



## Open Pathway Quality Initiative Report

### Panel Review and Recommendation Form

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The Quality Initiative panel review process confirms or questions the institution's effort in undertaking the Quality Initiative Proposal approved by HLC. As indicated in the explication of the review, the Quality Initiative process encourages institutions to take risks, innovate, take on a tough challenge, or pursue a yet unproven strategy or hypothesis. Thus, failure of an initiative to achieve its goals is acceptable. An institution may learn much from such failure. What is not acceptable is failure of the institution to pursue the initiative with genuine effort. Genuineness of effort, not success of the initiative, constitutes the focus of the Quality Initiative review and serves as its sole point of evaluation.

Submit the final report as a Word document to HLC at [pathways@hlcommission.org](mailto:pathways@hlcommission.org). The file name for the report should follow this format: QI Report Review <Name of Institution>.

**Name of Institution:** Purdue University Fort Wayne

**State:** IN

**Institutional ID:** 1206

**Reviewers (names, titles, institutions):** Felix Wao, Director of Academic Assessment, University of Oklahoma  
Susan Hatfield, Senior Scholar, Higher Learning Commission

**Date:** July 18, 2019

### I. Quality Initiative Review

- The institution demonstrated its seriousness of the undertaking.
- The institution demonstrated that the initiative had scope and impact.
- The institution demonstrated a commitment to and engagement in the initiative.
- The institution demonstrated adequate resource provision.

## II. Recommendation

- The panel confirms genuine effort on the part of the institution.
  
- The panel cannot confirm genuine effort on the part of the institution.

## III. Rationale (required)

The institution shifted from the project’s initial focus on three general education outcomes to initiating major/broad strategies for supporting academic program assessment. Significant progress has been made in almost all components of the new project. That’s commendable, as long as the important work of assessing specific learning outcomes at the general education and program level are not lost in the translation. Building infrastructure is important, but it's not the same thing as assessing student learning.

There appears to be increased faculty participation in assessment activities. Faculty are beginning to take “ownership” of the assessment process – this is an essential factor regarding the overall success of the project and, if maintained, will contribute significantly to sustaining the critical aspects of the project related to teaching and learning.

The emphasis on a “culture of learning” is evidently fostering strong collaboration among various key administrative offices (e.g., Institutional Research, Accreditation) whose functions contribute to aspects of assessment of student learning and the overall student success.

The approach to institutionalize assessment process in light of research on institutional theory is great as it is well aligned with the intent to integrate teaching, learning and assessment.

The ability to sustain their assessment efforts will depend on PFW's (1) creation of a solid implementation plan going forward, and (2) continued support from the upper administration.