

**REPORT OF A VISIT**

**TO**

**INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE**

**Fort Wayne, Indiana**

**November 13-15, 2000**

for the

Commission on Institutions of Higher Education

of the

North Central Association of Colleges and Schools

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## I. INTRODUCTION

### A. Structure and Scope of the Visit

This is the report of a comprehensive evaluation for continued accreditation at the master's level and three requests for institutional change: for distance education in the region, for a second degree site (Warsaw) and for removal of the stipulation about doctoral courses, of Indiana University-Purdue University Fort Wayne (IPFW), Fort Wayne, Indiana, for continued accreditation at the master's level conducted for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools on November 13-15, 2000.

The eight team members consulted with the Chancellor, Vice Chancellors, Associate Vice Chancellor (self-study coordinator), deans, faculty, students, staff, community stakeholders, trustees, Purdue Executive Vice President and representatives of the Indiana Commission for Higher Education. In addition, team members reviewed the self-study report and supporting materials in the resource room, met regularly to discuss results of their findings and drafted the team's recommendations for the exit interview.

The primary purpose of this report is to present the team's observations, conclusions and rationale to the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. However, it has a secondary goal, which is to give the institution advice for two special emphases - service to students and connection to the community.

## **B. Accreditation History of the Institution**

Indiana University at Fort Wayne and Purdue University at Fort Wayne were granted accreditation status in 1969. Prior to that time they (Indiana University since 1917 and Purdue University since the 1940's) had been included in the accreditation of their respective main campuses. In 1974, the institutions merged to become Indiana University-Purdue University Fort Wayne (IPFW). The accreditation status was transferred to the new legal entity.

Indiana University-Purdue University Fort Wayne completed self-study reviews and received reaccreditation from North Central Association as a single institution in 1980 and in 1990. In August 1998, Indiana University-Purdue University Fort Wayne was granted a delay in the scheduling of the next comprehensive review due to the resignation of some senior administrators. North Central Association scheduled the next comprehensive visit for November 13-15, 2000.

## **C. Evaluation of the Institution's Self-Study Process and Self-Study Report**

The institution opted to use the self-study process as an opportunity to give special attention to re-engineering of service to students and connections with the community. Part two, chapters I and II, respectively, of the self-study described both the process and outcomes of those initiatives. The Self-Study Report presents the current status of Indiana University-Purdue University Fort

Wayne fairly and accurately. This was confirmed by interviews and meetings with members of the Indiana University-Purdue University Fort Wayne community. Because of the foci on students and community, it was evident that the institution has begun to address several issues identified in the self-study process. The team commends Indiana University-Purdue University Fort Wayne for this action. The institution requested three institutional changes. Part three of the self-study described those changes. The first was approval for distance education in the region. The team recommends approval, with the restriction, that without further approval by the North Central Association, the distance degree programs be limited to the Associate and Bachelor of General Studies and Master of Science in Nursing. The second request for change was approval for a second degree site (Warsaw). The team recommends approval. The third request for change was removal of the stipulation about the doctoral courses. The team recommends approval.

The resource room provided information in a well-organized fashion. Personnel of Indiana University-Purdue University Fort Wayne made other documents available as requested. The Self-Study Report does address the five criteria for accreditation and incorporates responses to each of the General Institutional Requirements within the text.

## **II. INSTITUTION'S RESPONSE TO PREVIOUSLY IDENTIFIED CONCERNS OF THE 1990 COMPREHENSIVE VISIT**

### **A. The Guided Studies (Remedial) Program at Indiana University-Purdue University Fort Wayne lacks a coherent structure and organization and accountability measures are unclear.**

The 1990 team expressed a concern regarding this aspect of the institution. Indiana University-Purdue University Fort Wayne has chosen not to employ a faculty dedicated to developmental instruction but instead chose to link developmental courses with academic departments. The Guided Studies students are advised by the Office of Academic Counseling and Career Services. Accountability is addressed through the organizational structure and through the assessment program. Annual reports assessing the Guided Studies Program are included in the campus assessment report (refer to pp. 7-8 of the Self-Study Report).

### **B. The campus lacks a plan to evaluate the effectiveness of its developmental skills offering.**

The 1990 team expressed a concern regarding this aspect of the institution. Indiana University-Purdue University Fort Wayne has initiated evaluations by the respective departmental faculties. One outcome was the 1995 introduction of a second developmental course in mathematics. Other actions (English W 135 and a comprehensive review of developmental courses) are planned (refer to p. 8 of the Self-Study Report).

- C. Given the large number of associate faculty who teach remedial courses with limited contact with full-time faculty, the campus risks losing control of the course content of its remedial programs.**

The 1990 team expressed a concern regarding this aspect of the institution.

Indiana University-Purdue University Fort Wayne has taken a number of actions to improve the consistency of content. Courses are now taught by a combination of tenured/tenure-track instructors, graduate students and associate faculty. All English instructional personnel are required to enroll in a methods course prior to the first term of employment. Faculty teaching the two developmental courses in mathematics use a common syllabus and common examination (refer to pp. 8-9 of the Self-Study Report).

- D. Programs for the recruitment and retention of minority students are not aggressively pursued by the campus.**

The 1990 team expressed a concern regarding this aspect of the institution.

Indiana University-Purdue University Fort Wayne has established an extensive set of programs designed to recruit and retain underrepresented populations. Retention activities occur at the departmental level and the Multicultural Service office provides support to students (refer to pp. 9-10 of the Self-Study Report).

**E. The campus lacks a coherent strategic planning process to plan for future growth and development and to address faculty and staff turnover.**

The 1990 team expressed a concern regarding this aspect of the institution. Indiana University-Purdue University Fort Wayne employed an external consultant in 1995 to help faculty, administrators and student representatives identify key topics. The strategic plan has been updated since. The most recent strategic plan found in the resource room was dated 1998 (refer to p. 11 of the Self-Study Report). Additional information about current planning processes is included in the Criteria chapter of the self-study.

**F. The campus has not formulated plans for outcome assessment.**

The 1990 team expressed a concern regarding this aspect of the institution. Indiana University-Purdue University Fort Wayne requires annual reports, compiled by the Assessment Council, which provide information about whether program outcomes are successful. Student Affairs departments have also been assessing outcomes of their functions. In addition a campus assessment was used in 1994 and in 1998 to measure the University's success in meeting student needs. Results indicated an improvement in meeting student needs (refer to p. 12 of the Self-Study Report). Other information about outcome assessment is included in the special emphasis section of the self-study.

- G. Although new buildings currently in the design or construction stage will solve some campus space problems, Indiana University-Purdue University Fort Wayne will continue to lack sufficient space for faculty offices and instruction space for research in the sciences and engineering.**

The 1990 team expressed concern regarding this aspect of the institution. Indiana University-Purdue University Fort Wayne believes that the fine arts, theatre, science, engineering and technology buildings and renovation of vacated space address the needs of the campus at the current level of enrollment. Plans are nearly complete for student residence facilities. Ground breaking is scheduled for 2001, if approvals are received. Other renovation projects (Kettler Hall and Helmke Library) are in planning stages (refer to pp. 12-13 of Self-Study Report).

- H. The campus appears to have inadequate funds for its supply and equipment needs.**

The 1990 team expressed concern regarding this aspect of the institution. Indiana University-Purdue University Fort Wayne received an "equity funding" increase in the most recent allocation. The campus has established a student technology fee. The institution has sufficient resources to meet current supply and equipment needs (refer to pp. 13-14 of the Self-Study Report).

- I. **Indiana University-Purdue University Fort Wayne's Management Information Systems appear to be under developed and/or under utilized.**

The 1990 team expressed concern regarding this aspect of the institution. Indiana University-Purdue University Fort Wayne has implemented a new Student Information System. The system is used by essentially all campus offices for student records. The institution has also installed software which is used widely for report purposes (refer to p.14 of the Self-Study Report).

