courses and those offered for zero credits, each class is expected to meet for a two-hour session during the last week of each fall or spring semester. The two-hour session may be used for (1) a final examination, (2) a last, noncomprehensive examination, (3) submission of out-of-class examination or assignments or (4) a regular class meeting.

5.3 **Conflicts.** A student who is scheduled to take on one day more than two final examinations, or who has a final-examination conflict, or who is scheduled to take a state, national, or professional licensing examination may contact the instructors involved, prior to the last week of regularly scheduled classes, to obtain appropriate rescheduling. If the student and the instructors cannot agree upon a rescheduling, the Vice Chancellor for Academic Affairs or a designee shall investigate and issue a binding schedule. Instructors shall not penalize a student who chooses to reschedule an examination under these options.

5.4 **Absences**. Any student who must miss a final examination because of an emergency must contact the instructor as soon as possible. A student who misses a final examination may receive a grade of F for the course.

5.5 **Grade reports**. Course grades are to be submitted to the Registrar's Office as completed, but not later than 12:00 p.m. on the Monday following the last scheduled examination.

6.0 GRADES

6.1 **Basis of grades**. The instructor is responsible for explaining to students, preferably in writing at the beginning of an academic session, the course requirements and grading system to be used. Each student shall be assigned a grade in each course in which the student is enrolled at the close of the session.

The student is responsible for the completion of all required work in each course, by the time of the last scheduled meeting of the course or other deadline set by the instructor, unless the student has officially withdrawn from the course, or unless the student and the instructor have agreed that a grade of Incomplete will be assigned.

6.2 **Semester grades**. The following grades may be assigned:

A, A+, A- - Outstanding achievement
B, B+, B- - Above-average achievement
C, C+, C- - Average achievement
D, D+, D- - Below-average achievement; lowest passing grade

Except in the computation of GPA, these grades are referred to simply as A, B, C, or D grades.

F - Failure, or unauthorized discontinuance of class attendance; no credit
I - Incomplete; a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-inprogress in an independent-study or self-paced course
IF - Unremoved Incomplete, Failing. Recorded for failure to achieve a permanent grade by the deadline stated in these regulations. Indiana University students who receive this grade will have a grade of F recorded on official transcripts.
NC - Completion of the course as an auditor; carries no credit.
NP - Not passing grade when enrolled under the P/NP enrollment option. Purdue University students who receive this grade will have a grade of N recorded on official transcripts.
P - Passing grade; under the P/NP option, equivalent to a grade of A, B, or C.
S - Satisfactory, credit; awarded by the Registrar upon satisfactory performance in a course offered only on an S/F basis, or on a departmental/divisional examination, or another award of special credit, or completion of a zero-credit course. Purdue University students who receive this grade will have a grade of P recorded on official transcripts whenever the course involves one or more credits.
W - Withdrew; a record of the fact that the student officially withdrew from (dropped) a course or was administratively withdrawn from a course for nonpayment of fees after the end of the fourth week.

6.3 **P/NP option**. The P/NP option provides the student with the opportunity to take free electives with minimal concern for grades earned. The student who enrolls under this option must fulfill the same requirements as others enrolled in the course. The instructor will not be told which students have elected this option. The instructor's grades of A, B, and C for these students are changed to the grade of P by the Registrar. The instructor's grades of D or F are recorded without change for Indiana University students. The instructor's grades of D or F are changed by the Registrar to grades of NP for Purdue University students. Purdue University students who receive the grade of NP will have a grade of N recorded on official transcripts. Grades of P and NP are not used in computing the GPA.

Exercise of this option is subject to three limitations:

6.3.1 The student may elect the option only for courses which fulfill no graduation requirement except total number of credits (i.e. only for free-elective courses).

6.3.2 The student may not elect this option for any course in which the student has received a grade of A, B, C, D, or F.

6.3.3 The student may not elect this option for more than 20 percent of the credits required for graduation.

6.4 **Incompletes**. A grade of I is a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course. A student must have a majority of the required coursework completed (as determined by the instructor) before the instructor is permitted to assign the grade of incomplete. The instructor who reports a grade of I shall file in the Registrar's Office a statement that includes the following information:

The reason for the incomplete

The requirements for completion of the course

The grade for the course to date

The time limit allowed for completion of the course shall not exceed one calendar year. An instructor may change the incomplete to a regular letter grade if requirements for completion of the course are not met within the specified period.

Given extenuating circumstances, and approval of the instructor and the instructor's dean/division director, the time limit may be extended for a period not to exceed one additional calendar year.

The Registrar's Office shall change the I to an IF unless the student graduates or removes the incomplete within the time allowed. Indiana University students who receive this grade will have a grade of F recorded on official transcripts.
If the student re-enrolls in the same course while the incomplete is still on the record, and the course is not repeatable for credit, the original incomplete shall remain on the record permanently.

Students transferring resident credit for a course bearing an unremoved incomplete shall have the grade of I recorded for up to one calendar year from the date of admission to IPFW. At the end of this period, if the student has not graduated or provided evidence that the incomplete has been changed to a permanent grade, the Registrar's Office shall change any such unremoved incomplete to IF.

6.5 **Final grade report**. Each student's complete record for the session and the student's cumulative GPA shall be reported to the student, to the student's major department, and to the student's school/division.

6.6 **Changes of grade**

6.6.1 An instructor who discovers, within 30 days of the grade-processing deadline, that a grade reported for a student was in error shall promptly submit to the Registrar a statement, on

a form specified by the Registrar and countersigned by the instructor's department chair/division director, of the circumstances of the error and of the change to be incorporated in future GPA's. Correction of errors after this time shall also require the approval of the instructor's dean/division director.

6.6.2 The Registrar shall inform the student, the department chair/division director, and the dean of the change of grade.

6.6.3 A student may retake any course. Unless the course is described in the Bulletin or its supplement as repeatable for credit, credit will be given only once for a repeated course, and only the most recent grade earned will be incorporated in GPA calculations.

6.6.4 A student may seek to effect a change of grade through the grade-appeals procedure established by the Fort Wayne Senate.

7.0 SPECIAL CREDIT, CREDIT FOR MILITARY SERVICE, AND EXCESS UNDERGRADUATE CREDIT

7.1 **Credit by departmental/divisional examination**. Opportunities for earning undergraduate credit by departmental/divisional examination are encouraged in order to expedite the education of qualified students. Toward this end, each instructional department/division shall establish procedures to consider candidates, to administer, and to grade such examinations, and each department/division shall provide the Vice Chancellor for Academic Affairs or a designee with comprehensive information on the principal courses that are available for departmental/divisional credit by examination, and test schedules if known. This information shall be made available in the Bulletin or its supplement, and it should be adequate to enable the student to assess eligibility and qualifications to take tests for credit.

The student may request an examination for credit in a course if the course is available for credit by examination and if no grade in the course other than a grade of W or NC has been awarded. The examination shall be at least as comprehensive as those given in the course and shall be graded S (performance comparable to that expected of a student who receives an A, B, or C in the course) or unsatisfactory. The Registrar shall establish forms and procedures to assure proper distribution of results, and for satisfactory performance shall record credit for the course on the student's record. No record shall be made on the transcript for unsatisfactory performance.

7.2 **Achievement credit**. Except as provided herein for the International Baccalaureate Program, credit or transfer credit for nationally administered examinations shall be awarded only after approval by the IPFW division/department that offers courses in the subject area. For participants in the International Baccalaureate Program, an award of 3-8 credits shall be made for each High level examination passed with a score of 4 or above. The admissions office will award undistributed credit in the appropriate disciplines until specific credit equivalencies are established by IPFW departments. No credit will be awarded for performance on Subsidiary level examinations.

7.3 **Credit for military service**. Each school/division shall decide whether credit for participation in military service may be applied toward a degree.

7.4 **Excess undergraduate credit**. A senior with a GPA of 3.00 or better may, with written permission from both an authorized graduate advisor and the instructor(s) involved, enroll in up to nine credits in excess of the requirements for graduation, in courses intended for use in a graduate program. Permission, if given, shall be noted on forms supplied by the Registrar, who shall make a transcript notation of the special status of these credits. Instructors shall impose graduate-level standards on such a student.

8.0 **GRADE-POINT AVERAGES**. A grade-point average (GPA) is a weighted average of credits for which a grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, or IF has been assigned. Grade points will be assigned to each completed course according to the following table:

Grade	Grade Points
A+, A	4.0 x Semester Hours
A-	3.7 x Semester Hours
B+	3.3 x Semester Hours
B	3.0 x Semester Hours
B-	2.7 x Semester Hours
C+	2.3 x Semester Hours
C	2.0 x Semester Hours
C-	1.7 x Semester Hours
D+	1.3 x Semester Hours
D	1.0 x Semester Hours
D-	0.7 x Semester Hours
F, IF	0.0 x Semester Hours
I, NC, NP, P, S, W	Not Included

The GPA is the sum of the Grade Points for all included courses divided by the total number of hours for those courses. The GPA is rounded to two decimal places.

[Note: Prior to Summer 1993, Purdue University transcripts and related records were based on a "6point" system, with grades of A equated to 6 points and other grades scaled accordingly (F equated to 2 points). Subsequent Purdue University records use the 4-point system described in these regulations.]

8.1 **Semester GPA**. The student's semester GPA is the GPA computed for those credits for which the student was assigned a GPA-related grade for the specified semester.

8.2 **Cumulative GPA**. The student's cumulative GPA is the GPA computed for all credits for which the student has been assigned a GPA-related grade, with the exception of those courses which have been repeated and which are not repeatable for credit (See Section 6.6.3).

8.3 **Graduation GPA**. The student's graduation GPA is computed by the Registrar each semester and is reported to every student enrolled. Included in this GPA are all credits for which the student has been assigned a GPA-related grade in courses which fulfill a graduation requirement for the student, with the exception of those courses which have been repeated or excluded as specified in Sections 2.3.2, 2.4, and 6.6.3 of these regulations. The graduation GPA of a student pursuing more than one degree program shall be computed in the academic unit through which the student registers.

9.0 ACADEMIC STANDING

9.1 **Good standing**. For purposes of reports and communications to other institutions, and in the absence of any further qualifications of the term, a student is considered in "good standing" unless that student has been dismissed, suspended, or dropped from IPFW and not readmitted.

9.2 **Academic recognition**. At the conclusion of each fall or spring semester (but not any summer session) the Registrar shall indicate which undergraduate students are eligible for academic recognition.

9.2.1 On the Dean's List for having (a) at least 12 credit hours included in the graduation GPA, (b) at least 6 credit hours included in the semester GPA, (c) achieving at least a 3.5 graduation GPA, and (d) achieving at least a 3.0 semester GPA.

9.2.2 On the Semester Honors List for (a) having at least 6 credit hours included in the semester GPA, (b) achieving at least a 3.5 semester GPA, and (c) achieving at least a 2.0 graduation GPA.

Any student who achieves academic recognition for either of the two previous semesters is recognized at the annual Honors Convocation. An academic record entry will note the student's achievement of academic recognition.

9.3 **Recognition of completion of honors program**. When a student is certified by the Honors Program Council to have completed the requirements of the honors program, an appropriate academic record notation shall be made.

9.4 **Academic probation, dismissal, and readmission**. The following probation, dismissal, and readmission criteria are minimums for IPFW; academic units may set higher standards which shall become effective upon publication in the Bulletin or its supplement. A student dismissed from a program for failure to meet the higher standards imposed by an academic unit must be accepted in another program before registering for a subsequent academic session.

9.4.1 Probation. A student shall be placed on academic probation if his/her fall or spring semester or cumulative GPA at the end of any fall or spring semester is less than a 2.0. A student on academic probation shall be removed from that standing at the end of the first subsequent fall or spring semester in which he/she achieves semester and cumulative GPA's equal to or greater than 2.0.

IF: Semester GPA or Cumulative GPA is < 2.0 = ACADEMIC PROBATION
IF: On academic probation and Cumulative GPA is < 2.0 but Semester GPA is ≥ 2.0 = CONTINUED PROBATION
IF: On academic probation and Semester GPA is < 2.0 but Cumulative GPA is ≥ 2.0 = CONTINUED PROBATION

Any grade change due to a reporting error will result in a recalculation of the GPA and determination of probation standing.

Academic standing will not be assessed in summer sessions.

A student who wishes to appeal an academic probation standing should contact the academic department of their major for guidance in the appeal process.

9.4.2 Dismissal. A student on academic probation shall be dismissed at the close of any of fall or spring semester in which his/her semester and cumulative GPA is less than a 2.0

IF: On academic probation and both the Semester GPA and Cumulative GPA are < 2.0 = ACADEMIC PROBATION

Any grade change due to a reporting error will result in a recalculation of the index and determination of the dismissal status.

A student who wishes to appeal an academic dismissal standing should contact the academic department of their major for guidance in the appeal process.

9.4.3 Readmission. A student who has been dismissed from IPFW or from another campus of Indiana University or Purdue University may not enroll at IPFW until one fall or spring semester has passed. All readmissions are into probationary status and are subject to stipulations in effect as a condition of readmission. Readmissions shall be reported to the Registrar, and an appropriate entry shall be made on the student's academic record. A student who is academically dismissed for a second time is not eligible to enroll for at least one year.

A student dismissed by this policy must apply to the appropriate office or readmission committee. A fee is assessed for processing the readmission application. Readmission is not guaranteed.

10.0 **DEGREES**. Academic units may impose stricter requirements than those listed in this section but may not waive the following minimum standards. Provided these minimum standards are satisfied, adjustments to any degree requirement may be made by the unit establishing that requirement.

10.1 **Degrees offered**. For completion of undergraduate plans of study of at least 60 credits, associate degrees may be conferred. For completion of undergraduate plans of study of at least 120 credits, bachelor's degrees may be conferred.

10.2 **Requirements for degrees**. Any student entering a degree, certificate, or pre-major program will be required to fulfill the requirements in the Bulletin current at the time of entry or re-entry to the university.

The primary reasons for a student to be required to meet the requirements of a subsequent bulletin include:

- Re-entry to IPFW (after a one year period of non-enrollment)
- By request with the written acknowledgment of the academic advisor
- When required by accreditation, a department may require students to complete the curriculum defined by the most current bulletin.

Any student who remains continuously enrolled or admitted to the university will be required to meet the requirements of the Bulletin of the term of entry or re-entry to the university unless the student chooses to change to a subsequent Bulletin with the written acknowledgement of the academic advisor.

Any student who is **not** continuously enrolled due to a period of deployment to serve in a branch of the armed services may meet the requirements of the Bulletin of the most recent entry or re-entry to the university.

In addition

- Any new requirements for a degree, certificate, or pre-major program may not be applied to currently enrolled students in these programs if it would increase the number of semester hours or the number of semesters required for completion of the program.
- The school/division/department committee in charge of curriculum matters may refuse to accept as credit toward graduation any course which was completed 10 or more years previously. Former students shall be notified of all such decisions upon reentering or when the credit is determined to be unacceptable.

Any new requirement for a degree, certificate, or pre-major program may not be applied to currently enrolled students in these programs if it would increase the number of semester hours or the number of semesters required for completion of the program.

The school/division/department committee in charge of curriculum matters may refuse to accept as credit toward graduation any course which was completed 10 or more years previously. Former students shall be notified of all such decisions upon reentering or when the credit is determined to be unacceptable.

To gain any associate or bachelor's degree from IPFW, the student shall satisfy the following requirements:

10.2.1 The completion by resident credit or transfer credit (see Section 1.2) of the plan of study underlying the degree, including:

10.2.1.1 For an associate degree, the registration in and completion of at least 32 credits of resident course credit, including at least 15 credits in courses applicable to the major.

10.2.1.2 For a bachelor's degree, the registration in and completion of at least 32 credits of resident course credit at the 200 level or above, including at least 15 credits at the 300 level or above in courses applicable to the major.

10.2.2 Normally, completion of the entire final year in residence. However, with the approval of the student's school/division, a student who has satisfied the resident course credit requirement may complete the remaining requirements in another approved college or university.

10.2.3 Establishment of a cumulative GPA of 2.00 or better.

10.2.4 Registration, either in residence or in absentia, as a candidate for the desired degree during the academic session immediately preceding its conferral.

10.3 **Double majors and double degrees**. The academic units sponsoring programs shall certify completion by the student of each degree and any second major that may have been completed.

10.3.1 Double major. A student who completes the requirements for more than one program will be awarded a degree with a double major if (1) the requirements are completed at the same time, (2) the programs are offered by the same school or division and the same university at IPFW, and (3) the programs lead to the same degree, where "the same degree" means a B.A. (IU or Purdue) or a B.F.A. or a B.S. (PU only) or a B.S.C., etc.

10.3.2 Double degree. A student who completes all requirements for more than one program will be awarded two degrees if the above requirements for a double major are not satisfied, except that Purdue University students who complete requirements for a second Purdue University major leading to the same degree in the same school or division as originally earned shall have this major noted on their transcripts but shall not receive a second degree.

10.4 **Graduation with distinction**. A candidate for the bachelor's degree with distinction must have a minimum of 65 resident credits included in the computation of the cumulative GPA. A candidate for an associate degree with distinction must have a minimum of 35 resident credits included in the computation of the cumulative GPA. The required GPA, calculated each spring as outlined below, shall also apply to degrees for the following summer sessions and fall semester.

10.4.1 In each college, school or division, the minimum cumulative GPA for graduation with distinction from an associate or bachelor's-degree program shall be 3.80-3.94.

10.4.2 In each college, school or division, the minimum cumulative GPA for graduation with highest distinction from an associate or bachelor's-degree program shall be 3.95-4.00.

10.4.3 In each school or division, the requirements for graduation with distinction or with highest distinction from an associate-degree program shall be separately calculated as outlined above for bachelor's-degree programs.

10.5 **Conferring of degrees**. Degrees may be granted as of the close of each academic session. The names of the degree nominees will be presented by the Registrar to the appropriate board of trustees for approval.

11.0 MINORS

11.1 **Establishment**. A minor-subject program may be established by any academic unit at IPFW subject to approval by the school/division containing the unit, to approval by the Curriculum Review Subcommittee, to acceptance by the Vice Chancellor for Academic Affairs, and to publication of requirements for completion of the program in the Bulletin or its supplement.

Completion of any minor must require a minimum of 12 credits, including at least six resident credits at the 200-level or above.

11.2 **Certification.** A student may earn a minor by requesting acceptance into the minor from the academic unit offering the minor. If accepted, the unit offering the minor will submit the appropriate electronic Form 42 to the Office of the Registrar to add the minor to the student's current degree program.

An academic unit may authorize a student's major advising unit to add the minor by submitting the Form 42 for the student. This authorization would be stated in the offering unit's minor requirements listed in the Bulletin.

At the same time as degree certification is processed, the degree-granting unit shall certify the student's completion of all minor requirements. Certification shall be based on completion of the minor program requirements in effect for the bulletin of the student's current degree program.

