# 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.
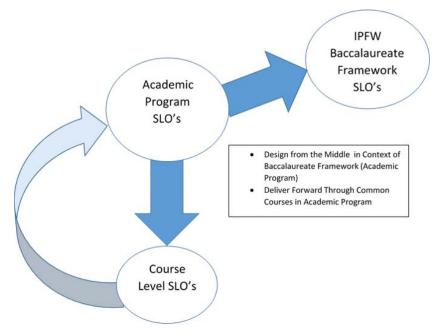


*Figure 1: IPFW Programmatic Assessment Model*

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
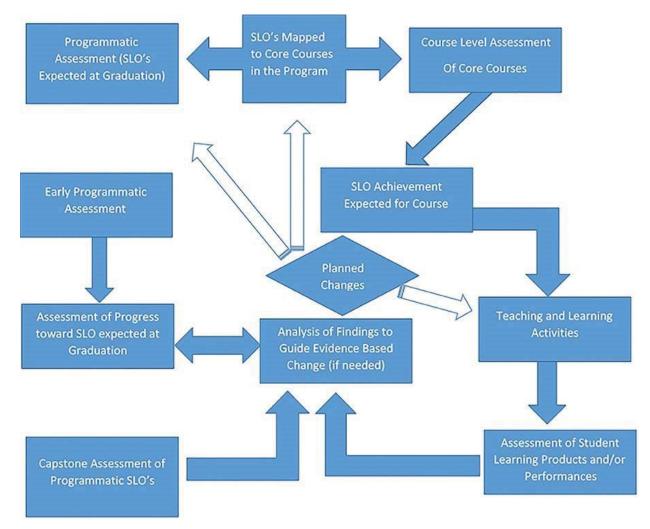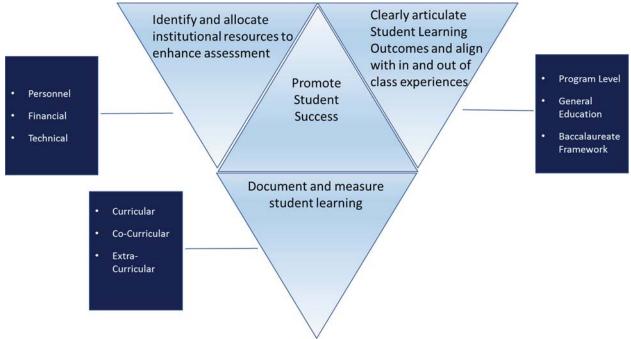E. Conclusions, Next Steps, and Communication



*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 societ*y.

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)](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. <br> • B.S.Cp.E. <br> • B.S.E.E. <br> • B.S.M.E. |
| Accredited by the Engineering Technology Accreditation Commission of ABET, http://www.abet.org | • A.S.-ARET <br> • A.S.-CET <br> • A.S.-EET <br> • A.S.-IET <br> • A.S.-MET |
| Accredited by the Engineering Technology Accreditation Commission of ABET, http://www.abet.org | • B.S.-CNET <br> • B.S.-CpET <br> • B.S.-EET |

| | |
|---|---|
| | • B.S.-IET<br>• B.S.-MET |
| Association to Advance Collegiate Schools of Business (AACSB) | • B.S. in Business<br>• Master of Business Administration |
| American Chemical Society | • B.S. in Chemistry |
| American Dental Association/Commission on Dental Accreditation | • Certificate in Dental Assisting<br>• A.S. in Dental Hygiene<br>• A.S. in Dental Laboratory Tech.<br>• 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<br>• 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<br>• B.A. in Art Education<br>• B.S. in Interior Design<br>• B.F.A. in Art (Ceramics, Drawing, Metalsmithing, Painting, Printmaking, Sculpture)<br>• 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<br>• 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<br>• M.S. in Education |
| National League for Nursing Accrediting Commission (NLNAC) | • A.S.-Nursing<br>• B.S.-Nursing<br>• 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 | |