### III. GENERAL INSTITUTIONAL REQUIREMENTS

During its evaluation the visiting team to Indiana University-Purdue University Fort Wayne reviewed the Self-Study Report and other supporting documents, and conducted numerous interviews to verify data pertinent to the 24 General Institutional Requirements. The team found evidence that Indiana University-Purdue University Fort Wayne was in compliance with each of these foundational principles for institutions of higher education.

A complete description of this is found in Chapter two of the Self-Study Report on pages 17 to 22. Supporting documents were available to the team to further confirm the statements found in the Report.

On the basis of its review, the visiting team concludes that Indiana University-Purdue University Fort Wayne meets all 24 of the General Institutional requirements of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

#### IV. CRITERIA FOR ACCREDITATION

Every higher-education institution accredited by North Central Association's Commission on Higher Education must demonstrate that it fulfills Five Criteria for Accreditation. After studying the materials presented by the institution, reviewing facilities and operations, and interviewing representatives of the campus, the Visiting Team concludes that Indiana University-Purdue University Fort Wayne fulfills these five criteria. The following section of the report provides support for that conclusion by means of evaluative and descriptive comments on selected but representative programs and activities.

Criterion One: Indiana University-Purdue University Fort Wayne has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Indiana University-Purdue University Fort Wayne is a public institution that is recognized as a regional campus of both Indiana University and Purdue University. Purdue University is the managing partner in the administration of the Indiana University-Purdue University Fort Wayne campus. Indiana University-Purdue University Fort Wayne is recognized by the Indiana Commission for Higher Education, which serves as the state's coordinating agency for higher education. Indiana University-Purdue University Fort Wayne has legal authorization to operate in the state of Indiana.

The University offers degree programs at the associate, baccalaureate and master's levels. Courses are also offered at the doctoral level, however, no doctoral degree programs are approved. The mission statement is widely distributed and provided the basis of the "re-engineering of student services" and "connections with the community" which served as special emphases for the North Central Association Self-Study Report.

Criterion Two: Indiana University-Purdue University Fort Wayne has effectively organized the human, financial and physical resources necessary to accomplish its purposes.

### Governance

The governing board of Indiana University Fort Wayne and Purdue University Fort Wayne has authorized the University's affiliation with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. This affiliation has been continuously maintained since 1969. In 1974, the institutions merged to become Indiana University-Purdue University Fort Wayne.

The Trustees of Indiana University and of Purdue University are authorized through the Indiana Code to manage the universities as public corporations. The Trustees of Indiana University and of Purdue University have agreed that Purdue University is the responsible corporation for the Indiana University-Purdue University Fort Wayne campus, with academic issues related to the offering of

Indiana University programs subject to Indiana University policies. This agreement is recorded in the Indiana University-Purdue University Fort Wayne Management Agreement, which is shown in Appendix IV of the Self-Study Report.

Each Board of Trustees includes public members. All members of each Board are appointed by the Governor, including approval of the three members of each board who are selected by the voting alumni of each university and the one member who must be a full-time student at the university.

The Chancellor of the Indiana University-Purdue University Fort Wayne campus is appointed by the Purdue University Trustees, in consultation with the Indiana University Trustees, and upon recommendation of the President of Purdue University. The Chancellor is charged with leadership of the campus within the context of Trustee policies and general direction provided by the President of Purdue University. A Management Agreement describes the ways that the campus is administered.

Indiana University-Purdue University Fort Wayne has been accredited as a separate institution by the North Central Association since 1974, and, prior to that time, participated in "umbrella accreditation" of Indiana University and Purdue University. The Trustees affirm Indiana University-Purdue University Fort Wayne's accreditation through authorization of payment of dues and participation in the reaccreditation process.

### Academic Affairs

The Vice Chancellor for Academic Affairs oversees the schools and academic divisions of Indiana University-Purdue University Fort Wayne as well as the library and learning resource center. The Vice Chancellor has a good working relationship with the deans and directors and is perceived by the faculty as open and supportive.

The university has about 320 full-time faculty. Most hold the doctorate or appropriate terminal degree. In addition, the university employs approximately 300 associate (adjunct) faculty. The majority of the associate faculty, who teach about 40% of the courses, are prepared at the master's level. The university faculty follows the faculty handbooks of their respective universities.

When a faculty vacancy occurs, that vacant faculty position returns to the Vice Chancellor, who makes the decision as to whether to permit the department to fill the position. This gives the Vice Chancellor the opportunity to make faculty adjustments as necessary based on need, changing enrollment patterns and so forth. If the department is able to demonstrate an ongoing need for the position, the Vice Chancellor gives approval to fill it. The department chair or director then follows a detailed, written hiring process that includes the university's affirmative action officer.

### Faculty Senate

Faculty governance procedures at Indiana University-Purdue University Fort Wayne are clearly delineated. The Fort Wayne Faculty Senate is an active organization with broad faculty support. Faculty indicate that Senate representation is fair and that their needs and concerns are considered.

### Financial Affairs

The Vice Chancellor for Financial Affairs is responsible for financial resources, budgeting, human resources, purchasing, information technology services, athletics, and the physical plant. The Vice Chancellor oversees a budget of approximately \$62 million, which includes an endowment of \$19+ million. The fiscal resources of Indiana University-Purdue University Fort Wayne are managed effectively and the University has a substantial cash reserve. In addition, the University is participating in an energy savings initiative available through the state of Indiana. The CFO anticipates a saving of approximately \$50,000/month because of changes made to date in the efficiency of the physical plant.

Over the last ten years the University has added six new structures including state-of-the-art facilities for engineering/technology, the visual and performing arts, and science. The campus is well-maintained and attractive, with only minimal deferred maintenance needs.

The 11 police officers that serve the campus are fully commissioned officers, many of them seasoned officers who have retired from other police departments. During the hiring process, careful attention is given to selecting officers who are able to communicate effectively and to work well with students. The commissioned officers are augmented by 3 security officers. The officers are trained in CPR and have two portable defibrillators available for emergencies. Published safety reports indicate a low incidence of crime on campus.

The Human Resources Department is preparing to implement Resumex, a WEB-based applicant tracking system, which will enable applicants to complete applications on-line. It will also permit the department to sort applications more efficiently. Since 1994 all new hires at Indiana University-Purdue University Fort Wayne have been considered Purdue employees, eligible for Purdue benefits. This change has gradually helped ease the challenges of managing two distinct salary and benefits systems. Salaries remain a pressing issue at Indiana University-Purdue University Fort Wayne because they are among the lowest in the entire Indiana University system. This disparity is evident in all categories but especially among the hourly employees.

### Student Affairs

The student affairs division is headed by a Vice Chancellor who supervises the Director of Admissions, the Registrar, the Dean of Students and the Directors of Academic Counseling and Career Services, Financial Aid, Multicultural Services,

International Student Services, Services for Students with Disabilities, Center for Women and Returning Adults, Child Care Center and Student Life.

### **Student Government**

The Indiana-Purdue Student Government Association (IPSGA) is the official organization for the student population. IPSGA has four parts - the executive branch, the Student Senate, the Student Activities Board, and the Judicial Court. Through the IPSGA, students are actively involved in the university decision-making process through activities such as representing students on committees (the student government president was a member of the self-study subcommittee on student services), making recommendations to the university administration, planning social events, determining student fee allocation and addressing student appeals. The students who met with the consultant-evaluators were articulate and clearly interested in working with university faculty and staff to provide high quality education and services to students.

Criterion Three: Indiana University-Purdue University Fort Wayne is accomplishing its educational and other purposes.

### **General Education**

The Indiana University-Purdue University Fort Wayne General Education program for baccalaureate degrees was updated in 1993 with implementation in the fall of 1995. After a series of unsuccessful efforts to create a general

education core consisting of a limited set of courses, Indiana University-Purdue University Fort Wayne adopted a menu-based general education program implemented primarily through the modification of existing courses. General education requirements have been approved for associate degrees with implementation scheduled for fall of 2001.

Students who entered Indiana University-Purdue University Fort Wayne after the fall 1995 semester are required to complete courses in six areas: Area I – Linguistics and Numeric Foundations; Area II – Physical and Natural World; Area III – The Individual, Culture, and Society; Area IV – Humanistic Thought; Area V – Artistic Expression; and Area VI – Advanced Study. Over 200 courses are listed under General Education.