11.3 **Transcript entry**. Concurrent with completion of degree requirements, the Registrar shall make an appropriate entry on the student's transcript to signal completion of the minor. No entry shall be made on the transcript if the minor is not completed by the time the student is certified for graduation.

12.0 **TRANSCRIPTS.** A student or former student whose record is not encumbered for any reasons described herein shall, upon application at IPFW to the Registrar and payment of any prescribed charge, be entitled to receive a transcript of the complete record, including any major(s) and minor(s). The IPFW policy governing the release of student records appears in Appendix A.

13.0 **ENCUMBRANCE**

13.1 **Request for encumbrance**. The request for the encumbrance of a student record shall be filed with the Registrar's office and shall indicate whether either or both the registration of the student and/or the issuance of a transcript or diploma is to be encumbered. Because the encumbrance shall remain in effect until the Registrar is notified by the officer responsible to disencumber the record, it is the responsibility of the officer lifting the encumbrance immediately to notify the Registrar.

13.2 **Effect upon graduation**. A student in arrears to IPFW shall not receive a diploma. The clearance of a student's financial obligation on or before the Friday before Commencement shall be essential for graduation. If a student so delinquent clears the obligation later, the diploma will be released.

14.0 **AMENDMENTS**. Subject to the following restrictions, these IPFW Academic Regulations and Procedures may be amended in accordance with the Bylaws of the Senate.

14.1 **Submission**. Proposed amendments shall be submitted to the Senate under the title "Proposed Amendments to the IPFW Academic Regulations and Procedures."

14.2 **Voting.** A final vote on proposed amendments may not be taken at the meeting or convocation in which the proposals are introduced.

14.3 **Dissemination**. Copies of amendments shall be forwarded by the Presiding Officer of the Senate to the appropriate administrative personnel.

APPENDICES

Appendix A. Release of Student Information (SR 08-21, supersedes SR 96-17)

A. In compliance with the Family Educational Rights and Privacy Act, the IPFW policy governing access to student records is described below, beginning with the following definitions:

1. **Student** is defined as one who has attended or is attending IPFW.

2. **Educational records** include those records maintained by the institution but exclude records maintained by individuals and available only to those individuals or designated substitutes (i.e. "personal files.")

3. **Directory information** is limited to name, address, phone, email address, class standing, college/school/division, major field of study, dates of attendance, current enrollment status, degrees and awards, recognized student activities, sports, and information related to participation on athletic teams. Records of arrests and/or convictions are public records and thus not subject to institutional policy.

4. **Record** includes any data or information about the student and related individuals regardless of media used to create or maintain the record.

5. **Disciplinary action** is defined as the outcome of an investigation by the university of a student who has been accused of an infraction or violation of the internal rules of conduct applicable to students.

B. Directory information will be released in response to any request unless the student has filed a restrainer form according to procedures specified by the Registrar. The student has the right to restrain release of any or all of the directory information.

C. All students have educational records located in one or more of the following offices and maintained by the administrator of that office: Academic Internships, Cooperative Education, and Service Learning, Academic Success Center, Admissions, Affirmative Action/Equal Employment Opportunity, Alumni Relations, Athletics, Recreation, and Intramural Sports, Bursar, Career Services, Center for Academic Support and Advancement, Collegiate Connection, Continuing Studies, Dean of Students, Diversity and Multicultural Affairs, Financial Aid, First Year Experience, Honors Program, International Programs, International Student Services, Mastodon Academic Performance Center, Mastodon Advising Center, Registrar, Services for Students with Disabilities, Student Housing, Student Life, Testing Services, Women and Returning Adults Center, University Police, and academic units.

D. The confidentiality of all records may be broken in an emergency situation if deemed necessary in terms of the severity of the emergency, the usefulness of the records, and the extent to which time is critical in responding to the emergency.

E. A student's record is available to that student, with the following exceptions:

1. Confidential letters of recommendation submitted prior to 1975.

2. Records of parents' financial status.

3. Records described in Sections F, G, and H, below.

F. Records related to the employment of a student are subject to other laws and administered by the Human Resources office.

G. Medical and psychological records will be released only to a physician or other health-care professional designated by the student.

H. Letters of recommendation for which the student signed a voluntary waiver of access will not later be disclosed to the student. Waivers must be voluntarily signed by the student and may only be related to recommendations concerning admission, candidacy for awards, and candidacy for employment. These recommendations may be used only for the purpose originally intended.

I. Except as noted above, student records are available to members of the faculty and staff who have a legitimate need for access to the record, with the legitimacy of the request determined by the administrator of the office responsible for maintenance of the record.

J. The following procedures apply to all offices maintaining records:

1. The student may see the record after completing a written request, either in person or by mail.

2. Access to the record must be allowed within 30 days and the student must be allowed to copy the record, subject only to payment of any applicable copying charges.

3. The student must receive an interpretation of the record, upon request, at or after the time that access is granted.

4. If the student objects to any part of the record, and the responsible office will not revise the record as requested, the student must be given an opportunity to request a formal hearing concerning the objection. Policies and procedures governing the hearing process will be specified by the Vice Chancellor for Academic Affairs.

K. Records about a student will be released without the consent of the student in the following circumstances:

1. To the student's parents if the student is a dependent as defined by the Internal Revenue Service.

2. To federal officers as prescribed by law.

3. As required by state law.

4. To agencies or individuals conducting educational research, provided that the administrator of the records is satisfied concerning the legitimacy of the research effort and the confidentiality to be maintained by the researcher.

5. To agencies responsible for accreditation of the institution or its programs.

6. In response to a lawful subpoena, subject to making reasonable attempts to provide prior notification and opportunity for objection by the student.

7. To institutional security officers when necessary for a criminal investigation.

8. To the alleged victim of a crime provided that the release is limited to the disciplinary action and that the disclosure of this action is considered by the university to be appropriate.

9. To a transfer student's former college/university and to a college/university that a student is seeking to attend.

10. To contractors, volunteers, and other non-employees performing institutional services and functions as school officials with legitimate educational interests. This includes the National Student Clearinghouse, American Campus Communities, and Educational Computer Systems Incorporated (ECSI).

L. Records about a student will otherwise be released only upon completion of a consent form signed by the student. Any such release must include a notice that further release by the recipient is prohibited by law, and a record of the release must be retained.

M. The institution reserves the right to maintain only those records it considers useful and to set retention schedules for various categories of those records. However, the administrator responsible for each category of records must ensure that a record being challenged is not destroyed prior to resolution of the dispute concerning its contents. The administrator must also ensure record retention length prescribed by law.

Appendix B. IPFW Grade Appeals Policy (SD 82-2, as amended on March 17, 2014)

The grade appeals policy applies to all students enrolled at IPFW. It can be used by any student who has evidence or believes that evidence exists to show that a course grade was assigned or a similar evaluation was made as a result of prejudice, caprice, or other improper condition such as mechanical error.

In appealing, the student must support in writing the allegation that an improper decision has been made and must specify the remedy sought. The student should seek the assistance of the dean of students in pursuing the appeal. During an appeal, the burden of proof is on the student, except in the case of alleged academic dishonesty, where the instructor must support the allegation. The student may have an advisor or friend present during all meetings with faculty members, administrators, and/or committees; he or she may advise the student but may not speak for the student during the meetings.

Grades may be changed only by a university authority upon the decision of the Grade Appeals Subcommittee, or by the instructor any time prior to the decision of the Grade Appeals Subcommittee.

Timing of Appeals

An appeal must be initiated no later than the fourth week of the fall or spring semester immediately following the session in which the grade was assigned. A final decision at each step must be reported within thirty calendar days of the filing of an appeal at that step, provided that this deadline falls within the regular academic year (fall or spring semester). If the deadline falls during the summer, the decision must be reported within 30 calendar days of the start of the fall semester. Each successive step in the appeals procedure must be initiated within three calendar weeks of the completion of the prior step.

Steps in the Process of a Grade Appeal

1. Course instructor: The student makes an appointment with the instructor to discuss the matter. If the instructor is unavailable, the department or program chair shall authorize an extension of time or allow the student to proceed to Step 2. If the chair is unavailable, the dean of the school shall authorize the extension.

2. Department/school/program: If the matter has not been resolved at Step 1, the student makes an appointment with the chair of the department or program offering the course, who may make an informal attempt to resolve the appeal. If the appeal is not resolved informally, the chair will direct the student procedurally in making an appeal to the department, school, or program committee. Only one committee shall hear the appeal in Step 2. The student filing an appeal shall have the opportunity to be heard in person by the committee. The instructor shall be provided with a written copy of the appeal and the identity of the student who filed the appeal.

3. Grade Appeals Subcommittee: If the matter has not been resolved at Step 2, the student makes an appointment with the dean of students, who will direct the student procedurally in submitting the case to the Grade Appeals Subcommittee.

Department/School/Program Appeals Procedure

Each department, school, or program will establish appeals procedures which provide for a committee of three or more Faculty members responsible for hearing grade appeals related to courses listed or administered by that department/school/program if those appeals have not been satisfactorily resolved between the student

and the instructor or informally by the department chair. The procedures established by each department, school, or program shall provide for each case to be heard by only one such committee. The procedure shall provide the opportunity for the student to be heard in person, and for the decision to be reported in writing to the student and the instructor. A copy of each unit's procedures will be given to the vice chancellor for academic affairs, to the dean of students, and to students upon request.

Grade Appeals Subcommittee

This subcommittee shall consist of nine members elected from among the Voting Faculty according to procedures specified in the *Bylaws of the Senate*.

Before hearing the details of a case, the subcommittee will decide by majority vote whether to consider the appeal, and will report its decision in writing within 30 calendar days. The bases for a decision to consider an appeal may include (but not be limited to) a finding that (1) improper procedures have been followed by university employees at earlier steps of the appeal; (2) new information is present; or (3) the instructor has declined to accept the department, school, or program committee's recommendation.

No member of the subcommittee may take part in an appeal involving a course or instructor from the member's department or program. Members should also recuse themselves from cases in which they have potential conflicts of interest, personal involvement in the case, schedules that will interfere with hearing the appeal in a timely manner, or other disqualifying causes. From those members remaining, the chair will select the fiveperson hearing panel. The panel members will elect a chair who will be responsible for making arrangements related to the case.

If the case is to be heard, the hearing will take place within 30 days of the decision to hear the appeal, or within 30 days of the start of the fall semester, whichever is applicable. Each member of the panel will vote on whether the appeal is valid and, if so, on what remedy should be provided. If the panel, by majority vote, finds in favor of changing a grade, the chair shall report this finding to the registrar and to the parties listed below. The decision of the panel is binding on all parties and may not be appealed.

Reporting of Subcommittee and Panel Decisions

The subcommittee and each panel shall report its findings and actions to the student, the department, school, or program from which the appeal came, the instructor, the chair of the student's department, the dean or director of the student's school or division, the dean of students, and (in the case of a panel decision) the chair of the Grade Appeals Subcommittee.

Appendix Y:
Senate Document 15-15

Senate Document SD 15-15
(Approved, 2/8/2016)

MEMORANDUM

To: Fort Wayne Senate
From: Cigdem Z. Gurgur, Chair
Faculty Affairs Committee
Date: January 4, 2016
Subject: Process for Determining Tested Experience in Hiring Faculty
Disposition: To the Presiding Officer for implementation

WHEREAS, the Higher Learning Commission states that "The faculty hiring qualifications related to tested experience should be reviewed and approved through the faculty governance process at the institution." (HLC Guidelines, Determining Qualified Faculty through HLC's Criteria or Accreditation and Assume Practice, October, 2015);

WHEREAS, the Faculty Affairs Committee is responsible for "standards of appointment" (SD 81-10 Bylaws of the Senate);

BE IT RESOLVED, that documentation for hiring faculty deemed qualified via "tested experience" include how that tested experience was determined;

BE IT FURTHER RESOLVED, that tested experience qualifications include (but are not limited to) actual tests (i.e., licensing exams, board exams, certifications, CPA, etc.), other public forms for "testing" (i.e., public recognition via exhibits, publications, patents, awards), and/or industry/discipline specific tested experience (i.e., years of successful experience in the industry);

BE IT FURTHER RESOLVED, that departments utilizing tested experience in hiring qualified faculty develop clear standards, consistent with HLC policy, for determining "a minimum threshold of experience and a system of evaluation which could include the skill sets, types of certifications or additional credentials, and experiences that would meet tested experience requirements for specific disciplines and programs" (HLC Guidelines, Determining Qualified Faculty through HLC's Criteria or Accreditation and Assume Practice, October, 2015) and that these standards be applied consistently during the hiring process, and included in the faculty member's documentation accompanying request to make an offer.

Appendix Z:
HLC Letter Extending Compliance Timeframe for Dual Credit Instructor Qualifications

HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

December 19, 2016

Theresa Lubbers, Commissioner
Indiana Commission for Higher Education
101 W. Ohio St. #300
Indianapolis, IN 46204

Dear Commissioner Lubbers,

Your institution recently submitted an application to HLC to extend the time allotted for compliance with HLC Policy Assumed Practice B.2, specifically in regard to qualifications for faculty providing dual credit instruction.

HLC has approved your request for an extension to come into compliance with the revised Assumed Practice until September 1, 2022. HLC will retain a copy of the plan and, during the next regularly-scheduled accreditation review that occurs **after** the extension date noted above, instruct the peer review team to verify that the plan has been completed.

> **Special Note:** *As HLC reviewed applications from institutions seeking extensions, it became clear that it was important to accommodate faculty who might be assigned to teach dual credit during the extension period, but who were not assigned to teach dual credit at the time of the application's submission and as a result, not referenced in the application. As such, the extension will include these faculty (if applicable), and the period granted to all institutions receiving an extension will be* ***September 1, 2022*** *(the maximum allowed), whether the full time period was originally requested or not. Institutions should ensure to develop and maintain a plan on file for each of these faculty members to come into compliance with HLC's faculty qualification expectations by the extension deadline.*

Please contact the institution's HLC staff liaison with any questions.

Sincerely,

Higher Learning Commission

Cc: Ken Sauer, Senior Associate Commissioner and Chief Academic Officer
Sunil Ahuja, Vice President for Accreditation Relations
Tom Bordenkircher, Vice President for Accreditation Relations
Stephanie Brzuzy, Vice President for Accreditation Relations
Barbara Johnson, Vice President for Accreditation Relations
Jeffrey Rosen, Vice President for Accreditation Relations
Linnea Stenson, Vice President for Accreditation Relations

Ball State University
Indiana State University
Indiana University Bloomington
Indiana University East
Indiana University Kokomo
Indiana University Northwest

Indiana University Purdue University Fort Wayne
Indiana University South Bend
Indiana University Southeast
Ivy Tech Community College of Indiana
Purdue University Northwest
Purdue University West Lafayette
University of Southern Indiana
Vincennes University
Ancilla College
Grace College
Huntington University
Indiana Tech
Oakland City University
Trine University
University of Evansville
University of Indianapolis

Appendix AA:
Purdue University Guidelines for Credits

SEMESTER CREDIT HOURS GUIDELINES

Introduction

Credit hour is the unit by which an institution measures its course work. The number of credit hours assigned to a course quantitatively reflects *the outcomes expected, the mode of instruction, the amount of time spent in class, and the amount of outside preparatory work expected for the class.*

Considerable variation exists from institution to institution and within a given institution. A *semester credit hour* is the most commonly used system of measuring course work and is usually based on at least a 14-17 week calendar.[1] Further, a class hour varies from 45 to 60 minutes in various institutions. Many of the definitions refer to weekly student class hours (WSCH). Most faculties adopt a consistent measure within guidelines for their institution's course offerings.

These consistencies have made it possible for accrediting groups to compare programs at multiple institutions. They make the handling of transfer credit from institution to institution reasonably systematic. They make it possible that institutions can issue "transcripts that follow commonly accepted practices and accurately reflect a student's academic experience" as required by Criterion 5 of the North Central Association's Criteria for Accreditation (Adopted February 2001). Further, prospective students can make meaningful comparisons between institutions and academic programs. Additionally, federal and state reporting requirements can be analyzed, achieved, and communicated.

Using the 16-week semester, the semester credit hour, and the 50-minute class hour, Purdue University course offerings are measured under the following guidelines.

Credit Guidelines

One semester credit hour is assigned in the following ratio of component hours per week devoted to the course of study:

---

[1] Ashford, Brenda (AACRAO). "2000-2001 Academic Calendars Study: Analytical Profiles of Calendar Use and Conversions".

NON-LABORATORY CLASS INSTRUCTION [2]

Lecture, Recitation -

Normally, one credit hour is associated with a class meeting for 50 minutes per week for an entire semester (or the equivalent 750 semester-minutes, excluding final exams). Another widely repeated standard states that each in-class hour of college work should require two hours of preparation or other outside work.

Presentation –

1/2 credit hour is associated with a class meeting for 50 minutes per week for an entire semester (or the equivalent 750 semester-minutes, excluding final exam).

.

LABORATORY CLASS INSTRUCTION [3]

Laboratory, –

Normally, one credit hour is associated with a class meeting for 50 to 200 minutes per week for an entire semester (or the equivalent 750 to 3,000 semester-minutes, excluding final exam, in other meeting formats). Two semester credit hours could be earned for a class meeting for 150 to 300 minutes per week over the semester. (The overlap in minutes in class allows for departmental discretion.)

Lab Prep –

One semester credit hour is associated with a class meeting 50 to 150 minutes per week over the semester.

Clinic –

One semester credit hour is associated with a class meeting 100 to 300 minutes per week over the semester.

Studio -

One semester credit hour is associated with a class meeting 100 to 300 minutes per week over the semester.

INDEPENDENT STUDY [4]

Experiential, Research, Individual Study –

Credit hours associated with this type of instruction will be assigned credit depending upon the amount of activity associated with the course, faculty supervision, and students outside work activity.

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[2] Purdue University Faculty Senate Document (March 2003). "Document I - Instructional Type Classifications (Pg. 2)"

[3] Purdue University Faculty Senate Document (March 2003). "Document I - Instructional Type Classifications (Pg. 2-3)"

[4] Purdue University Faculty Senate Document (March 2003). "Document I - Instructional Type Classifications (Pg. 3-4)"

Distance –

Credit hours associated with this organizational type of a course should be equivalent to credit hours when a course is delivered in another format on campus.

NON-DIRECTED STUDY [5]

Practice/Study/Observation –

No credit hours or staff effort are directly associated with these learning situations.

Types of Credit Awarded in the Purdue University System

Regular Credit:
Credit earned for regularly offered collegiate courses of instruction that meet the requirements of a degree program.

Thesis Credit:
Credit awarded to students for research toward completion of a research project, or a degree thesis or dissertation. This credit allows measure of the expected amount of work and the resources used, while the student actually earns zero degree credit hours. The benefit obtained is primarily to account for the resources provided, to use in reporting to governments, and in maintaining the students' financial aid position. Example: Senior Research Project, Master's Thesis, Doctoral Dissertation.

Equivalent Credit:
Hours are assigned to courses to reflect the value of resources used to provide the class, such as rooms, instructors, equipment, etc. Equivalent hours are used in the registration process but revert to zero when posted to the student's academic history. Example: A seminar with a visiting professor, over and above existing degree requirements. The benefit obtained is primarily to account for the resources provided, to use in reporting to governments, and in maintaining the students' financial aid position.

Continuing Education Units (CEU):
These units of credit are usually assigned to continuing education work accomplished during short courses and conferences. Typically, this is not work used to complete requirements for a degree but may contribute to maintaining licensing or other certification.

[5] Purdue University Faculty Senate Document (March 2003). "Document I - Instructional Type Classifications (Pg. 4)"

Procedure for Exceptions

Many situations and new developments may cause a given department or faculty member to vary from the guidelines listed above in the assigning of credit. If this situation should arise, a Registrar Form 40 should be submitted creating or revising the course, specifying the type of variance to be applied, and the expected benefit. This formal notification will allow the Office of the Registrar to document such variances, continuously synchronize the faculty's pedagogical expectations, and will assist in acknowledging interdepartmental preferences that may logically be converted to needed revisions of the guidelines and policies.

Value of Guidelines

Even though exceptions may be necessary, guidelines are still useful in assigning a measure of the student's academic experience. Consistency in measuring the effort of students and faculty contributes greatly to reliable reporting and evaluation.

These guidelines also help a student to understand the amount of effort that must be expended to complete a course or receive a degree. At most institutions on a *semester credit hour* system, a four-year degree usually requires 120-140 semester hours of credit, implying that the full-time student would earn 15 to 17 semester credit hours for each of eight semesters. If each semester credit hour represents about three hours of study or class attendance each week, this would imply an average 45-51 hour workweek for the student.

SUMMARY OF SEMESTER CREDIT HOURS GUIDELINES

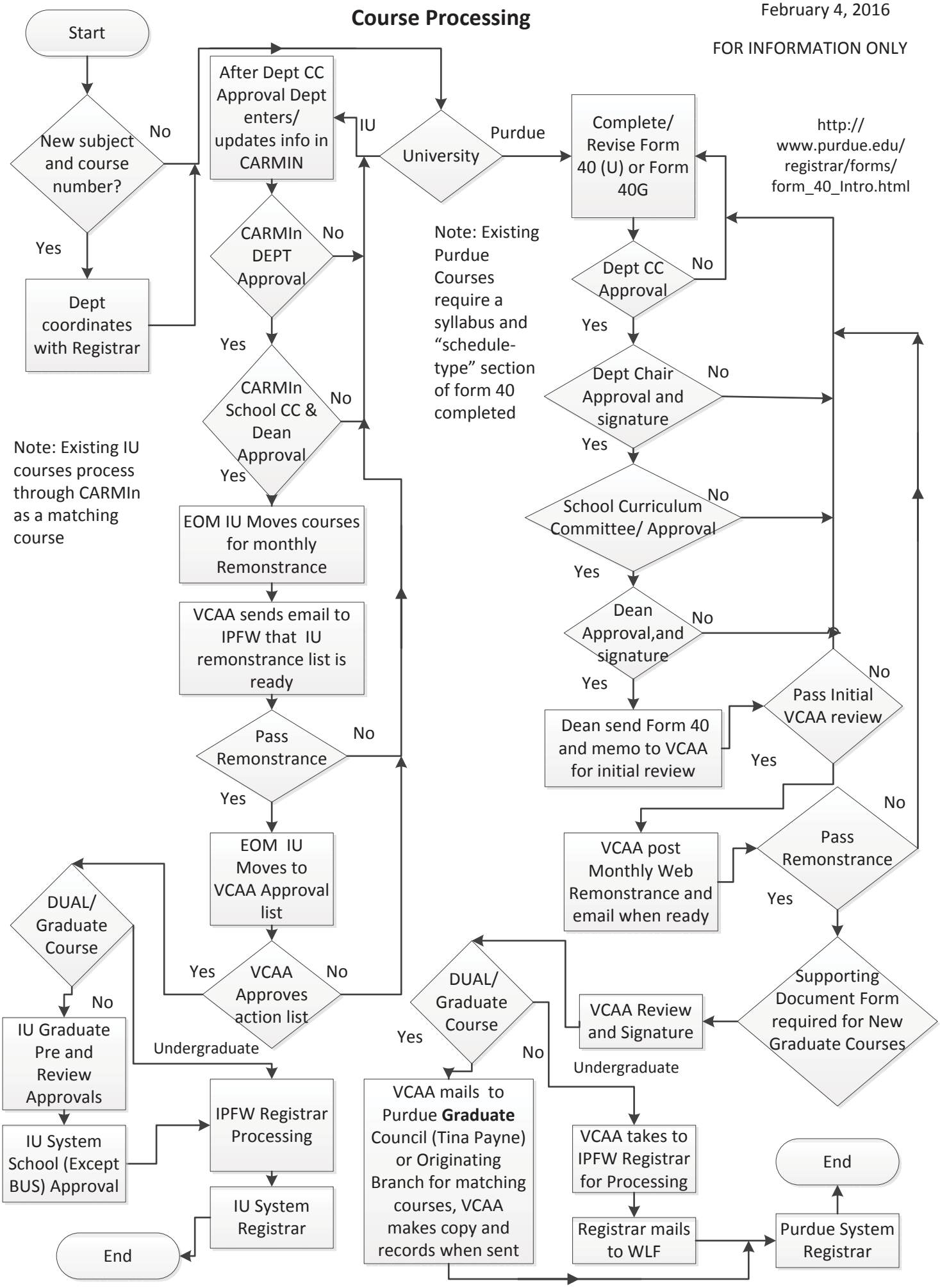
Instructional Type	**Weekly Student Class Hours**	**Preparation Weekly per Class Hour**	**Semester Minutes Class/Prep (excluding final exams)**	**Number of Semester Credit Hours Awarded**
Non-Laboratory Class Instruction				
Lecture	1 class hour	Required	750/1500	1 semester hour
Recitation	1-2 class hours	Required	750-1500/ 1500	1 semester hour
Presentation	1 class hour	0	750/0	1/2 semester hour
Laboratory Class Instruction				
Laboratory	1 to 4 class hours	varies	750-3000/0	1 semester hour
Laboratory	4 to 6 class hours	varies	3000-4500/0	2 semester hours
Lab Prep	1 to 3 class hours	varies	750-2250/0	1 semester hour
Clinic	2 to 6 class hours	varies	1500-4500/0	1 semester hour, equivalent hours may be assigned.
Studio	2 to 6 class hours	varies	1500-4500/0	1 semester hour, equivalent hours may be assigned.
Independent Study				
Experiential	0			varies
Research	0			varies
Individual Study	0			varies
Distance	Same as if course taught on campus			
Non-Directed Study				
Practice/Study/Observation	0			0 regular credit, equivalent hours may be assigned.
Continuing Education – Other Credit				
Short course/conference	10 class hours		500/0	1 ceu

Appendix BB:
Remonstrance Flowchart

Course Processing

February 4, 2016

FOR INFORMATION ONLY



FOR INFORMATION ONLY

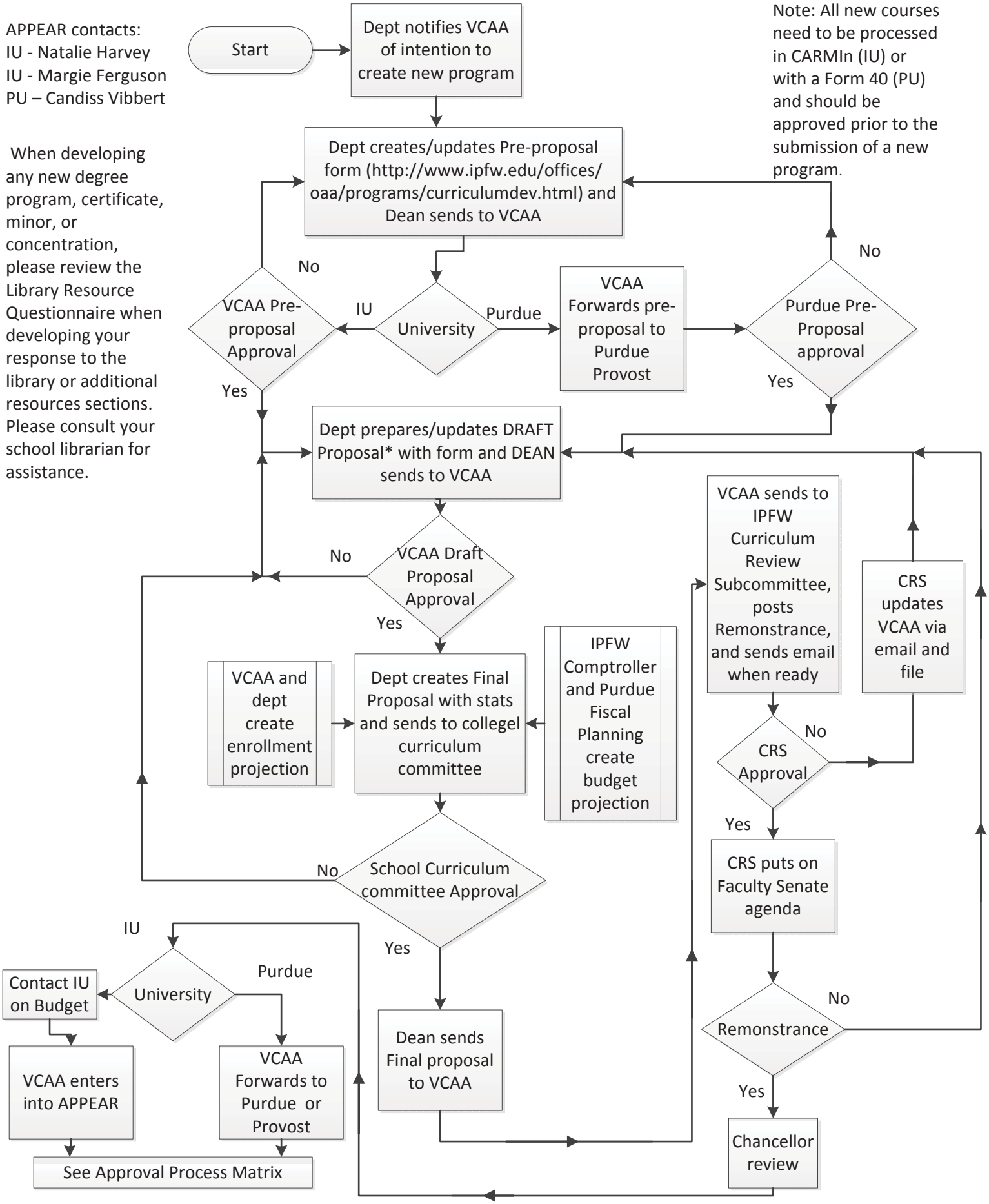
Undergraduate Academic Program Processing

JAN 2016

APPEAR contacts:
IU - Natalie Harvey
IU - Margie Ferguson
PU – Candiss Vibbert

When developing any new degree program, certificate, minor, or concentration, please review the Library Resource Questionnaire when developing your response to the library or additional resources sections. Please consult your school librarian for assistance.

Note: All new courses need to be processed in CARMIn (IU) or with a Form 40 (PU) and should be approved prior to the submission of a new program.



FOR INFORMATION ONLY

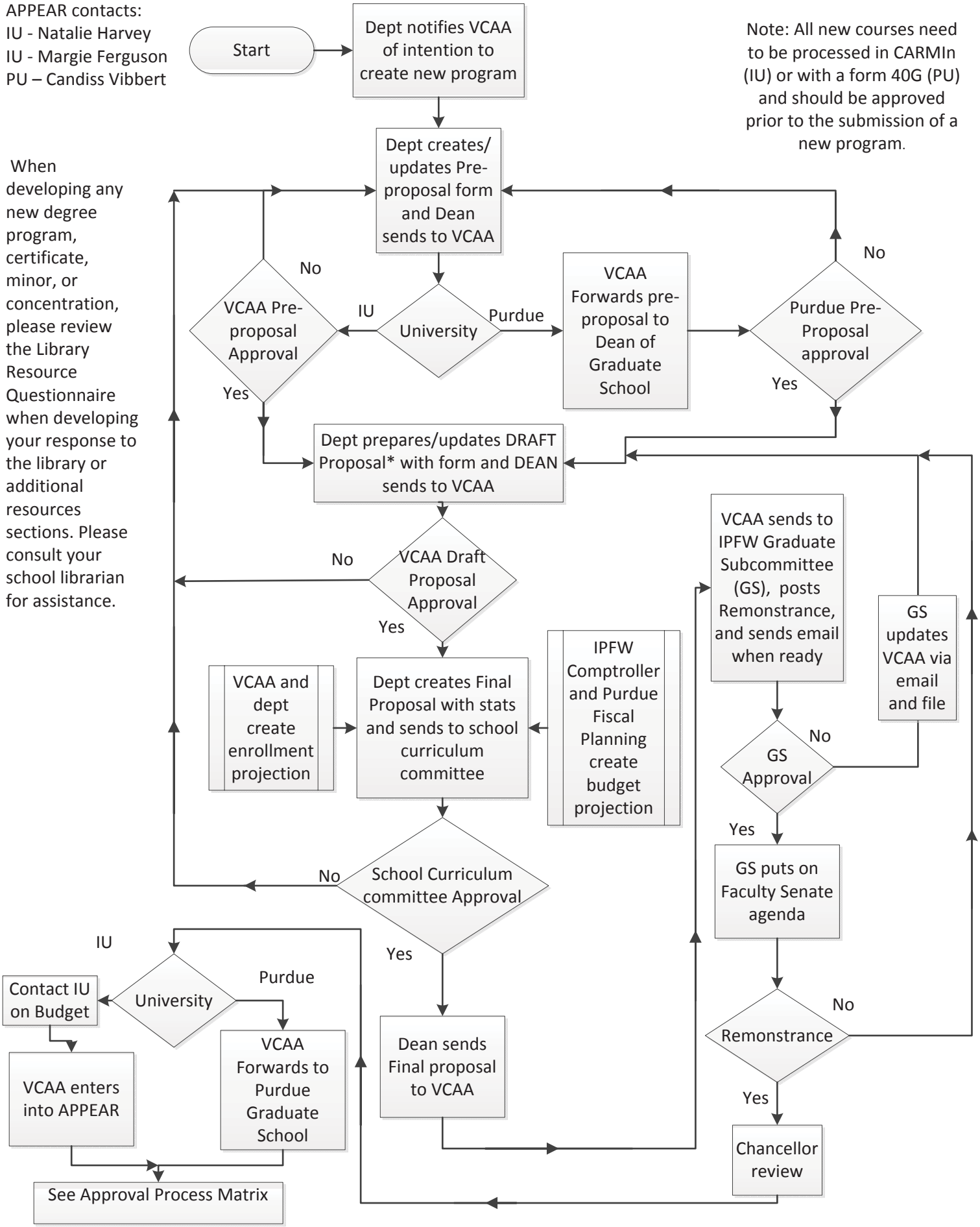
Graduate Academic Program Processing

JAN 2016

APPEAR contacts:
IU - Natalie Harvey
IU - Margie Ferguson
PU – Candiss Vibbert

Note: All new courses need to be processed in CARMIn (IU) or with a form 40G (PU) and should be approved prior to the submission of a new program.

When developing any new degree program, certificate, minor, or concentration, please review the Library Resource Questionnaire when developing your response to the library or additional resources sections. Please consult your school librarian for assistance.



Appendix CC:
Study on Dual Credit and Limited Term Lecturers

Red Team Report: Summer, 2016
Dual Credit and LTL Credentials Test

This summer we ran an LTL and dual-credit Red Team exercise to do several things:

1. See if the documentation we have on file matches what is reported in the HLC/LTL credentials reports
2. See how clearly we document the qualifications of our dual credit and LTL instructors in terms of HLC qualifying categories
3. See how well our LTL and dual credit instructors are qualified according to HLC standards

To that end we:

- Compiled a list of all departments using qualifying criteria other than Masters in the discipline for dual credit and/or LTLs (27 departments);
- Randomly chose one of those departments from each college (6 departments);
- Randomly chose one to three (depending on the number of faculty) LTLs/dual credit instructors from each of those departments
- That yielded nine LTLs and two dual-credit instructors.
- Terri Swim or Connie Kracher (thanks again to these two!!) contacted the chairs of each department and made an appointment to meet with them and look over the personnel records – without giving the chairs any names in advance. Thank you to the chairs for making yourself and your personnel records available.

From this, we found:

- From the qualifying information in the files and discussion with the chairs, four of the 11 were not reported accurately in the credentials' reports – this could be because the definition of some of the categories have changed since the Spring credentials reports were completed but we hope for a better "match" between personnel files and credentials' reports next summer;
- Six of the 11 identified are not currently qualified to teach according to HLC standards. Of those six:
    - Two may be qualified with tested experience – department looking into that;
    - Three have a plan (but not all are on file) to become qualified;
    - One no longer teaches for us;
- In some cases, it took a while to find the right personnel records.