While the institutional self-study indicates that "the core definitions describe skills and competencies essential for all college-educated adults," no core definitions or general education objectives are given in the University Bulletin. Basically, the Bulletin presents six areas of general education requiring a total of 36 credit hours. The Indiana University-Purdue University Fort Wayne General Education web page gives the following purpose: "The General Education program aims to provide you with essential skills and a broad introduction to several basic knowledge domains." The goals and guiding principles of general education are given in Senate Document SD 93-14; however, the objectives are not publicly articulated.

### Assessment Of General Education

Assessment of general education consists of a syllabus review to insure that general education goals are met, student surveys in all general education courses, a grade analysis, and faculty questionnaires in courses offered in the Advanced Study area of general education. The focus of the faculty questionnaires is to determine if the students are prepared as they enter the advanced General Education courses. The menu of courses available within the six areas is extensive, making it difficult to find a common set of goals for measurement. For example Area III offers 44 courses from which only two are selected, while Area VI has the most offerings with 77. Students only need to complete Area I and attain junior status before taking courses in the Advanced Study area.

### Assessment Of Degree Programs

Assessment activities at Indiana University-Purdue University Fort Wayne are coordinated through the Assessment Council, which is chaired by a full-time faculty member. Considerable efforts have been made to standardize the activities of the various programs, to ensure that assessment is linked to program goals, and to verify that the results are used for programmatic improvement. Although there appear to be some exceptions as stated in the institutional self-study, evidence suggests that the faculty support the assessment plans and that the processes are faculty driven. Visits to the various schools confirmed that most departments have well-developed outcomes assessment programs.

Typical assessment measures are portfolio review, student projects, exit interviews or surveys, surveys of alumni and employers, and exit exams.

Assessing student academic achievement is critical to strengthening an institution's educational effectiveness. Thus, it is important that Indiana University-Purdue University Fort Wayne continue to build on these early successes and publicly recognize the improvements that have been achieved through these activities.

## **ACADEMIC DIVISIONS**

### **School of Arts and Sciences**

The School of Arts and Sciences consists of 14 departments and it offers programs that lead to the following degrees: A.A. (10 concentration areas); A.S. in Chemical Methods; B.A. (18 major areas); B.S. (12 major areas); Master of Liberal Studies; M.S. (6 major areas); and M.A. (3 major areas). The school also offers 26 minors, 7 certificate programs and 6 pre-professional programs.

During the last few years, Indiana University-Purdue University Fort Wayne added a new state-of-the-art science building. This new building enables both faculty and students to learn and do research in an environment that is a model for other colleges and universities. Most faculty members are provided with their own, well-equipped, research laboratory. Because of the successful efforts of

faculty in the school to secure grants, the new building is complemented with a variety of highly sophisticated scientific equipment.

Technological resources in the school are up-to-date and the infusion of technology throughout the curriculum is viewed as positive. The computer laboratory in the department of mathematical sciences, which incorporates the use of laptop computers in the classroom, is very impressive and is a model for effective use of classroom space.

The departments of English and Linguistics and Mathematical Sciences should be commended for their efforts to increase the potential for the university's significant number of at-risk students to be successful. The Writing Center and Mathematics Testing Center have developed some innovative ways of supporting the materials presented in developmental classes. Tutoring is also available in the Transitional Studies area.

Research and scholarship in the school is supported as all faculty members involved in research receive a 6 credit hour reduction of teaching per year to sustain research activities. As a result, many faculty members have developed impressive track records of research. Moreover several faculty members have even served as doctoral advisors at Indiana University and Purdue University. However, with the exception of a few departments, primarily in the sciences, external support for research through grants and sponsored programs is low.

Efforts should be made by the university to increase grant-supported research throughout the School of Arts and Sciences.

### **School of Business and Management Sciences**

The School of Business and Management Sciences offers an MBA, a post-baccalaureate certificate in accounting, a Bachelor of Science in business, an Associate of Science degree in business, and a business studies minor. In 1998-99, the School awarded 141 baccalaureate degrees, 27 associate degrees and 51 MBAs; this is an increase over previous years.

The School includes four departments –accounting and finance, business and management sciences, economics, and management and marketing. The faculty have appropriate credentials and are committed to quality teaching and learning. The School of Business and Management Sciences is integral to the university's special emphasis on connections with the community. They are currently developing an Entrepreneurial Center and individual faculty members connect students with community activities.

### **School of Education**

The School of Education offers programs leading to the following degrees: the A.S. Ed. in early childhood education, the B.S. Ed., and the M.S. Ed. The B.S. Ed. in elementary education includes endorsements in kindergarten, elementary, and middle school, along with a minor in mild disabilities, which may also be

added to the B.S. Ed. in secondary education. The B.S. Ed. in secondary education (including preparation for junior high, middle school, and senior high licensure) has teaching majors or minors in eight content subjects. The M.S. Ed. includes majors in counseling, elementary education, school administration, and secondary education, and five graduate endorsement options. The Indiana Department of Education and the National Council for Accreditation of Teacher Education (NCATE) accredit the undergraduate and graduate programs.

The history and evidence provided indicates a high quality professional education program, including collaboration with schools in the region for field experiences and in-service, technology integrated into teaching and learning, and a Curriculum Lab to support teacher preparation. Reported student achievement on initial teacher licensing examinations indicates an unusually high range of 80-97% pass rate, including National Teacher Examination (NTE) General = 89%, and NTE Specialty Area = 97%. These licensure examination results, along with the entry Pre-Professional Skills Test (PPST) and continuous program progress checks of G.P.A. (overall 2.00 in General Education and 2.50 in professional courses) guide student advising as well as program assessment.

Neff Hall, one of the oldest buildings on campus and home of the School of Education, is extremely well maintained and serves as a model of an appropriate environment for learning. The Curriculum Lab, while crowded, provides extensive resources to support the teacher education program. Over 20,000 teachers, parents and children from both within the university community and from the

surrounding area use it year-round. Of particular value are the computer software preview center, the collections of children's literature, the journals and educational games, and the support provided in coordinating teacher consultation services.

The School of Education faculty engages in research and scholarship, and seven have been awarded sabbatical leaves during the past five years, comparable to the majority of other departments. Thirty-eight percent of the full-time faculty is tenured, one of the lower percentages in the university. Hiring of new faculty to replace retiring faculty over the past five years has contributed to this tenure rate. Of twenty full-time faculty, 18 have the terminal Ph.D. or Ed. D., and two are completing degrees. There are four professional staff, and 3 visiting instructors.

Faculty are active in community outreach/partnerships, including in-service, internships, and consultancies with schools and agencies in northeastern Indiana.

### **School of Engineering, Technology, and Computer Science**

The School of Engineering, Technology, and Computer Science provides professional and career-oriented programs leading to certificates, associate degrees, and baccalaureate degrees. The school offers eight B.S. degrees, eight A.S. degrees, three minors, and 13 certificates. The school includes the departments of civil and architectural engineering technology, computer science, electrical and Computer engineering technology, engineering, and manufacturing

technology. The division of organizational leadership and supervision also reports to the dean.

While enrollment data by school was not given in the institutional study, material provided in the resource room suggests that the school's enrollment has been stable over the last five years with total head count varying from a high of 1,546 to a low of 1,425. The school enrollment represents approximately 13.5% of the Indiana University-Purdue University Fort Wayne total enrollment. The dean and chairs interviewed characterized the enrollment as stable although there is a potential for growth in computer science if two vacant faculty positions could be filled to increase the department's capacity.

Approximately 63% of the faculty hold terminal degrees in their field, which is adequate since a masters degree and three years of industrial experience are the required credentials for accreditation for the engineering technology programs. In the two departments requiring higher credentials, engineering and computer science, 18 of the 22 faculty (82%) hold doctoral degrees. Funds are very limited for professional development with about \$350 per faculty member available for travel to conferences. Rather than allocating travel funds directly to all faculty members, the funds are made available to faculty presenting at regional and national conferences. Sabbatical replacements have been funded adequately through salary savings for one-year sabbaticals and through funding from the vice-chancellor's office for one-semester sabbaticals. Salary levels are

adequate although the institutional self-study indicates difficulty in attracting qualified faculty in engineering and computer science.

The facilities and equipment in the school as rated by the faculty range from adequate to excellent. The engineering and technology building completed in 1993 provides over 82,000 square feet (gross) and is in excellent condition. There is sufficient laboratory space for future growth and a significant amount of space for students to gather and study. The computer laboratories are excellent while other laboratories are best categorized as adequate. The only issue that was raised during interviews with the consultant-evaluators was the disconnect felt by the computer science department as they are not housed in the new building. Computer science remained in Kettler Hall when the new building opened. While their facilities are also excellent, interaction between computer science and the rest of the school could be improved. Future plans include the addition of a new Bachelor of Science degree in computer engineering. Because the new degree will rely on existing courses in electrical engineering and computer science, interactions between engineering and computer science should increase.

All of the departments in the School of Engineering, Technology, and Computer Science are participating in assessment activities. Some of the assessment tools used by the various departments include a survey of graduates, survey of alumni, survey of employers, and projects from capstone courses. As assessment is required by the Accreditation Board for Engineering and Technology (ABET) as

well as North Central Association, the school takes assessment seriously. The school's Continuous Improvement Committee coordinates these efforts. The school is currently experimenting with centralizing data collection through the web. The faculty hope that much of the tedious work of data collection, entry, and analysis will be automated with students, alumni, and employers submitting their surveys directly through the school's web-site.

A strength of the school is the number of programs accredited by ABET. The A.S. degrees in architectural engineering technology, civil engineering technology, electrical engineering technology, industrial engineering technology, and mechanical engineering technology are accredited by the Technology Accreditation Commission (TAC) of ABET. The B.S. degrees in construction engineering technology, electrical engineering technology, industrial engineering technology and mechanical engineering technology are also accredited by TAC-ABET. Electrical engineering and mechanical engineering are accredited by the Engineering Accreditation Commission (EAC) of ABET. The school is currently evaluating the requirements for the accreditation of the computer science program under the newly formed Computing Accreditation Commission (CAC) of ABET. Faculty hold appropriate terminal degrees for their programs; many also hold professional licensure as architects, professional engineers, and professional land surveyors.

Overall, the school offers strong programs that meet the needs of students seeking a career-oriented education. The programs have high standards and

expectations of their students and the institution provides the resources necessary to help students succeed. There are sufficient resources to meet the current needs of the School and they are expected to continue to do so in the future. The school does need additional faculty in computer science to meet current demand and in engineering if they implement the computer-engineering program.

### School of Health Sciences

The School of Health Sciences offers associate degree programs (nursing; dental hygiene; dental laboratory technology; health information technology; radiography; and hotel, restaurant, and tourism management) and baccalaureate degree programs (nursing, clinical laboratory sciences, hospitality management), as well as a Master of Science degree in nursing administration. The school also has a formal transfer program for several allied health majors offered at Indiana University. All of the programs that are eligible for specialized accreditation through the respective professional organizations have achieved these accreditations.

This school is one of three at Indiana University-Purdue University Fort Wayne that offers both Purdue University and Indiana University programs. However, the faculty work well together and do not consider this combination an issue. In general, these technical programs have received adequate support for operating and for capital purchases although some of the dental programs could benefit from more up-to-date equipment.

The school has a well-developed, thorough outcomes assessment program to evaluate student achievement. The school also has a detailed strategic plan, Academic Unit Priorities 1998-2003, which was developed by the dean and faculty. This plan delineates focused strategic initiatives and short-, mid-, and long-term priorities to achieve the identified goals and serves as a driving force in decision-making.

As is the case nationwide, the school has experienced declining enrollments in several of the health care majors offered. The department of nursing has been fortunate to have a partnership with Parkview Hospital. The hospital has provided significant funding, which is used primarily for associate faculty and for scholarships. The dean is actively working to develop similar partnerships to help support low enrollment programs such as health information technology. Faculty report that, in general, the professional community is very supportive of the programs that are offered at Indiana University-Purdue University Fort Wayne.

The department of nursing at Indiana University-Purdue University Fort Wayne is part of a nursing consortium with the other nursing departments of the Purdue and Indiana systems. Currently Purdue University at Calumet offers a master's degree in nursing with a clinical specialist emphasis and a family nurse practitioner emphasis. The nursing faculty of the Calumet campus have received approval to offer these programs at the other Indiana University and Purdue University campuses (namely, West Lafayette, Indianapolis and Fort Wayne). Similarly, the Indiana University faculty offer a master's degree in nursing with a

psychiatric nursing specialty at Indianapolis and at other campuses. Faculty of the Fort Wayne campus are currently seeking approval to offer their Master of Science with a major in nursing administration at the Calumet campus, the West Lafayette campus, and the Indiana University-Purdue University Indianapolis campus. The Indiana system permits this type of outreach using distance education and local qualified faculty but requires that the sponsoring university teach at least 51% of the program. In addition, the sponsoring university must have all necessary university approvals and the approval of the Indiana Commission on Higher Education. This innovative approach is designed to provide graduate education in nursing statewide without duplication of programs.

### School of Visual and Performing Arts

The School of Visual and Performing Arts has an appropriate mission statement addressing the focus of the school to provide professional and liberal arts programs and cultural and enriching opportunities to both students and members of the community. The school also seeks to be recognized as a center of arts education outreach, collaboration, and professional leadership in northeastern Indiana. It is apparent from student work exhibited, as well as faculty exhibition records, theatre performances, and the involvement of music faculty in the community and the Fort Wayne Philharmonic, that the three roles in the school's mission are being fulfilled.

The school offers degrees in visual arts, music, and theatre, both the B.F.A. as well as the B.A. or the B.S. where appropriate. It should be noted that Indiana

University-Purdue University Fort Wayne is well known throughout the Midwest for its music therapy degree. They also provide the B.F.A. in computer art and graphic design, an important offering given the significance of technology in all disciplines.

The performance schedule is ambitious and certainly more than adequate to support the degrees offered. The only limitation would be the lack of gallery and exhibition space for student and faculty shows as well as traveling exhibitions. The team understands that space will be available in the proposed new music and performance building. Overall, the School of Visual and Performing Arts has well above average space which is exceptionally well maintained and ventilated and which supports well the majors in the school.

### Graduate Education

The graduate program utilizes faculty from the undergraduate program of Indiana University-Purdue University Fort Wayne. The lack of full-time graduate faculty may be responsible for limited faculty and student research and for the absence of a coherent standard for graduate performance.

Admission standards vary, with some degree programs offered through the respective academic units at Purdue University's or Indiana University's graduate schools. While individual program requirements are outlined in the Indiana University-Purdue University Fort Wayne Graduate Bulletin, oversight of program development and related student issues continues to be fragmented into degree

specializations with less emphasis on a coherent plan to meet emerging needs in the region. As suggested previously in the 1990 *Report of a Visit to Indiana University-Purdue University at Fort Wayne*, the size of the graduate program continues to reflect the need for a designated director of graduate studies to monitor development of post-baccalaureate education at Indiana University-Purdue University Fort Wayne.

### Distance Education

Distance education began at Indiana University-Purdue University Fort Wayne in the mid 1990s with the offering of courses through videotape and cable TV. Around the same time, the Indiana Higher Education Telecommunications System (IHETS) began, offering the possibility of 2-way interactive audio and one-way video courses between various locations in the state. At present, 80% of Indiana University-Purdue University Fort Wayne's distance courses are offered over cable TV or by videotape. The balance is offered over the Internet (13%) and by 2-way interactive broadcast. All distance education is operated by the division of continuing studies on a self-support basis. Enrollment in DE courses for FY00 was over 1200 students.