Recommendations for departments:

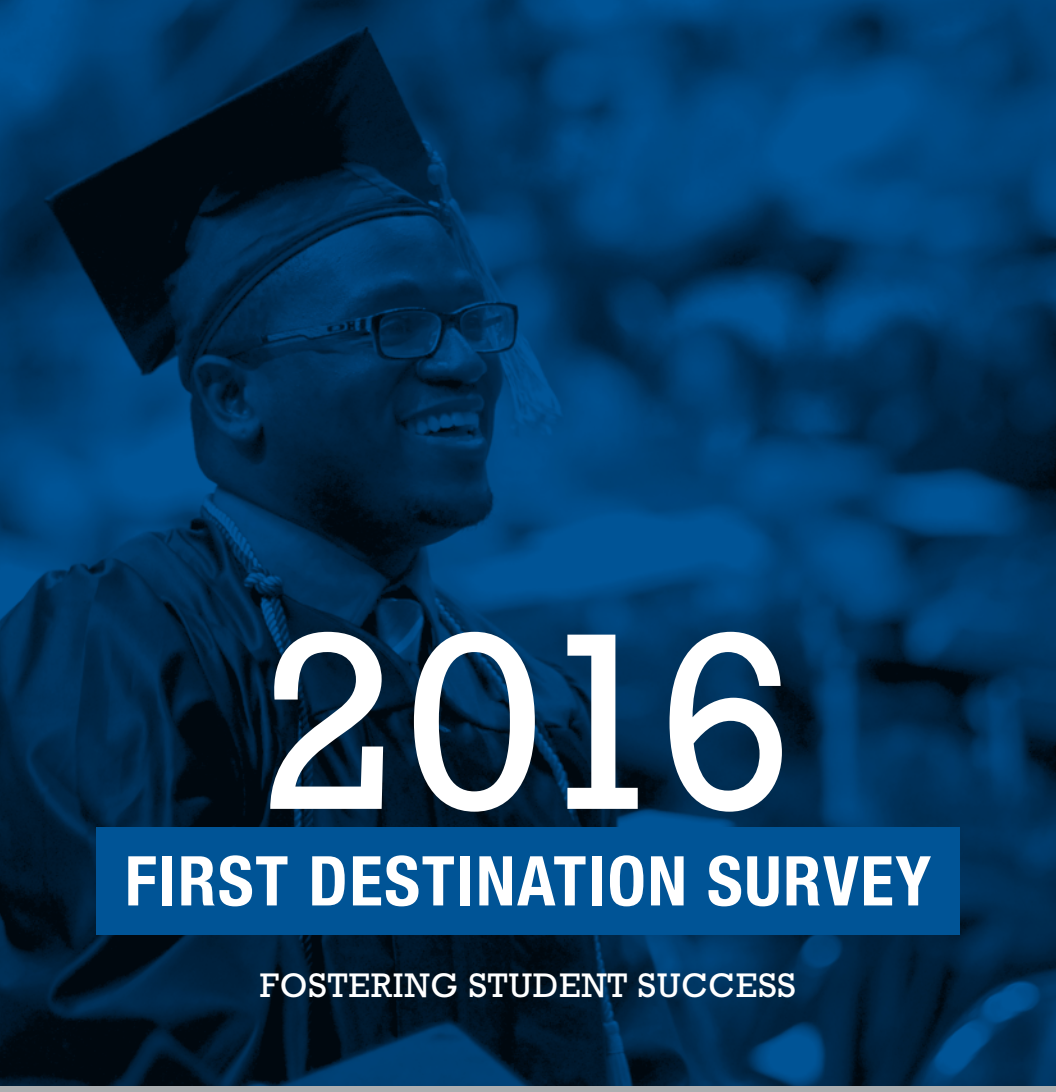
- **Organize personnel records by name so it is easy to find the documents for a given individual if asked;**
- **Be sure each personnel file holds the necessary records:**
    - For all personnel:
        - Transcripts for all graduate work completed;
        - Resume

        - Any reference letters gathered at time of hire (usually three for LTLs)
    - For those with MA in another discipline and 18 credit hours in discipline being taught:
        - Plus list of 18 credit hours – highlighted on transcript or listed separately with explanation of any graduate credit hours that are not "clearly" in the discipline (but contain *substantial* disciplinary content)
    - For those without an MA or with an MA in another discipline:
        - Plus plan for how they will achieve the MA or the 18 graduate credits in the discipline including what courses they will take and how many credits they intend to earn each semester/year
    - For those qualified using Tested Experience:
        - Department Tested Experience policy (or have that readily available with personnel files)
        - Explanation from chair (1/2 to 1 page summary) of how the individual met tested experience criteria

Recommendations for Academic Affairs' LTL and Dual Credit Credentials Form changes:

- Change category "Masters in Discipline" to "Masters in Discipline of Course Content" to clarify that it is the course, not the department, disciplinary content that matters;
- Change category "Plans of study to earn 18 hours on file and making progress" to "Plan of study on file (Y/N) and number of hours earned"
- Make it clear that the "Tested Experience" column is for those qualified in this way, not for notes
- Add "notes" column
- Note: none of these changes will mean the inability to cut and paste from last semester's report ☺ or use last year's and change the column headings except moving the notes out of the tested experience column

Appendix DD:
First Destinations Study



2016

FIRST DESTINATION SURVEY

FOSTERING STUDENT SUCCESS

IPFW

INDIANA UNIVERSITY
PURDUE UNIVERSITY
FORT WAYNE

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WHAT YOU SHOULD KNOW ABOUT THE SURVEY

Each year, Indiana University–Purdue University Fort Wayne (IPFW) conducts a survey with recent graduates about their plans for the future and where their degrees will take them. The data is compiled into the First Destination Survey, a "snapshot" of what's possible with an Indiana University or Purdue University degree earned at IPFW.

The responses we collect help future Mastodons prepare for their career and post-graduation goals. The Class of 2016 First Destination Survey provides comprehensive and reliable data that can be used to accurately inform and shape career expectations of current undergraduates, new alumni, and prospective students. The survey also helps IPFW meet the requirements of the Higher Education Opportunities Act. And it provides accurate post-graduation outcomes information to the IPFW community-at-large, parents, the media, and those who hire.

Strong results—68% response rate

We surveyed students graduating from IPFW in December 2015, May 2016, and only Summer I 2016. A total of 1,589 graduates received the First Destination Survey and will be referred to as the "Class of 2016." We had 1,084 participate, with a response rate of 68% (N=1084). Responses were gathered beginning three weeks prior to graduation and ran three months following graduation.

KEY HIGHLIGHTS

84% of the **class of 2016** is employed, continuing education, serving in the military, volunteering, or not seeking employment

89% of respondents who are **now employed** are working in the 11 counties that make up **northeast Indiana**

95% of respondents who are now employed are **working in Indiana**

84% of the graduates who are now employed report the position they found was **related** to their degree program

88% of the graduates who are now employed report the position they found was related to their **future career goals**

89% of respondents were **satisfied** with their initial career activity after graduation

67% of respondents indicated their **main motivation** for finishing their degree was employment opportunities, income potential, job satisfaction, or professional prestige

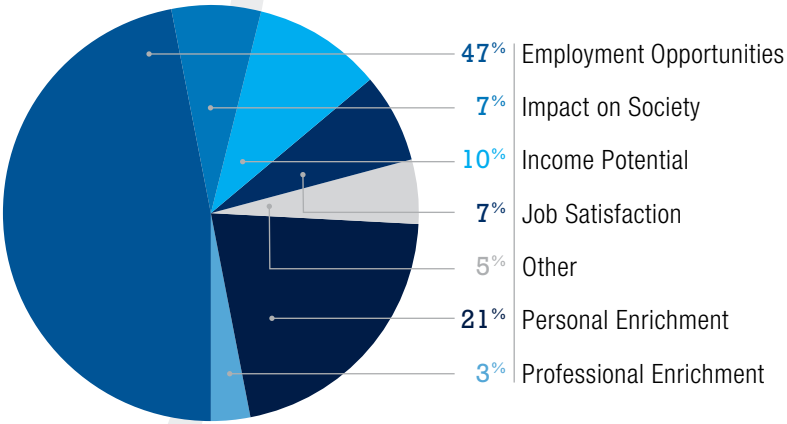
OVER HALF

59% reported participating in at least one form of experiential learning

93% of respondents indicated they were **satisfied** with their time spent at IPFW

80% of graduates who utilized the services from **Career Services** reported being employed or continuing education

MOTIVATION FOR FINISHING DEGREE



DEGREES REPRESENTED IN THE SURVEY

1,173
DEGREES/CERTIFICATES/MAJORS
69% total complete response rate

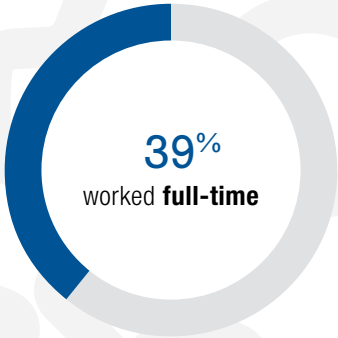
1,084
GRADUATES
68% total complete response rate

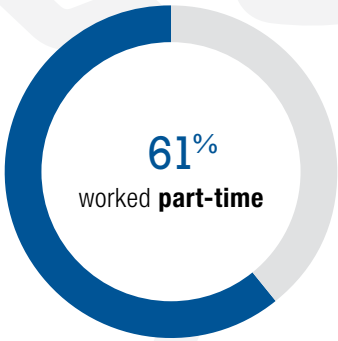
EMPLOYED DEGREE SEEKING STUDENTS

9 out of 10

respondents **worked while attending IPFW.**







WHAT IS HAPPENING AFTER GRADUATION

84% of the **class of 2016** is employed, continuing education, serving in the military, volunteering, or not seeking employment.



Knowledge rate 71.4%

83.5% are employed **related to major**



88.3% are employed **related to career goals**



FIRST DESTINATION POST-GRADUATION OUTCOMES BY COLLEGE

This information is collected within 3 months after graduation.

COLLEGE OF ENGINEERING, TECHNOLOGY, AND COMPUTER SCIENCE

EMPLOYED FULL-TIME	70.5%
EMPLOYED PART-TIME	6.3%
CONTINUING EDUCATION	7.8%
SEEKING EMPLOYMENT	13.8%
MILITARY	<1%
NOT SEEKING EMPLOYMENT	<1%
SELF-EMPLOYED	<1%

DOERMER SCHOOL OF BUSINESS

EMPLOYED FULL-TIME	64.2%
EMPLOYED PART-TIME	12.5%
CONTINUING EDUCATION	9.1%
SEEKING EMPLOYMENT	10.8%
MILITARY	<1%
NOT SEEKING EMPLOYMENT	1.7%
SELF-EMPLOYED	1.1%

COLLEGE OF EDUCATION AND PUBLIC POLICY

EMPLOYED FULL-TIME	55.3%
EMPLOYED PART-TIME	14.9%
SEEKING EMPLOYMENT	25.5%
NOT SEEKING EMPLOYMENT	2.1%
VOLUNTER	2.1%

COLLEGE OF HEALTH AND HUMAN SERVICES

EMPLOYED FULL-TIME	52.5%
EMPLOYED PART-TIME	28.2%
CONTINUING EDUCATION	.5%
SEEKING EMPLOYMENT	18.8%
MILITARY	0%
NOT SEEKING EMPLOYMENT	0%
SELF-EMPLOYED	0%

COLLEGE OF ARTS AND SCIENCES

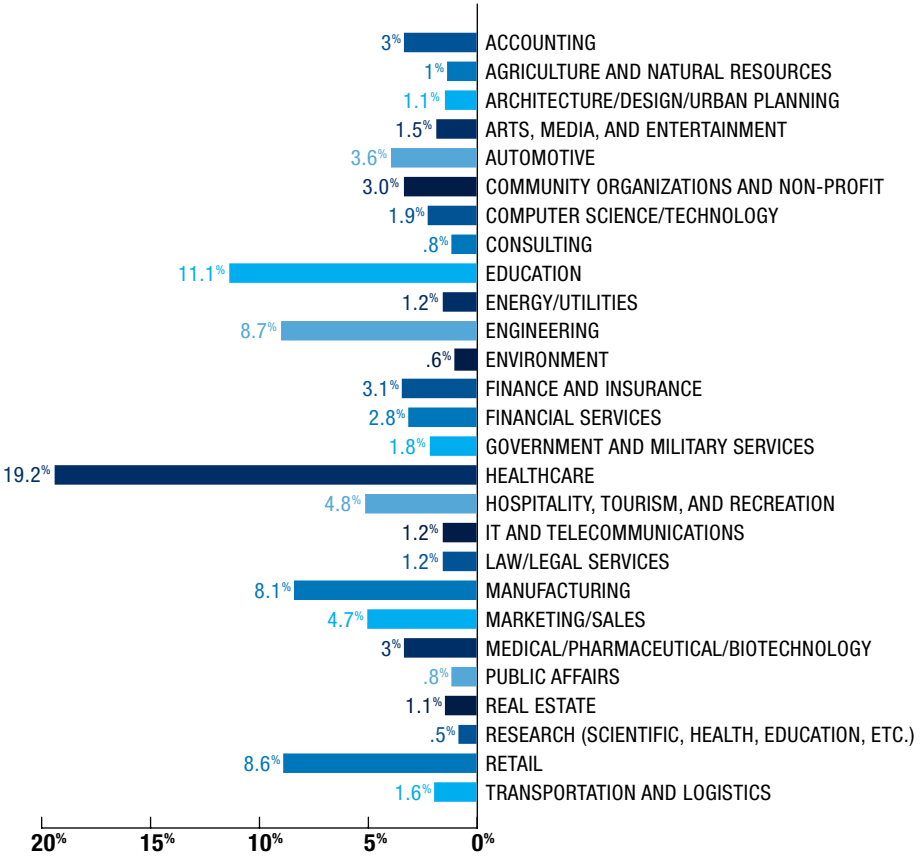
EMPLOYED FULL-TIME	31.1%
EMPLOYED PART-TIME	20.5%
CONTINUING EDUCATION	28.7%
SEEKING EMPLOYMENT	17.6%
MILITARY	<1%
NOT SEEKING EMPLOYMENT	<1%
VOLUNTEER	<1%

COLLEGE OF VISUAL AND PERFORMING ARTS

EMPLOYED FULL-TIME	32%
EMPLOYED PART-TIME	22%
CONTINUING EDUCATION	6%
SEEKING EMPLOYMENT	28%
SELF-EMPLOYED	10%
NOT SEEKING EMPLOYEMENT	2%

WHERE GRADUATES CONTRIBUTE

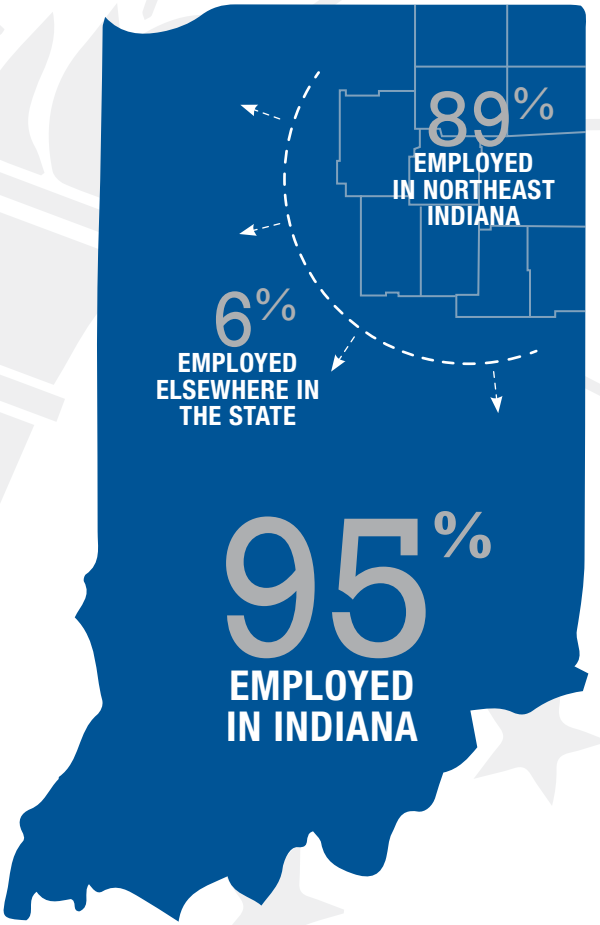
The class of 2016 is contributing their ideas and innovations to a diverse range of industries, non-profits, and creative fields.





EMPLOYMENT DESTINATION BY GEOGRAPHIC REGION

89% of employed respondents work in the 11 counties that make up northeast Indiana. Another 6% are working elsewhere in Indiana for a total of 95% contributing to Indiana's cultural, intellectual, and industrial momentum.



HANDS-ON TRAINING BENEFITS

Over half (59%) reported participating in at least one form of experiential learning, gaining critical industry insights and on-the-job training as part of their ongoing educational goals.

EXPERIENTIAL EDUCATION

82% of graduates who participated in experiential education are employed or continuing education.

89%
of these graduates reported their first destination activity is related to their major.



of these graduates reported their first destination activity is related to their future career goals.

93%
of these graduates reported they are satisfied with their first destination activity.

82%
of salaried graduates reported earning a salary over $30,000.

56%
of salaried graduates reported earning a salary over $40,000.

OVER HALF

ON-CAMPUS RESEARCH

86% of graduates who participated in on-campus research responded they are employed or continuing education.

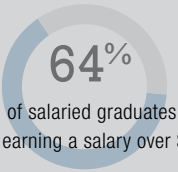
91%
reported their first destination activity is related to their major.



of these graduates reported their first destination activity is related to their future career goals.

91%
of these graduates reported they are satisfied with their first destination activity.

82%
of salaried graduates reported earning a salary over $30,000.



of salaried graduates reported earning a salary over $40,000.

GRADUATE SCHOOL

11% of respondents chose
to **continue their education** after graduation.

IPFW'S CLASS OF 2016
IS REPRESENTED AT THE FOLLOWING INSTITUTIONS:

Ball State University
Bowling Green State University
Columbia International University
DePaul University
Georgetown University
Georgia State University
Grace College and Theological Seminary
Indiana University
Indiana University Maurer School of Law
Indiana University School of Dentistry
IPFW
IU School Of Medicine
IUPUI
IUSD
Liberty University College of Osteopathic Medicine
Louisiana State University
Manchester University
Marian University College of Osteopathic Medicine
Massachusetts
Missouri University Science and Technology
Ohio State University
Ohio University
Purdue College of Pharmacy
Purdue University
Roosevelt University
Savannah State University
Swiss Federal Institute of Technology
The University of Toledo
University of Alberta
University of Cincinnati
University of Edinburgh
University of Memphis
University of Miami
University of Michigan
University of Minnesota
University of Minnesota Law School
University of South Dakota
University of South Florida
University of Texas at Austin
Vanderbilt University
Washington State University
William Penn

STARTING SALARIES

84%

of salaried respondents reported earning a salary **over $30,000**.



59%

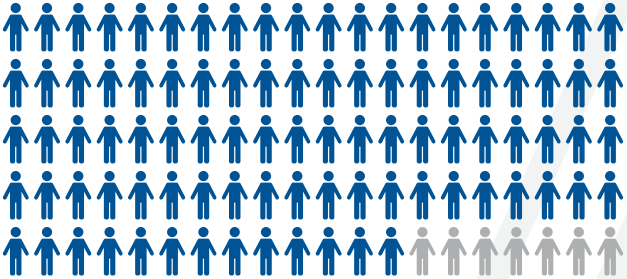
of salaried respondents reported earning a salary **over $40,000**.

44%

of respondents reported earning a wage **over $14 per hour.**

SATISFACTION WITH IPFW

93% of respondents are **satisfied** with their time at IPFW.



88%

of respondents would **choose IPFW again**.