Most distance education support is provided by the Learning Resources Center (LRC). Housed in the basement of Helmke Library, the LRC provides, with its staff of 11, a full range of support services. These include graphic design; photography; test scoring and data analysis; video and TV production; classroom

computing and equipment support; design; maintenance and repair; and distance education support. The LRC supports three interactive distance education classrooms, (Helmke B35, Kettler G20 and 22) and handles the videotape duplicating process, mailing over 250 videotapes to students each week. The target audience for LRC services is Indiana University-Purdue University Fort Wayne faculty and staff. There are three audio-visual/classroom support personnel on call during the day, in different zones on campus, and one on call in the evening. The campus and the LRC are moving to equip all classrooms with permanent computer and presentation technology.

During the past several years, there have been several new initiatives at Indiana University-Purdue University Fort Wayne designed to foster the growth of distance education. These include the following:

1. The formation of a distance education coordinating committee (DECCO). The role of DECCO is to "more fully integrate distance learning into the academic mission." [<http://www.ipfw.edu/decco/>] To this end, the committee funds course development grants to enable faculty to prepare courses for distance delivery. The committee was also instrumental in the hiring of an instructional designer and in the selection of WebCT as the campus' on-line course development tool.
2. The formation of a Center for the Enhancement of Learning and Teaching (CELT). CELT offers a series of programs and grants aimed at the professional development of faculty and the use of technology in the classroom. However, with only 5% of sections using WebCT, it

would appear that there is a long way to go in infusing technology throughout the curriculum.

3. The development of a distance learning Web site to provide students a comprehensive link to services and resources.

Up to now, however, distance education has been the province of volunteers and has been non-interactive. Over the next several years, these efforts will help to ensure that distance education becomes more fully integrated into the mission of Indiana University-Purdue University Fort Wayne.

While the activities described have engaged the Learning Resources Center and the Off-Site Programs, less involvement is evident on the part of the faculty. The Distance Education Subcommittee of the Indiana University-Purdue University Faculty Senate did not get organized until late in the 1999 fall semester, and operating principles for "Distance Education at Indiana University-Purdue University Fort Wayne" introduced in March, 2000 were carried forward to 2000-2001. These principles focused on assessment, offering a degree (no proposals made), flexible grade processing, intellectual property rights, and access to students and staff. No formal approvals have been proposed or action taken by the Senate or by the Distance Education Subcommittee to date. While curriculum and instruction for degree offerings appear to parallel campus offerings, limited engagement on the part of Senate committees indicates little academic oversight in the process. While WebCT has been introduced for course management and delivery, faculty have not become fully engaged in the process of moving to

technology-based teaching. Instructor-student/student-student interaction has not been clearly described by departments or in course design/syllabi. A mutual understanding about policies and processes to implement distance education for degree programs has yet to be communicated to all stakeholders.

### Warsaw Site

A visit also was made to the Warsaw site. The Warsaw site is a rented facility, consisting of the third and the better part of the second floor of an attractive building across from the courthouse in downtown Warsaw. An elevator provides handicapped access. On the second floor there are two classrooms. The third floor consists of a reception area, two classrooms, a 12-station computer laboratory with Internet access, a vending machine area, and an equipment storage room. At present, courses are taught in person, by full-time or adjunct faculty. The facility is open when classes are scheduled (mornings and evenings) and is staffed with part-time personnel who are trained to assist students, both in computer use and in advising, registration, etc. Because there are no classes in the afternoons, the site, including the computer laboratory, is closed. The site is presently incapable of receiving broadcast courses from the Indiana University-Purdue University Fort Wayne campus. There are plans to remedy this.

A plan for ongoing assessment of both the learner and the delivery mechanism for the Warsaw program needs to be developed, comparing on-campus students

with off-campus participants in the respective degree programs. Student evaluation of courses and facilitators should be made using the same instruments or instruments similar to those used by on-campus students. Continuous student feedback is essential to provide quality improvement for the program.

Decisions are rapidly being made to implement distance education degree programs and the university is encouraged to formalize policies and procedures. One resource may be the development of a Distance Learning Handbook to assure mutual understanding of the relationship between Continuing Education and the schools, divisions, and academic departments in delivering distance education at Indiana University-Purdue University Fort Wayne. Faculty should be key players in the course/program/curriculum targets for distance education. In addition Indiana University-Purdue University Fort Wayne needs to demonstrate a commitment to ongoing faculty development for both instruction and course facilitation to help ensure student success. The university has made a financial commitment to the proposed program and has created a technology infrastructure to support students at a distance. Indiana University-Purdue University Fort Wayne now needs to move quickly to formalize policies and procedures. While the team recommends that Indiana University-Purdue University Fort Wayne be approved for distance education in the region, the degree programs recommended are limited to the Associate and Bachelor of General Studies and the MS in Nursing, programs documented as providing adequate support for distance delivery.

## ACADEMIC SUPPORT

### Helmke Library

The mission of the library is to "...anticipate and support the needs of Indiana University-Purdue University Fort Wayne's undergraduate and graduate students, faculty, administration, and professional community." In pursuit of this mission, the library serves the 6600 FTE students with a staff of 24.5 FTE and a budget of \$1.4 million that is handsomely supplemented by the income (\$200 thousand) from a \$4 million endowment. The library has shown itself to be exceptionally adept at fund raising. The library needs to ensure that those funds are used to support new ideas and innovations in services and not ongoing expenses; the administration needs to ensure that the availability of endowment income does not become an excuse for lowering institutional support.

Helmke Library is a member of the Indiana University library system. Students have access through the on-line catalogue, to the holdings of Helmke Library, the holdings of the entire Indiana University system, and to an extensive array of electronic resources. The Librarians provide a full range of services to the Indiana University-Purdue University Fort Wayne community, including innovative reference service and an excellent document delivery service. The facility is attractive and welcoming, but very crowded. The librarians have taken the initiative in both developing and implementing (1996) a 5-year strategic plan and in developing a Helmke Library Addition and Related Remodeling Academic

Program Statement which was endorsed by the campus on 1 June 2000, and which provides an excellent overview of library space needs.

One item in the *Statement* is of interest. The librarians state that they are writing under the assumption that, "Distance education options will place new demands on the library to serve students remotely." The rest of the campus does not share this assumption, for in the self-study, in several places (p.157, p.173) it is stated that no additional library resources are required to support distance students. The librarians are correct; there needs to be greater communication among the parties involved. At present distance students have access to a substantial amount of library resources, delivered both through Helmke Library and the state of Indiana's *Project Inspire*. With the addition of a proxy server in the next several months, properly authenticated distance students will be able to gain access to the proprietary databases now available only on the Indiana University-Purdue University Fort Wayne campus. The librarians also are working to institute policies and procedures for providing reference service and for the circulation of books and other resources to distance students.

Information Technology Services (ITS)

Information Technology Services has the mission to provide services "in support of administrative functions; in support of the campus missions of teaching, research, and service; and in support of student computing needs." Information Technology Services staff have developed an *Indiana University-Purdue University Fort Wayne Information Technology Strategic Plan (Working Draft #2) 4/20/2000*. The *Plan* does an excellent job of outlining the challenges facing Information Technology Services, challenges brought about by increased use of technology with the resulting needs for more bandwidth, support and training, and computer classroom facilities.

Information Technology Services personnel provide excellent support for computing on campus. Nearly 100% of classrooms are connected to the campus network and the Internet and there is a 4-year replacement plan in effect for all computers. The 300 public access computers are available for the students on the Indiana University-Purdue University Fort Wayne campus in nine open laboratories. In addition, Information Technology Services personnel support 3 multi-station computer classrooms and one training classroom and provide a series of short courses that serve as training for faculty, staff and students on both software and hardware. A centralized help desk is maintained during regular office hours; in addition, student consultants have regularly scheduled hours in the individual open laboratories around campus. Several departments and schools maintain their own specific laboratories, for which, except for the network infrastructure, minimal help is provided. Information Technology Services personnel also provide primary support and training for campus use of

WebCT, the interactive course-development tool chosen during FY99 for use at Indiana University-Purdue University Fort Wayne. At present, only five percent of class sections at Indiana University-Purdue University Fort Wayne are now using WebCT. It is a major objective of Information Technology Services to promote the use of information technology on campus.

Since 1995, Information Technology Services personnel have installed the SCT Plus student information system as part of a program to re-engineer student services. This program is now being upgraded to the SCT Banner student information system, an updated web-based, client-server version.

### **Student Services**

At the time of the previous comprehensive visit, Indiana University-Purdue University Fort Wayne used a locally developed student information system. When the university decided to move to SCT's Plus2000 system, they took the opportunity to re-examine and re-engineer enrollment services to ensure that they were well integrated and would serve students well. The new student record system includes a web interface called OASIS (On-line Access to the Student Information System). This internet-based service allows students to use the internet to complete application forms, review the status of financial aid awards, check seat availability in courses, register for classes, apply for graduation, and request transcripts. The system also gives faculty and advisors the ability to monitor course registrations and to access student demographic

information. A major change afforded by this new system is the separation of advising and registration. While advisors are available to help students decide what to take, they no longer have to actually register students. Also, students no longer have to stand in lines to complete the registration process.

In addition to new technology, student services units have moved into expanded space, giving the division greater visibility and making the areas more accessible and welcoming to students. The staff in these areas are committed to continuous quality improvement and to cross training in order to improve services to new and returning students.

### Admissions Office

With Plus2000, students are able to apply online. The system automates admissions decisions and credit transfer. This not only frees staff from clerical duties, giving them more time to deal with potential students, but it also ensures that processes are consistent and significantly decreases the time between student application and admission decisions.

### Financial Aid

The financial aid office has used technology to more efficiently process scholarships, student aid requests and disburse student loans. Again, the emphasis has been on providing timely responses to students, spending more time with students who need individualized assistance, and eliminating the need

for student to wait in lines. The system has been designed to more closely monitor eligibility criteria for grants and loans.

### Registrar's Office/Bursar's Office

The Registrar's Office is responsible for registration, maintaining student records, issuing transcripts, as well as for scheduling courses and final examinations.

Prior to fall 1995, students registered in their departments, but neither the students nor the advisors had access to the students' transcript records at the time of registration. With OASIS, this has changed: students and advisors can review the schedule and students' records, and register online. This offers a registration and records system for both Indiana and Purdue Universities that is seamless from the students' perspective. The Registrar's Office works hand-in-hand with the Bursar's Office. After registering, students can make payment with a credit card on the internet or through voice response telephone, or by check through the mail. Again, both the registration and payment process eliminate the need for students to wait in lines.

### Other Student Support Services

The university offers a variety of services to support the academic success of special populations, including women, returning adults, students of color, international students and students with disabilities. The institution also has a First Year Experience for all freshmen students and a Guided Study Program for students who are conditionally admitted. Because more than half the students

admitted required some developmental help, the institution offers special instruction to students in courses identified as high risk because of low success rates. In addition, the Departments of English and Linguistics and Mathematical Sciences offer tutoring services and developmental courses in reading, writing, and math. (See section on School of Arts and Sciences.)

The retention of first year students from fall to fall is 57%. The overall fall to fall persistence rate is about 65%. This is slightly lower for African American students; their rate of persistence from fall 1999 to fall 2000 was 54%. The student population of the university is becoming more diverse; the percentage of students of color is increasing and for the first time the number of full time students was greater than the number of part-time students. In its planning, the institution will need to clearly address the needs of a more diverse population and plan for the enrollment shifts that might result from the growing community college system.

### Academic Advising

The greatest change in enrollment services has been in the area of advising. Prior to OASIS, advisors actually did the data input necessary to register students. Thus, students needed to meet with their advisors in order to register. This meant that advisors spent much of their time meeting with students who did not really need their advice. Since students can now register themselves, advisors now spend more of their time with those students who do truly need assistance with advisement.

Professional advisors, in what was formerly known as Student Academic Counseling Services, advise undeclared students. Recently, this area was combined with career services to become Academic Counseling and Career Services. This allows advisors and career counselors to work together to help students choose appropriate majors.

Faculty and professional advisors in schools and departments advise students in their departments. In meetings with the consultant-evaluators, students suggested that at times their faculty advisors were not accessible and that they were less knowledgeable about course schedules than the advisors in Academic Counseling and Career Services. This suggests that the role of that center might be expanded to provide back up to faculty advisors in registration. It also suggests a possible need for additional training for faculty advisors. Overall, the importance of student advising is recognized and the university is making good progress toward appropriately automating systems so that advisors time is more appropriately spent helping students who need individual attention.

A general weakness of the institution is the organization of the university Bulletin. The description of the institution's structure is best viewed in Part 3 (Schools and Divisions). The general education requirements are given in Part 2 (General Education Requirements) while the major degree requirements are given in Part 4 (Program Descriptions). This format makes it very difficult to coordinate institutional and departmental requirements to structure a four-year graduation

plan. Many programs also refer to the need to fulfill the requirements of Indiana University-Purdue University Fort Wayne in Part 7 (Regulations, Policies, Rights, and Responsibilities) adding to the confusion.

### Continuing Education

The Division of Continuing Education consists of three programming units: Non-credit programs, credit/off-campus programs, and Indiana University system wide academic degree programs in General Studies. Off campus sites include Angola, Auburn, Bluffton, Decatur, Huntington, Warsaw, and the Lincoln Life Learning Center in Fort Wayne.

For-credit courses are developed in cooperation with the academic departments. Faculty are recruited and compensated at the same rate as on-campus associate faculty with approval from the department chairs and deans. Assessment activities mirror on-campus course assessments. Student questionnaires are shared with both the faculty member and the respective department chair.

The Division offers an array of non-credit courses ranging from Kindermusik, in which children learn new songs and play instruments to customized training offered to meet specific company needs. No complete degree programs are offered through Continuing Education at this time; however, they are close to delivering the complete General Studies Degree. Material provided in the Resource Room and at the Division of Continuing Education office implied that

both the Associate and Bachelor's Degrees in General Studies are already available on campus.

### University Outreach

The University has experienced and dedicated individuals in the offices of University Relations, Alumni Relations, and Development. Publications is located outside of Alumni Relations, Development, and Public Relations. As identified in the Indiana University-Purdue University Fort Wayne self-study, consideration should be given to coordinating/centralizing external relations to include publications in addition to Alumni Relations, Development, and Public Relations. A generally accepted structure would be to have a director of development and public relations that would include alumni relations and publications. This would allow for a coordinated effort to connect and interface publications with development and public relations. Currently Indiana University-Purdue University Fort Wayne often experiences difficulties and delays in the Development Office in receiving downloads of data about alumni from the Purdue Campus. Unless the Purdue Campus is able to meet the needs of Indiana University-Purdue University Fort Wayne in a more timely fashion, the result will be a "shadow system" as a data base is created for Indiana University-Purdue University Fort Wayne. Actually, the establishment of a "shadow system" might allow for more accurate data and provide greater ease in updating data. With 33,000 addresses for Indiana University-Purdue University Fort Wayne alumni, and an annual donor base of approximately 3,300, it would be feasible for

Indiana University-Purdue University Fort Wayne to develop an institutional shadow system that could annually interface with Purdue University for corrections and updates. This would help ensure a more timely download of data to meet Indiana University-Purdue University Fort Wayne campus needs.

### Connections With The Community Initiative

The University should be commended for the initiatives of the Connections with Community Committee and subsequent report. The campus-wide survey of all partnerships and interactions with community is an invaluable starting point as a basis for a more formal coordination of connections with the community. The new performing arts building is projected to increase and strengthen campus connections with the community by providing small arts organizations with offices and common secretarial support. This is an outstanding concept in bringing community organizations to the campus to regularly interface with faculty and students.

A second area in which the survey should be of significant benefit is in indicating the breadth and depth of outreach activities as well as clearly identifying and articulating such activities as the on-campus clinic and music therapy, which incidentally, is oversubscribed. Clearly the technology workshops for young students (middle school) that have been designed and are provided through the graphic design program in such areas as Web 1, Web 2, Troubleshooting, all strengthen the community coming to the campus while at the same time the committee has inventoried campus activities in the community.