ABOUT IPFW

- Established in 1964 in Fort Wayne, Ind.
- Chancellor: Vicky L. Carwein
- Largest university in northeast Indiana
- Indiana's Multisystem Metropolitan University
- Campus is nearly 700 acres with 40 buildings and structures
- Offers more than 200 Indiana University and Purdue University degree programs
- Accredited by the Higher Learning Commission
- Schools, divisions, and programs have acquired additional accreditation
- Academically composed of five colleges, one school, and two divisions with 33 total departments:
    - College of Arts and Sciences
    - College of Education and Public Policy
    - College of Engineering, Technology, and Computer Science
    - College of Health and Human Services
    - College of Visual and Performing Arts
    - Richard T. Doermer School of Business and Management Sciences
    - Division of Continuing Studies
    - Division of Labor Studies
- Hosts 11 Centers of Excellence that integrate teaching, research, and service to the community



LEARN MORE

about how IPFW is fostering student success
at **ipfw.edu/first-destination**

IPFW

INDIANA UNIVERSITY
PURDUE UNIVERSITY
FORT WAYNE

16-08-335

IPFW is an Equal Opportunity/Equal Access University.

Appendix EE:
Assessment Manual

ASSESSING STUDENT LEARNING AT IPFW

An institutional Guide for Integrating Assessment, Pedagogy, and Curriculum to Improve Student Learning



ABSTRACT

The IPFW Assessment Handbook is designed to support academic departments and colleges in implementing IPFW's Assessment Plan. It is supplemented by the Assessment Workbook which provides tools for completing the Annual Assessment Report as part of Program Review

July 2016

D. Kent Johnson, Ph.D.
Director of Assessment

ASSESSMENT
INDIANA UNIVERSITY–PURDUE UNIVERSITY FORT WAYNE
IPFW

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INTRODUCTION: Reframing Assessment to Improve Student Learning and Success

The IPFW Assessment Manual provides the rationale behind and support for the Revised Assessment Plan that was approved with the passage of Senate Document 15-6. This Introduction to the Manual describes the research based model that is the foundation of the assessment design.

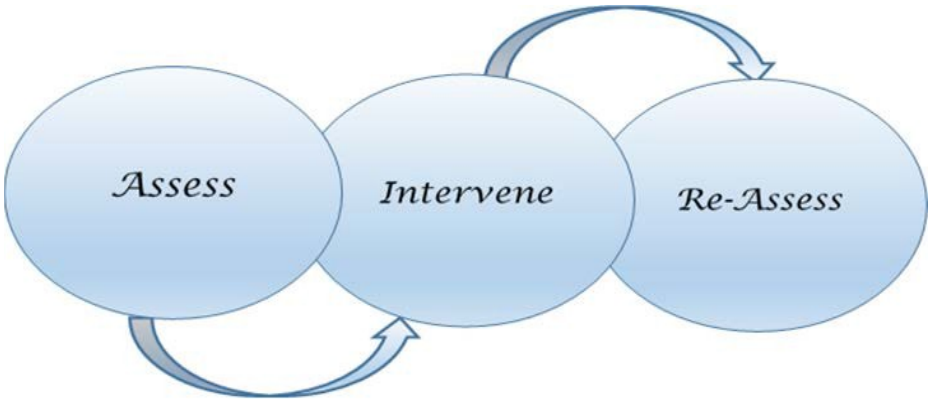
Peter Ewell (2002) discussed the history of assessment and concluded that while assessment has sustained as an institutional practice, it has sustained in a "peculiar form" (p. 23). Specifically he suggested that, for the majority of institutions, assessment failed to deliver on its promise to improve student learning and emerged:

1. As an "add on" principally at the behest of administration seeking to satisfy external audiences.
2. In an activity framework that was "broad" (many pockets of activity) but not "deep" (activities that lead to substantive changes aimed at improving student learning and success) (Ewell, 2002, pp.22-23).

Fulcher, et al (2014) briefly reviewed the literature of assessment focusing on how assessment practice has evolved to examine if action is taken on assessment findings. They concluded that the promise of assessment is rarely realized as little action is taken on results. This suggests despite increased assessment activity, the "peculiar form" of broad but not deep assessment identified by Ewell (2002) continues. Hutchings, Kinzie, and Kuh (2015) suggest that while higher education institutions collect evidence of student learning, such evidence often fails to result in shaping learning practices (p.28). Ikenberry and Kuh (2015) claimed that the assessment movement began in response to external demands and evolved into a culture of compliance. "As a result, the *purposes of assessment* – collecting and reporting data to external audiences – continue to take primacy over the institution's *consequential use* of the results of outcomes assessment"(Ikenberry and Kuh, 2015, p. 6). Fulcher, et al (2014) conclude that too frequently institutions focus on "assessment *mechanics* rather than effective pedagogy and curricula" and state that the result is a failure of institutions to intentionally connect assessment, pedagogy and curricula in a manner that supports improving student learning (p. 4). They agreed with Hersh and Keeling's (2013) recommendation that higher education institutions strive for a culture of learning rather than a culture of assessment and proposed "…integrating the three pillars of learning – assessment, pedagogy and curriculum – at the program level with the aim of evidencing learning improvement (p. 4). The IPFW Programmatic Learning and Assessment Model is grounded in this integrated perspective of assessment, pedagogy, and curriculum as a foundation for developing a culture of learning. The purpose of this guide is to support IPFW programs in developing and implementing an assessment strategy that is integrated with pedagogy and curriculum and focused on improving student learning.

The IPFW Programmatic Learning Assessment Model builds on the Program Learning Assessment, Intervention, and Re-assessment (PLAIR) Model (Fulcher, K.H., Good, M.R., Coleman, C.M., & Smith, K.L., 2014). Their model focuses on assessment as a continuous process as illustrated in Figure 1:

Figure 1: Assessment Process Model (PLAIR)

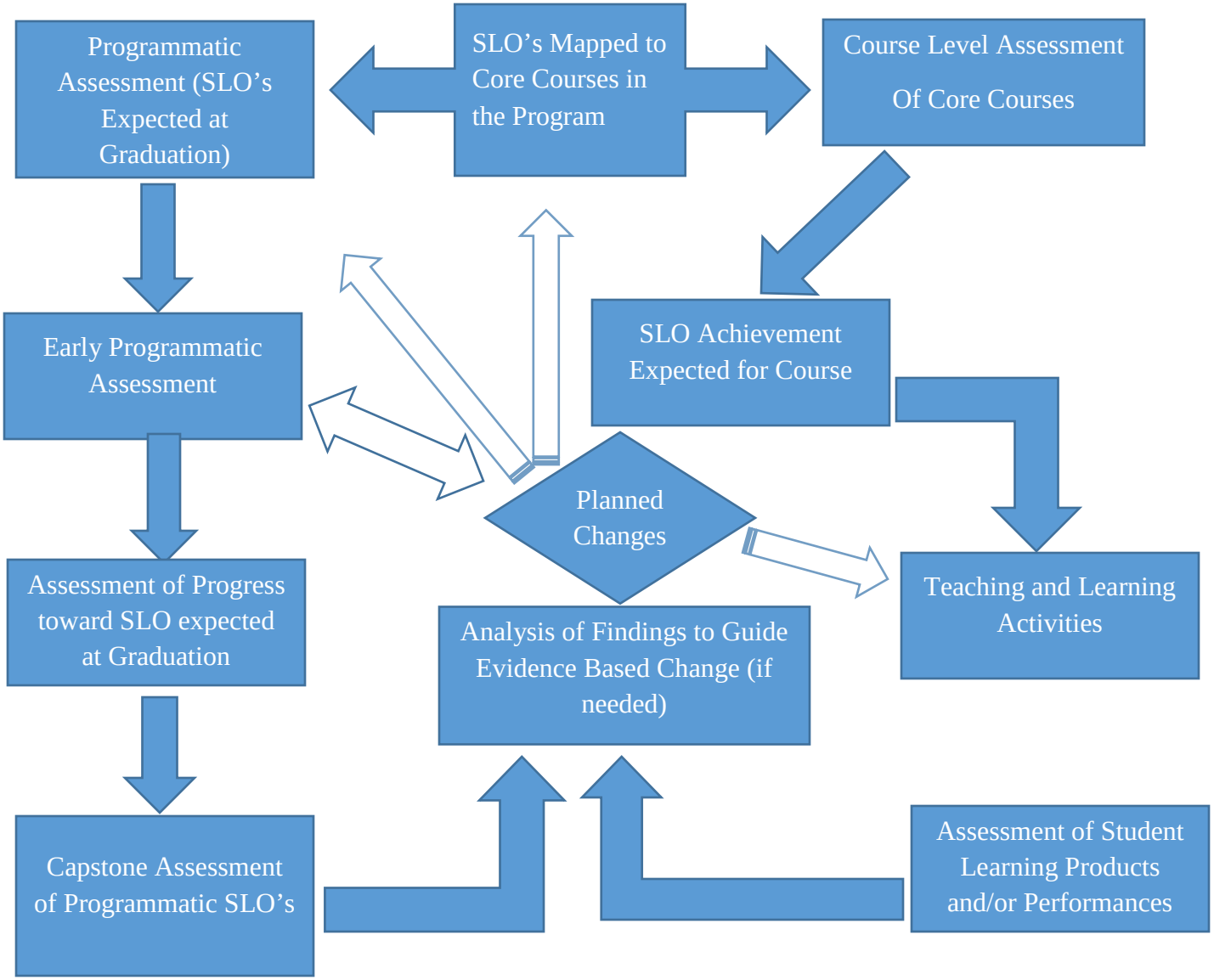


The IPFW Model builds on Fulcher, et. al. (2014) to more explicitly integrate programmatic curricular design elements. Specifically, the IPFW Model embeds the assess-intervene-reassess model within a larger perspective of an instructional design model. The design of the IPFW model can be stated linearly as:

1. **identifying** common expectations for graduates of an academic program as measurable student learning outcomes;
2. **aligning** student learning outcomes at the programmatic level to institutional level student learning outcomes as expressed presently in the IPFW Baccalaureate Framework;
3. **defining** common specific curricular (core) and co-curricular points where student progress toward outcomes is measured through a curricular map;
4. **developing** measures (embedded in learning activities within the curriculum and independent of the curriculum through departmentally determined activities);
5. **analyzing** data gleaned through the measures to examine how and/or the extent to which current learning activities (e.g. specific learning strategies at the course level, sequencing, curricular coverage and expectations of courses at the programmatic level, etc.) are contributing to expected student learning gains **(assess)**;
6. **applying** findings to propose changes in the curriculum or pedagogy to improve student learning **(intervene**);
7. **evaluating** how the changes impact student learning to "close the loop" **(reassess)**

This linear process can be expressed through an operational model that integrates course and programmatic assessment, pedagogy (or interactions between faculty and students), the learning environment, and the formally stated curriculum as illustrated in Figure 2 (Figures 3 through 5 follow to help increase understanding of the IPFW Model Components).

Figure 2: IPFW Model for Integrating Course Level and Programmatic Assessment, Pedagogy and Curriculum



The IPFW Programmatic Learning Assessment Model emphasizes authentic assessments of student learning that are embedded in the curricular plan of an academic program (Figure 3).

Figure 3: IPFW Academic Assessment Model Scaffold



The model stresses identifying the common curricular experiences shared by all students as a core curriculum within the program (I.e. departmentally defined common requirements of all majors) and assessing student learning at specified points (courses or other student learning experience) as illustrated in Figure 4.

Figure 4 Course Level Integration in Programmatic Assessment

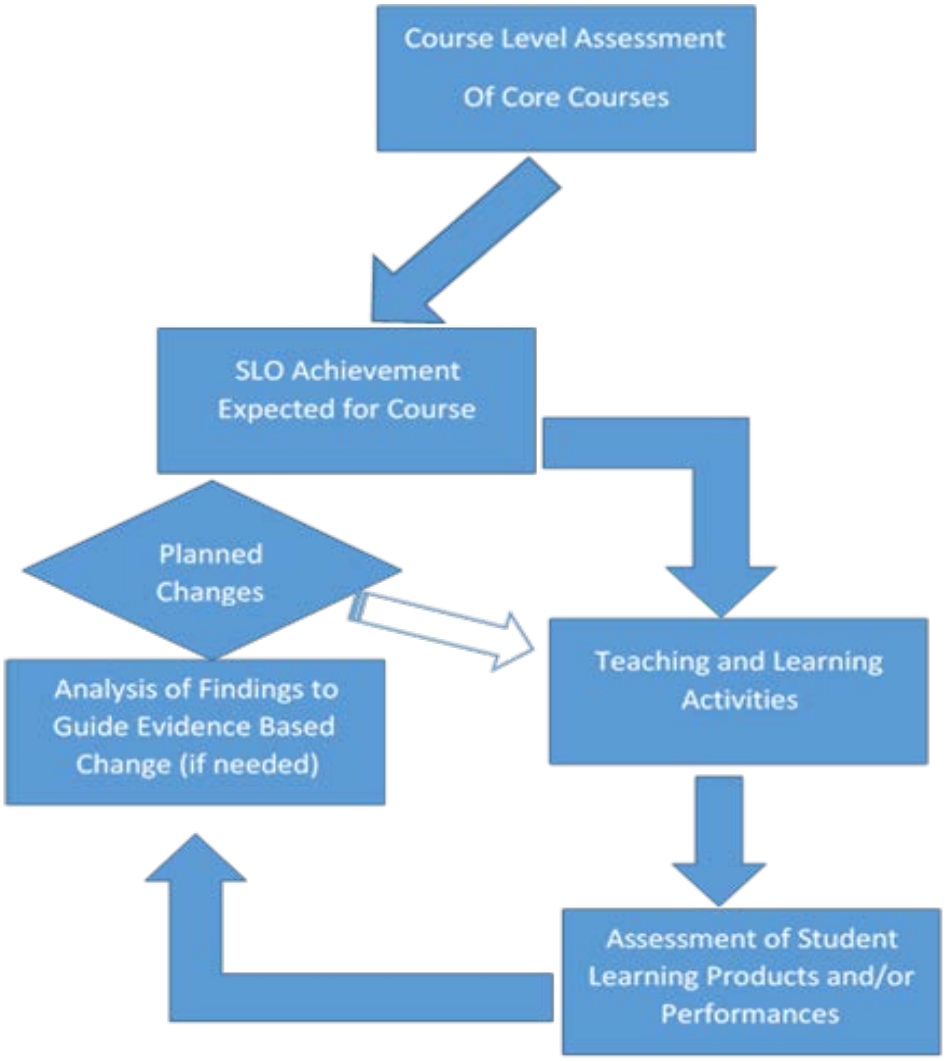


Figure 5: Milestones for Programmatic Assessment



Mapping SLOs to common learning experiences at the course level and assessing embedded experiences in the curriculum provides information necessary to assess student learning in a manner that supports a learning improvement paradigm.

Organizing the reporting by the level of expected learning at key points in the curriculum can be represented as a series of milestones (Figure 5). These curricular points also provide opportunities to supplement the course level assessments with external assessments (e.g. a departmental or disciplinary standardized test, an evaluation of products in a sample of student portfolios, assessments done by supervisors of practicums or clinical experiences, etc.).

These curricular milestones also identify key reporting points in the context of the departmental assessment plan. The focus of reporting is communicating how students are developing relative to a programs stated SLOs, demonstrating how and to what extent planned learning experiences are contributing to student success, and describing how assessment findings are used to make changes intended to enhance student learning.

The expansion of the model from Fulcher et. al. (2014) builds on their discussion of the model and its effectiveness. They observed that although the basic model "…sounds simple, evidence of using results in this way are surprisingly rare" (p. 5). They illustrate breakdowns in the application of the model and concluded that the challenge faced by faculty was a sense of how academic programs "…could use results to improve student learning" (p. 8). The conceptual model development and design of the IPFW Assessment Plan seeks to address this disconnect.

Conceptual Model Development and Design:

Assessment and programmatic improvement might be disconnected in part because of the way we conceptualize assessment. Often the driving question for assessment is "How, or to what extent did students achieve expected levels of performance relative to stated student learning outcomes". In other words, the measurement or observation (assessment or student achievement) is disconnected from the treatment or, as stated in the model, intervention. In the case of a formal student learning environment (i.e. a course, an academic program, or any variety of out of class experiences) treatments or interventions are the interactions between teaching and learning, faculty and students, students and other students. A more attuned perspective is that assessment is embedded within the relationships between faculty and students that comprise the learning environment or curriculum. That "assessment" is integrated in the act of teaching and learning, is not a new concept. Tyler (1950) stated the fundamental building blocks of curriculum in a series of questions:

- What is to be accomplished?
- What learning experiences help to accomplish the purpose>
- How can these learning experiences be effectively organized?
- How can the effectiveness of the learning be evaluated? (Ratcliff 1997; Johnson and Ratcliff, 2004)

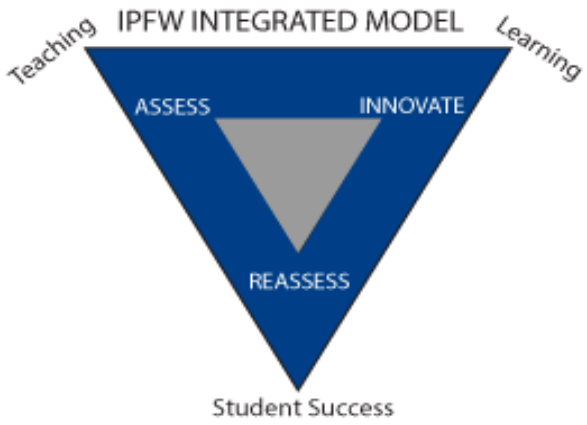
Stark and Lattuca (1997, 2009) expanded the scope of Tyler's basic framework adding three elements (learners, instructional processes, and adjustment) to define a college curriculum as containing specific elements:

1. Purposes
2. Content
3. Sequence
4. Learners
5. Instructional Processes
6. Evaluation, and
7. Adjustment

Both conceptualizations view the curriculum from the perspective of the faculty member as "constructor" of the curriculum. While Stark and Lattuca (2007, 2009) acknowledge the student and acknowledge that the curriculum can be seen both as the curriculum constructed by faculty and the curriculum received by students, their focus on academic planning differs from more constructivist paradigms. However, for the purposes of

assessing student learning, this limited view has some advantages. For example, if a learning environment is conceptualized as those elements intended to facilitate student learning then together the elements of communicated purpose, content, sequencing, and instructional processes comprise a "treatment"; assessment as a measure; students as learners the object of the treatment; and evaluation as the interpretation of findings. Holding this view as a constant does not preclude constructivist approaches to teaching and learning. Rather, it might be seen as a structural element in a larger constructivist environment. For this reason, the IPFW Model might be simplified as it relates to formal student learning to conceptualize assessment as embedded in the teaching and learning process as illustrated in Figure 6.