Commendable initiatives were designed in the following areas: 1.) identify ten or twelve major organizations in the community with whom the University interfaces, and inventory their needs; 2.) using this needs assessment, continue to develop internships/cooperative learning programs; 3.) initiate steps to ensure that the importance of service is acknowledged within the promotion and tenure process of Indiana University-Purdue University Fort Wayne. Certainly the campus as a whole should consider the concept of a capital campaign or a thrust within a capital campaign to continue to support the Connections With the Community special emphasis.

Criterion Four: Indiana University-Purdue University Fort Wayne can continue to accomplish its purpose and strengthen its educational effectiveness.

### Planning

In May of 1996, Rundell Ernstberger Associates prepared an update to the Campus Physical Master Plan. Campus buildings are well maintained, and state-of-the-art. From discussions with Indiana University-Purdue University Fort Wayne administrators it is clear that many other ideas related to campus facilities needs are currently being proposed. The development of university housing is one of the most significant ideas under consideration because it would result in a fundamental change in Indiana University-Purdue University Fort Wayne from an exclusively commuter campus to a campus that also offers a residential experience. The master plan update included provisions for student housing, with an area sufficient in size to incorporate the eventual expansion of housing to approximately 2000 beds. The other questions about student housing that were raised by the team are addressed in the Phase I feasibility study. Although, this document was not provided at the time of the visit, subsequent communication between the self-study coordinator and team-chair revealed that questions raised by the team were addressed. Some consideration has also been given to working with independent investors to construct a hotel on university-owned property. University administrators clearly have good ideas and plans for expanding and improving the campus facilities. The Campus Physical Master Plan has not been updated since 1996. New ideas exist in the form of narratives

but no particular details such as timelines, funding strategies, and campus and community involvement are included. Given the number of ideas under consideration for further development (e.g. hotel) an update of the Plan is warranted.

### **Strategic Plan**

In the "Report of a Visit to Indiana University-Purdue University at Fort Wayne" in 1990, the North Central Association of Colleges and Schools stated as a concern: "The campus lacks a coherent strategic planning process to plan for future growth and development and to address faculty and staff turnover". The report "A Self-Study for the Commission on Institutions of Higher Education" included a response to this concern by stating that Indiana University-Purdue University Fort Wayne developed an organized strategic planning process in 1995. As a result of this effort, the Strategic Plan was written. Three documents were found that support the fact that a strategic plan exists: "The Indiana University-Purdue University Fort Wayne Strategic Plan and First-Year Report, November 1997", "The Indiana University-Purdue University Fort Wayne Strategic Plan and Second-Year Report, November 1999", and "Indiana University-Purdue University Fort Wayne and the Greater Fort Wayne Community: An Expanding Partnership." Although these documents do include elements of a strategic plan, they are not comprehensive since specific details for accomplishing each goal are not present. The team does note that each document contains a list of items that have been accomplished during that time

interval. This does provide evidence that the Administration has vision and definite plans for the future. What is not evident is how these ideas will be brought to fruition nor how particular ideas become strategic initiatives.

Strategic plans connect with faculty goals, departmental goals, and division goals; they are not separate entities. Although each department and collegiate unit on campus establishes a planning document each year, there is little evidence that these plans are part of the University-wide plans. These documents, as they currently exist, do not suggest that a strategic planning committee and process exist at the Indiana University-Purdue University Fort Wayne campus. Rather there is an executive summary identifying areas and issues of significance on the campus to which executive leadership and administrators such as deans have responded. Strategic planning should be recognized as a dynamic and ongoing process with an existing committee that works to develop first a framework, which includes strategic initiatives, as well as timelines and resources needed to meet those initiatives. Collegiate units as well as departments should focus on strategic initiatives and their role within the campus strategic plan. The Indiana University-Purdue University Fort Wayne planning process, as it exists, is primarily a narrative and not an operative document. For the concept of planning to exert a significant role within a campus structure, the process needs to be operative. For example no existing strategic planning document demonstrates the process that was utilized on the campus to make the decision to move from Division II to Division I athletics. There is no indication of committees or task force work or of involvement from the campus or

the community in reaching that decision. In fact, one student athlete commented that it was surprising to her that the campus athletes were not part of the decision. In reality other universities faced with this decision often completed intensive studies prior to making such a decision. This is not to criticize the decision, merely to say that the process leading to the decision is not evident, and would normally be addressed within a planning structure.

The University has assembled significant physical, human and financial resources. Indiana University-Purdue University Fort Wayne is certainly poised to continue its purposes and strengthen its educational effectiveness. However, without effective and inclusive strategic planning, it is difficult to determine what the University's true direction in the future will be.

Although Indiana University-Purdue University Fort Wayne has made progress in addressing the concerns of the 1990 North Central Association visitation team, the lack of a comprehensive, coherent strategic planning process continues to be a concern, and it needs to be seriously addressed by Indiana University-Purdue University Fort Wayne.

Criterion Five: Indiana University-Purdue University Fort Wayne demonstrates integrity in its practices and relationships.

## **FEDERAL COMPLIANCE AND THIRD PARTY COMMENTS**

The integrity of the university is expressed in its commitment to shared mission and ethical values, its clarity of published policies with implemented procedures,

its equity in treatment of constituents, and its compliance with all legal requirements and contractual relationships. Specific practices within these areas are satisfactorily documented, e.g. compliance with federal law such as the Campus Security Act.

The university has documented its intent to operate with integrity through its published mission statement as developed in *The Indiana University-Purdue University Fort Wayne Strategic Plan: Core Mission and Vision* and related implementation priorities and objectives. The university's 2000 Self-Study Report addressed the criterion by discussion of open meetings and public records; faculty and staff policies and procedures; contractual relationships and conflicts of interest; equity of treatment; grievance processes; student issues related to academic honesty, freedom of expression, and respect for others; affiliations; accreditation; admission practices; relationships with other universities and colleges; and continuing challenges.

The institutional relationships of Indiana University and Purdue University with Indiana University-Purdue University Fort Wayne, while complex, are clearly understood by faculty and the campus community. Ample published resources are made available for all stakeholders who seek information. The expanded resources on the Indiana University-Purdue University Fort Wayne Web site ([www.ipfw.edu](http://www.ipfw.edu)) include published information and general, administrative, and student service resources including the minutes of the Faculty Senate meetings and other committees.

Shared governance is documented through the various levels of policies and procedure, but day-to-day involvement of faculty in decision-making processes and implementation of policies with other portions of the community is inconsistent. For example, assessment processes have not been prioritized or fully implemented for all programs, and the "Connections with the Community" emphasis has not engaged the community in much of the planning. A planned meeting of North Central Association consultant-evaluators with faculty and staff either was not well publicized or not of interest to this constituency because attendance was minimal. The Distance Learning program has not been given focused attention by faculty. One explanation is a current "lethargy" on the part of faculty, who, "having survived a period of academic administrative change several years ago, are happy to sit back and enjoy the current period of stability provided by Academic Affairs". Communication is essential to shared governance, and resources exist to move this forward.

While diversity of faculty and students reflects the region, fewer matches exist between the university and the metropolitan Fort Wayne population.

Collaborative efforts to increase diversity in enrollment should be a focus of the "Connections with the Community" emphasis. While the Human Resource offices promote diversity in faculty and staff hiring, a campus commitment to reaching out to under-represented portions of the local community through multicultural collaboration should be brought to bear separately, collectively, and actively.

Administrative oversight of Intercollegiate Athletics maintains strict compliance and integrity for current programs, supported by the faculty Senate Subcommittee on Athletics. The welfare of these programs and the welfare of the student-athletes are closely monitored. The move to NCAA Division I may bring some unanticipated changes to the institution, and increased attention to emerging needs related to institutional integrity should be a priority.

The university demonstrates lawful compliance and adherence to ethical values, and relationships with external constituencies are documented satisfactorily. Third party comments, of which there were three, were positive. The team is satisfied that Indiana University-Purdue University Fort Wayne appropriately notified the public of their opportunity to offer comments.