Figure 6: IPFW Integrated Teaching, Learning, and Assessment Model (Simplified)



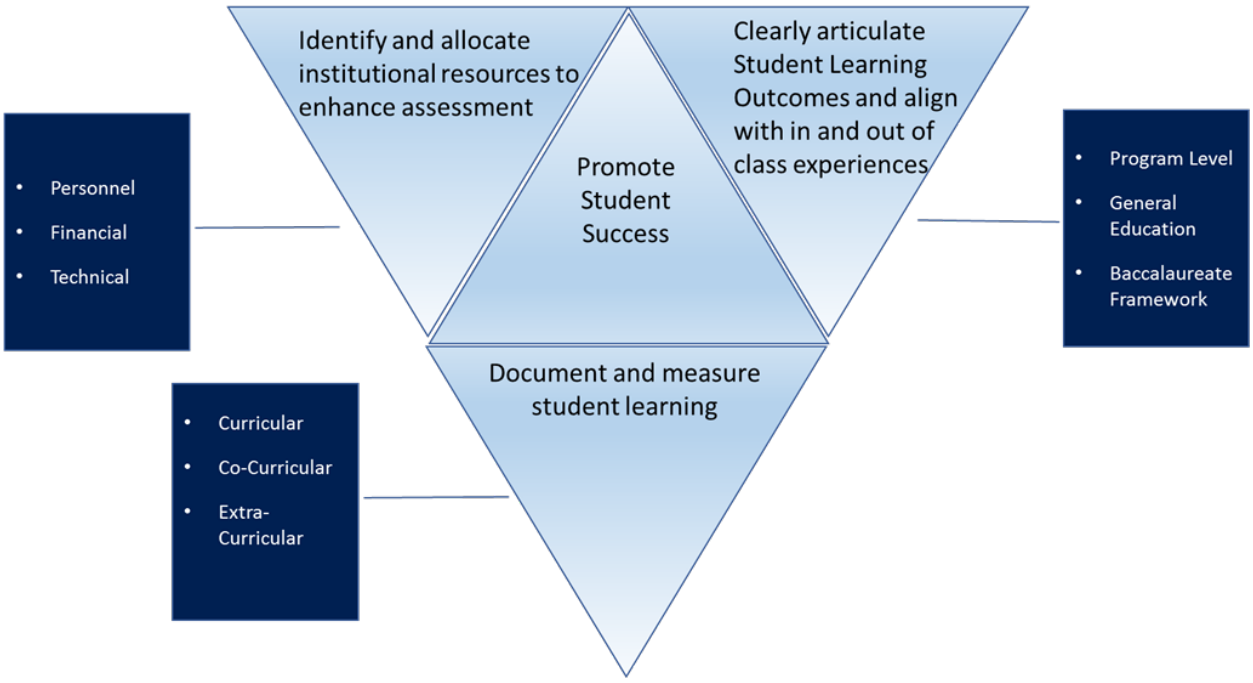
This integrated perspective suggests assessment might be conceptualized as embedded in a complex communicative network comprised of primary interactions between faculty and student, students and other students, and students with textual and digital resources that together form a curriculum. This broad definition is consistent with a view of coherent and meaningful learning environments that scaffold learning from the course, to program, to college and/or institutional levels. That assessment is represented in the model within the larger perspective of teaching and learning and supports the IPFW Integrated Model's representation of assessment as integral to student learning and success.

Academic Assessment in the Context of Institutional Assessment

"The IPFW Model for Integrating Course Level and Programmatic Assessment, Pedagogy, and Curriculum" fits within a larger institutional assessment framework (Figure 7: IPFW Institutional Assessment Framework)

developed by the HLC Academy Team in June 2015 to support a process of continuous improvement. The purpose of this broad institutional frame is to help align institutional resources in support of student success.

Figure 7: IPFW Institutional Assessment Framework



Hersberger, Huffman, Johnson, McDonald, Price, Stoller, and Wilkinson (June 2015)

The perspectives presented in this introduction provide an overview of the integrated teaching, assessment, and learning model that grounds the assessment process. The manual describes how this model is operationalized through the IPFW Assessment Plan and provides support for academic units in designing and implementing high quality assessment of student learning focused on improving student learning and success at IPFW

Part 1: Developing Student Learning Outcomes

Introduction

Student Learning Outcomes Statements provide a foundation for integrating teaching, learning and assessment to promote student success. Maki (2004) summarized characteristics of institutional and program level outcomes, stating a learning outcome statement:

- describes what students should be able to demonstrate, represent, or produce based on their learning histories;
- relies on active verbs that identify what students should be able to demonstrate, represent, or produce over time – verbs such as *create, apply, construct, translate, identify, formulate,* and, *hypothesize*;
- aligns with collective program-and institution-level educational intentions for student learning translated into the curriculum and co-curriculum;
- maps to the curriculum, co-curriculum, and educational practices that offer multiple and varied opportunities for students to learn;
- is collaboratively authored and collectively accepted;
- incorporates or adapts professional organizations' outcome statements when they exist;
- can be quantitatively and/or qualitatively assessed during students' undergraduate or graduate studies (Maki, 2004, p. 60).

The IPFW Academic Department Assessment Report (Appendix B) requirements build on Maki's (2004) definition of program level outcomes. The report includes:

- Clearly stated Programmatic Student Learning Outcomes (SLOs) defining the knowledge, skills and, where appropriate for specific academic departments, values expected of students completing the academic program.
- A description of how the SLOs align with the IPFW Baccalaureate Framework.
- A Curricular Map identifying the level of achievement relative to the SLOs, expected of students in common courses or experiences within the curriculum and required co-curricular activities if specified by the department.
- A description of assessment activities and measures for the current academic year.
- A summary of student achievement relative to the expected SLOs for the current academic year including a summary of prior year assessment findings and a description of changes made as a

result of assessment findings and feedback from the College Assessment Committee and the Assessment Council.

- A description of how results are disseminated to faculty and other stakeholders.
- A description of how assessment results will be used to improve the program. (IPFW Assessment Council: "Proposed Restatement of 98-22 Assessment of Student Academic Achievement". April 2015).

This section of the manual provides academic departments' guidance in "collaboratively authoring" assessable student learning outcomes and mapping those outcomes to the IPFW Baccalaureate Framework and to planned curricular and co-curricular experiences of students matriculating through a degree program. The Tables, Worksheets, and Exercises presented throughout the Guide are provided in a Workbook that supplements this publication.

Developing Assessable Student Learning Outcomes at the Program Level

Huba and Freed (2000) distinguish the process of creating learning outcomes at the course level as typically professor driven (the faculty member teaching the course) from the process of creating learning outcomes at the programmatic level as a collaborative effort of faculty across an academic department (p. 93). The fundamental question programmatic assessment seeks to answer is: "As a result of completing an academic program, what do the faculty expect graduates to know and be able to do". Developing high quality programmatic student learning outcomes provides a foundation for developing a high quality assessment plan that provides an academic department data for guiding programmatic change that increases student success.

Developing Common Expectations for Learning

The process of defining expectations for student learning at the end of a program helps department faculty organize the curriculum to ensure it provides clear pathways for students to achieve desired student learning outcomes that define high quality degrees. Typically, these are broad statements of expected learning. A typical program will define somewhere between six and ten programmatic student learning outcomes.

Table 1 (worksheet available in Appendix B and on the Assessment Website) is a tool for framing departmental conversations to clarify common student attributes expected of all program graduates. While completing the exercise, faculty need not worry about long formal statements, rather, the goal is to create a list of short statements describing an "ideal graduate".

Table 1: Common Expectations for Program Graduates

Knowledge: What do you expect students to **know** at graduation? (Maki's (2004) perspective of demonstrate or represent)	**Skill:** What do you expect students to **be able to do** with the knowledge they have developed at graduation? (Maki's (2004) perspective of produce)

The common expectations faculty members define for graduates are targets for stating programmatic student learning outcomes. Huba and Freed (2000) identified characteristics of effective student learning outcomes. Three of those characteristics, especially important in composing high quality assessable programmatic student learning outcomes are listed below.

1. High quality SLO's are student-focused rather than professor-focused
2. High quality SLO's focus on the learning resulting from an activity rather than on the activity itself, and
3. High quality SLO's focus on skills and abilities central to the discipline and based on professional standards of excellence (Huba, M.E. and Freed, J.E., 2000, p.98).

Carefully crafted Student Learning Outcomes clarify an academic department's expectations for students through defining levels of proficiency faculty determine necessary for success after graduation. The challenge is crafting statements in a manner that facilitates measuring student achievement. A common strategy for developing assessable student learning outcomes is to use specific "verbs" in relationship to the expected levels of learning. For example, you might expect students to "list" the steps in a procedure in an introductory course, to apply a procedure in a mid-level major course, or synthesize the procedure in the larger context of a project in a capstone course, senior project, or across assignments in required upper division courses.

Table 2 (Full version in Appendix C) draws from Anderson and Krathwohl's (2001, 2013) revision of Bloom's (1956) Taxonomy to list some of the potential verbs for designing measurable student learning outcomes. Specifying the level of outcome achievement expected of program graduates through carefully chosen descriptive verbs clarifies expectations for graduates and supports developing a pathway for supporting students in achieving expected outcomes.

Table 2: Sample Action Verbs for Student Learning Outcomes Statements (adapted from Anderson and Krathwohl, 2001, 2013)

Knowledge Dimension	**Cognitive Processes**					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	List	Summarize	Respond	Outline	Rank	Categorize
Conceptual	Recall	Explain	Advise	Differentiate	Criticize	Modify
Procedural	Reproduce	Clarify	Conduct	Diagram	Judge	Design
Metacognitive	Identify	Interpret	Discover	Infer	Predict	Create

Once the expected level of learning is determined, a department is ready to begin drafting specific programmatic Student Learning Outcomes. The statement of a programmatic learning outcome can be expressed as a statement including these elements:

> *Upon Completion of the program, students will be able to* ***(action verb(s) denoting level of learning)*** + ***(object describing what students should be able to demonstrate or produce)***.

For example, across a number of disciplines, an expectation of graduates is an ability to use and analyze data to inform decisions. A generic programmatic student learning outcome for this expectation might be:

> Upon graduation, students will *analyze and interpret (action verb)* data *to produce meaningful conclusions and recommendations (product).*

The programmatic student learning outcome is broad but measurable. The action verbs (analyze, interpret, produce) used in the statement align with the higher cognitive processes in Anderson and Krathwohl's (2001, 2013) restatement of Bloom's (1956) Taxonomy.

Program faculty work collaboratively to construct statements that represent a consensus of what students should know, be able to represent, and do at graduation. One potential tool for collaboratively authoring programmatic student learning outcomes is illustrated below. The "Determining Programmatic Student Learning Outcomes Worksheet" (Appendix D) builds on Table 1 and the representation of knowledge and cognitive domains and action verbs from Table 2 to construct a programmatic SLO that meet the expectations of intentional student learning outcomes identified by Huba, M.E. and Freed, J.E. (2000). The italicized row is an example based on the programmatic student learning outcome illustrated in this section.

Table 3: Determining Programmatic Student Learning Outcomes Worksheet

Knowledge and skills expected of program graduates	Action verb suggesting expected level of knowledge and skill achievement at graduation	Statement of programmatic student learning outcome
Identify valid data. *Apply data* *Use data in context of a project*	*e.g. Analyze, interpret, produce*	*Upon graduation, students will analyze and interpret data to produce meaningful conclusions and recommendations.*

Student achievement of the sample programmatic student learning outcome (*Upon graduation, students will analyze and interpret data to produce meaningful conclusions and recommendations)* could be demonstrated through a student report produced in a capstone course and measured by applying a common rubric to analyze the report (Table 4).

Table 4: Sample Rubric for a Programmatic SLO

Programmatic SLO: Students will analyze and interpret data to produce meaningful conclusions and recommendations				
	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/ or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.

(Rubric developed from AAC&U's Inquiry and Analysis Value Rubric http://www.aacu.org/sites/default/files/files/VALUE/InquiryAnalysis.pdf. Accessed 06-29-2015.)

The rubric represents common expectations for a group of faculty. Therefore, programmatic rubrics gain utility as a group of faculty reach consensus on the level of student performance expected for their program. For illustrative purposes, AAC&U's Inquiry and Analysis Value Rubric is applied in Table 4 to demonstrate how student achievement of learning might be analyzed in a capstone research project.

Evaluation of a sample of student reports (or all reports if the population of students in the capstone is small) using the rubric would serve as a programmatic measure of student learning relative to the outcome.

Assessing programmatic student learning outcomes can be accomplished through a number of strategies. The strategy illustrated above utilizes an assignment at the capstone level to evaluate student learning at the end of the program. As will be discussed in the following section, the programmatic SLO could be reduced to a number of smaller more specific course level outcomes and assessed at the course level. Alternatively, the

rubric (or other scoring metric) could be applied to student products at curricular points leading up to the capstone. Under this type of strategy, the expected level of learning in an introductory course might be at a "Benchmark Level", at one of the "Most assessment plans will use multiple measures at multiple points in the curriculum to help faculty understand how student learning is progressing relative to the programmatic outcome. Broad programmatic student learning outcomes statements serve as an umbrella under which more detailed course level student learning outcomes are defined and assessed through the curriculum to provide evidence of student progress to the programmatic outcomes. Programmatic student learning outcomes can also be mapped up to institutional level outcomes such as those embedded in the language of the IPFW Baccalaureate Framework. The following section discusses using curricular maps to shape, measure, and improve student learning at the programmatic level. A key aspect of carefully planned curricula is the process of building cognitive competency.

Part 2: Curricular Mapping and a Distinctive Common: Blending Programmatic Assessment and General Education Assessment in the Context of the IPFW Baccalaureate Framework

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The first section of this manual described programmatic outcomes as expectations for students at the conclusion of an academic program. The example of a programmatic student learning outcome expected at graduation was that students could conduct a study in which they "analyzed and interpreted" data to draw meaningful conclusions and recommendations which were stated in a final research project. This idea suggests a programmatic curriculum and by relationship programmatic assessment progresses from lower dimensions of "factual/remember" to higher order dimensions "metacognitive/create" as students matriculate through an academic program. Further, it suggests that student learning relative to programmatic learning outcomes progresses from lesson to units to courses to programs. Ultimately, student completion of a degree composed of general education, electives, and a major should result in a distinctive institutionally determined common learning experience in which students demonstrate achievement of a set of institutional level student learning outcomes. At IPFW, the IPFW Baccalaureate Framework states common institutional student learning outcomes expected of all graduates. It is IPFW's collective faculty definition of the distinctive IPFW Baccalaureate Degree.

The General Education Program provides a foundation for student achievement of Baccalaureate Framework outcomes that are further developed in academic departments as students matriculate through the major. Academic Departments determine how general education integrates into their majors (see Appendix E). Further, in designing their curricula, faculty in academic departments determine how their graduates achieve the goals of the Baccalaureate Framework. The student learning outcomes in the program, therefore are the focal point of the IPFW degree though which the outcomes of the general education program and achievement of the goals of the IPFW Baccalaureate Framework are realized.

The IPFW Assessment Plan builds from the outcomes of academic programs achieved as students matriculate through core courses in the major and general education to the IPFW Baccalaureate Framework. The "middle out" design of the plan is informed by the work of AAC&U in the LEAP Initiative (http://www.aacu.org/leap) and Lumina Foundation's Degree Profile (http://www.luminafoundation.org/files/resources/dqp.pdf). In addition it draws on the research of Lisa Lattuca and Joan Stark discussed in the 2nd edition of their seminal work on academic plans (see Lattuca, L.R. and Stark, J.S., 2009 pp. 101-113).

While the course to program to baccalaureate framework describes how students' progress through the curriculum, the centrality of programs and their curricula is emphasized in the IPFW Assessment Approach.

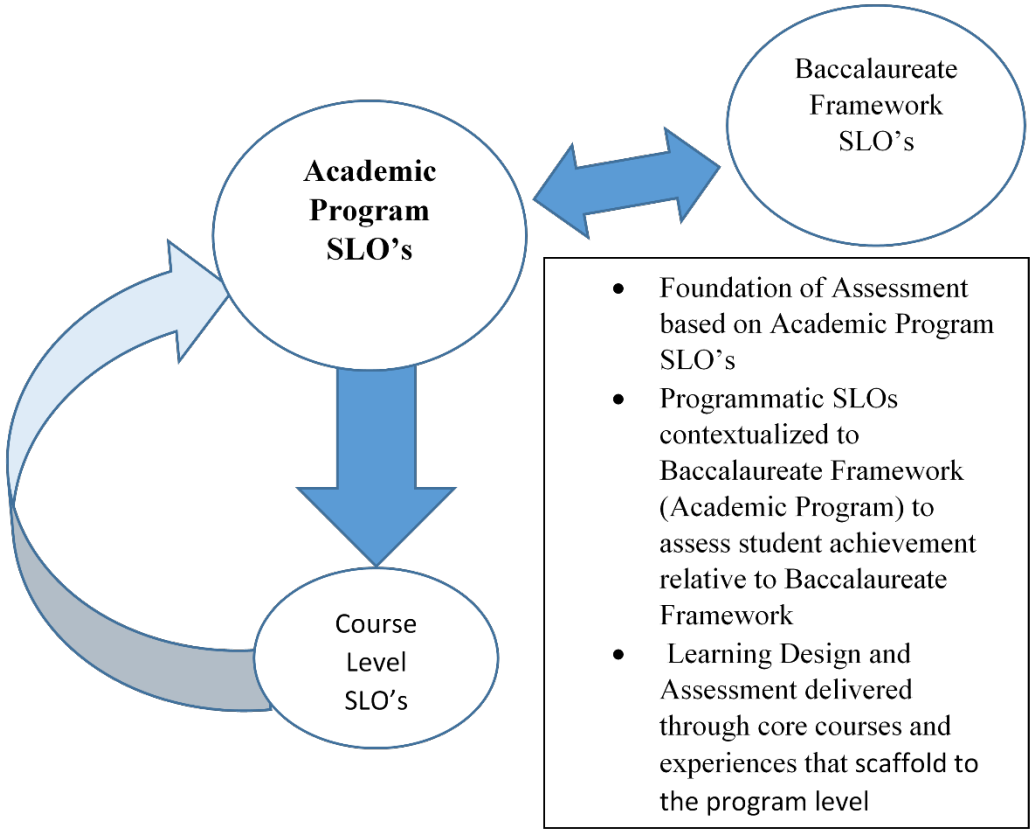
Faculty within programs determine how best to create coherent pathways for students to achieve a distinctive commonality that is defined by an academic program's interpretation of the Baccalaureate Framework.

The IPFW Assessment Plan emphasizes:

- developing programmatic SLO's as the core of student learning defined by the program,
- contextualizing program specific SLO's within the broad common outcomes for all students defined by the Baccalaureate Framework
- defining expected levels of achievement relative to programmatic SLO's at specific points in the curriculum – usually common courses required of all students within the program but (as will be discussed) might be other experiences not specifically tied to a formal "course"

The integrated design facilitates departmental flexibility in assessing learning. Some departments might assess student learning through a coordinated plan that embeds programmatic assessment in key courses required of all program majors concluding with targeted assessment of the programmatic SLO at graduation. Other departments might identify specific curricular and/or co-curricular points to deliver common global assessments that are not embedded in a course. However, both approaches assume that student learning progresses from the course to program level to institutional level (Figure 8).

Figure 8: Designing and Assessing Student Learning from the Middle Out at IPFW



This design paradigm (of determining programmatic outcomes and mapping them to key courses in the curriculum) is consistent with a curricular philosophy in which the academic program determines how to bring coherence to the baccalaureate degree as students matriculate through general education to the major and to provide meaning for the IPFW Baccalaureate Framework in the context of the specific academic program. Planned student learning is "designed from the middle" bringing coherence to the curriculum and "delivered forward" helping students "make sense" of the curriculum.

Table 5 and Table 6 provide an example of how programmatic student learning outcomes are progressively developed (or delivered forward) through core courses in the discipline and contextualized to the common institutional outcomes defined by the Baccalaureate Framework using the hypothetical programmatic SLO introduced earlier. Table 5 describes how defining progressively complex course level SLO's at different points in the curriculum might be assessed. Table 6 describes how the programmatic SLO (and as a result the programmatic assessment) demonstrates alignment with and achievement of institutional level outcomes defined in the Baccalaureate Framework.

Table 5: Example of Programmatic Student Learning Outcome in a Curricular Scaffold

Programmatic Outcome: Upon graduation students will analyze and interpret data to produce meaningful conclusions and recommendations		
Course Level	**Course Outcome(s)**	**Sample Assessment Measures**
200 (introduced)	Student will list characteristics of valid data	Listing exercise on an exam
	Student explain data collection strategies used in a lab assignment	Section of a Lab Report
300 (reinforced and expanded)	Student will analyze a data set	Homework assignment
	Student will interpret findings from a research project	Standardized instrument item response analysis (e.g. Field Based Exams)
400 (mastered at capstone level)	Student will analyze and interpret data to produce meaningful conclusions and recommendations.	Original research report produced at the conclusion of a capstone course, class presentation, and digital representation of research on the "web".

Table 6: Program Level to IPFW Baccalaureate Framework Map

Programmatic Student Learning Outcome	IPFW Baccalaureate Framework Domain
Student will analyze and interpret data to produce meaningful conclusions and recommendations	*Application of Knowledge*: Students will demonstrate the ability to integrate and apply knowledge, and, in so doing, demonstrate the skills necessary for life-long learning.
	Critical Thinking and Problem Solving: Students will demonstrate facility and adaptability in their approach to problem solving. In so doing, students will demonstrate critical thinking abilities and familiarity with quantitative and qualitative reasoning.
	Communication: Students will demonstrate the written, oral, and multimedia skills necessary to communicate effectively in diverse settings.

In this particular example, the capstone assignment includes producing a "paper", presenting findings to the class in an oral presentation, and producing a web page that summarizes findings. Through these three curricular design elements, the capstone project demonstrates student competency across at least three domains of the Baccalaureate Framework as illustrated below in Table Three. This allows the programmatic assessment in the capstone to serve a second purpose to demonstrate student achievement relative to the IPFW Baccalaureate Framework.

The design of the IPFW Academic Assessment Plan ensures that programmatic student learning is defined by program faculty and supports a process in which academic departments determine how the academic program supports student achievement of the goals and broad outcomes communicated in the IPFW Baccalaureate Framework. This process allows departments to identify and determine how to address potential curricular gaps relative to the IPFW Baccalaureate Framework. Curricular mapping is a process in which an academic department critically examines how student learning develops as students matriculate through an academic program to graduation.

Curricular Mapping to Improve Curricular Quality, Coherence, and Student Learning

Stark and Lattuca (1996) argued that faculty plan coherence and students create meaning in undergraduate education. The process of faculty planning coherence is facilitated as departments

determine curricular pathways for student development relative to stated student learning outcomes. A curricular map is a tool for communicating planned curricular pathways. Jankowski & Marshall (2014) identified three important considerations for developing curricular maps:

1. Curricular mapping is a process of consensus building around what outcomes mean, where in the curriculum and co-curriculum they are addressed, and what the agreed-upon criteria are for determining whether students have demonstrated the requisite proficiencies.
2. Mapping, while useful to outline the intended structure of the educational program, needs to be coupled with students' actual paths through institutions. Thus, overlaying the actual course-taking patterns of students onto a curriculum map will provide a picture of how students move through and experience the curriculum, where there might be misalignment of sequential or developmental paths, and where course prerequisites are being implemented in meaningful ways.
3. Mapping provides a lens such that what is mapped is what is seen, but what is not included in the map may not be noticed as readily. Utilizing curriculum mapping as one piece in a larger conversation on student development and scaffolded learning can be helpful to ensure that the placement of various learning experiences as well as their assessment, are appropriate, students are well supported, and that the curriculum builds over time (p. 18).

Curricular maps reflect departmental faculty perspectives of how their academic program structures learning to help students develop relative to the student learning outcomes defining a successful graduate. Table 7 (reproduced in Appendix F) illustrates a traditional approach to curricular mapping.

Table 7: Traditional Programmatic Curriculum Map

	Student Learning Outcomes by Course and Level Achieved I=Introduced, E= Expanded, R=Reinforced, M=Mastered, A=Assessed																			
	Programmatic SLO 1					Programmatic SLO 2					Programmatic SLO 3					Programmatic SLO 4				
Course	**I**	**E**	**R**	**M**	**A**	**I**	**E**	**R**	**M**	**A**	**I**	**E**	**R**	**M**	**A**	**I**	**E**	**R**	**M**	**A**
200 Level Courses																				
3oo Level Courses																				
400 Level Courses																				

Curricular mapping is a process for academic departments to ensure that the educational pathway students' experience builds intentional opportunities to develop the knowledge and skills. A curriculum map identifies the level of achievement expected of students relative to a programmatic SLO as they progress through the curriculum. Because they identify levels of learning or performance relative to the stated programmatic SLO at specific points in the curriculum, curricular maps serve as a roadmap that help students understand how their learning should progress relative to the expectations of their degree at specific points in their matriculation. They also serve as a tool for departmental faculty members to evaluate how the planned curricular experiences are contributing to students successfully achieving the expected outcomes for an academic program. Table 8 illustrates the points and levels at which the sample programmatic SLO might be measured in a curriculum.

Table 8: Traditional Programmatic Curriculum Map for Sample Programmatic SLO

	Student Learning Outcomes by Course and Level Achieved **I=Introduced, E= Expanded, R=Reinforced, M=Mastered, A=Assessed**				
	Programmatic SLO 1: ***Upon graduation students will analyze and interpret data to produce meaningful conclusions and recommendations***				
	I	**E**	**R**	**M**	**A**
200 Level Courses	x				x
3oo Level Courses		x			x
400 Level Courses			x	x	x

A challenge inherent in a traditional approach is identifying the level of performance expected relative to the SLO in lower division courses. One method for addressing this challenge is to define the student competencies needed to achieve the programmatic SLO. These types of course level outcomes were illustrated earlier in Table 5.

Table 9 (reproduced as Appendix G) is an alternative curricular mapping strategy that aligns with the scaffold approach for assessing student learning illustrated in Table 5. It uses AAC&U's LEAP framework to define levels of learning (i.e. benchmark to milestones to capstone).

Table 9: Mapping Course Level Outcomes to Programmatic Level Outcomes using Levels from AAC&U Value Rubrics

Programmatic SLO 1: Students will analyze and interpret data to produce meaningful conclusions and recommendations				
Course Level Expectation relative to Programmatic SLO	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
200 Level A – List characteristics of valid data				X
200 Level B - explain data collection strategies used in a lab assignment			x	
300 Level – analyze a data set		x		
400 Level – analyze and interpret data to produce a ….	x			

In this example, the programmatic SLO is expressed through a progression of course level SLOs that build in cognitive complexity. Using the Anderson Krathwohl (2013) Taxonomy presented in Table 2, students are expected to move from "Remember/Understand" (expressed in the verbs list/explain) in the 200 level courses to "Apply/Analyze" (analyze a data set) in the 300 level course and finally to "Create" (analyze/interpret/produce) in a late 400 level course.

Part 3: Developing a Plan to Assess Student Learning at the Course and Program Level

Two broad strategies for developing and mapping Student Learning Outcomes were presented in Part 2. In this section, **three** assessment strategies are presented. The first two align with the two strategies for mapping SLO's in Chapter 1. The third assesses student achievement relative to programmatic SLO's through a portfolio approach. While these are broad templates for designing an assessment strategy, faculty within academic units should devise a plan that best fits their program. The examples are provided because they are the three more common approaches academic programs use. The IPFW Assessment Plan is designed to afford faculty flexibility in designing their assessment plan.

1. Traditional Programmatic Assessment: Under this approach a program typically identifies broad programmatic SLO's, maps SLO's to a core group of courses, and assesses the programmatic outcome using a metric that describes student development relative to the outcome at graduation at specific points in the matriculation through a major. For example a common assessment might be given at the introductory level in the major, at some program midpoint, and toward the end of a particular program. The primary distinction of traditional programmatic assessment is that assessment of learning students achieve in primarily measured outside of the formal requirements for any course.

2. Alternative Course-Program Scaffold Assessment: This approach begins with broad programmatic outcomes (4-10). These programmatic outcomes are further articulated through developing specific course level outcomes that scaffold to the programmatic outcome. The approach encourages assessing student learning developmentally as students matriculate through a sequence of courses in the core and a capstone or culminating experience in an upper division course. Scaffolded approaches will typically include multiple performance assessments embedded at the course level. This approach is distinguished by its emphasis on "authentic" assessment integrated into formal requirements for courses, its facility in identifying how changes in curriculum and pedagogy potentially improve student learning, and its emphasis on measuring student progress to outcome achievement as they progress to degree completion.

3. Portfolio Programmatic Assessment: Student Portfolios are growing in use for programmatic assessment. While primarily designed to help track an individual student's matriculation through a degree and to measure individual performance, they can be used for programmatic assessment. Portfolios offer an advantage of allowing incorporation of both "in course" assessments and "out-of-class" experiences to demonstrate student learning. An academic unit can assign a rubric to evaluate student learning as demonstrated through the portfolio. Careful sampling, faculty communication, well-constructed programmatic rubrics, and faculty development to create a degree of reliability and validity in the measurement of student work using rubrics is critical to the quality of this approach.

Often programs use a hybrid approaches that combines aspects of the three strategies listed above. For example many academic programs base their programmatic assessment on a process in which teams of faculty evaluate samples of student work presented in a portfolio. This might be supplemented by course based assessment of common assignments in the major core or common assessments at specific points in the curriculum.

The following section discusses strategies for designing and delivering student learning assessment at the Course and Program level, provides examples of assessment designs, and a framework for a departmental assessment plan as defined in SD 15-6.

Purposing and Structuring Current Assignments, Tests, and other Course Level Activities for Programmatic Assessment

Faculty assess student learning as a routine part of the teaching and learning process. The purpose of this activity (commonly referred to as grading) is to communicate to an individual student their level of performance relative to the expectation for performance by a particular faculty member. The judgement of that performance is traditionally communicated through a "grade". As the grade is an aggregate measure of individual student performance, a simple aggregation of grades across students fails to provide sufficient information for examining how or the extent to which students are achieving the student learning outcomes expected at a particular point in time in a class or curriculum. This is the reason a faculty member will often hear the statement from assessment professionals that "grades are not assessment". However, student assignments, tests, and other student performances are the most accurate snapshot of what a student knows and can do at a particular point in their matriculation through a course or program.

The most common strategy for using course level assignments for programmatic assessment is to design a common assignment (often a test) to assess student learning at a particular time in a particular course. Some departments will develop a test and use a form of item analysis to align questions to expected levels of performance relative to an outcome as a strategy to assess the extent to which students have achieved expected outcomes. In these cases a department might report student achievement as a summary of performance relative to expectations for each outcome assessed as illustrated in Table 10:

Table 10: Summarizing Student Achievement by SLO

Student Learning Outcome	Number of students who fully met outcome	Number of students who partially met outcome	Number of students who did not meet outcome

Student products (including assignments, tests, papers, projects, etc.) can be used to assess learning at the programmatic level. Typically, this type of assessment is referred to as an embedded assessment approach. These types of approaches are facilitated as faculty deconstruct student products to determine the level of learning expected across a range of outcomes as demonstrated through student performance. This is where the type of rubric described in Table 10 can be particularly valuable.

The AAC&U Value Rubric Project is an example of a national effort to use rubrics to provide a common assessment of student learning across a broad range of student performances. Early findings from the project suggest that developing good rubrics and calibrating groups of faculty on applying the rubrics to evaluate student work provides a reliable method for assessing student learning across a diverse set of assignments.

The IPFW Assessment Council has been working on a set of rubrics based on the AAC&U rubrics to evaluate student learning across the oral communication, written communication, and quantitative reasoning SLO's for the general education program.

Table 11: Sample Rubric Developed for Assessing Written Communication

	IPFW General Education Rubric (Grounded in AAC&U Value Rubrics)			
IPFW General Education Student Learning Outcomes	**Capstone** **4**	**Milestones**		**Benchmark** **1**
		3	**2**	
1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the assignment has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

These rubrics provide an example of how an academic unit might construct a rubric to evaluate student work. Table 11 (above) provides an example of the rubrics developed by the Assessment Council for IPFW's General Education SLO 1.1 (written communication). Appendix H provides the full set of rubrics developed by IPFW's

Assessment Academy Team and the Assessment Council for written communication, oral communication, and quantitative reasoning.

The assessment process for using this type of approach would consist of several steps:

1. Select the courses and sections from which a sample of student work would be gathered
2. Train a group of faculty (some institutions are using senior majors to assess products gathered in lower division courses) to apply the rubric consistently across a range of student products, and
3. Have each product from the sample evaluated by faculty members

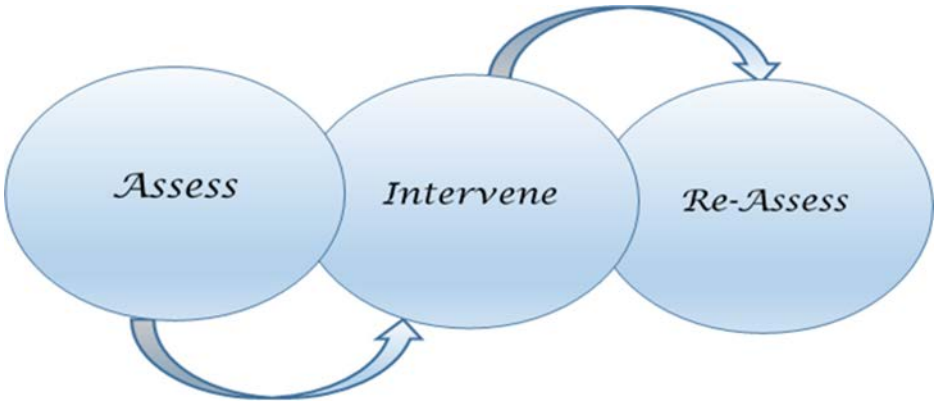
Alternatively, some faculty are using these types of rubrics to evaluate all students work and sharing their ratings with other faculty in the department. In these cases the evaluation can be summarized by learning level achieved and discussed in the assessment report. Appendix H provides the set of rubrics developed by assessment council for written and oral communication and quantitative reasoning.

While the samples provided illustrate how a department might approach assessing student learning, they are not intended as the only allowable options. Academic Departments should design assessment strategies that best fit their departmental culture and that provide the most meaningful information for helping improve student success. This process of examining how assessment results inform the continuous improvement of the academic plan to improve student success is the most important aspect of the assessment process as discussed in Part 4 of the Manual.

"The purpose of assessment is not achieved simply through the collection of vast amounts of valid and reliable data. Rather, assessment's purpose is to answer questions, shape better policies, make better decisions – all designed to improve student success and strengthen institutional performance" (Kinzie, Hutchings, and Jankowski, 2015, p. 56).

The assessment effort at IPFW was redesigned to emphasize the potential assessment holds to improve student learning and success. Consistent with current trends in assessment, the IPFW Model integrates assessment within the teaching and learning process suggesting that it is part of a "Culture of Learning". Part of the reason for the emphasis on the learning culture is that conceptualizations of a "Culture of Assessment" are often associated with the perspective of a compliance culture as discussed in Part 1 of this manual. While compliance is one aspect of assessment, the more valuable aspect is the capacity of assessment to contribute to the capacity of academic units to support student success and matriculation through an academic program to graduation.

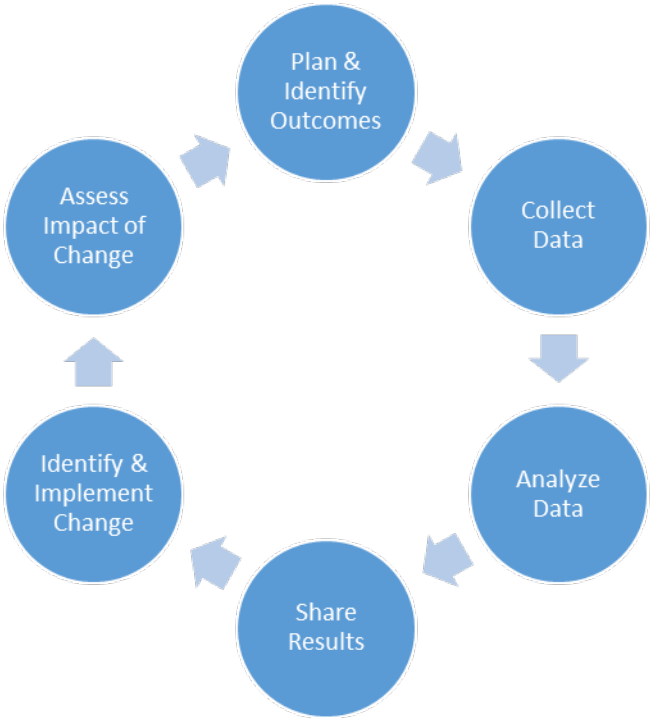
The Assessment Process Model presented in the first section of the manual is replicated below. It describes the process within the IPFW Assessment Model that focuses on using assessment data to plan interventions or innovations in the learning environment. The re-assess step emphasizes assessing how or to what extent changes in the learning environment improved student learning. This type of process highlights the inter-connectedness of assessment, teaching, learning, and curricular design. At the program level, the curricular mapping process is designed to direct the use of assessment findings to curricular change as the map identifies the level of learning a program expects of students relative to a specific outcome at different points in the curriculum. In this case the initial assessment would identify the points in the program curriculum where interventions might be made to improve student learning and success. Similarly, if the emphasis is on a "course level" student learning outcome, the specific



activities leading to the specific student performance or assessment would represent the point at which an intervention might be made to help improve student learning.