## V. INSTITUTIONAL STRENGTHS

The team believes that the following are important strengths of Indiana University-Purdue University Fort Wayne and encourages the institution to respect them in the future:

1. The university's new computerized registration system has greatly strengthened the university's enrollment management systems as well as the ability of faculty and staff to access important student information.
2. There is a clear commitment to supporting student success. The student services area is welcoming. Commitment to student success is also evident in academic affairs where the faculty and staff offer developmental classes and disciplinary support services.
3. All faculty, staff, and students praised the technology resources and support, including that provided by the library and the Learning Resource Center. The Information Technology staff is inclusive in planning, the university is well equipped, and has a four-year replacement plan for all computers.
4. The campus is attractive and well maintained, with several new state-of-the-art facilities. Regular maintenance is done on schedule and deferred maintenance needs are negligible.

5. The faculty are committed to excellence in teaching and have a strong record of scholarship.
  
6. There is a university-wide commitment to the initiative for better connections with community. This is exemplified in many departments, for example the School of Visual and Performing Arts has a strong commitment to community involvement and programming.

## VI. INSTITUTIONAL CHALLENGES

The following are challenges for the institution. Failure to face any of these issues successfully has the potential to produce a situation that could affect the continuing accreditation of Indiana University Purdue University Fort Wayne in the future:

1. The University needs a comprehensive approach to strategic planning. Although many units have developed clear plans, these are not part of an overall process that provides for broad input from all constituencies. The current plan is a narrative vision of some campus issues, not an operative document.
2. The general education program is not clearly defined and not communicated as an integral part of the University mission. Efforts need to be made to formulate a more clearly defined statement of philosophy and objectives of general education, which needs to be articulated to all constituents. Objectives should be clearly measurable.
3. Assessment of student academic achievement in the general education component needs to be strengthened to include multiple measures of expected learning outcomes. The assessment should be used to improve the program including the periodic review of approved general education courses.

## VII. TEAM'S ADVICE AND SUGGESTIONS FOR INSTITUTIONAL IMPROVEMENT

The team members, in their roles as consultants, offer the following advice for consideration. The team members offer additional advice with respect to the "special emphasis" Connections with the Community. These comments are offered in the hope that they may lead to institutional improvement. They are not considered by the team to be concerns that might affect the future accreditation of the institution.

1. In conversations with students it appears that while they find faculty advisors to be supportive and helpful, they are not always as knowledgeable and accessible as the advisors in Academic Counseling and Career Services (ACCS). The institution might consider expanding the role of ACCS to back up major advisors and to serve as resources to major advisors.
2. Although good progress has been made in the assessment of student outcomes, there will have to be continued attention in order to maintain the momentum and to improve institutional buy-in.
3. While the university is to be commended on the institution of the Center for Enhancement of Learning and Teaching (CELT) and Distance Education Coordinating Committee (DECCO) and their grant opportunities for faculty to infuse technology into their classes, these programs should be continued and expanded. The

realization that information technology is no longer an optional add-on but a vital part of all academic disciplines should infuse academic planning.

4. The ability to work in a multicultural environment is expected of college graduates. Each student's general education experience should include a diversity component.
5. The university should have more effective approaches to communication between and among all constituencies.
6. Consideration should be given to coordinating/centralizing external relations functions: Alumni Relations, Development, Public Relations, and Publications.
7. To strengthen the Community Connections Program the university should consider:
  - Initiating a capital campaign, aimed at alumni and local constituents;
  - Placing greater emphasis on community service in promotion and tenure and in the reward system of Indiana University Purdue University Fort Wayne, particularly the merit system;

- Building stronger connections between the Program and internships/cooperative learning programs; and
- Conducting an external needs assessment of those community organizations with whom the university has the most contact.

8. To complement plans for student housing, the university should continue to expand the number of scholarships aimed at attracting and retaining the region's "best and brightest" students.
9. Division I, Athletic fundraising obligation is significant. The University may find it difficult to maintain current Annual Fund levels particularly for academic scholarships when fundraising is required to support athletic scholarships.

### VIII. TEAM'S RECOMMENDATION AND RATIONALE

That the accreditation for Indiana University-Purdue University Fort Wayne as a master's degree-granting institution be continued and that its next comprehensive visit occur in 2010-2011. The team recommends the following requests for institutional changes: approval for a second degree site (Warsaw) and removal of the stipulation about doctoral courses. The Team also recommends approval for distance education in the region, with the restriction that, without further approval by North Central Association, the distance degree programs be limited to the Associate and Bachelor of General Studies and the Master of Science in Nursing. The Team recommends a contingency report to the North Central Association staff when the University receives final state-mandated approvals to offer degree programs (i.e. more than 50% of the degree program) off the main campus. The Team recommends progress reports to the North Central Association staff by July 30, 2004 on the status of strategic planning. The team further recommends a progress report to the North Central Association staff by July 30, 2004 on the status of general education. These recommendations are shown on the Worksheet for the Statement of Affiliation Status. The Team's rationale for its recommendations is;

1. Indiana University-Purdue University Fort Wayne has clearly demonstrated a commitment to supporting student success. This was described in the self-study (Part Two, Chapter I) on the re-engineering of student services and verified by members of the visiting team.

2. Indiana University-Purdue University Fort Wayne has established a positive relationship with external stakeholders to include business and community partners. The positive relationship was not evident when the team visited in 1990. The change is attributed to efforts described in the self-study (Part Two, Chapter II) on the connection with the community and to the leadership of the campus.
3. Indiana University-Purdue University Fort Wayne has demonstrated a strong commitment to improving physical facilities through an aggressive building program and low deferred maintenance.
4. Indiana University-Purdue University Fort Wayne has demonstrated a carefully managed fiscal operation.
5. The 1990 team expressed a concern that the University lacks a coherent strategic planning process. The current visiting team has recognized the same challenge. Therefore, a progress report on strategic planning that demonstrates an integrated strategy that includes goals, outcomes and assessment is recommended.
6. Indiana University-Purdue University Fort Wayne's implementation and assessment of the general education program has not progressed beyond Level One, as defined in the Addendum to the Handbook of Accreditation Second Edition, March 2000. Therefore, a progress report on the assessment of general education that demonstrates progress toward Level Two is recommended.

# WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE  
2101 E. Coliseum Blvd.  
Fort Wayne, IN 46805

TYPE OF REVIEW: Continued Accreditation

DATE OF THIS REVIEW: November 13, 2000 — November 15, 2000

COMMISSION ACTION:

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STATUS: *Accredited (1974\*- .)*

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

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HIGHEST DEGREE AWARDED: *Master's.*

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

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MOST RECENT ACTION: *August 7, 1998.*

TO BE CHANGED BY THE COMMISSION OFFICE

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STIPULATIONS ON AFFILIATION STATUS: *Course offerings at doctoral level are limited to five courses or twenty semester hours a year.*

Institution *Recommended Wording:* Distance delivery is limited to the Associate and Bachelor of General Studies and the Master of Science in Nursing.

Team *Recommended Wording:* Distance delivery is limited to the Associate and Bachelor of General Studies and the Master of Science in Nursing. The institution will need prior Commission approval to offer a doctoral degree.

NEW DEGREE  
SITES:*Prior Commission approval required.*

Institution      *Recommended Wording:*      No prior Commission approval required for offering existing degree programs at the Warsaw site.

Team      *Recommended Wording:*      Same as the institution's recommended wording.

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PROGRESS REPORTS  
REQUIRED:*None.*

Team      *Recommended Wording:*      6/30/04; Reports concerning institutional development of strategic planning and the status of general education.

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MONITORING REPORTS  
REQUIRED:*None.*

Team      *Recommended Wording:*      NONE.

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CONTINGENCY REPORTS  
REQUIRED:*None.*

Team      *Recommended Wording:*      A report when the University receives final state mandated approvals to offer degree programs off the main campus.

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OTHER VISITS  
REQUIRED:*None.*

Team      *Recommended Wording:*      NONE.

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LAST COMPREHENSIVE  
EVALUATION:

1989-90.

TO BE CHANGED BY THE COMMISSION OFFICE

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NEXT COMPREHENSIVE  
EVALUATION:

2000-01.

Team      *Recommended Wording:*      2010-11.