A simple way to conceptualize connections between teaching, assessment and learning is to view assessment as a continuous cycle. The data collection occurs after an instructional intervention (from a program level

Figure 9: The Assessment Cycle



perspective this might be a series of core courses while at the course level this might be the specific learning activity that is the culminating assignment at the end of a unit of instruction). Once the data is collected, it is analyzed (for a test the analysis might be an item analysis of outcome achievement by groups of questions, for an essay this might be the summary of performance across multiple papers based on a rubric, in a lab this might be a lab report, in music or art it might be a summary of a sample of juried performances or productions). The analyzed data is then shared with relevant constituents who plan and implement curricular changes and assess the impact of those changes over time. (Figure 9).

Table 11 and its associated worksheets in Appendix I might be used to organize assessment findings to plan changes.

Program Level- Courses leading up to Programmatic Assessment	Assessment	Findings	Intervention/ Innovation	Assessment
Course Level- Learning activities prior to performance assessment at the course level	Assessment	Findings	Interaction/ Innovation	Assessment

Programmatic interventions might include actions such as realigning the sequence of courses to improve the likelihood students develop to the expected level of competency to demonstrate the expected level of learning, identifying gaps in the curriculum relative to expected outcomes, adding or deleting core courses, redesigning courses, or increasing the frequency and/or intensity of out-of-class learning experiences to ensure students reach expected learning levels. At the course level, interventions might be assigning more readings, changing the instructional strategy from a lecture to a problem or inquiry based activity, adding additional assignments or homework activities to provide more time on task, etc. Once the changes are made, the focus on the analysis of assessment data shifts to examining the extent to which the changes in curriculum improved student learning and performance. Over time the types of interventions might become smaller and smaller in scale; however, other changes in expected outcomes might require curricular changes to meet changing needs future graduates. From this perspective the assessment process is continuous.

These examples represent a small fraction of the types of changes a department might envision to improve student learning. The assess-intervene-reassess model integrated into a teaching and learning model that clearly identifies what students should know and be able to do, constructs and maps a series of educational experiences that specify how students are performing relative to learning expectations, and continually seeks to construct curricula that improve the likelihood students achieve learning expectations.

Concluding Thoughts

The ongoing development of meaningful assessment at IPFW has the potential to impact institutional performance as we increase the likelihood students succeed. Integrated in the teaching learning process, assessment helps faculty identify relationships between instructional strategies, course designs, and student development that influence how best to deliver instruction that supports student learning.

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Appendix A: Departmental Assessment Report Outline

Department/Program Assessment Report Outline:

Section 1: Student Learning Outcomes for the Program (SD 98-22 rev. Appendix D Section I)

Section 2: Curricular Maps

A. Map of Programmatic SLO's to Baccalaureate Framework (Appendix D, Section II)

B. Map of Programmatic SLO's to Identified "core courses" in the curriculum (Appendix D, Section III)

Section 3: Assessment Plan

A. Description of Department's Assessment Model (see Workshop 1) – How is the department assessing student progress to Programmatic SLO at key common points in matriculation to degree (Appendix D, Section IV)

B. Measures Used (Appendix D, Section IV)

C. Rubrics or Evaluation Metrics Descriptions

D. Description of Plan for Disseminating and Using Findings for Programmatic Learning Improvement

Section 4: Assessment Results

A. Current Year Assessment Findings (Appendix D, Section V)

B. Proposed Changes to Address Findings (Appendix D, Section V)

C. Prior Year Assessment Findings and Description of Changes Made (Appendix D, Section IV)

D. Assessment Findings for Curricular Changes Made Appendix D, Section V)

Section 5: Conclusions, Next Steps, and Communication (Appendix D, Section V and Section VI)

Appendix B: Expectations for Program Graduates

Knowledge: What do you expect students to **know** at graduation? (Maki's (2004) perspective of demonstrate or represent)	**Skill:** What do you expect students to **be able to do** with the knowledge they have developed at graduation? (Maki's (2004) perspective of produce)

Appendix C: Anderson and Krathwohl (2001) Action Verbs

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

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Appendix D: Determining Programmatic Student Learning Outcomes

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Knowledge and skills expected of program graduates	Action verb suggesting expected level of knowledge and skill achievement at graduation	Statement of programmatic student learning outcome

Appendix E: Aligning Baccalaureate Framework to Program Student Learning Outcomes

Programmatic Student Learning Outcome	IPFW Baccalaureate Degree Framework					
	Acquisition of Knowledge	Application of Knowledge	Personal and Professional Values	A Sense of Community	Critical Thinking and Problem Solving	Communication

Appendix F: Traditional Curricular Map

Course Name	Student Learning Outcomes by Course and Level Achieved I= Introduced, E= Expanded and Emphasized, R=Reinforced, M=Mastered, A=Assessed																			
	Outcome 1					Outcome 2					Outcome 3					Outcome 4				
	I	E	R	M	A	I	E	R	M	A	I	E	R	M	A	I	E	R	M	A

Appendix G: Alternative Curricular Map Based on AAC&U Value Rubric

Programmatic SLO:				
Course Level Expectation relative to Programmatic SLO	**Capstone 4**	**Milestones 3**	**Milestones 2**	**Benchmark 1**

Appendix H: Rubrics for WC, OC, and QR Based on AAC&U Value Rubrics

	IPFW General Education Rubric (Grounded in AAC&U Value Rubrics) – Written Communication			
IPFW General Education Student Learning Outcomes	**Capstone 4**	**Milestones**		**Benchmark 1**
		3	**2**	
1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free.	Uses straightforward language that generally conveys meaning to readers. The language in the assignment has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
1.2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.	Builds on the ideas of others to advance the work of the writing.	Offers solutions or courses of action that advance the work of the writing.	Offers/accepts suggestions to advance the work of the writing.	Communicates ideas but does not advance the work of the writing.
	Completes at least two drafts that show significant changes and reflects on what was learned through the drafting process.	Completes at least two drafts that show significant changes and reflects on their significance.	Completes at least two drafts that show changes and reflects on the changes.	Completes at least two drafts that show changes and reflects on the writing.

	IPFW General Education Rubric (Grounded in AAC&U Value Rubrics) – Written Communication			
IPFW General Education Student Learning Outcomes	**Capstone** **4**	**Milestones** **3**	**2**	**Benchmark** **1**
1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved	Communicates information from sources. The information is fragmented and/or used Inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing	Demonstrates an attempt to use sources to support ideas in the writing
1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.

	IPFW General Education Rubric (Grounded in AAC&U Value Rubrics) – Written Communication			
IPFW General Education Student Learning Outcomes	**Capstone 4**	**Milestones**		**Benchmark 1**
		3	**2**	
1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content,	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.

	IPFW General Education Rubric (Grounded in AAC&U Value Rubrics) – Written Communication			
IPFW General Education Student Learning Outcomes	**Capstone 4**	**Milestones**		**Benchmark 1**
		3	**2**	
1.7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).	Accesses information using effective, well designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).

	IPFW General Education Rubric (Grounded in AAC&U Value Rubrics) – Oral Communication			
IPFW General Education Student Learning Outcomes	**Capstone** **4**	**Milestones**		**Benchmark** **1**
		3	**2**	
2.1 Use appropriate organization or logical sequencing to deliver an oral message.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation
2.2 Adapt an oral message for diverse audiences, contexts, and communication channels.	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
2.3 Identify and demonstrate appropriate oral and nonverbal communication practices.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

	IPFW General Education Rubric (Grounded in AAC&U Value Rubrics) – Oral Communication			
IPFW General Education Student Learning Outcomes	**Capstone**	**Milestones**		**Benchmark**
	4	**3**	**2**	**1**
2.4 Advance an oral argument using logical reasoning.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
2.5 Provide credible and relevant evidence to support an oral argument.	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.

	IPFW General Education Rubric (Grounded in AAC&U Value Rubrics) – Oral Communication			
IPFW General Education Student Learning Outcomes	**Capstone** **4**	**Milestones**		**Benchmark** **1**
		3	**2**	
2.6 Demonstrate the ethical responsibilities of sending and receiving oral messages.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
2.7 Summarize or paraphrase an oral message to demonstrate comprehension.	Recognizes possible implications of the oral message for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the speaker's explicit message (e.g. might recognize broader issues at play, or might pose challenges to the speaker's message and presentation).	Uses the spoken message, general background knowledge, and/or specific knowledge of the speaker's context to draw more complex inferences about the speaker's message and attitude.	Evaluated how oral features (e.g. speech structure or tone) contribute to the speaker's message, draws basic inferences about context and purpose of message.	Apprehends speech appropriately to paraphrase or summarize the information communicated.

	IPFW General Education Rubric (Grounded in AAC&U Value Rubrics) – Quantitative Reasoning			
IPFW General Education Student Learning Outcomes	**Capstone** **4**	**Milestones**		**Benchmark** **1**
		3	**2**	
3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures)	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.
3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.

	IPFW General Education Rubric (Grounded in AAC&U Value Rubrics)– Quantitative Reasoning			
IPFW General Education Student Learning Outcomes	**Capstone** **4**	**Milestones**		**Benchmark** **1**
		3	**2**	
3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
3.5. Communicate which assumptions have been made in the solution process.	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.

	IPFW General Education Rubric (Grounded in AAC&U Value Rubrics)– Quantitative Reasoning			
IPFW General Education Student Learning Outcomes	**Capstone** **4**	**Milestones**		**Benchmark** **1**
		3	**2**	
3.6. Analyze mathematical results in order to determine the reasonableness of the solution.	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
3.7. Cite the limitations of the process where applicable.	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
3.8. Clearly explain the representation, solution, and interpretation of the math problem.	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

Appendix I: Program and Course Level Worksheets for Planning Interventions and Innovations Based on Analysis of Assessment Data

Worksheet 1: Program Level

Program Level- Courses leading up to Programmatic Assessment	Assessment	Findings	Intervention/ Innovation	Assessment

Worksheet 2: Course Level

Course Level- Learning activities prior to performance assessment at the course level	Assessment	Findings	Interaction/ Innovation	Assessment

Appendix FF:
Assessment Handbook

IPFW Assessment Workbook

A Supplement to the IPFW Assessment Handbook



Overview

The IPFW Assessment Workbook provides departments and programs a set of resources to support their assessment effort. These resources guide academic departments in designing an assessment strategy for their program and implementing the strategy to complete the Annual Assessment Report. The worksheets can also be downloaded in a fillable pdf file on the Office of Assessment website.

July 2016

D. Kent Johnson, Ph.D.
Director of Assessment

ASSESSMENT
INDIANA UNIVERSITY–PURDUE UNIVERSITY FORT WAYNE
IPFW

Overview of Resources

Part One: Developing Student Learning Outcomes:

The worksheets in Part One are designed to help develop high quality, assessable Student Learning Outcomes (SLO's) for your program. To complete, think in terms of what you expect students to know, be able to do, or value at the end of your academic program.

Part Two: Mapping Student Learning Outcomes:

The worksheets in Part Two support two alternative approaches to mapping programmatic SLO's to courses or other student experiences. Each of the approaches help a program identify how student knowledge, skills, and attitudes are expected to develop as they progress through a program. Identifying the level of learning expected at particular points in time in a student's matriculation through a program supports designing assessment strategies that have the potential to identify changes in the planned learning environment focused on improving the likelihood students reach the expected level of learning relative to student learning outcomes at the end of the program.

Part Three: Assessment Plan Template:

The Assessment Plan Template is designed to help departments describe how student learning will be assessed. It describes how and when SLO's will be assessed, identifies the type of assessments that will be delivered, defines the metrics for measuring student learning, and describes how assessment results will be used to improve the academic program's impact on student learning. It also organizes assessment by SLO's and presents an assessment schedule that ensures all SLO's are assessed, results are used to plan innovations, and innovations are re-assessed in a three year to five year cycle.

Part Four: Annual Report Outline:

The Annual Report Outline provides a recommended format for completing the annual assessment reporting requirements. It is designed for easy transfer to either an assessment data base or assessment management software package.

Part Five: Tracking the Impact of Assessment Driven Innovations:

The last resource provides a form to describe, track, and report on the impact of assessment driven changes.

Part One: Developing Student Learning Outcomes:

The worksheets in Part One are designed to help develop high quality, assessable Student Learning Outcomes (SLO's) for your program. To complete, think in terms of what you expect students to know, be able to do, or value at the end of your academic program.

Worksheet 1a: Developing Student Learning Outcomes

(List what you expect your students to know, do, and value at the end of your program)

Knowledge	Skill	Value

Resource 1b: Revised Bloom's Taxonomy

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

Worksheet 1b: Developing Student Learning Outcomes

List expected knowledge and skills developed in Worksheet 1	Assign the level of learning expected at graduation using action verbs from Anderson & Krathwohl (2001)	Programmatic Student Learning Outcome Statement

Worksheet 1c: Writing Assessable Student Learning Outcomes Statements

The statement of a programmatic learning outcome can be expressed as a statement including these elements:

> *Upon Completion of the program, students will be able to* ***(action verb(s) denoting level of learning)*** + ***(object describing what students should be able to demonstrate or produce)***.

For example, across a number of disciplines, an expectation of graduates is an ability to use and analyze data to inform decisions. A generic programmatic student learning outcome for this expectation might be:

> Upon graduation, students will *analyze and interpret (action verb)* data *to produce meaningful conclusions and recommendations (product).*

Statement Form (Fill in the Blanks)

Upon completing my program students will:

to

as evidenced by (optional statement)

Worksheet 1d: Programmatic Student Learning

In the following worksheet, please list your programmatic student learning outcomes.

Programmatic Student Learning Outcomes for

Part Two: Mapping Student Learning Outcomes:

The worksheets in Part Two support two alternative approaches to mapping programmatic SLO's to courses or other student experiences. Each of the approaches help a program identify how student knowledge, skills, and attitudes are expected to develop as they progress through a program. Identifying the level of learning expected at particular points in time in a student's matriculation through a program supports designing assessment strategies that have the potential to identify changes in the planned learning environment focused on improving the likelihood students reach the expected level of learning relative to student learning outcomes at the end of the program.

Worksheet 2a: Traditional Curriculum Map with expected levels of learning identified.

Course Name	Student Learning Outcomes by Course and Level Achieved I= Introduced, E= Expanded and Emphasized, R=Reinforced, M=Mastered, A=Assessed																				
	Outcome					Outcome					Outcome					Outcome					
	I	E	R	M	A	I	E	R	M	A	I	E	R	M	A	I	E	R	M	A	
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
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	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

Worksheet 2b: Alternative Curriculum Map using AAC&U's Format:

Programmatic SLO:				
Course or Co-curricular Experience Where Assessment Occurs	**Capstone 4**	**Milestones 3**	**Milestones 2**	**Benchmark 1**
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Worksheet 2c: Baccalaureate Framework Map

Programmatic Student Learning Outcome	IPFW Baccalaureate Degree Framework					
	Acquisition of Knowledge	Application of Knowledge	Personal and Professional Values	A Sense of Community	Critical Thinking and Problem Solving	Communication
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐

Part Three: Assessment Plan Template:

The Assessment Plan Template is designed to help departments describe how student learning will be assessed. It describes how and when SLO's will be assessed, identifies the type of assessments that will be delivered, defines the metrics for measuring student learning, and describes how assessment results will be used to improve the academic program's impact on student learning. It also organizes assessment by SLO's and presents an assessment schedule that ensures all SLO's are assessed, results are used to plan innovations, and innovations are re-assessed in a three year to five year cycle.

3.1 Description of Department's Assessment Model:

In the box below, describe how the department/program is assessing student progress to Programmatic SLO's at key common points in matriculation to degree (Appendix D, Section IV)

3.2 Measures:

In the table below, describe when the assessment occurs, expected level of achievement relative to the outcome, and the measure used to evaluate student performance.

(Paste Programmatic SLO in this Space)

When Assessment Occurs	Expected Level of Learning	Measure

(Paste Programmatic SLO in this Space)

When Assessment Occurs	Expected Level of Learning	Measure

(Paste Programmatic SLO in this Space)

When Assessment Occurs	Expected Level of Learning	Measure

(Paste Programmatic SLO in this Space)

When Assessment Occurs	Expected Level of Learning	Measure

(Paste Programmatic SLO in this Space)

When Assessment Occurs	Expected Level of Learning	Measure

(Paste Programmatic SLO in this Space)

When Assessment Occurs	Expected Level of Learning	Measure

(Paste Programmatic SLO in this Space)

When Assessment Occurs	Expected Level of Learning	Measure

(Paste Programmatic SLO in this Space)

When Assessment Occurs	Expected Level of Learning	Measure

(Paste Programmatic SLO in this Space)

When Assessment Occurs	Expected Level of Learning	Measure

3.3 Description of Metrics of Rubric for each Assessment:

In the box below, describe the metrics or rubrics used to evaluate student progress to Programmatic SLO's at key common points in matriculation to degree (Appendix D, Section IV)

3.4 Dissemination and Planned Improvements Plan:

In the box below, describe how you will use the assessment findings to improve the program and who you will communicate your findings to.

Part Four: Annual Report Outline:

The Annual Report Outline provides a recommended format for completing the annual assessment reporting requirements. It is designed for easy transfer to either an assessment data base or assessment management software package.

Section 1: Student Learning Outcomes for the Program (SD 15-6 Appendix D Section I)

Section 2: Curricular Maps

A. Map of Programmatic SLO's to Baccalaureate Framework (Appendix D, Section II)
B. Map of Programmatic SLO's to Identified "core courses" in the curriculum (Appendix D, Section III)

Section 3: Assessment Plan

A. Description of Department's Assessment Model (see Blackboard, Workshop 1) – How is the department assessing student progress to Programmatic SLO at key common points in matriculation to degree (Appendix D, Section IV)
B. Measures Used (Appendix D, Section IV)
C. Rubrics or Evaluation Metrics Descriptions
D. Description of Plan for Disseminating and Using Findings for Programmatic Learning Improvement

Section 4: Assessment Results

A. Current Year Assessment Findings (Appendix D, Section V)
B. Proposed Changes to Address Findings (Appendix D, Section V)
C. Prior Year Assessment Findings and Description of Changes Made (Appendix D, Section IV)
D. Assessment Findings for Curricular Changes Made Appendix D, Section V)

Section 5: Conclusions, Next Steps, and Communication (Appendix D, Section V and Section VI)

Part Five: Tracking the Impact of Assessment Driven Innovations:

The last resource provides a form to describe, track, and report on the impact of assessment driven changes.

Worksheet 5a: Tracking Assessment Results, Interventions/Innovations, and results of re-assessment.

Program Level Outcome	Assessment	Findings	Intervention/ Innovation	Findings: Assessment of Interaction/Innovation

Worksheet 5b: Disseminating Assessment Results and Planned Interventions/ Innovations

(In the text box below, summarize your assessment findings to draw conclusions and describe the cumulative impact of assessment on student learning to date. Discuss your plans for assessment informed interventions or innovations to improve student learning and success. Finally, describe how you will share and solicit input from internal and external constituents.